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Set of application of Gender Neutral Selection Tools and Tests for Public Administration Measures

Coordination and Edition

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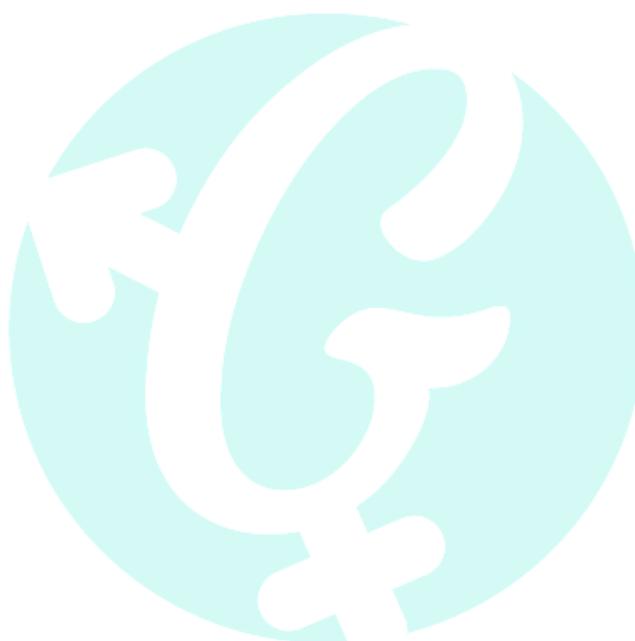
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INTRODUCTION

GeNeus is a 2 year project of the Austrian National Agency financed by the European Commission, within Erasmus Strategic Associations + KA2 for Education and Vocational Training, which began in September 2017. The objective of the project is to develop, promote and spread neutral recruitment tools and tests.

The aim of the project is the development, promotion and integration of a set of Gender Neutral Selection Tools and Tests. These tools and tests will improve equal opportunity for both sexes as well as educational and professional access to employment and education.

Specifically, these tools and tests, and the instructions for their use will be available free of charge and many organisations will have access. Currently, many organisations use deficient recruitment processes, such as non-standardised interviews, which contain all kinds of implicit bias, including gender prejudice. They lack the information needed to carry out appropriate selection processes. They either do not have or cannot afford standardised tests with regard to key work skills

This project not only focuses on gender equality, but also provides EU organisations with free recruitment tools and the instructions for their effective use. This package of tools and tests can be used flexibly, as required, and always respect gender equality.

As such the aims of the GeNeus project are:

- To obtain a general overview of the current situation, the requirements and any gaps in the evaluation processes in different contexts;
- Evaluate and analyse these processes, from a gender-neutral perspective.
- Produce and submit useful free materials that guarantee a neutral gender focus in recruitment assessment.

In the long term:

- Contribute to neutral gender access to the labour market and to vocational training;
- Reduce gender inequalities in the labour market, achieving equality in leadership positions and salaries.

1.1 PROJECT PARTNERS

The partners in this project belong to five different countries (Austria, Bulgaria, Italy, Portugal and Spain) and are collaborating on this project, working together on the development, promotion and mainstream of a Set of Matrices of Gender Neutral Selection Tools.

The six different organisations are:

- As coordinator: Frauen im Brennpunkt / Austria www.fib.at
- Inova+ / Portugal www.inova.business
- Instituto Politécnico of Porto /IPP / Portugal www.ipp.pt
- Bimec / Bulgaria www.bimec-bg.eu
- Centro per lo sviluppo creativo "Danilo Dolci"/ Italy www.danilodolci.org
- Servicio Regional de Empleo y Formación de la Región de Murcia / SEF/ Spain www.sefcarm.es

Frauen im Brennpunkt, was founded 30 years ago as an independent non-profit organisation and currently employs 110 people across Tyrol. The main areas of their activity are employment related counseling of women and girls, events, and awareness raising for female gender issues and childcare in nurseries and with day nannies. The employees in the counseling departments have psychological, social and political expertise and can provide experience in the areas of gender sensitivity and labour market politics.

Inova+, is the Portuguese leading company in the promotion and management of international projects of Innovation, Education, Human Resources Management and Training and Research and Technological Development. The company's mission is to provide the knowledge, management capacity, partnerships and technical and financial support needed to ensure successful innovation projects to its customers.

Instituto Politécnico of Porto, (IPP) is a public higher education institution, the largest and the most dynamic Polytechnic in the country, first position in the ranking of the Polytechnic and, in conjunction with major universities, is placed in the upper reaches of the ranking of National Higher Education.

Polytechnic of Porto considers its mission to be the leader of Polytechnic system in Portugal, taking its social responsibility in the presence of the community and society, in an international frame of reference, demanding for the excellence.

Bimec was created in 2007 and develops its activity in the field of Vocational and soft skills training for adults (soft skills, specific motivational trainings, corporate training, marketing and sales; project management, entrepreneurship, tourism) among others. This organisation has experience in project management and implementation and our consultants manage and consult on different projects as a service for our partners. This experience makes us a reliable project-coordinator for the efficient and effective project implementation, especially related to motivational issues.

BIMEC is a member of the Bulgarian Human Resources Management and Development Association and as such has access to a wide network for promoting the idea of integrating young people into the world of work. BIMEC is also a member and co-founder of the Adult Training

Institute, which incorporates the efforts of a network of training institutions, adult trainers and VET trainers to raise the quality and adequacy of adult and VET training.

Centro per lo sviluppo creativo "Danilo Dolci" is a non-profit organization located in Palermo, Italy born in 1958 from the experience and work of Danilo Dolci, a social activist, sociologist, pacifist and pedagogue. Following his path the center has successfully mainly in the educational sector at local and European level, focusing on two main pillars, the Local Development, starting from the needs of the community and paying special attention to the most disadvantaged target groups, and the creativity, promoting innovation in education and using new methodologies to empower young and adults.

Servicio Regional de Empleo y Formación de la Región de Murcia (SEF) is the Regional body in Murcia Region in charge of the promotion, development and implement of the regional labour policies related to Employment, Career Orientation and Training. Sef has 25 offices distributed throughout the Region and the National Reference Centre of Chemistry for Vocational Education and Training. There is more than 125 guidance counsellors distributed throughout the Region, that give advice and career orientation to unemployed people.

Its mission is related to the efficiency in the matching of offer and demand in the regional labour market promoting the required profiles and providing the subsequent training adjusted to the needs. SEF joins training policies with social policies of stable and quality employment, unifies regional resources and services related to employment. It coordinates its activities with the rest of the Public Administration Departments, being a vehicle of participation of social agents in the elaboration and design of strategies for employment and regional development.

1.2 PROJECT SUMMARY

1.2.1 Objectives:

As we refer previously, the aim of the project is the development, promotion and integration of a set of Gender Neutral Selection Tools and Tests. These tools and tests will improve equal opportunity for both sexes as well as educational and professional access to employment and education.

Target groups of GeNeus project are:

- HR professionals, schools at secondary level, professional consultancies, Recruitment and assessment agencies, Woman NGOs, VET training centres, Employers – organizations and people who apply performance diagnostics (test procedures), and decision makers in these organisations
- Small and medium enterprises (SME)
- Public employment centers or related services as their measures influence very much national professional agendas, and decision makers public administration (PA) organisations

- Post-secondary and professional education (PSPE) institutes, job orientation centers regarding study choice at high school and university level, and decision makers in these organisations
- Decision makers in public administration and organisations who are working with tests

The project is composed of 6 deliverables, called intellectual outputs (IO), each one of which is carried out by each one of the member states.

The deliverables or intellectual outputs are:

- **IO1:** Generic report on national testing processes: information about how SMEs, the Public Administration & Post-Secondary Vocational Training are related to the recruitment processes and the system of tests in Austria, Bulgaria, Italy, Portugal & Spain.
- **IO2:** Set of Gender Neutral Selection Tools and Test: based on best practices and needs analysis, development of new test types that will improve the selection and evaluation processes.
- **IO3:** Guide to the implementation of Selection Tools and Test: information on how to specifically integrate the new testing methods in the different labour market areas.
- **IO4:** Set of Application of Gender Neutral Selection Tools and Tests for SMEs.
- **IO5:** Set of Application of Gender Neutral Selection Tools and Tests the Public Administration Measures.
- **IO6:** Set of Application of Gender Neutral Selection Tools and Tests for Post-Secondary Professional Education.

1.2.2 Results of Intellectual Output IO1

The objective of the report was to compile national information on testing systems in use, recheck them regarding gender specific differences in the individual performance areas - define the specific needs for equal opportunities of access for both genders. Another objective was to identify possible existing best practices in different countries providing an overview of the way and extent to which the target groups in the partner countries use testing – this may be selection tools or performance testing. The aim is to deliver a reflection on the future of the labour market, taking into account the macro context of flexibility and insecurity that will consequently have an impact on jobs and careers.

The report also contains desk research on theories of intelligence and gender specific differences and neuro-psychological science.

Testing helps companies to identify the candidates most likely to perform well on the job.

Within the national research partners researched selection testing for employees/trainees that is being currently performed in their countries and the needs of the target groups in this area. All partners have done research interviews in three pre-defined groups – namely Small to Medium Enterprises (SMEs), Public Administration (PA) and Post-Secondary Professional Education institutions (PSPEs).

Target Groups

The project partners conducted interviews with the following entities:

Country	SMEs	PAs	PSPEs	Total
Austria	6	2	3	11
Bulgaria	7	1	2	10
Italy	5	1	3	9
Portugal	6	3	3	12
Spain	7	4	6	17
Total	31	11	17	59

What was evaluated

As a result of the conducted interviews, it was revealed that all three-target groups (SME, PA and PSPE) evaluate both hard and soft skills, that is, the professional and academic competencies of the candidates, as well as their personal competencies. However, the importance given to each type of skills depends on the target group: while PSPE organizations put more emphasis on academic competencies, SMEs and PAs focus more on personal and professional competencies. Considerable differences exist between the partner countries.

The following **personal competencies** were evaluated by the three target groups:

- Mathematical intelligence;
- Concentration capability;
- Verbal intelligence (for SMEs the emphasis is more on communication skills);
- Social and emotional intelligence:
 - Empathy, creativity, self-knowledge, emotional control, self-motivation, ability in interpersonal relationships and teamwork mostly for SMEs
 - Teamwork and networking skills for PAs
- Personality:
 - self-esteem, extroversion, pro-activity and sociability are mostly evaluated by SMEs
 - general attitude, positive personality, interest in learning, customer orientation and responsibility are competencies evaluated by PAs
- Memory (by PAs and PSPEs)

The public administration places a lot of weight on the specific skills needed for the specific job (technical/job-related competencies).

How evaluation is done

The interview is the most common instrument used during a selection process in all countries and all three-target groups. In some cases, this is often the only selection tool used (besides the review of documents/curricular screening: CV, diplomas, certificates).

What follows are some examples of questions/topics commonly addressed to the candidates during the interviews in the Public Administrations (PAs):

- Professional and/or academic path
- If changes of workplaces happen often – why?
- Motivation (Why do you want this job? What motivates you, what do you like to do?)
- Technical competencies; Which technical knowledge and experience do you have in the area, which allows you to solve the more complex questions?
- Personality and self-knowledge:
 - Strengths and weaknesses?
 - Challenges met and how they were overcome?
 - How do you define yourself?
 - Willingness/Intentions to learn?
 - What are your ambitions/plans for the future?
 - What would be the ideal job/teamwork?
 - What are your motivations? How do you motivate yourself and your colleagues?
 - What do you require (framework, social conditions) to be able to do a good job?
- Organizational skills
- Leadership style
- Conflict management
 - How do you react to a conflict between your colleagues in your service?
 - How you react when your superior criticizes your work?
 - How do you face difficult situations, pressure?
- Attitude towards teamwork

PAs use tests in their selection procedures more often than SMEs. In fact, the majority of them state that they use different kinds of tests in the selection processes. However, interviews are still the most valuable tool for evaluation, since only tests are considered insufficient and too impersonal. Nevertheless, there are some PAs that consider tests as important or more so than interviews, using them to determinate whether a candidate proceeds to an interview (or the contrary - PAs in which an initial interview determines whether a candidate proceeds to a test or not).

Tests are mostly used to evaluate academic and professional knowledge, emotional and psychological intelligence, leadership qualifications, management skills, motivation for work and general intelligence.

Furthermore, most of the PAs have standard procedures for interviews and role play (if used), as well as for the tests, using ones such as intelligence tests, psychological tests, professional knowledge tests among others. Very rarely, the tests are conducted online and the interviews conducted in groups. Some do not have a standardised questionnaire, although the majority use semi-structured scripts.

Unmet needs

In general, the interviewed entities state that they do not have major needs that have to be addressed or, if there are some, that those are not connected to testing. Still, some suggestions related to testing were made, in particular:

- For PAs, the problems regarding the tests are the high prices, the unanalyzable data and the unsuitability of tests to the specific positions the candidates are applying for. Another problem is the ease of manipulation of the test results (mentioned by the Austrian report).

Gender specifics

According to the interviewed PAs, there are no differences in the selection processes of men and women. Still, some individual statements are worth noting:

- Only one PA observed gender differences in personality testing but not in performance testing;
- One PA states that women communicate better and are more expansive, while men present better results in abstract and mechanical reasoning tests;
- In two of the partner countries, the gender differences are attributed to the structure of the labour market rather than to the evaluation process itself.

For more information on the background research the partners conducted at a national level, consult the project's first intellectual output: [IO1 - Generic Report on Gender Neutral Testing](#).

1.2.3 Results of Intellectual Output IO2

After the Generic report on national testing processes for IO1 was concluded, the main results led to the conclusion that the best focus to satisfy the needs of the three target groups of this project (namely Small to Medium Enterprises, Public Administration and Post-Secondary Professional Education institutions) was the development of a combination of neutral selection instruments that were free, and easy to put into practice. Emphasis would be on the interview process while at the same time bearing in mind various types of skills testing.

Therefore the project partners developed and trialled various instruments and selection tests in this new Intellectual Output, which is Intellectual Output 2 of the GeNeus Project.

The main aim was to collect examples for the use of free tools of neutral selection in terms of gender and other fields, especially focused on the three target groups, but also easily adaptable to other socio-economic sectors. The 'Set of Gender neutral Selection Tools and Tests' contains examples of tests and tools that can be implemented for selection in the contexts of education and employment.

These tools, selected and developed, have to promote equal access for all in education and employment as they judge performance areas as well as include implementation of gender-neutral tests based on the latest scientific discoveries and empirical evidence gleaned during the development of the project in the 5 partner countries.

This report contains a detailed study of the selection processes and a thorough investigation of the match between person-work and person-organization. Importance is given to the appropriate planning of the selection processes which are to the benefit of both applicant and employer.

The Set of gender neutral Tools for the selection processes developed in this report were:

-Questionnaire of General Skills for employment:

The project partners have developed and trialed a Test with the three target groups in their own countries. It has 20 questions related to 3 transversal skills: initiative/proactivity, organization, social competence. This test can only be used in the 5 languages of the partner countries of GeNeus: Austria, Bulgaria, Italy, Portugal & Spain. Furthermore, the results obtained from the test should be analysed and interpreted in accordance with national specifications.

-Exercises in problem analysis and solving:

The project partners have also developed and trialed three exercises with the three target groups in their own countries. They are related to problem solving. Exercise. 1: Office party, Exercise 2: Store situation, Exercise 3: Office situation.

Each exercise consists of a description of a situation that needs action. The people surveyed had to respond to 5 questions about the situation with regard to problem identification, collecting data, ideas generation and evaluation, implementation planning and evaluation of the solution.

These exercises were developed and standardised for the 5 partner countries of GeNeus: Austria, Bulgaria, Italy, Portugal & Spain. The results and interpretation can only be used in these 5 countries.

– Other selection tools:

Test of English, test of German, IT skills test, works simulations. These tools are line tests that can be used to evaluate different competences/skills. Although not developed by the GeNeus

project partners, these tests can and should be used in accordance with the requirements of the vacancy for work, education or aim of development.

-Work interview:

The report from this intellectual output also contains a study of work interviews as a fundamental tool in the selection processes. A work interview consists of a formal conversation between an applicant and a representative of the employer. It is conducted in order to gather information about person-work & person-organisation match, and can contribute to the decision to hire the candidate.

The report distinguishes between structured and non-structured interviews, determining structure, facilitating types of questions, determining ways of conducting the interview (face-to-face, via video, telephonic, by distance, etc.) and well as the different ways of leading it (panel, group, etc.).

It also contains a model interview with the distinct phases of which it is composed and the different skills that can be evaluated by the employer.

- Another tool provided by the report, is a verification list of the applicant, which provides information to the employer about how to conduct an evaluation of each applicant, including a model template.

The report also dedicates a chapter on evaluation specific to gender in terms of criteria. Information is given and the importance of objectivity is highlighted in the selection process with special reference to the gender issue.

Finally, the report contains appendices that contain models of general skills questionnaires, problem solving exercises and their methodology, as well as a template for applicant evaluation for an employer.

There are also independent national appendices of the general skills questionnaire on employment and each of the countries with 3 sections: tests, guidance on interpretation and statistical information about the process of analysis and the results of the process of standardisation.

There are appendices specific to each country in terms of the problem solving exercises in three sections: tests, guidance on interpretation and statistical information about the process of analysis and the results of the process of standardisation.

For more information on the background research the partners conducted at a national level, consult the project's first intellectual output: [IO2 – Set of Gender Neutral Selection Tools and Test](#).

1.2.4 Results of Intellectual Output IO3

Together with the set of selection tools and tests of IO2, a Guide or detailed manual of instructions has been drawn up in Intellectual Output 3 (IO3).

The aim of this Guide is to offer support in the implementation of the gender-neutral tools and tests of the GeNeus project. This will ensure proper use and guarantee relevant and fluid implementation in the three target groups. The Toolbox and the Guide complement each other perfectly and thus the organisations will be able to identify the best possible candidates for a position and this will be done without any implicit gender bias.

It contains information about how to integrate the toolbox and the selection & evaluation processes, for those who can access the target groups. In addition, there is information on relevance, who can make use of these tools and tests, and how to properly implement each of the resources.

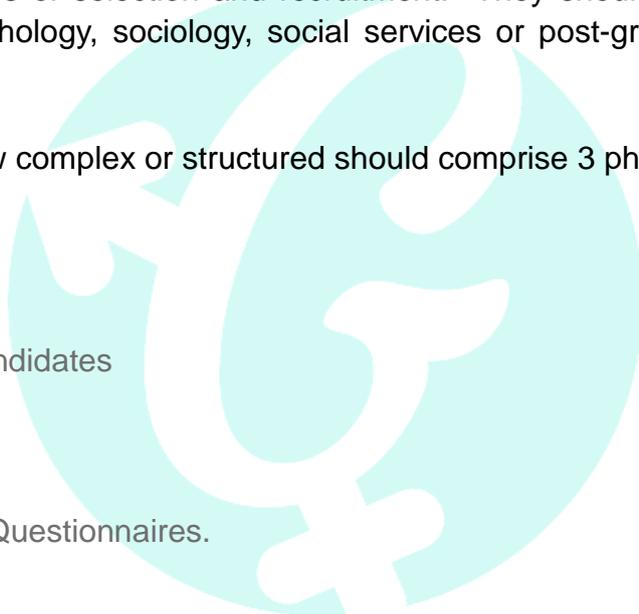
The aim of these guidelines is to support the correct implementation and functioning of these aforementioned tools for selection and thus obtain reasonable results. They will not only be gender-neutral, but also ensure a fair and unprejudiced selection process. There is a step by step approach so that one can clearly see which tool to use in which phase, how they should be used and what the expected results should be.

All three target groups of the Handbook/Guide are small and medium sized enterprises (SME), organisations/providers of post-secondary vocational training and public administration centers. It is also particularly aimed at consultancies (mostly recruitment and selection agencies, as well as officially recognised centres), advice bureaus, social services, universities, employment centers, evaluation centers, vocational training providers, businesses and human resources departments in general.

However, these GeNeus Tools should be used by technicians or HR professionals, who have experience in the implementation of processes of selection and recruitment. They should have certain minimum qualifications (EQF) in psychology, sociology, social services or post-graduate studies in HR.

All of these selection processes, no matter how complex or structured should comprise 3 phases:

- Pre-selection phase:
 - Analysis of position
 - Recruitment process – attract candidates
- Selection phase:
 - CV selection
 - General skills for the position. Questionnaires.
 - Problem solving exercises.
 - Job interview.



o Other tools: language tests, IT tests and job audits.

- Conclusion phase:
 - Template of Evaluation Checklist of the Applicant

For more information on the background research the partners conducted at a national level, consult the project's first intellectual output: [IO3 – Guide of Implementation of Tools and Test](#).

1.3. FOCUSING ON INTELLECTUAL OUTPUT IO5

The aim of this intellectual output is to guarantee the sustainability of the project and the integration of the results of the project among the target groups of the PA (Public Administration), namely Public Employment Services, Public Advice Services, Social Services that carry out tasks related to employment and to the decision-makers of these organisations.

Sustainability should be ensured by fieldwork activities and an inclusive commitment by all those involved in order to put into practice and to improve on the results of the project.

This development will involve the interested parties and end users in the interactive processes of decision making for achieving complementary aims:

- a) Raise awareness of the importance of gender-neutral selection procedures and motivate the target groups in the Public Administration to adopt these tests in their selection processes.
- b) Encourage the downloading of the free test and exercises template.

This IO has three main target groups: Small to Medium Enterprises (SMEs), Public Administration (PA), Post-Secondary Professional Education institutions (PSPEs), consultancies, advice services, social services; human resources departments, evaluation centres, vocational training providers; decision-makers in these organisations.



2. SET OF GENEUS PROJECT GENDER-NEUTRAL TOOLS FOR SELECTION PROCESSES

The tools presented are a combination of tools designed and developed by a consortium of the GeNeus project – Selection Tools of the GeNeus Project – and other tools that, although not designed by the consortium, as introduced as good options for implementation as instruments of selection – Other selection tools.

The design and development of those took the first results of the project into consideration, as well as needs analysis, through which certain gaps in the selection and evaluation processes were identified. Hence, the need arose to mitigate the gaps.

The 5 tools developed by the GeNeus Project are:

1. Job AnalysisTemplate
2. General Competencies for Employment Questionnaire
3. Analysis Exercises – Problem Solving
4. Job Interview template
5. Template of Evaluation Checklist of the Applicant

2.1 METHODOLOGY

As previously mentioned, there are two tools that were designed and developed by the GeNeus Project consortium and which have been standardised:

- General skills questionnaire for employment
- 3 analysis exercises to evaluate skills in problem solving

Beginning with the IO1 results and also international studies, the 10 main skills required for workers according to the World Economic Forum (Gray, 2016) are:

- o Solving complex problems

- Critical thinking
- Creativity
- People management
- Co-ordination with others
- Emotional intelligence
- Judgement and decision-making
- Service orientated attitude
- Negotiation
- Cognitive flexibility

Equally, according to the Proposed European Reference Framework of Key Competences for Lifelong Learning (Council of the European Union, 2018), the key skills are:

- Literacy competence
- Linguistic competence
- Science, technology, engineering and mathematical competence
- Digital competence
- Personal, social and learning competence
- Civic competence
- Business competence
- Cultural awareness and competence in expression

The GeNeus project took the following macro competences into consideration: Sense of Initiative, Entrepreneurship and Social & Civic competences.

● **SENSE OF INITIATIVE AND ENTREPRENEURSHIP**

The sense of Business Competence and Initiative is the ability to convert ideas into action with an emphasis on creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to reach objectives.

From these macro competences, the project studied the following:

- Initiative and pro-activeness
- Organisation
- Problem-solving

● **SOCIAL COMPETENCE**

'Social competence refers to personal, social and interpersonal competence and all forms of behaviour that enable people to participate effectively and constructively in their social and working lives. It is linked to personal and social welfare. It is essential to understand the codes of conduct and customs of the different environments in which people operate.'

Beginning with this macro competence, the project carried out the following study:

- Social self-control
- Confidence in public speaking;
- Facing negative feedback;
- Empathy and social awareness;
- Assertiveness.

Each of the competences of initiative/pro-activeness, organisation and social interaction was evaluated via a questionnaire of 20 questions with a 5 point Likert scale and 3 problem-solving exercises.

Both tools (problem-solving exercises and the test of 20 questions) were applied to the 3 target groups (post-secondary students, unemployed people and workers in SMEs) in order to test their utility.

2.2 THE TOOLS

These are the GeNeus project selection tools:

2.2.1 Job analysis template

The job analysis is a systematic process of gathering full information with regard to the specific post and it is one of the most important features of Human Resources. For the selection process itself, it is of utmost importance, given that it determines duties and responsibilities, expected activities, nature of the position, associated qualifications, skills and know-how necessary for employees to carry out their particular job. Therefore, the process is impersonal: the position itself is analysed and not simply reduced to a specific person who had done the job in the past or who had participated in the hiring process.

By previously specifying the various aspects of the job, it guarantees that the process is impersonal and hence gender-neutral. This evaluation is neutral and therefore there is no danger of prior determination whether it best suits one or another gender.

This job analysis template was developed by the GeNeus consortium, thus providing a significant tool for organisations that help in the selection process. It is a high quality tool and is gender-neutral (see appendix 1).

The job analysis template provided by the GeNeus project is composed of:

- Hierarchical position
- Description of main responsibilities
- Knowledge, qualifications and work experience.
 - School achievement level
 - Knowledge of foreign languages
 - IT skills
 - Professional know-how, professional qualifications and certification
 - Work experience
- Profile of competences, skills and aptitudes.
 - Transversal competences
 - Specific competences
- Supervisor validation

2.2.2 General Competencies for Employment Questionnaire

The General Employment Competence Questionnaire, developed by the GeNeus project consists of 20 questions related to the three basic transversal competences:

- Initiative and pro-activeness
- Organisation
- Social competence

This test was developed and standardised by the 5 partner countries of GeNeus: Austria, Bulgaria, Italy, Portugal & Spain. (See appendix 2)

2.2.3 Analysis Exercises – Problem Solving

As well as the General Competence Questionnaire, the GeNeus project consortium also developed 3 Analysis Exercises (as well as how to classify it), which are intrinsically related to the competence of 'Problem-solving':

- Exercise 1 – Office party;

- Exercise 2 – Store situation;
- Exercise 3 – Office situation.

Each of the exercises is independent and so can be used in isolation. The participants should answer 5 questions about a specific situation that requires action. The questions are related to the following topics:

- Problem of identification
- Data collection
- Generation and evaluation of ideas
- Planning the implementation
- Evaluation of the implemented solution

These exercises were developed and standardised by the 5 partner countries of GeNeus (Austria, Bulgaria, Italy, Portugal and Spain) using intuitive general interpretation results, like orientation, for qualitative proposals with the necessary precaution against implicit gender bias.

The analysis exercise models can be found in appendix 3.

2.2.4. Job interview template

Due to the importance placed on interviews as a selection tool, by recruiters, the GeNeus project also developed a template for job interviews and a basic structure associated with a semi-structured interview, divided into phases (and the relative time) which can be adapted to different situations/contexts of organisations. Moreover, possible standard questions can be used, competences can be evaluated and they are also included in the template. Finally, there is also a reference to methods of evaluation.

As such, this is a template for a semi-structured interview, based on competences. By using this tool, recruiters can be assured that all applicants will undergo the same process with exactly the same basic questions. This guarantees an objective and fair process.

- **PHASE 1: Interviewer introduction (1-10 minutes)**
 - Welcome, chat, introduction.
 - Creating a positive atmosphere.
- **PHASE 2: Getting to know the applicant and evaluating competences (15-60 minutes)**
 - Analysis of background (educational & professional)
 - Competences:

- Communicative efficiency / Interpersonal communication
 - Rigour & organisation
 - Risk management
-
- **PHASE 3: Career and job vacancy (5-15 minutes)**
 - Desired professional careers/paths
 - Job description
 - Administrative and financial aspects of the position.

 - **PHASE 4: Conclusion (5-10 minutes)**
 - Next steps in the selection process.

The job interview template can be found in Appendix 4.

2.2.5 Template of Evaluation Checklist of the Applicant

When the selection process has different phases/moments, and where different selection tools are applied and where the final decision is not taken by a technician or technicians in charge of the process, but rather by another person in the organisation (e.g. the HR manager or the line manager of the position), the GeNeus project has developed an applicant evaluation verification list, in which the results obtained are set out for each part of the evaluation.

The advantage of this instrument is that it does not provide the applicant's personal information, given that identification is only done by means of an 'individual identification number'. Thus it guarantees that the decision of the final selection is made based only on competences that are directly related to the position and not on personal information (such as age, physical appearance or gender).

In general, the verification list is composed of:

- Qualifications
- Results of the different selection tools:
 - General work competence questionnaire (scores and competence level)
 - Problem-solving exercises scores and competence level).
 - Language ability:
 - English
 - Others

- IT skills:
 - Word
 - Excel
 - PowerPoint
 - Others
- Interview observations
- Practical exercises (or other instruments that the recruiter may decide to use during the recruitment process)
- Logistic / administrative aspects.
 - Current professional situation
 - Desired remuneration
 - Availability
 - Final evaluation and comments.

The model of the evaluation verification list of the applicant can be found in Appendix 5.

2.2.6 Other selection tools

The following tools are those which, although not developed by the consortium, are considered by the project team to be good options as selection instruments. They are mostly on-line and so easy to access.

- **English Test:**

English tests are often used to test communication confidence and linguistic level in the context of international business. English is the common international language and is generally a requirement for certain positions. Hence there should be a test of English language proficiency. Candidates who have English as a second or foreign language should sit a proficiency exam that is internationally recognized, such as Cambridge (available at <https://www.cambridgeenglish.org/test-your-english/>).

A more complete set of English tests, that includes listening, vocabulary, grammar and reading are available on https://www.oxfordonlineenglish.com/english-level-test?nabm=1&utm_referrer=https%3A%2F%2Fwww.google.com%2F. These are tests already validated and used internationally by different entities, so that their use is recommended (when compared, for example, with other internal tests conducted by organisations).

- **German Test:**

German Tests are often used in case of candidates with a migration background and for the interviewer to validate their level and awareness of their German skills as a second/foreign language. The ÖSD (Österreichisches Sprachdiplom Deutsch) – Austrian Language Certificate in German – is an internationally accepted examination system for German as a foreign and/or second language. The ÖSD-exams are on the A1 – C2 Level and are oriented to the Common European Frame of Reference of Languages. Examples for approved German tests is available on <https://www.osd.at> or <https://www.spidi.at/sprachtest/einstufungstest-deutsch/>.

- **Computer Skills Test:**

Basic computer skills are critical for success in a wide variety of jobs in the modern workplace. Knowing how to navigate a computer desktop or an internet browser is not just crucial for accomplishing the day-to-day responsibilities for most positions – a grasp of basic computer skills also speaks of how easily someone can be trained on new software or computer-based procedures. The candidate's level of computer knowledge signals how much time needs to be spent on training on basic computer functions, enabling one to make more informed hiring decisions based on the demands for that particular position.

Computer skills tests measure basic proficiency with common computer applications such as email and word processing programs as well as Internet browsers. The completion of simple but common computer-based tasks needs to be elaborated by the candidate (available here and here).

- **Job Audition:**

This pre-employment screen puts candidates in a real-world environment to see how they handle themselves and perform on the job tasks and responsibilities. It allows recruiters and hiring managers to observe how candidates can deal with problem-solving and interact with others – possibly to get a realistic sense of their skills. Besides, job auditions do not just benefit the employer, but also the candidates, since they also get a real sense of the expected day-to-day job.

Holding a job audition requires higher planning and resources, so that it might not be worthwhile for some job positions. Here are 4 types of roles that benefit from having candidates go through a job audition:

- Highly collaborative roles: For some jobs, teamwork is key to doing the dream work. Adding new employees to these teams can cause a huge disruption that hurts the performance of everyone else. Having candidates work with their potential co-workers before being hired will show how they would fit into the group dynamic. A good option to assess how a candidate will gel with a team is to have them sit in on a brainstorming session. The worst thing that can come out of this type of audition is bad ideas. It is crucial to pay attention to not only what candidates say, but also how they say it. It does not matter if a candidate comes up with the best idea ever if they cannot communicate it in a respectful way to the rest of the team.

- Virtual roles: Partial or completely remote work is becoming more and more popular. But that does not mean everyone is ready to succeed in these jobs. Working out of the office means being disciplined and having effective time management skills. What is positive about holding job auditions when recruiting for a virtual team is they can be completed without impacting on the rest of the organisation. Candidates can simply be given an assignment and informed about how they will be judged. Then you wait to see what they submit. Aside from assessing the quality of the work they turn in, also measure how long the project took and how much guidance they needed. It is understandable, if they had to reach out with one or two questions, but if you received an email every hour asking for clarification, the candidate will not work out in a virtual work environment.
- Leadership roles: Everyone has their own leadership style. It is important to make sure a candidate's methods will mesh with their potential team. When assessing a candidate's leadership potential, it is important to ask them to plan team-building activity as part of the hiring process and to see how they resonate with the team. The recruiter needs to pay attention to how they give instructions, answer questions and respond to problems. Once the exercise is complete the recruiter needs to ask for feedback from everyone involved, including the candidate and determine their impression of the team and whether it matches with what you know about the individuals. It is also important to find out how the employees felt about the candidate.
- Roles with a high turnover: If people keep leaving the same job over and over, something is amiss in the hiring process for that position. Either hiring managers are not gathering the right information about candidates or the current screens do not align with the job. Adding a job audition can help lower the chance of hiring another bad fit. It is crucial to make sure that the audition accurately reflects the role and its responsibilities e.g. if the position is in customer service, have candidates field calls from team members posing as customers. The recruiter needs to put them through a variety of scenarios and see how they react. A following conversation should include questioning the candidates about how they felt about the situation.

2.3 RESULTS OF THE TESTING IN PARTNERS COUNTRY

The six partners in GeNeus Project developed a selection test - “General Competencies for Employment Questionnaire”¹ and three analysis exercises to test the Problem-Solving competency.

Exercise 1: Office party; Exercise 2: Warehouse situation; &, Exercise 3: Office situation. These tools were implemented together, online² from 1 August 2018 to 28 February 2019.

For the implementation of 'General Employment Competences Questionnaire', there were 1095 participants in the 5 partner countries, and the collected data counted gender balance and group objective, as can be seen in the table below.

To validate the questionnaire various statistical tests had to be carried out. A separate analysis was done for each country bearing in mind the differences in language and culture. As expected, even when the same questionnaire was used in all countries, there were differences in the questions which should be considered and some interpretation specifics (consult 'Citation and interpretation' and 'Statistical information' in appendix 3 of the *Gender-neutral GeNeus Selection Tools and Tests document for each country – IO2*).

Table 2: General Competencies for Employment Questionnaire implementation data, by target group and country

Country	Austria	Bulgaria	Italy	Portugal	Spain	Total
Gender						
Man	97 48,5%	96 42,7%	107 51,4%	89 39,7%	115 48,3%	504 46,0%
Women	103 51,5%	129 57,3%	101 48,6%	135 60,3%	123 51,7%	591 54,0%
Target group						
PA	73 36,5%	51 22,7%	69 33,2%	72 32,1%	90 37,8%	355 32,4%
PME	69 34,5%	99 44,0%	70 33,7%	71 31,7%	83 34,9%	392 35,8%
PSPE	58 29,0%	75 33,3%	69 33,2%	81 36,2%	67 28,2%	350 32,0%
Total Country	200	225	208	224	238	1095
Country %	18,3%	20,5%	19,0%	20,5%	21,7%	

Legend:

SME: Small and Medium Enterprises; PA: Public Administration; PSPE: Post-Secondary Professional Education

For the implementation of the Problem-Solving analysis exercises, together in the five partner countries, there were 402 participants in Exercise 1 (Office party), 318 in Exercise 2 (Store situation), and 314 participants in Exercise 3 (Office situation) (see following two tables).

After the data collection, each partner country, based on the Appendix 4 (Analysis Exercises and Orientation for Classification) of the document's *Gender-Neutral Selection Tools and*

¹ The development methodology and pre-validation is described in Appendix 2 of document *Gender Neutral Selection Tools and Test*.

² Website for data collection for the implementation of the selection tools developed by the GeNeus Project - <https://www.iscap.pt/ceos/1-ProjGeNeus/>.

Test information, each partner country classified their respective data. Partners found it easy to use Appendix 4 instructions. Gender and target group balance was accounted for in data collection, as the tables 3 and 4 show.

Table 3: Analysis Exercises (Problem Solving) implementation data totals, by target group and country

		TOTAL by Target Group					
		Exerc. 1		Exerc. 2		Exerc. 3	
		N	%	N	%	N	%
Austria	PA	20		20		22	
	SME	22		20		24	
	PSPE	20		20		22	
	Total	62	15%	60	19%	68	22%
Bulgaria	PA	26				26	
	SME	28				28	
	PSPE	28				28	
	Total	82	20%			82	26%
Italy	PA	27		28			
	SME	28		29			
	PSPE	28		31			
	Total	83	21%	88	28%		
Portugal	PA	28		26		24	
	SME	30		28		26	
	PSPE	29		28		26	
	Total	87	22%	82	26%	76	24%
Spain	PA	30		30		30	
	SME	30		30		30	
	PSPE	28		28		28	
	Total	88	22%	88	28%	88	28%
Total	PA	131	33%	104	33%	102	32%
	SME	138	34%	107	34%	108	34%
	PSPE	133	33%	107	34%	104	33%
	Total	402		318		314	

Legend:
 SME: Small and Medium Enterprises
 PA: Public Administration
 PSPE: Post-Secondary Professional Education

In table 4 one can see that not all countries have all of the data for all of the exercises. This is due to statistical differences with regard to gender results. Whenever there are gender

differences it means that the tools are not gender-neutral and so cannot be used in that country.

Table 4: Analysis Exercises (Problem Solving) implementation data totals, by gender and country

Target Groups	Men						Women						
	Exerc. 1		Exerc. 2		Exerc. 3		Exerc. 1		Exerc. 2		Exerc. 3		
	N	%	N	%	N	%	N	%	N	%	N	%	
Austria	PA	10	32%	10	33%	11	32%	10	32%	10	33%	11	32%
	SME	11	35%	10	33%	12	35%	11	35%	10	33%	12	35%
	PSPE	10	32%	10	33%	11	32%	10	32%	10	33%	11	32%
	Total	31		30		34		31		30		34	
Bulgaria	PA	13	32%			13	32%	13	32%			13	32%
	SME	14	34%			14	34%	14	34%			14	34%
	PSPE	14	34%			14	34%	14	34%			14	34%
	Total	41				41		41				41	
Italy	PA	13	32%	15	34%			14	33%	13	30%		
	SME	14	34%	13	30%			14	33%	16	36%		
	PSPE	14	34%	16	36%			14	33%	15	34%		
	Total	41		44				42		44			
Portugal	PA	14	33%	13	32%	11	31%	14	32%	13	32%	13	32%
	SME	15	35%	14	34%	12	34%	15	34%	14	34%	14	34%
	PSPE	14	33%	14	34%	12	34%	15	34%	14	34%	14	34%
	Total	43		41		35		44		41		41	
Spain	PA	15	34%	15	34%	15	34%	15	34%	15	34%	15	34%
	SME	15	34%	15	34%	15	34%	15	34%	15	34%	15	34%
	PSPE	14	32%	14	32%	14	32%	14	32%	14	32%	14	32%
	Total	44		44		44		44		44		44	
Total by Gender	200	50%	159	50%	154	49%	202	50%	159	50%	160	51%	

Legend:

SME: Small and Medium Enterprises

PA: Public Administration

PSPE: Post-Secondary Professional Education

As previously mentioned, the results obtained in the general employment competence questionnaire, as well and the problem-solving exercises, should be analysed according to national specifications.

These tools can only be used in the 5 native languages and in the partner countries of Austria, Bulgaria, Italy, Portugal and Spain.

As such, the interpretation of the results is different depending on in which country it is being conducted.

2.3.1 General Competencies for Employment Questionnaire Results

AUSTRIA:

In Austria, employers and evaluators can use 6 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance: they have discriminative power and sensitivity to compare different candidates. (*Appendix 3.1 of the document Set of Gender-Neutral Selection Tools and Test*).

The items to use in Austria are:

- Q1. I take the initiative, trying new ways to do my tasks
- Q2. I like new challenges, which force me to think of new ways to develop my tasks/my work
- Q3. I like to present solutions when I see situations that can be improved.
- Q7. I prefer others to set my priorities
- Q8. I focus on what is most important and do not get distracted by other activities.
- Q9. I cannot complete the execution of the tasks in the time I initially estimated.

Items 7 and 9 should be quoted in reverse.

Considering there are five points of agreement in the scale, and that that there are 6 items, the score ranges from 6 to 30 points.

To interpret results, we defined 5 levels of performance regarding average, adapted to Austrian context:

Much below average - 10 to 16 points

Below average - 17 to 19 points

On average - 20 to 22 points

Above average - 23 to 25 points

Well above average - 26 to 30 points.

This questionnaire in Austria stresses that the applicant has initiative, proactivity, is available for challenges, is organised and autonomous in his/hers work.

BULGARIA:

In Bulgaria, employers and evaluators can use 9 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance: they have discriminative power and sensitivity to compare different candidates. (*Appendix 3.2 of the document Set of Gender-Neutral Selection Tools and Test*).

The items to use in Bulgaria are:

- Q1. I take the initiative, trying new ways to do my tasks
- Q2. I like new challenges, which force me to think of new ways to develop my tasks / my work
- Q3. I like to present solutions when I see situations that can be improved.
- Q7. I prefer others to set my priorities
- Q8. I focus on what is most important and do not get distracted by other activities.

Q10. I consider it important to know exactly who is responsible for each task and with whom I should articulate.

Q13. During the performance of my projects, I identify deviations which lead me to adjust the plan to achieve the objectives.

Q14. In a situation of tension, I manage my impulses

Q20. When someone criticizes me, I try to understand if he/she is right in the criticisms.

Item 7 should be quoted in reverse.

Considering there are five points of agreement in the scale, and that there are 9 items, the score ranges from 9 to 45 points.

To interpret results, we defined 5 levels of performance regarding average, adapted to the Bulgarian context:

Much below average - 14 to 23 points

Below average - 24 to 26 points

On average - 27 to 31 points

Above average - 32 to 37 points

Well above average - 38 to 45 points.

This questionnaire in Bulgaria stresses that the applicant has initiative, proactivity, is available for challenges, is organised and autonomous in his/hers work. The applicant also reveals emotional control in interpersonal disputes.

ITALIA:

In Italy, employers and evaluators can use 9 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance: they have discriminative power and sensitivity to compare different candidates. (Appendix 3.3 of the document Set of Gender-Neutral Selection Tools and Test).

The items to use in Italy are:

Q1. I take the initiative, trying new ways to do my tasks

Q2. I like new challenges, which force me to think of new ways to develop my tasks / my work

Q6. I like routines and avoid making changes to my day-to-day life.

Q13. During the performance of my projects, I identify deviations which lead me to adjust the plan to achieve the objectives.

Q17. When I fail, I moan about it and blame myself.

Item 17 should be quoted in reverse.

Considering there are five points of agreement in the scale, and that there are 5 items, the score ranges from 5 to 25 points.

To interpret results, we defined 5 levels of performance regarding average, adapted to the Italian context:

Much below average - 7 to 13 points

Below average - 14 to 15 points

On average - 16 to 17 points

Above average - 18 to 19 points

Well above average - 20 to 25 points.

This questionnaire in Italy stresses that the applicant has initiative, is available for challenges, is autonomous dealing with deviations in his/hers work and is focused on the task resolution.

PORTUGAL:

In Portugal, employers and evaluators can use 10 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance: they have discriminative power and sensitivity to compare different candidates. (*Appendix 3.4 of the document Set of Gender-Neutral Selection Tools and Test*).

The items to use in Portugal are:

- Q2. I like new challenges, which force me to think of new ways to develop my tasks / my work.
- Q4. I do not like it when a new method is proposed that forces me to change the way I work.
- Q5. I need to be motivated for work-related tasks.
- Q8. I focus on what is most important and do not get distracted by other activities.
- Q9. I cannot complete the execution of the tasks in the time I initially estimated.
- Q10. I consider it important to know exactly who is responsible for each task and with whom I should articulate.
- Q11. When I am developing an important activity, I perform various tasks. It is very difficult to advance step by step.
- Q13. During the performance of my projects, I identify deviations which lead me to adjust the plan to achieve the objectives.
- Q14. In a situation of tension, I manage my impulses.
- Q20. When someone criticizes me, I try to understand if he/she is right in the criticisms.

Items 4, 5, 9 and 11 should be quoted in reverse.

Considering there are five points of agreement in the scale, and that there are 10 items, the score ranges from 10 to 50 points.

To interpret results, we defined 5 levels of performance regarding average, adapted to the Portuguese context:

Much below average - until 32 points

Below average - 33 to 35 points

On average - 36 to 37 points

Above average - 38 to 40 points

Well above average - 41 points and over.

According to the statistical data obtained by the participants in the sum of these 6 items it is possible to create 5 levels of performance: 10 to 16 points (very low level); 17 to 19 points (low level); 20 to 22 points (average level); 23 to 25 points (upper level); and 26 to 30 points (well above).

This questionnaire in Portugal stresses that the applicant is available for challenges and changes, is self-motivated, is autonomous when dealing with deviations in his/hers work and is focused on the task resolution. The applicant also reveals emotional control in interpersonal disputes.

SPAIN:

In Spain, employers and evaluators can use 6 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance: they have discriminative power and sensitivity to compare different candidates. (*Appendix 3.5 of the document Set of Gender-Neutral Selection Tools and Test*).

The items to use in Spain are:

Q1. I take the initiative, trying new ways to do my tasks

Q2. I like new challenges, which force me to think of new ways to develop my tasks / my work

Q3. I like to present solutions when I see situations that can be improved.

Q8. I focus on what is most important and do not get distracted by other activities.

Q10. I consider it important to know exactly who is responsible for each task and with whom I should articulate.

Q20. When someone criticizes me, I try to understand if he/she is right in the criticisms.

Considering there are five points of agreement in the scale, and that that there are 6 itens, the score ranges from 6 to 30 points.

To interpret results, we defined 5 levels of performance regarding average, adapted to the Spanish context:

Much below average: 6-20 points

Below average: 21-22 points

On average: 23-24 points

Above average: 25points

Well above average: 26-30 points

This questionnaire in Spain stresses that the applicant has initiative, proactivity, is available for challenges, is focused in his/hers work. The applicant also reveals emotional control in interpersonal disputes.

2.3.2 Analysis Exercises-Problem solving results.

AUSTRIA:

Exercise 1 - Results Interpretation

Considering there are four levels of evaluation of the exercise's answers, and that that there are 5 questions, the score ranges from 5 to 20 points.

To interpret results, we defined 5 levels of performance regarding the competence Analysis and Problem Solving, adapted to the Austrian context:

Much below average - 5 to 7 points

Below average - 8 to 9 points
On average - 10 to 11 points
Above average - 12 to 13 points
Well above average - 14 points and over.

Exercise 2 - Results Interpretation

Considering there are four levels of evaluation of the exercise's answers, and that that there are 5 questions, the score ranges from 5 to 20 points.

To interpret results, we defined 5 levels of performance regarding the competence Analysis and Problem Solving, adapted to the Austrian context:

Much below average - 5 to 7 points
Below average - 8 to 9 points
On average - 10 to 12 points
Above average - 13 to 14 points
Well above average - 15 points and over.

Exercise 3- Results interpretation

Considering there are four levels of evaluation of the exercise's answers, and that that there are 5 questions, the score ranges from 5 to 20 points.

To interpret results, we defined 5 levels of performance regarding the competence Analysis and Problem Solving, adapted to the Austrian context:

Much below average - 5 to 6 points
Below average - 7 to 9 points
On average - 10 to 12 points
Above average - 13 points
Well above average - 14 points and over.

BULGARIA:

EXERCISE 1 - Results Interpretation

Considering there are four levels of evaluation of the exercise's answers, and that that there are 5 questions, the score ranges from 5 to 20 points.

To interpret results, we defined 3 levels of performance, regarding the competence Analysis and Problem Solving, each representing one third of the responses in the pilot testing in Bugaria:

Below average - 5 to 7 points
On average - 8 to 9 points
Above average -10 points and over.

EXERCISE 3 - Results Interpretation

Considering there are four levels of evaluation of the exercise's answers, and that that there are 5 questions, the score ranges from 5 to 20 points.

To interpret results, we defined 3 levels of performance, regarding the competence Analysis and Problem Solving, each representing one third of the responses in the pilot testing in Bulgaria:

Below average - 5 to 6 points

On average - 7 to 8 points

Above average - 9 points and over.

ITALY:

Exercise 1 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Italy for Exercise 1:

Much below average: 5 – 8 points

Below average: 9 – 10 points

On average: 11 points

Above average: 12 – 13 points

Much above average: 14 points and over

Exercise 2 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Italy for Exercise 2:

Much below average: 5 points

Below average: 6 – 7 points

On average: 8 points

Above average: 9 – 10 points

Much above average: 11 points and over

PORTUGAL:

Exercise 1 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Portugal for Exercise 1:

Much below average: 6-9 points

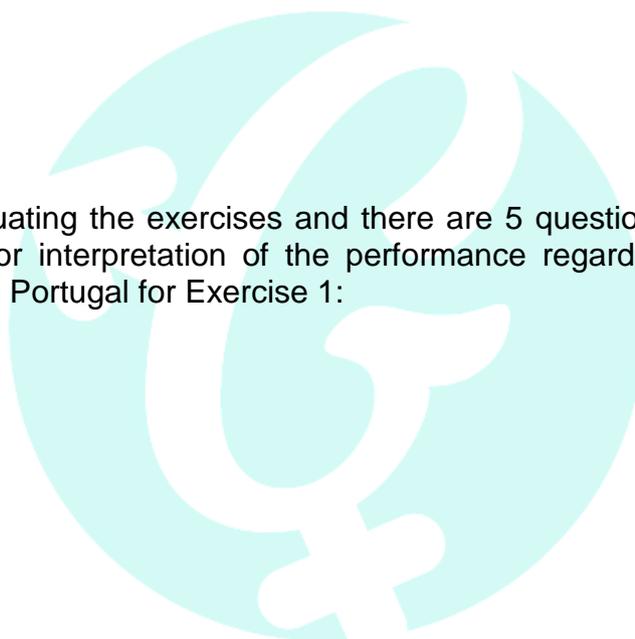
Below average: 10 points

On average: 8 points

Above average: 11 - 12 points

Much above average: 13 points and over

Exercise 2 - Results interpretation



Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Portugal for Exercise 2:

- Much below average:** 5 – 7 points
 - Below average:** 8 – 9 points
 - On average:** 10 points
 - Above average:** 11 – 12 points
 - Much above average:** 13 points and over
- Exercise 3 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Portugal for Exercise 3:

- Much below average:** 8 – 10 points
- Below average:** 11 – 12 points
- On average:** 13 points
- Above average:** 14 – 15 points
- Much above average:** 16 points and over

SPAIN:

Exercise 1 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Spain for Exercise 1:

- Much below average:** 5 – 8 points
- Below average:** 9 – 10 points
- On average:** 11– 12 points
- Above average:** 13 – 14 points
- Much above average:** 15 points and over

Exercise 2 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Spain for Exercise 2:

- Much below average:** 5 – 7 points
- Below average:** 8 – 9 points
- On average:** 10 points
- Above average:** 11– 12 points
- Much above average:** 13 points and over

Exercise 3 - Results interpretation

Considering that we defined 4 levels for evaluating the exercises and there are 5 questions, the total scoring is between 5 and 20 points. For interpretation of the performance regarding the competence “Analysis and Problem Solving” in Spain for Exercise 3:

Much below average: 5 – 7 points
Below average: 8 – 9 points
On average: 10 – 11 points
Above average: 12 – 13 points
Much above average: 14 points and over

3. RECOMMENDATIONS

3.1 CONCLUSIONS PER COUNTRY QUESTIONNAIRE RESULTS

Prior to generating **General recommendations to integrate gender neutral questions in guidance, recruitment and selection processes for Public Administration (PAs)** it was necessary to thoroughly look into the recruitment procedures of the PAs in the different GeNeus project partners in different countries. This information was collected in IO1 and through the second questionnaire that the SEF asked for and which was carried out by the partner countries.

Information about Public Administrations obtained from the IO1 questionnaire:

In all countries, evaluation processes in the Public Administration include assessment of the academic, professional and personal skills of the candidates. They all put a lot of emphasis on the specific skills needed for a specific job. A positive personality is a sought after trait in Italy and Austria, although the general attitude of the candidate is important to everyone. Interest in learning is evaluated in Italy and Spain. Teamwork and networking skills are also vital. Other skills that are evaluated in some of the partner countries are: verbal and mathematical intelligence, memory, concentration, emotional and social intelligence, customer orientation, responsibility.

In all PA bodies interviewed in the partner countries, interviews are conducted. In the majority, there are also different kinds of tests involved in the process. However, interviews are still the most valuable tool for evaluation. There are PAs where only interviews are used, and tests are considered insufficient. Nevertheless, there are PAs who consider tests as important as or more important than interviews. There are PAs in which a test determines whether a candidate proceeds to an interview and there are PAs in which an initial interview determines whether a candidate proceeds to a test. The majority of PAs have standard procedures for interviews, role-play (if used) and use standardized tests, such as intelligence test, psychological tests, professional knowledge tests etc. Very rarely are the tests personalized and are conducted online. The interviews are very rarely conducted in groups and/or do not follow a standard procedure/have a standardized questionnaire. They may however be semi-structured. All these methods are used to evaluate the candidate's professional and personal skills.

For PAs, the problems regarding the tests are the high prices, the analyzable data and the unsuitability of tests for the specific positions the candidates are applying for. Another problem is the ease of manipulation of the test results, as mentioned in one of the partner countries.

Related to the gender specifies, and according to the interviewed PAs there are no differences between the performances of men and women throughout the evaluation process. Only one organisation observes differences in personality testing but not in performance testing. One organisation states that women communicate better and are more expansive, whereas men show better results in abstract and mechanical reasoning in tests. Two of the partner countries attribute the differences to the structure of the labour market rather than to the evaluation processes themselves.

The situation of Employment Services in each of the GeNeus project partner countries:

AUSTRIA

The aim of the Public Employment Service (PES) is vocational training for unemployed people.

The PES in Austria awards projects to associations, other institutions or companies that select and guide unemployed people such as:

- For adults:

- If they have physical or psychological issues: professional rehabilitation
- If they are healthy (especially women)

- * Women's professional center, psycho-diagnostic tests and measuring procedures with computer support, with or without vocational guidance

- * For everybody, psycho-diagnostic tests and measuring procedures with computer support, with or without vocational guidance

- For young people:

* Psycho-diagnostic tests and measuring procedures with computer support, with or without vocational guidance.

If the PES wants an unemployed person to start to work immediately, there is no guidance selection at all, except for application training.

The professional profile of people who carried out the selection processes in Austrian PES are:

- Selection processes
 - Psycho-diagnostic tests and measuring procedures with computer support (clinical psychologist including additional education for test-psychologies)
 - Academic: psychologists, scientists of education and social workers.

 - Trainings: social pedagogues, trainers, counselors.

- Guidance counselling
 - Academics: psychologists, education scientists and social workers.
 - Training: social pedagogues, trainers, counsellors.

- Professional pathway
 - Academics: psychologists, education scientists and social workers.
 - Training: social pedagogues, trainers, counsellors.

When it comes to the selection procedure process, the Public Employment Service (PES) in Austria sends the person to the vacancy and then the company conducts an interview or a test procedure.

When it comes to gender discrimination in the selection processes themselves, if the vacancy is in the Public Sector, the law regulates against gender discrimination. However, in the case of a vacancy in the private sector, it depends on the recruiter, the owner of the company or the human resources manager.

There are no tools or special questionnaires in private sector companies, but in the Public Sector there is usually a consultant who can guarantee that there is no gender discrimination. Guaranteeing non discrimination requires questionnaires or recruiters and human resource managers, trained in gender issues.

The staff of EURES are integrated in the PES. Hence the staff are trained in gender issues and equal opportunities because it a requirement for all members of the institution and they are compelled to be aware of the issue. It is illegal to treat men and women unequally. This is in accordance with the very law of the European Union.

Austria has an equal treatment ombudsperson to whom discriminated women or men can have recourse. Advice and information is offered. This service also provides information to other private associations, as well as coaching and legal advice.

BULGARIA

The Bulgarian Employment Agency and its local employment offices have professional guidance centers to help people to obtain employment. The following services are provided:

- data base of people looking for work
- intermediation services for those seeking employment
- psychological services
- professional guidance
- adult training

Regarding the professional profile of those in charge of handling selection procedures, no specific qualification is required. However, at minimum a first degree is needed.

The minimum professional years of experience required at management, level is at least 4 years in areas of professional guidance, psychological advice and support, or in the area of secondary education.

It is at least 2 years for career counsellors. It must be in areas related to professional guidance for students, psychological advice and support, or in the area of secondary education.

Additional skills:

- Qualifications in the professional field of higher education, 'Social sciences, economics and law', 'psychology', 'social activities' and 'sociology'; 'teaching sciences', 'humanities', 'philosophy'.
- Completed training or certified training in internationally recognized professional guidance programs.
- Work experience as a pedagogical advisor and career counselor.
- Participation in additional training in guidance counseling, conflict resolution, presentation skills, negotiation, etc.
- Practical experience in carrying out specialised studies in school psychology, guidance counselling, etc.
- Practical experience in the use of tools for studying interests, wishes and attitudes for guidance counseling.
- IT skills, internet work and communication and a foreign language.

When it comes to recruitment processes, the Bulgarian Employment Offices receive CVs from unemployed people and carry out preselection based on the employer's criteria. However, the actual appointment is made by the employers.

In terms of gender discrimination in the Bulgarian recruitment processes, there is not awareness at all about gender discrimination, no measures in place nor tools for conducting a neutral selection process.

In terms of positive discrimination, there is no information available.

There is no evidence that the staff of the employment services in charge of recruitment services receive any specific training regarding gender and equal opportunities.

When it comes to regulation and political initiatives or recommendations in terms of non-gender discrimination, the Ministry of Employment and Social Policy has organised the implementation of a national policy in the field of gender equality since 2000. From 2004 onwards there has been a specialised unit in the Ministry, the Department of 'Equal Opportunity, Antidiscrimination and Social Welfare'.

The National Strategy for the Promotion of Gender Equality for the period 2009-2015 (adopted by the Council of Ministers on 10/12/2008) represents the main strategy document for the single policy put into place for equality between men and women.

The policy is designed to foster equality of opportunities for women and men for full and active participation in all areas of life as well as the rejection of gender based discrimination. The national strategy corresponds to similar European strategic documents.

PORTUGAL

The Public Employment and Training Services of Portugal is integrated into National Public Service through the Institute of Employment and Professional Training. Its objective is to foster the creation of quality employment to combat unemployment through the implementation of active employment policies.

The structure is decentralized. There are 5 regional delegations that contain a total of 23 employment offices.

The employment offices are mainly focused on the selection of job offers and the pre-selection of CVs, thus acting as an intermediary between business people, and the unemployed, as well as vocational training and education.

Although the Portuguese Employment Services provide guidance services, they do not develop significant activities in practice.

Those who carry out the selection processes are not required to have any specific professional profile. They are supposed to have a higher qualification related to a social field

The Portuguese Employment Offices only make a connection between business and the job market, through the publication of job advertisements*.

There is no recruitment process. This is done by the businesses themselves.

The whole of the system in the Portuguese Employment Offices is geared towards non-discrimination, including gender issues. Staff can reject job offers which are discriminatory (gender, age). Pre-selection is carried out according to objective skills or technical qualifications.

An example of non-discrimination as carried out by the public service in the municipality of Mathosinhos: *there is a neutral focus with regard to gender, procedures against harassment and code of conduct. Positive discrimination is not applied to women and the purpose is to fit the candidate to the vacancy, independently of gender.*

Different types of skills are valued in the pre-selection process. Bearing in mind that most vacancies are of low remuneration and are unskilled, one of the most highly valued qualities is work hour flexibility. Furthermore, one of the ways of evaluating these jobs is in terms of on the job training. Hence, willingness to learn is also appreciated. Other valued skills are interpersonal skills and proactivity.

When it comes to the pre-selection processes for vacancies in countries belonging to the European Union, and which are done by EURES, the most valued skills are the so-called soft skills. The main purpose of the interview is to get to know the candidate as a person.

There are no formal measures for positive discrimination when it comes to gender in recruitment processes. These are neutral.

In terms of the related legislation to gender non-discrimination, besides the Portuguese Constitution, the Labour law code contains a specific clause on equality and non-discrimination.

The Portuguese Labour Code also mentions, by Article 32 of the Labour Code, the following: «*To maintain for five years the registration of the recruitment processes carried out, including the following, with disaggregation by sex, the following elements: invitations to fill places; job vacancy announcements; number of applications for curricular assessment; number of candidates present in pre-selection interviews; number of candidates awaiting admission; test results or admission or selection tests*».

In Portugal we can find public policy initiatives aimed at fostering equality between women and men in the work context where there are measures related to gender non-discrimination in recruitment processes. An example is an award for 'Equality is quality', promoted by the Commission for Equality in Work and Employment by the Ministry of Economy and Employment.

With regard to training in terms of gender and equal opportunities, there is no specific training requirement for those in charge of the pre-selection process in the Employment Offices.

ITALY

The Public Employment Services in Italy are coordinated at the national level by the National Agency for Active Work Policy, <https://www.anpal.gov.it/>, which has a human resources department.

With regard to the personal profile of those in charge of pre-selection procedures, these positions do not imply planning and are not involved in management. They only require a secondary school

certificate and thorough knowledge of Labour Law, private and public Law, Labour market and professional training opportunities knowledge, as well as clerical skills.

Management positions require a higher education qualification.

In terms of the recruitment process for unemployed people, for low-level positions, they can apply for inclusion in a public classification list (if they fulfil some very basic criteria such as a secondary education certificate and bureaucratic norms such as citizenship and a clean criminal record). Positions are obtained in terms of experience and educational marks, inter alia, and they are automatically selected when there are compatible posts.

With regard to gender discrimination in the recruitment process in Italy, current regulation mentions gender balance in recruitment and selection of staff, but only in a very general way, without specifying measures. The selection procedures follow state recommendation for gender balance.

There is no information available about positive discrimination.

There is no evidence that staff in the public employment services undergo any specific training in terms of gender and equal opportunities.

In terms of legislation related to gender non-discrimination, current legislation that protects women against discrimination at work in the recruitment processes, is mainly found in the Code for equal opportunities between men and women in decree number 198/2006. Inter alia, the code establishes a Council of Equality, to whom women can denounce gender discrimination and harassment in the work place.

Furthermore there is article 10 of “Legge Biagi”, decree number 276/2003, which complements article 8 of the Work Statute which stipulates in greater detail the type of employee/candidate information that is protected, such as sexual orientation, ethnicity, marital status, pregnancy, etc, and which indirectly protects women from discrimination in terms of pregnancy or desire to have children, including fertility age, which is a very generalised form of gender discrimination.

There is no regulation, initiative or policy recommendation about gender non-discrimination.

SPAIN

The National Employment System, ascribed to the Ministry of Work, Migration and Social Security, is integrated into the State Public Employment Service (SEPE in Spanish) and the public employment services of the autonomous regions. It is in charge of organising, development and follow-up of the programmes and policy employment measures. Its structure is decentralised.

These Regional Employment Services, despite being from autonomous organisms, have a similar structure. They have different employment offices located in the main population nuclei and are functionally organised in the following areas:

- Labour intermediation: inscription, classification and vacancy management
- Business consultancy

- Guidance

To do so, each employment office has technical staff amongst whom the following may be highlighted:

- Employment guidance officers: they provide orientation services to unemployed people and/or design a personalised itinerary for labour insertion
- Intermediation and vacancy management officers: they conduct the process of candidate pre-selection for employment opportunities that come from both the private and public sectors.
- Officers from the EURES network in charge of pre-selection of candidates for existing vacancies in the various European countries.

In Spain, these officers are not required to have any specific qualification, although they should have a degree or diploma.

The pre-selection processes conducted by the Employment Offices are done so in terms of objective criteria such as training level, experience, skills, time unemployed and availability for employment.

Furthermore these procedures are based on the principle of gender non-discrimination, as set out in the Spanish Constitution, the Equality Law for women and men (LO 3/2007) and the Spanish Employment Law (RD Legislativo 3/2015 Ley de Empleo), which compel the aforementioned employment offices to avoid any form of discrimination for reasons of gender.

There are also protocols for the management of vacancies, instructions and notes that ensure that vacancies do not contain discriminatory elements; in the event of such, they will be informed that they cannot be managed or advertised.

In the same way, there are positive discrimination measures in some cases, through subsidy open calls and contractual incentives for the labour insertion of women and/or vulnerable or marginalised groups.

In terms of those in charge of the pre-selection processes, they are trained in gender issues and /or equal opportunities. It should be noted that this type of training is not explicitly a requirement as it is seen as transversal training and not directly related to their post. If someone has undergone this training, it is due to personal interest.

3.2 GENERAL RECOMMENDATION TO INTEGRATE GENDER NEUTRAL TOOLS IN GUIDANCE, RECRUITMENT AND SELECTION PROCESSES FOR PUBLIC ADMINISTRATIONS.

3.2.1 Classification of candidates assisted in a competence system of intermediation

The Public Employment Services have, among their functions, to carry out intermediation processes. To do so the employment offices have differentiated areas of inscription and candidate classification, as well as management of vacancies. These have been charged with the development of these functions.

Labour intermediation consists of connecting people who are seeking employment with vacancies, which suit their characteristics. These candidates should be registered with the public services.

That area of the office which classifies people according to some previously defined parameters is the area of classification. In that area the person is interviewed and together they define the kinds of occupations to be developed, desired working conditions, availability, other possible limitations such as licenses, training certificates (work, official, other qualifications, etc.).

All of this information is geared to get the person properly classified and to enable accurate profile match in terms of candidate and job offer.

The whole process is improved when homogenous criteria are included. These determine which skills workers should have and be able to include within the parameters new elements for classification and selection in accordance with the labour market with specific characteristics: heterogenous, changing, institutionalised, less and less regulated, more flexible and greater mobility.

These characteristics require a person who wishes to be part of the labour market, to fulfill the professional profile that will be completed once professional, personal and social competences, which assure professionalism, have been identified and mediated or valued.

These competences, defined as those skills, capabilities and know-how that a person must exhibit to efficiently perform a specific task, should be included in the classification process to be used at the moment of intermediation.

To do so, competences must be defined which should be included in the personal file so that the classification responds to objective and unified criteria and ensures that the selection is not hindered by implicit bias.

The first thing, as previously said, is to determine which competences are needed to carry out this process. It is suggested that the file should include the following:

- *Professional skills*, defined according to occupation and tending towards a general European framework that determines which technical skills a person should have in order to carry out a work position.
- *Transversal skills*, related to languages and digital skills.
- *Personal and social ('soft') skills*: related to aspects of social character and which are generally adaptable to all professions to a larger or lesser degree.

3.2.1.1 Intermediation: Skills selection

To carry out the pre-selection processes, the person in charge of the employment office will look for available workers in the database. It will include the necessary skills according to professional profile that is wanted by the employer.

Basing these processes on the search for specific skills supposes objectifying the process and neutralizing possible gender biases. However, if candidate evaluation should include the skills to facilitate the process, the job offers that reach intermediation services should, in turn, indicate which are considered to be important for the employer and those, which should be dealt with as a first step towards a system that uniformly integrates all skills.

The ideal system where each occupation has defined skills for suitable completion, will probably not need the specific job offers to include these skills. However, they ought to be make them explicit in the forms that employees have to fill in, in such a way that they respond to their needs.

Selection based on skills has certain advantages, inter alia, like not being prone to implicit bias and so become doubly efficient in both fulfilling their objective and not being discriminatory.

3.2.2 Intervention in skills as part of professional guidance.

Another service that is offered in the public employment services through their network offices is Professional Guidance.

Professional guidance should be seen as a process of accompaniment, systematic and not reduced to concrete or specific circumstances in the life of a person, but rather as something comprehensive throughout life and accessible to the whole of society. It aims to help the individual to actively develop his/her professional life and make his/her own decisions.

The professional guidance counsellor facilitates this process, becoming another 'tool' for a person to develop his/her professional and/or life path.

Professional guidance is consolidated within most of the public employment services. It is different from other areas that develop functions of classification, evaluation and management. Guidance is a kind of intervention for job seekers that enables them to make the necessary changes to overcome weaknesses or handicaps which impede finding a job, thus improving their employability.

The tool of these professionals is the insertion itinerary, which is part of professional guidance where plans are made to reach objectives or previously determined goals.

The guidance service also assists in detecting skills deficits that are necessary for employment access.

The counsellors make a 'diagnosis' and detect the main problems in people that might prevent them from obtaining a post.

It is a process that contains the following phases:

- Detection or diagnosis, where necessary skills for specific jobs are analysed as opposed to the actual skills that the person has at the start of the process.
- Appropriate intervention, where appropriate skills and know-how are acquired, or suitable changes are made in terms of the desired professional profile.
- Continuous assessment of work facets and feedback to check that the necessary skills have been included in the repertoire of the job seeker.

Guidance shows that it is important to work on these faults in order to bring people closer to the desired skills profile so that they can participate in the recruitment process with a guaranteed measure of success.

Furthermore, within the same area, workers are enabled to carry out a recruitment interview. This involves the kind of training in skills selection characteristics so as to complete the circle.

Here we must recommend training for the guidance professionals in terms of skills evaluation as well as guides or classification of the necessary skills for occupations.

3.2.3 Need to adapt Public Employment Services work platforms

There must be a common information system, with an integrated IT structure, compatible with the different Public Employment Services in the whole country for each member state. It is to be a technical instrument that integrates relevant information for Labour Intervention, without territorial frontiers and that will allow:

- Registration of job seekers.
- Traceability of actions carried out.
- Common statistics.
- Communication of contract content.
- Performance of placement agencies.
- Knowledge of information and follow-up, among other areas, of the management of professional training, professional guidance, employment initiatives and subsidies for hiring.

It is recommended that IT applications used in the public employment services be prepared to register fields related to mediation of the aforementioned skills (professional, transversal, personal and social) in order to see them as key non-discriminatory elements within the professional profile of candidates. This will allow for greater match between the needs and wishes of the job seekers and those of employers

In order to achieve this objective, tools of detection, mediation, evaluation, and objective and non-discriminatory skills improvement are recommended. These can be used in the different services for those seeking employment as well as companies that make use of the public employment services.

3.2.4 Raising awareness of those agents involved in Intermediation

As previously mentioned, the main aim of Intermediation is to provide workers with employment that is suited to their characteristics and that facilitates finding appropriate people for employers such that their needs and requirements are met.

Thus, there should be constant and numerous actions that raise awareness and there should be training in Equal Opportunities between women and men, for all of those agents who are involved in the process of Intermediation:

- Staff of the Public Employment Services in their different areas of intervention: Intermediation, Business Consultancy, Professional Guidance, Training, Job Creation, etc.
- Company staff in the local business community
- Staff of those entities that work with the Public Employment Services, who carry out activities related to the development of policies for active employment.
- Staff of the Local Public Administrations who are in charge of labour intermediation and the management of active policies of employment.
- Staff of Business Organisations and Trade Union representatives.
- Society at large, involving itself in the first stages of life in the area of education.

Some recommended tools to raise awareness of Gender Equality (et al) could be:

- Training for all staff involved in employment intermediation and active policy management, adapted to their specific functions and development areas.
- Commitment from Public Administrations via initiatives to boost equality.
- Business participation in initiatives, which foster equality. An example in Murcia is 'Businesses for a society free of gender based violence'.
- Informative talks
- Value education
- Best practice seminars

- High impact information campaigns
- Design, publication and spreading of guides for specialised awareness.

3.2.5 Tools that can be used in the intermediation process, free of implicit bias

The intermediation process can use tools that respond to different aims.

Hence, from the beginning, they can be used from the classification area, to determine whether certain skills are apparent, acting as a first step in the guidance intervention process.

On the other hand, when there is evidence that these skills are present a way shall have to be found to transfer them to the CV so that they can be evaluated at the moment of selection.

In previous parts of the project, questionnaires were analysed and these provided results as a series of items valid for each country, such that implicit gender bias can be avoided.

3.2.5.1 Blind CV

Just as in a traditional CV, this tools tried to summarise the aspects related to training, work experience, as well as other acquired skills that can be applied to the desired position.

As a tool, the CV, is used the most and comes in a variety of forms or types. In this case, a blind CV is suggested. It fulfills the same purpose but avoids the creation of prejudices that lead to discrimination. Normally this type of CV does not mention age, nationality or sex. Logically there is also no photograph.

It is easy to find recommendations on how to write such CVs on the Internet. They are being used more and more by companies who are committed to social responsibility.

It is recommended that Public Employment Services, specifically from the guidance areas where job seeking tools are sought, should encourage this type of CV.

In the same way, other areas of the office that deal with employees should also introduce this tool as the ideal one for the selection processes.

On the other hand, the blind CV should also be used via the services' web page. The business community must be encouraged to accept this format so that they will not be discarded at the moment of selection.

3.2.5.2 Tools for general skills

The IO2 introduced a series of selection tools on neutral gender issues as well as a questionnaire composed of 20 items about General Skills for employment and 3 problem analysis/resolution exercises. Both of which have been validated.

Regarding the questionnaire, it showed that, depending on the country, only some items were non-discriminatory, and so items to be used should be done so according to the country in which they are applied.

In any case, items that confirmed validity should be used and each country should include a diagnostic test which should be done from orientation, in order to complete professional and person information of job seekers. Preselection technicians should also use them in their own procedures in order to detect the skills that each candidate possesses.

The other validated tool is about problem analysis/solving.

Solving problems is a necessary tool for any position given the frequency in daily activities in which situations arise that make normal development difficult. It involves identifying signs of anomalies or difficulties, analysing possible solutions, checking advantages and disadvantages, and, finally, making the appropriate decision.

In order to work on this skill, 3 problem analysis/solving exercises were used. These were seen to be valid in all GeNeus project member countries. Hence, they can be used in the detection phase

and skills analysis in order to determine whether or not intervention is required or whether they can simply be included in the CV.

4.GOOD PRACTICE IDENTIFIED IN GENEUS AND APPLICABLE TO PUBLIC ADMINISTRATIONS.

4.1 THE IMPLEMENTATION OF GOOD PRACTICE IN PUBLIC ADMINISTRATIONS.

4.1.1 The importance of performing an accurate analysis of the job as a starting point for carrying out selection processes adapted to the post

We know that for companies, an accurate analysis of each post is a fundamental tool in the management of its human resources: it clearly defines the tasks and responsibilities that correspond to each job within the company organization chart, enables the design of a remuneration system and/or adequate incentives, helps to define how to value and establish the professional development of its workforce, etc...

Likewise, this tool is particularly important for Public Administrations in the development of their work as relevant agents in Employment Mediation. To achieve the aim that this mediation work is free, as far as possible, from gender bias means that Public Administrations have to develop systematic and homogenous information gathering techniques to analyse the job vacancies that companies need to fill.

The use of validated and objective tools in order to analyse jobs would be good practice because it enables us to analyse the requirements of the vacancies and have adequate resources to carry out a selection process adapted to the job applied for: information about the tasks involved, competences (professional and personal), skills, specific responsibilities, relationships with other members of staff, etc...all of which focus on objective issues related to the post, that a priori would lack gender bias since the objective would be to analyse the capability to develop or not a specific job without having in mind the gender of the person applying for the job. In this sense, and understanding the most relevant aspects of the job, we can evaluate the adequacy of potential candidates.

The use of information gathering forms enables us to collect data in a systematic and consistent way in the different selection processes, while at the same time ensuring that we do not forget to evaluate any relevant aspect of the vacant post.

Another good practice would be to have a qualified human resources team available to companies, which could clarify and provide support in managing active job offers and selection processes.

Conclusion: As good practice, it is recommended that Public Administrations have qualified personnel in the use and management of tools and objective techniques in order to carry out the analysis of job vacancies, since tools of this kind focus their analysis on objective aspects of the post rather than subjective criteria.

4.1.2 The importance of making a selection based in the person-job fit.

The advantages of carrying out an accurate selection of personnel is essential, both for the company, which will see an improvement in productivity as well as achieving higher levels of commitment, and for the employee whose job satisfaction and integration into the workplace will be strengthened.

Companies tend to manage their human resources differently to Public Administrations. The Public Employment Services, by means of intermediation, seek to match the job offers with the claimant profiles that have the appropriate skill sets required.

The Service is initiated when an employer needs an employee for a particular post, which involves having specific knowledge and skills or competences in order to perform the duties required for the job.

The person in charge of the public employment service is responsible for the receipt of important information about a job offer and compiles aspects such as training qualifications required, experience and other information, which would be important for the employer.

Given the responsibility of the task, it would be advisable to establish selection protocols or a good practice guide that would help to standardise interviews conducted from Public Services and that can address other more complex issues but equally important. We are referring to “soft skills”.

To that end, the training of people responsible for compiling shortlists of potential employees in the public employment services must include gender equality, this is fundamental, in addition to knowledge of different types of interview, and the ability to make selections based on the duties of the work to be covered, which is essential in order to achieve a successful outcome.

Public Employment Services should train all employees in certain areas, such as equality, the power of prejudice, the identification of their own biases. In addition, and at the same time, undertake an awareness raising process of the business fabric. This would involve breaking down previously established frameworks with discriminatory biases.

Conclusion: As good practice, it is recommended that public employment services personnel have specific training in selection processes that enables them to collate all the information necessary about a job offer without showing any discriminatory bias during the interview with the employer. On the other hand, when selecting a candidate, this training may be used to understand the profile of the interviewee in a much better way and thus achieve the objective.

It would be necessary to complete said specific training along with other training of a more general transversal nature related to equality issues.

4.1.3 The use of validation tests.

Selection processes often use testing, tests, questionnaires, and do so in order to ensure that the choice of candidate matches the desired profile.

As stated in the previous paragraph, it follows that the testing procedure used is valid, (that it measures what we intended to measure), reliable, (that the measurement is accurate and error free), and finally, it must also be objective.

Public Administrations do not often have standardised testing. There are many reasons for this, the cost in terms of time and human resources to develop the testing, and importantly (the need for experts, multidisciplinary teams, and the specialisation necessary to apply the testing) All these reasons make it very difficult to provide these tests and that the use of testing is reduced to private companies and universities that carry out this type of research.

However, even though it is difficult, we believe that it is without a doubt essential that selection processes are objective and precise. It is therefore necessary to consider the need for Public Administration, in particular the Public Employment Services, to have multidisciplinary teams that can develop these tools or when appropriate to enlist the collaboration of universities or specialised centres where said tools are developed.

Another important element in the selection process is the interviewer/recruiter. Often, and in the absence of specific tests, the interviewer is the key part of the process. In Public Employment Services, the technician/person in charge of managing job offers is responsible for speaking to the “company” to enquire about the profile requested as well as the necessary competences.

For the development of this work, specific training and competences are required. Removing prejudices, carrying out objective information gathering where the skills necessary to perform the duties of the job over other subjective criteria or gender bias, means the task requires specialization.

It is recommended that Public Administrations have technicians trained in the selection of personnel and employer customer service that together with the use of interviews and standardized selection, and considering the many different types according to the objective to be achieved, help to maintain objectivity and avoid gender bias in the selection processes carried out. The interview is one of the most extensively used tools in selection processes since it enables the interviewer to adapt issues and questions on different aspects that need to be evaluated in accordance with the particular selection process. Asking the same type of questions to different candidates in a selection process ensures that the same variables are explored for each of the job applicants and are relevant for effective job development; it is a way of adding objectivity to the intrinsic subjectivity of the interviewer.

On the other hand, when applicant selection is made from the public service, it is often the company that carries out the actual candidate selection. This process is carried out directly via the company

or an outsourced human resources system. The reason why the public service intervention is limited is precisely due to a lack of human resources (specialised staff) and techniques (instruments, interviews, validated questionnaires, which allow for a satisfactory process).

Conclusion: In terms of good practice, the Public Employment Service should have a set of validated tests so that the selection process is objective and does not fall foul to implicit bias. On the other hand, the Public Administrations should support these efforts and foster collaboration with the Public Employment Service and the Universities, through multidisciplinary teams who can be trained in these tools.

4.1.3.1 General skills questionnaire for employment

Other competences present in the selection processes and which are highly valued by recruiters are those, which have to do with organisation, initiative, teamwork, flexibility, creativity, problem-solving, etc. These competences often seem difficult to evaluate and require staff who are experts in selection techniques.

The Public Employment Services recruit people according to objective variables and often positively value these soft competences in the unemployed people, given that it is assumed they all have them. It is therefore a deficiency that can be corrected and is produced because a tool that homogenises the evaluation of these aspects is lacking.

An instrument that serves to evaluate this type of competence should be available and could be used both at the moment of selection as well as in other prior moments when important deficiencies are detected and solved (diagnostic phase). Nevertheless, GeNeus has validated a series of items that can be used to determine some of these variables. Despite the lack of a tool to integrate all of these, its use is recommended provided that its limitations, as observed in different countries, are born in mind.

This tool will also serve to detect training needs and establish appropriate recommendations for development in the case of deficiency.

Conclusion:

The Public Employment Services should have at their disposal a tool capable of evaluating personal or soft skills that are transversal in order to be able to work on those that are found to be lacking or are deficient in the behavioral catalogue of the person. This will be effected by exercises or required training. Thus, guidance professionals who design itineraries should bear the result of this evaluation in mind and incorporate it as a necessary part of their plan of action.

If they have already been acquired, they should be able to add them to the candidates CV so that they can be taken into account in the selection process.

4.1.3.2 Problem-solving exercises

Of those tasks that were developed prior to GeNeus, analysis exercises can be highlighted. These are related to problem solving. This tool has been validated and can be used in a general way in the participant countries although to do so they may have to undergo some modifications.

In any case, the availability of an objective instrument to evaluate a skill is very positive.

It is recommended that Public Administrations include this tool in their selection processes, and also train their guidance counsellors and other technicians to use it.

Conclusion: As good practice, its use is advised in the Public Employment Service in the area of guidance and/or intermediation as an evaluative tool and that the results are used as a base either for the intervention required to acquire the skill or for adding it to the CV of the candidate who already possesses it. Thus, it can be taken into account in the selection process.

4.1.4 Other general competences for employment

4.1.4.1 Evaluating language competence

Knowledge of languages is a highly valued competence nowadays. New economic models and more and more diversified companies require profiles that can adapt to changes of which mobility is the most important.

This competence is related to the ability to carry out changes in terms of geographic mobility and also for joining companies that have branches in different countries. It implies easier learning and adaptation to new job positions.

Therefore the Public Administrations and more specifically the Public Employment Services should have access to a language assessment service. One that is agile and rigorous, which permits one to know the proficiency levels of users of the Public Employment Services. It will be a very useful instrument and will allow for objective classification and will assist in fine tuning job match for this skill.

At the same time, this service will allow people interested in knowing what their language level is. This will be done through access to tests that can determine knowledge of foreign languages in a reliable way according to the Common European Framework of Reference for Language. This will facilitate decision-making and the development of realistic expectations.

The Public Employment Services should give access to all those registered as job seekers and those who want to know their language level either for their CV or for joining training courses that require a certain level. It will also be for those who have not obtained any sort of accreditation. It is a tool that can evaluate a transversal competence.

The resulting competence grade of this knowledge test, although in no way an official form of accreditation of linguistic level, will provide a reliable estimation of the language level evaluated.

These levels will serve as a reference so that the Public Employment Services can classify select candidates for job offers or intervene by sending these people to training courses to improve their language level when it is deficient. It will objectively optimise resources and improve the quality of staff selection and the future chances of finding a job.

Furthermore, the evaluation of language knowledge should be carried out via two distinct procedures:

- Self-evaluation:

The user directly accesses a set of written questions that will indicate an approximate idea of language level possessed. This should be done by simply using the Public Portal where the self-evaluation can be carried out.

- Professional Supervised Evaluation:

Users who wished to take part in a professional evaluation should go to the Public Employment Services where they will be registered for a test and who will inform the center where it is to be done. This test will assess general knowledge of the language, speaking and writing ability.

Both cases will provide an indicative certificate of the language level of the person who participated in the procedure.

The ideal is that, after the assessment, people will add the level obtained to their professional file for future reference and use in forthcoming selection processes.

Conclusion: The Public Employment Services should have a tool that allows for the homogenous and objective assessment of level of different languages for users of the service. The purpose is to include this transversal competence in the selection processes and when lacking, to be able to intervene through specific training designed for such an end (basic courses and advanced levels).

4.1.4.2 Evaluating IT competences

Another transversal competence present in CVs and highly valued by recruiters is IT skills. New technologies can be found in almost all areas of work and knowledge, already included in formal education is indispensable. Knowledge of common operating systems are included in CVs in an intuitive way. Being able to evaluate this competence in a rigorous and precise way will go a long way to adding objectivity and homogeneity to the processes.

On the other hand, Public Administrations, more specifically the Public Employment Services, consider this skill to be transversal in the selection process, when it is required by employers.

Access to an assessment tool will facilitate the selection process and add rigor and hence greater equality of opportunity.

Furthermore, from the area of Guidance in the Public Employment Service, they will be able to send those in need to different courses, depending on their level. This instrument will greatly assist in this process and thus optimise resources.

The tool should allow for self-assessment where the user directly accesses a set of written questions that will indicate an approximate idea of language level possessed. This should be done by simply using the Public Portal where the self-evaluation can be carried out.

Both cases will provide an indicative certificate of the language level of the person who participated in the procedure.

The ideal is that, after the assessment, people will add the level obtained to their professional file for future reference and use in forthcoming selection processes.

Conclusion:

The Public Employment Services should have a tool that allows for the homogenous and objective assessment of level IT ability for users of the service. The purpose is to include this transversal competence in the selection processes and when lacking, to be able to intervene through specific training designed for such an end (basic courses and advanced levels).

5. POLICY RECOMMENDATIONS VADEMECUM

5.1 DECALOGUE FOR PUBLIC ADMINISTRATION ON GENDER NEUTRAL IN GUIDANCE, RECRUITMENT AND SELECTION PROCESSES

This chapter establishes a series of general considerations that it is desirable that all entities and organizations that carry out selection processes adopt to avoid gender biases, especially Public

Administrations, within their function as institutions that must ensure equality and non-discrimination.

From these general principles, derive a specific number of commitments that can be part of an adhesion document for any organization or company compromised with the idea that selection systems can be improved to avoid gender biases.

Free adhesion to this document does not imply legal commitments or guarantee that the entity or organization ensures non-discrimination based on gender in the selective processes, but it is at least a public statement of intentions that denotes a commitment and an awareness of this issue.

As for the general considerations, these have been organized in three areas, so that they address the need for an adequate definition of job offers, the selective processes themselves and finally the facilitating elements to move towards the objective of selection processes free of bias.

The three objectives pursued by these general considerations are:

1. That both the job offers and the classification processes in the Employment Services will be carried out according to the criteria related to the position as much as possible.
2. That the candidate selection processes take into account the factors that induce bias (to avoid them as much as possible) and are carried out in a standardized way (to reduce the introduction of subjective elements not based on competencies).
3. That the public administrations, in their role of public service and institutions that must ensure equal treatment, carry out actions that facilitate and promote the reduction of bias in the selective processes.

1. APPROPRIATE DEFINITION OF POSITIONS

In order for an adequate selection of candidates to be made based as much as possible on standard and objective criteria, it is necessary that the position to be selected be defined in an exhaustive manner and that the Public Employment Service have the capacity to classify the candidates based on those criteria.

Therefore, some recommendations in this regard are:

- Move towards a definition of positions based on competences: it is necessary to move towards job offers that focus on competency issues and provide sufficient information for an adequate selection of candidates. For this, it is important that there is an appropriate description of the jobs based on the definition of the tasks. As we will see below, Public Administration can provide templates for a correct definition of the positions and therefore of the job offers.
- Need for a good classification so that an offer adjustment can be made based on competency criteria: the more complete the information available to the candidate in terms of competencies and skills is, the easier it is to get suitable candidates for the offer. It is therefore necessary that the Employment Services incorporate new elements for classification and selection, including professional but also transversal skills and soft skills.

Basing the selection processes on the search for specific competencies implies objectifying the process and limiting gender biases.

- This will require modifications to the computer applications and employment guidance protocols of the Employment Services so that they can incorporate information related to competencies, including soft skills.
- Public Administrations, when managing job offers, must also have systematized protocols for collecting information on the offer, which motivates the employer to provide the information required. The use of information collection forms for the definition of positions allows data to be collected systematically and uniformly, including those aspects that are most relevant to the position.
- In this sense, Employment Services must reject job offers with discriminatory gender criteria and at the same time, encourage the need to provide competency-based information in the offers for an adequate and more objective pre-selection.
- Public Administrations should make available to organizations and companies, tools and information, both for a definition of positions and to carry out selection processes free of bias. For this, it is also important that Public Administrations encourage collaboration with universities to know, design and validate these tools before making them available to the public.

2. TO IMPROVE OBJECTIVITY IN SELECTIVE PROCESSES

It would be of no help to have a good definition of the relevant competences for a position in the offer, together with an effective selection of candidates by the Employment Services, if at the time, the selection process focuses on aspects that have little or nothing to do with the job performance.

Most of the criteria adopted in this point are aimed at standardizing the selection processes so that there is little room for improvisation or assessment of issues outside the position itself.

Therefore, some recommendations are:

- The use of standard procedures for interviews or screening tests. In this sense, the role of the Public Administrations is to provide free of charge protocols, manuals or test batteries that have been validated or that come from the result of investigations. The protocols can guide those who are going to make selection tasks to facilitate the standardization of the process. The manuals or the results of research provide interview models and shed light on the human psychosocial processes that hide behind attitudes and prejudices, helping to understand our behaviour. And finally, having test batteries guarantees the use of proven tools for the professional.
- Base the selection on the person's competences: a principle that should guide the selection process is to focus on assessing the fit between the competencies of the candidate and the requirements of the position in terms of competence. For this, as we have seen when

talking about the definition of posts, it is important that the offer is adequately defined and that not only the “hard” skills but also the soft skills are considered.

- Avoid the use of personal or family information of the employee, for which it helps to have a standard selection procedure that already avoids these questions. If the selection process is standardized, that is, all the same questions are asked to all the candidates, the introduction of personal or family-related issues (that is known penalize women) is avoided.
- Progressive introduction of the ‘blind curriculum’ in the selection processes in the first phase, which has a double function; on the one hand it eliminates gender bias in the first moment and on the other, it allows people who make selection to be aware of the prejudices we use unconsciously in an ordinary way. And being aware of it is the first step to pay attention to it in the future.

3. FACILITATORS TOWARDS THE REDUCTION OF GENDER BIAS

Finally, another set of actions are addressed to the Public Administration, from its role of public service that must ensure the development of equality, raise public awareness and reduce the factors that produce discrimination.

In this sense, the actions of the administration can focus on training issues, incentives and dissemination of good practices and making available recognised tools to any user.

Thus, some actions that can favour the progressive reduction of inequalities in the selection processes are:

Public Administrations should promote equal training for Employment Services personnel, especially those who carry out labour counselling, job-matching tasks and business advice.

A positive action of the Public Administrations would be the creation of a commission or body that ensures gender equality and can advise, inform and receive complaints in the Public Administration.

To be able to visualise the function of ensuring gender equality in the form of a responsible or advisor, facilitates the consolidation of the relevance of the issue in society as a whole.

Public Administration can encourage the different organizations, companies and other Public Administrations that carry out selection processes of any kind, to adhere to a document of commitment for equal treatment in the selective processes. This adhesion document, of which an example is given below, should include the commitment to the transparency of selective processes; this means that the entity that carries out the process undertakes to be transparent regarding the position offered, the required competences and the process itself to determine the appropriate candidate.

Public Administration may offer training on equality, both to companies and to other administrations and public entities. This training can also focus on the psychosocial aspects that influence the selection processes, especially in face-to-face interviews, so as to facilitate awareness of their existence, as seen above.

Public Administrations may promote initiatives that improve equality and non-discrimination based on sex, such as awards, recognition honours, good practices, etc. The role of dissemination of good practices by the Public Administrations is a central point, since it allows to visualize that it is possible to incorporate policies or actions of equality without implying any impairments of the effectiveness of the selective processes.

Public Administrations should make available to any entity or organization, material and forms that serve both for the correct definition of positions based on required competencies, and for standardizing the selection processes. These materials can be in the form of templates, protocols, manuals or test batteries that have been validated or that come from as the result of investigations. The templates can be used to define positions and the action protocols can guide those who are going to make a selection to facilitate the standardization of the process. Manuals or researches provide interview models and show the human psychosocial processes that hide behind attitudes and prejudices and that help us understand our behaviour. And finally, having test batteries guarantees the use of proven tools for the person who makes the selection.

5.2 MODEL OF MEMORANDUM OF UNDERSTANDING FOR THE ENGAGEMENT OF STAKEHOLDERS AND EXPERTS FOR MAINSTREAMING GENDER-NEUTRAL TESTING AMONG PUBLIC ADMINISTRATION

ADHESION DOCUMENT TO PROMOTE NEUTRAL SELECTION PROCESSES

Bearing in mind the existence of gender discrimination factors in selection processes and therefore reducing their possibilities for access to certain offers, together with the commitment that we should work to reduce the barriers and limitations that lead us towards an egalitarian society regarding gender, the undersigned entity declares its intention to adopt the principles set out in this document to promote non-gender discrimination.

This adhesion document has not legal effects but reflects publicly the intention of the signing entity to assume principles that lead to non-discrimination based on gender in any selective process that it carries out.

The entity undertakes to:

1. Define in terms of required competencies, including soft skills, the positions offered for selection.
2. Be transparent in the selective processes that it carries out, which means offering clear information about the offer required and the criteria and phases of the selection process.
3. Use systematic and standardized selection processes and proven tools that prevent the introduction of issues not related to job requirements.
4. Progressively introduce the use of the 'blind curriculum' to assess candidates, without reference to sex or age.

5. Avoid the use of descriptions or comments of the candidate related to their physical appearance, age, nationality, ethnic origin or family situation, outside the adjustment with the required competencies.
6. Collaborate with the Public Employment Services in the appropriate definition of the required position so that they can make a selection adjusted to competence criteria.
7. Promote among the personnel in charge of job selection, training in equality and non-discrimination in selective processes.
8. Foster among the organization's staff respect for differences and non-discrimination based on gender.

This adhesion document is signed in

The day of

The entity that adheres

The Public Administration

6. SUMMARY OF THE PARTNERS´REPORT ON VALIDATION OF THE QUALITY OF THE GUIDELINES

6.1 SET ASSESSMENT AND VALIDATION

The GeNeus Set of Application of Gender Neutral Selection Tools and Tests for Selection Processes in P.A (IO5) seeks to facilitate P.As recruit and select their personnel effectively and fairly through the implementation of gender-neutral tools and tests – thus mitigating the possibility of gender bias during these processes. It can be used as a supportive tool by employers, HR managers and trainers/consultants in their daily work.

GeNeus consortium, composed by six partners from five different countries (Austria, Bulgaria, Spain, Italy and Portugal) kindly ask you to please answer to the following questions. At this moment, we are in the phase of assessing the end user’s opinion regarding the Set and its relevance, hence your contribution is so important for us. Please provide us as much information as possible, since all feedback and inputs will be collected and analysed in order to improve and optimize this Set.

Please choose the appropriate answer for your evaluation.

CRITERIA	Strongly disagree	Disagree	Agree	Strongly agree	Observations
1. The content of the Set facilitates the improvement of the selection processes.					
2. The Guide is practical for use and addresses the end-users effectively.					
3. The Guide covers thoroughly all the important topics concerning the effective implementation of the GeNeus gender-neutral tools and test.					
4. The length of the Set of Gender-Neutral Selection Tools is suitable.					
5. The content of the Set of Gender-Neutral Selection Tools is well organized.					

1. Which are the parts did you like the most and which the least? Do you consider that there is something missing to the Set? If yes, please specify.
2. Do you believe the content of this Set may have an efficient and positive impact on the way you/your organisation conduct the staff selection process? If not, please explain why not.
3. Do you have any other comments regarding the improvement of the Set?

6.2 FEEDBACK FROM PUBLIC ADMINISTRATIONS PROFESSIONALS

This chapter aims to present the results of the evaluation and validation phase of this document, the Set of Application of Gender neutral tools and test for Public Administrations, and shows the results of the interviews with 10 people, belonging to Public Administrations, such as job centers, public employment services, and professional insertion cabinets in Austria, Bulgaria, Italy, Portugal and Spain.

Participants have had the opportunity to analyze and evaluate this document, as well as suggest possible improvements. Here is a summary of the considerations made through these interviews.

CRITERIA	Strongly disagree	Disagree	Agree	Strongly agree	Observations
1. The content of the Set facilitates the improvement of the selection processes.			6	4	<ul style="list-style-type: none"> - Although selection processes for staff are institutionalized and can't be changed, they can be very useful for the selection of trainees. - Particularly the focus on competences vs other criteria as gender or age. - The use of any tool that serves to unify the selection processes and allow similar criteria to all candidates for a job, means an improvement in them (both to avoid gender bias and any other type of discrimination).
2. The Guide is practical for use and addresses the end-users effectively.		1	6	3	<ul style="list-style-type: none"> -If it is really carried out by companies, then yes! - Not so practical for use. - I believe that point 2 of the document, dedicated to developing the Toolkit, should include instructions for the correct use of the tools and the interpretation and analysis of the results obtained. I don't know if this issue is reflected in any other section of the document.
3. The Guide covers thoroughly all the important topics concerning the effective implementation of the GeNeus gender-neutral tools and test.			5	5	<ul style="list-style-type: none"> -Further development is essential. - Focus on the profile / structure of the process
4. The length of the Set of Gender-Neutral Selection Tools is suitable.		1	5	4	
5. The content of the Set of Gender-Neutral Selection Tools is well organized.		1	5	4	<ul style="list-style-type: none"> - Sometimes difficult to read and consult. -In the explanation and development of each of the tools, the information is

					structured in a different way and generates the feeling that tools of a different nature are presented.
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1. Which are the parts did you like the most and which the least? Do you consider that there is something missing to the Set? If yes, please specify.

- I liked most the tool of the Blind CV-this should be mandatory in all companies and public services.
- I miss nothing, it's a good summary of possible recruiting methods. Practice examples and the guide with a good structure I like particularly.
- Parts 4.1 and 4.2 are very useful for the implementation of the tools.
- The Decalogue is the part I prefer because it summarizes effectively all the important points.
- The Set of Tools is developed professionally and exhaustively with vision about the importance of gender-neutral selection procedures in public administration. For us was interesting the described screening "Job Audition" that puts the candidates in real environment so that their capabilities to fulfill their tasks and take responsibility can be evaluated. The value of this screening process for our administration is that using this method we could evaluate the candidates more precisely and prevent future employee turnover.

Besides the above mentioned we like the described good practice of having qualified human resources team, which is capable of using such tools and objective techniques with which to analyze the vacancies with focus on the objective aspects of the job (job requirements, competencies – professional and personal, skills, specific responsibilities, etc.).

- I liked the recommendations and good practices suggested in the "The implementation of good practice in public administrations" chapter.

What I liked least was the way the guide is organized, which sometimes makes it difficult to analyze the guide as a whole.

- What most surprised me was the structure of the guide that is being able to put in a coherent way so much information.
- The part I liked the most was the "Checklist"; in addition to being useful for a person outside the selection process to make the corresponding decisions, it can also serve the people who carry it out as a standard script and final report of the selection process. In relation to the "Job Interview" tool, phase 2 focuses on exploring relevant competencies in almost all work contexts, but the interview script does not indicate any question or question aimed at exploring specific and specific competencies of the professional profile is evaluating

- What most like in the Set is the one referring to the “Checklist of Evaluation of the Applicant”, in the processes in which the final selection decision is not made by the technician or technicians responsible for the selective process, but by another person of the organization that based on the results obtained during the evaluation. All this without providing personal information of the applicant, only the individual identification number, in this way it is guaranteed that the final selection decision is taken taking into account only the direct competences related to the work and not other personal information such as age, gender , physical appearance, etc.

I also value very positively the "Analysis and Problem Solving Exercises", since they can provide a lot of data on the true aptitudes and abilities in the identification of problems, collection of important data, generation and evaluation of ideas, as well as that of implementing A possible solution effectively.

- On the negative side, the “Job Interview” model contained in Appendix 4, in regard to its Phase 3, “Career and Vacant Job Position” with questions such as; What would you like to be doing in 5 years? How would you like your career to be? Why did you bet on this company?

I think they are not questions that can provide truthful information about a candidate, not even of his true intentions since changing personal circumstances or the need of the candidate can condition his statements reflecting only the need to please more than his aspiration or vision of the future in the company.

I think it is a fairly complete set and a good selection instrument.

2. Do you believe the content of this Set may have an efficient and positive impact on the way you/your organisation conduct the staff selection process? If not, please explain why not.

-I think this set has a positive impact on our staff selection process.

-In our organization, the issue of gender and diversity is also anchored in the recruiting process firmly. But the manual, the exercises and the guide are a good reason to check your own process based on this set and to sharpen it.

- It is well structured and detailed.

-The impact of the tool depends on the opportunities to use it, in Italy it can be used for the selection of trainees or for internal diversity training.

-The Set of Tools are useful and could be beneficial to any public administration both for good definition of job vacancies on the basis of necessary competencies and for standardising the selection processes.

-Definitely yes. I believe that the use of these tools, isolated and / or in an integrated way, may be extremely important in the effective application of recruitment, selection and human resource management policies that promote gender equality and opportunities in public administration.

-These are tools that is going to use, because already wanted to use structured and neutral tools, but had none available. These tools are previous thoughts and ideas coming true.

- I believe that this Tool Set is very applicable to the selection processes that are currently carried out in private companies and would have an efficient and positive impact on them.

3. Do you have any other comments regarding the improvement of the Set?

-Personal and individual guidance should always come first - I am not sure whether IT applications are really helpful to eliminate gender-discrimination in the selection process.

-Good ideas to rethink your own application process and have something new to try (for example, practical exercises, STAR assessment).

At least I will take the manual to the recruitment process.

CONCLUSIONS

The comments collected during the interviews conducted with the different Public Administrations interviewed in all partner countries, have shown a positive general evaluation of the document delivered, and many have expressed their desire to introduce them into their internal procedures.



The interviewed professionals have received very well both the selection tools and this document, as well as a good summary of the tools to be used in the selection processes.

Specifically, some of them have highly valued the Blind Curriculum tool, the Checklist, the Problem Analysis and Resolution Exercises, the Decalogue, and the recommendations and good practices.

In general, there has been a good general positive appreciation of the document and the tools included in it.

Regarding the impact on the organizations interviewed, almost all agree that it will have a positive impact and that they will use and implement them in their selection processes.

Finally, and regarding the possible improvements recommended by the interviewees, only some of them have cited that the guide is not very practical to use, and that it is difficult to read and consult.

To this end, the project partners have developed a website throughout the life of the project, <https://geneus-project.eu/en/>, where you can consult all the documents prepared, as well as all the tools approved in the same, with an easy download for use by all the target groups of the project, and to obtain a better understanding of the project as a whole and a better use of these tools.



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APPENDIX

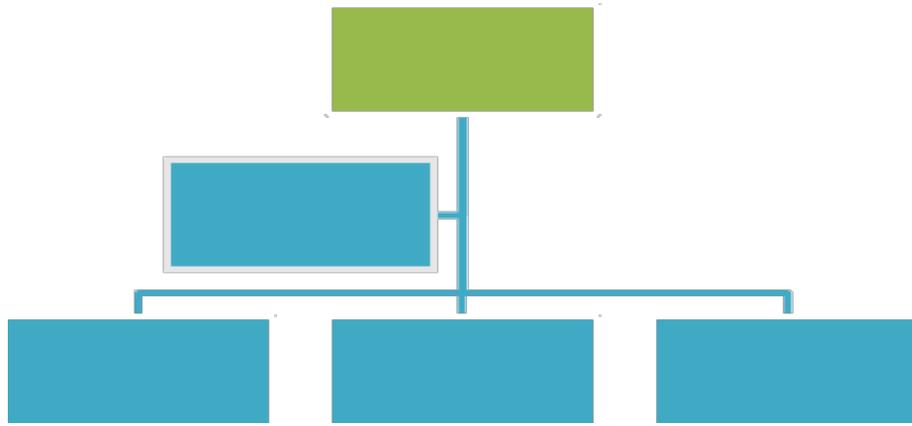
APPENDIX 1

Job Analysis Template

JOB NAME

--

HIERARCHICAL POSITION



MAIN RESPONSABILITIES

--

KNOWLEDGE, QUALIFICATIONS, AND PROFESSIONAL EXPERIENCE

School level

--

Forein languages knowledge

--

Computer usage competencies

--

Professional knowledge, professional qualifications and certifications

--

Profissional experience

--

COMPETENCIES PROFILE, ABILITIES AND APTITUDES

Transversal Competencies

Specific Competencies

VALIDATION

Supervisor

Validation date

___/___/_____

Observations



APPENDIX 2

General Competencies for Employment Questionnaire

Below you will find a set of statements about how you act. Identify the frequency at which each statement happens by thinking about how you usually behave and not how you like or should behave. There are no right or wrong answers; there are simply different ways of dealing with situations. Be as true as possible.

1 Hardly Ever	2 Rarely	3 Sometimes	4 Frequently	5 Almost Every Time		
1)	I take the initiative, trying new ways to do my tasks	1	2	3	4	5
2)	I like new challenges, which force me to think of new ways to develop my tasks / my work.	1	2	3	4	5
3)	I like to present solutions when I see situations that can be improved.	1	2	3	4	5
4)	I do not like it when a new method is proposed that forces me to change the way I work.	1	2	3	4	5
5)	I need to be motivated for work-related tasks.	1	2	3	4	5
6)	I like routines and avoid making changes to my day-to-day life.	1	2	3	4	5
7)	I prefer others to set my priorities.	1	2	3	4	5
8)	I focus on what is most important and do not get distracted by other activities.	1	2	3	4	5
9)	I can not complete the execution of the tasks in the time I initially estimated.	1	2	3	4	5
10)	I consider it important to know exactly who is responsible for each task and with whom I should articulate.	1	2	3	4	5
11)	When I am developing an important activity, I perform various tasks. It is very difficult to advance step by step.	1	2	3	4	5
12)	I always start with the tasks I enjoy less.	1	2	3	4	5
13)	During the performance of my projects, I identify deviations which lead me to adjust the plan to achieve the objectives.	1	2	3	4	5
14)	In a situation of tension, I manage my impulses.	1	2	3	4	5
15)	I feel at ease when I speak in public.	1	2	3	4	5
16)	When someone is not nice to me, I will have a similar response.	1	2	3	4	5
17)	When I fail, I moan about it and blame myself.	1	2	3	4	5
18)	I consider that seeing how everyone feels in the team is a waste of time, since acting quickly is necessary.	1	2	3	4	5
19)	When someone asks me for something inappropriate, I say 'no' easily.	1	2	3	4	5
20)	When someone criticizes me, I try to understand if he/she is right in the criticisms.	1	2	3	4	5

Gender M F ; Age _____;

Work experience:

- No experience or student; little experience (up to 3 years); With some experience (3 to 7 years);
 With much experience (more than 7 years)

Type of work experience:

- Work for others; Self-Employment Experience (self-employed/free-lancer);
 Self-Employment Experience (employer)

Level of schooling:

- Incomplete Basic Education; Basic Education (9th grade); Incomplete secondary education; Secondary education (12th grade); Higher Education Attendance; Higher Education

We appreciate the participation.



APPENDIX 3

Analysis Exercises and Orientation for Classification

EXERCISE 1

Every year your company prepares the annual meeting where it presents the new guidelines to the main customers and partners (suppliers, representatives of relevant institutions in your business field, local entities).

Considering that the company recently changed facilities and that this meeting always takes place in the first days of July, they decided to have the meeting followed by a cocktail in the outdoor garden.

As this event has some new features compared to previous meetings (new facilities, meeting in the garden, employees are also invited, presentation of new markets where they are to expand) it was announced in due time, highlighting these innovations. Even pictures of how the meeting was to be held in the garden were announced.

The morning before the event, when the last preparations are taking place, the weather is unstable and there is no clear idea whether it will rain or not during the time of the meeting and the cocktail. Imagine that you are part of the team that is organizing this event, which is so important to the company's image. Given the situation, and not knowing what to do, they asked your opinion on how to act.

Q1. Please identify which problem(s) you are experiencing.

Q2. Please indicate whether you would need to collect additional information and, if so, what would you do.

Q3. Please provide several possible alternatives to solving the problem and point out its pros and cons.

Q4. From the alternatives identified in Q3, select the one that you consider most appropriate, indicating what actions would you take to implement your idea.

Q5. Given the situation, what would you consider a good result? What lessons have you learned from this situation?

EXERCISE 2

A colleague of yours has placed an order of € 10,000 for a client. This order was urgent for the customer. Your colleague consulted the supplier (in France), requesting the information about the delivery time and was informed that it would take a maximum of 5 working days. Your colleague indicated that he would inform the client, by SMS, as soon as the order arrived.

After 5 working days, the customer went to the company facilities to collect the order. It had not yet arrived and your colleague was on his day off on that day.

When the customer realized that the order was not available, he was very upset, and said that he really needed those materials not to delay the activity of his business. The customer also said that this situation meant a loss of confidence in the company. Indeed, he was already a loyal and a good customer (he ordered much material and always paid within the time limits).

Considering this situation, indicate how you would act.

Q1. Please identify which problem(s) you are experiencing.

Q2. Please indicate whether you would need to collect additional information and, if so, what would you do.

Q3. Please provide several possible alternatives to solving the problem and point out its pros and cons.

Q4. From the alternatives identified in Q3, select the one that you consider most appropriate, indicating what actions you would take to implement your idea.

Q5. Considering the situation, what would you consider a good result? What lessons learned from this situation?

EXERCISE 3

Imagine you are working in an import/export firm that owns its office in a good suburb of a big city. Due to the growth of your company in the past 2 years, more people were admitted to work in the office facilities. Two years ago, there were 6 people working in the office, and you had an entrance hall, with a chair, and a meeting room where 6 people could seat comfortably.

In these two years, the company grew to 10 people in the same space, along with their desks, computers and paper files furniture. The meeting room was transformed into an office where 4 people work, and the entrance hall was transformed to receive 2 clients in a small meeting open space room. The space is divided, but it is not possible real privacy, for more sensitive business and brainstorm ideas. Only the manager, has a closed office.

There are some conflicts among staff due to being confined some many people in a stuffed, small space.

The need for more space is absolutely necessary, as a new member was hired and starts in about a month. But the firm made some new investments and is not in a good moment to buy new facilities.

Imagine that you are part of the managing team and need to make space for the new hire, keeping in mind that you need to spend as little money as you reasonably can.

Given the situation, let us now your opinion on how to advise the managing director how to act.

Q1. Please identify which problem(s) you are experiencing.

Q2. Please indicate whether you would need to collect additional information and, if so, what would you do.

Q3. Please provide several possible alternatives to solving the problem and point out its pros and cons.

Q4. From the alternatives identified in Q3, select the one that you consider most appropriate, indicating what actions you would take to implement your idea.

Q5. Considering the situation, what would you consider a good result? What lessons learned from this situation?

APPENDIX 4

Job Interview Template Example

PHASE 1: Introduction by the interviewer (1 minute up to 10 minutes)

- Welcome, small talk, introduction
- Creating a positive atmosphere

PHASE 2: Get to know the applicant / Assess Competencies (15 minutes up to 1 hour)

BACKGROUND ANALYSIS (Based on the CV)

- What exactly did you do on that job? (the job most similar to the job vacancy)
- Why did you leave your previous job?
- What attracted you in the job that you are now?

(during this phase behavioural issues based on experience)

PERSONAL / PROFESSIONAL CHARACTERISTICS / COMPETENCIES

Competence 1

Communication Effectiveness / Interpersonal Communication

Demonstrates skills for active and participatory listening with debtors to detect any problems. Evidence oriented behaviours for clear and accurate clear transmission of all ideas, messages and information obtained by ensuring that the recipient understands them.

Concerns with the planning and participation in monitoring and evaluation of communication experiences with individuals and groups gained in life/professional situations, in person or using technological devices.

What do you prefer when you establish a contact? How did you deal with the conflict situation? Description of the situation and result.

Have you ever had to deal professionally with people from other countries? In what situation? What were the main difficulties encountered? How did you deal with them? What was the result?

Have you ever had a professional situation in which the use of electronic messages (email, chat, ...) caused an interpersonal embarrassment or problem? Please describe the situation. How did you dealt with it? What was the result?

Competency evaluation

1	2	3	4	5
---	---	---	---	---

Very low level

Standard level

Very high level

Competence 2

Rigor and organization

Demonstrated behaviours for the rigorous accomplishment of the tasks reaching the defined objectives. Ability to determine an effective methodology and organization for good time management, always keeping in mind the fulfilment of priorities.

Have you ever faced a professional stress situation? After describing the situation, state what was your behaviour and the result.

Please describe a situation in which you can show you are organised regarding complex task fulfilment and time management. What were the main difficulties encountered? How did you deal with them? What was the result?

Competency evaluation

1	2	3	4	5
Very low level		Standard level		Very high level

Competence 3

Managing Risk

Concerns an individual's ability to identify, calculate and respond to risks in a variety of settings. It is mostly concerned with risk-taking and assessment.

The performance expectations are:

- an ability to identify risks in everyday behaviour. This can include the risks associated with finances, advertising, unhealthy eating, anti-social behaviour, etc.
- an ability to assess the consequences of risks identified.
- an ability to identify risks in a professional capacity. This can be related to financial management, business expansion, hiring staff, etc.
- an ability to identify the difference between a calculated risk and an unnecessary one.
- an ability to capitalise on a calculated risk, and to implement a plan to manage the consequences of the risk taken.

Have you ever had manage a risk situation professionally? In what situation? Please describe? What were the main difficulties encountered? How did you deal with them? What was the result?

Competency evaluation

1	2	3	4	5
Very low level		Standard level		Very high level

PHASE 3: Career and Job Vacancy (5 min up to 15 hr)

CAREER

- What would you like to be doing 5 years from now?
- What would you like your career path to be?
- Why did you bid for this company / vacancy?

JOB DESCRIPTION

- "Sell" the job
- Give measured information about the position and the enterprise
- *What do you think? Why?*

BEHAVIOURAL ISSUES / PRACTICAL TESTS

If pertinent, some behavioural questions can still be made here for completing the information

ADMINISTRATIVE AND FINANTIAL ASPECTS OF THE POSITION

- Availability for starting the job
- Type of contract
- Salary discussion

PHASE 4: Conclusion

- Next steps of the selection process
- Still asking the applicant if he/she wants to give further information or ask another question



APPENDIX 5

Individual Report

RECRUITMENT REFERENCE	
Date	

INDIVIDUAL IDENTIFICATION NUMBER	
----------------------------------	--

Evaluation regarding requirements

QUALIFICATIONS		
School level		
Other qualifications		
Certificates		

General Competencies for Employment Questionnaire		
Score		
Regarding the average		
Observations		

SPECIFIC COMPETENCES

Language Knowledge		
English		
Other		

Computer Skills		
Word		
Excel		
PowerPoint		
Other		

Problem Solving		
Score		
Regarding the average		
Observations		

...	
-----	--

Observations		
...		
Observations		
Practical exercise		
Observations		
Interview		
Observations		
Current situation (employed/employed):		
Desired remuneration:		
Availability to start working:		
FINAL REMARKS & EVALUATION		



PARTNERS

Coordinator

Frauen im Brennpunkt – Austria

www.fib.at



INOVA+ - Portugal

www.inova.business

INOVA+

Instituto Politécnico do Porto – Portugal

www.ipp.pt



Bimec – Bulgaria

www.bimec-bg.eu



Centro per lo Sviluppo Creativo “Danilo Dolci” (CSC) – Italy

en.danilodolci.org



Servicio regional de empleo y formación – Spain

www.sefcarm.es





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