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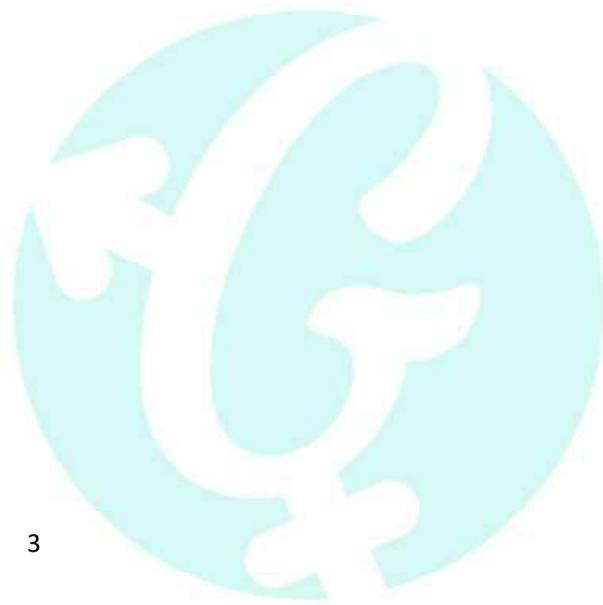
Guide on Implementation of Selection Tools and Test



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INTRODUCTION

THE PROJECT

GeNeus is a 2-year project funded by the European Commission under the Erasmus+ Programme: Strategic Partnerships for Vocational Education and Training, which aims at reducing gender inequalities in selection and evaluation processes in the professional (public and private sectors) and educational fields. The consortium is composed by six partners from five different countries (Austria, Bulgaria, Italy, Portugal and Spain), which are working together on the development, promotion and mainstreaming of a Set of Gender-Neutral Selection Tools and Tests.

By improving the selection and evaluation processes in the labour market and professional education, namely by using gender neutral testing when accessing man and women, it is possible to increase gender neutrality and thus contribute to equal educational and professional opportunities for both genders.

As such, the objectives of GeNeus project are:

- To get an overview of the reality, demands and gaps of the evaluation processes in different environments (public administration, SME and post-secondary professional education), as well as analyse and assess those procedures in a gender-neutral perspective
- To produce and deliver useful and free materials, guaranteeing through those a gender-neutral approach in the selection and evaluation processes
- To contribute to gender-neutral access and equal opportunities to the labour market and professional education

THE GUIDE OBJECTIVES

The objective of this Guide is to provide support on the implementation of the GeNeus gender-neutral tools and tests, ensuring its adequate utilization and guaranteeing a relevant and smooth implementation across the three target groups. With the complementation guaranteed between the Toolbox and this Guide, organisations will be capable of identifying the candidates most likely to perform well on the job without gender bias.

It contains information on how to integrate this toolbox in the selection and evaluation processes, the target groups that can be accessed, its relevance, who may conduct these tools and tests as well as how to properly implement each one of the resources. Besides this, it also presents the basis of this project, namely, a summary of the first result of GeNeus project: Generic Report on Gender Neutral Testing's, which compiles national information on testing systems in use and each country gender specificities in the labour market and professional education evaluation and selection processes – project background and contextualization.

Finally, the results of the pilot test carried out in each country, with each target group, are presented in the Assessment and Validation of the Guidelines to use GeNeus Tools chapter.



1. GENERAL BACKGROUND AND CONTEXT

This chapter compiles both the specific country situation with regards to evaluation and selection processes, focusing also on the gender balance (countries of the partnership: Austria, Bulgaria, Italy, Portugal and Spain), as well as a more holistic overview. In order to achieve these results, this study was based on intensive desk research, as well as fieldwork through interviews with the different target groups involved in the project - Small and Medium Enterprises (SME), Public Administration (PA) and Post-Secondary Professional Education providers (PSPE).

Through this analysis, project partners could identify the existing gaps in the evaluation and selection processes regarding a gender-neutral approach and so, design and develop the most suitable resources to mitigate the existing gender bias.

1.1. TARGET GROUPS ANALYSIS

The project partners conducted interviews with the following entities:

Country	SME	PA	PSPE	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

SME: Small and Medium Enterprises

PA: Public Administration

PSPE: Post-Secondary Professional Education

Table 1: Number of entities interviewed by project partners, by target group and country.

1.2. WHAT IS BEING 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 are 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, extraversion, 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).

1.2.1. TARGET GROUP SPECIFICITIES

For **SMEs**, professional competencies are very important, since four out of five partner countries mention them (Austria, Bulgaria, Portugal and Spain). IT and language skills are also considered important factors for SMEs, as well as logical and special reasoning. Even though, considerable differences exist between the partner countries. For example, in Portugal and Italy, the personal competencies are more important, whereas in Austria the emphasis is on academic and professional competencies. Other aspects that are being evaluated differently by SMEs depending on its nationality: communication skills (Austria and Spain), organisational skills (Austria) and professional goals (Bulgaria).

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

PSPEs assess other skills, namely:

- Behaviour: specific to situations and work;
- Personal adaptation to the principles and values of the company (person-organisation fit);
- Adaptation of personal circumstances to challenges and overall circumstances involved in accepting the position (commuting, travelling, timetable, etc.);
- Adaptation of personal objectives and anxieties to the conditions/possibilities offered by the position (person-job fit).

1.3. 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).

Next it follows some examples of questions/topics commonly addressed to the candidates during the interviews (depending on the target group):

- Professional and/or academic path - SMEs, PAs, PSPEs
- What was your reason for leaving your last position? - SMEs
- If changes of workplaces happen often – why? PAs
- Motivation (Why do you want this job? What motivates you, what do you like to do?) – SMEs, PAs
- Technical competencies; Which technical knowledge and experience do you have in the area, which allows you to solve the more complex questions? – SMEs, PAs
- Personality and self-knowledge SMEs, PAs, PSPEs:
 - 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 - PAs
- Leadership style – PAs
- Conflict management – PAs
 - 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?
- Personal interests - SMEs
- Salary expectations - SMEs
- If the person is prepared or not to perform the duties required SMEs

- Personal and linguistic skills - SMEs
- Personal data SMEs
 - Do you have a family?
 - Availability to travel
 - Personal values.
- Why do you think you are the best candidate for this position? What do you think you can add to the company? - SMEs
- What would prior employers tell us about you? - PSPEs
- How do you make decisions? - PSPEs
- Attitude towards teamwork – PAs and PSPEs
- Leadership experiences - PSPEs
- Opportunities for development – where do you want to be in 5 years –
- PSPEs
- Special questions related to the job the candidate is applying for - PSPEs

SMEs are the target group which presents a more diverse/complex evaluation and selection process of candidates. They often complement the interviews with tests and other evaluation methods, even though its combination is different depending on the country. For example, none of the Austrian SMEs use tests, but most of the Portuguese SMEs use them. However, even when tests and other methods are used, interviews still weigh more. Due to it, that is why around 50% of the SMEs have standard procedures for the interviews (with a structured script, for example).

Three of the five partner countries (Bulgaria, Portugal and Spain) report the usage of **tests** as an evaluation tool. Although both in-house and standardized (external) tests are being used, the majority of the reports show that standardized tests are more common. For example, intelligence tests are used in Spain and Portugal to evaluate logical and spatial reasoning, while English written or oral ones are used by 50% of the interviewed SMEs in Portugal.

Other methods that are used are:

- Analysis of the documents/curricular screening (CV, diplomas, certificates);
- Role-play/Simulation games (ex: gather a couple of the applicants and assign them a task to see how they will solve it);
- Homework (the applicants are tasked with delivering a work similar to what it would be expected of them if they were to be a part of the company);
- Job trial;

- “In basket” test: an individual test in which a real situation is given to the candidate;
- Presenting a work plan;
- Tests of whether a person can apply its know-how or work-related tools.

PAs use tests in their selection procedures more often than SMEs. In fact, the majority of them declare to 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 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 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 standardized questionnaire, although the majority use semi-structured scripts.

PSPEs place a lot of emphasis on academic criteria. Documents and previous experience (diplomas, certificates, titles, publications and attendance on conferences, for example) are evaluated, even if in a different extent: some PSPEs only look for an adequate diploma to be present; some evaluate qualitatively some or all the other factors mentioned. Tests and interviews are also conducted as a method of evaluation. Often the tests work as filters which determine whether the candidate is worth holding an interview with. The procedures vary in the different countries and PSPEs, existing both standardized and not standardized procedures: tests, when used, are more often standardized, whereas interviews more often are not.

Practical tests, such as music and sports tests (as stated by Portugal) are more often in-house (internally designed). The method of “group tests” is only mentioned by Spain. Even if there are different methods to evaluate relatively the same qualities/competencies of the candidates, it varies from country to country which specific competencies are evaluated by tests and which in the interviews: for example, language competencies in Portugal are evaluated throughout the interviews and in Austria through a test.

1.4. 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:

- SMEs in Spain and Portugal state that testing would be more useful if it was more specific and corresponding to a specific position;
- According to the SMEs interviewed in Portugal, tests for the evaluation of social and emotional intelligence are needed but not available;
- For PA, the problems regarding the tests are the high prices, the unanalysable 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);
- One PSPE stated that tests evaluating personality are needed and more important rather than intelligence tests;
- The interviews conducted with Spanish PSPEs show that the qualifications of the people carrying out the test could be a problem. Still, the associated high costs are generally the bigger issue.

1.5. GENDER SPECIFICITIES

It is possible to state that all target groups, in general, agree that there are no differences in the selection processes of men and women. Still, some individual statements are worth noting:

- Regarding job interviews, women are shyer whereas men take more risks (in terms of what they say) and generally present themselves as more positive (SMEs);
- When the selection process is done by the direct superiors and not by the HR departments, (for example by male line managers), those tend to choose/select predominantly men to fill the available jobs, as they consider them the most valid candidates (SMEs);
- 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 (PAs);
- Women are less creative than men (revealed in the test results) (PSPE - Bulgaria);

- In the tests for apprenticeship, girls gain more points in language and mathematics (PSPE – Austria);
- For example, in Sports Education, the implemented physical/practical tests are adapted to gender, being the expected results different for men and women (PSPE - Portugal);
- Women show greater consistency in what they choose and their interests (PSPE);
- Women usually obtain better scores on the tests of intelligence and also in group tests (PSPE - Spain).

1.6. LEGAL REGULATIONS

At the International level, there is the International Test Commission (ITC) who announced some best practice Guidelines. Those may be downloaded from the ITC website¹:

1. ITC Guidelines on Adapting Tests
2. ITC Guidelines on Test Use
3. ITC Guidelines on Computer-Based and Internet-delivered Testing
4. ITC Guidelines on Quality Control in Scoring, Test Analysis and Reporting of Test Scores
5. ITC Guidelines on the Security of Tests, Examinations, and Other Assessments

In the partner countries, it exists some regulation in the field of testing. In most of the countries, **intelligence and personality test** may be applied or at least interpreted only by accredited psychologists (Portugal, Bulgaria, Italy).

In Austria, only tests for psychological diagnostics must be carried by clinical psychologists. However, in order to maintain their quality and significance, there are some requirements, namely:

- test publishers sell the tests only to people who have proven their educational and professional qualifications;
- psychological testing is regulated by Ö-NORM D4000 for requirements for processes and methods in recruiting and staff development. In these regulations, quality criteria, standards for professional qualification testing, interventions and evaluations during staff selection processes are defined.

In Italy, it is considered that psychological tests have a controversial nature. That is because of the invasive nature of many such tests, which trespass the borders of professionally relevant skills and intrude the candidate's private sphere².

¹ <https://www.intestcom.org/>

In Bulgaria, in order to avoid the legal complications of intelligence and personality testing, companies often develop their own testing instruments. They test applicants not so much for intelligence or personality traits, but more for professional competencies (related to the position for which the candidates apply), such as the ability to solve simple mathematical problems or to translate a text into another language.

1.7. GENDER EQUALITY

In terms of **education** the findings of this report are consistent with the common EU findings:

- More women than men have tertiary education, but women are less represented than men in academic staff and scientists. Nearly 60% of EU university graduates are women, but they represent less than 33% of the scientists and engineers across Europe yet nearly 80% of the total workforce in the health, education and welfare sectors³;
- The 3 above sectors are the subjects predominantly studied by women, whereas Engineering, Manufacturing Industry and Construction are the subjects in which women are least represented;
- Even though women show higher participation rates in training (Austria, Bulgaria), they still prevail among the people without any education (Portugal, Bulgaria) or among low qualified/NEETs (Austria).

Women's **employment rates** across the EU range from some 48% to 80%, but the EU average is 77.4% for men and 65.5% for women (2016)⁴. For the partner countries, the employment rate of women is on average 11% lower than the employment rate of men. From the partner countries, the employment rate for women is above average in Austria and Portugal and below average in Italy and Spain.

Women **work in part-time** more than men (over 75% of part-timers are occupied by women) and in less valued jobs and sectors⁵, whereas men tend to be employed more than women on permanent contracts. The average gender gap in part-time employment is around 33.1%.

Across the EU, **women are underrepresented in decision-making positions**, particularly in politics and business. This is also the situation in the five partner countries. In May 2016, women accounted for 29% of members of the single or lower houses of parliaments in the EU countries. In business leadership the situation is even worse: in 2016, women accounted for just 23.9% of board members of the largest publicly listed companies registered in the EU countries. The

² For more informations, consult article 8 of the Workers' Statute (Statuto dei Lavoratori) and article 10 of the "Legge Biagi", legislative decree n° 276/2003, protecting employees and/or candidates data and information.

³ Source: http://ec.europa.eu/justice/gender-equality/economic-independence/index_en.htm

⁴ 2017 Report on equality between women and men in the EU", European Commission

⁵ http://ec.europa.eu/justice/gender-equality/economic-independence/index_en.htm

representation of Austrian, Bulgarian and Portuguese women in company boards is lower than average (18.1%, 15.3% and 14.3% respectively), while Italian and Spanish women have a bigger representation (32.3% and 20.3% respectively).

In most of the partner countries **“male” and “female” occupations** can be identified, according to the percentage of men and women on these positions:

- **“Female jobs”**: Health and social care, education, clerical and administrative work and services in general;
- **“Male jobs”**: Extractive industry, construction, plans and machine operations.

At EU level, the **gender pay gap** is defined as the relative difference in the average gross hourly earnings of women and men within the general economy. In 2015, the EU average was estimated at 16.3%. In 2015⁶, the project country with a bigger gender pay gap was Austria (21.7%), while the lower percentage was from Italy, with 5.5% (the other countries: Portugal – 17.8%, Bulgaria – 15.4% and Spain – 14.9%).

With it, it is possible to state that in general, the gender pay gap in these countries is high. For example, the Portuguese and Bulgarian case is closely related to the qualification levels: as the level of qualification increases, the higher is the wage gender gap. In Austria, one important influence are the children - women take up the majority of unpaid work at home and their earnings are only seen as additional household income. This statement in the Spanish report can then summarize the general situation:

“The major factors that negatively impact women in terms of salary and professional development are those of women being mostly in poorly paid sectors, lack of access to management positions and their greater involvement in family life.”

1.8. MAIN TESTS USED

Most used tests across the EU are:

- Personality tests: MMPI, Rorschach, 16PF, NEOPI-R, DISC
- Intelligence tests: WAIS, BPRD + - Differential Reasoning Test Battery, PMI4-p83 - Immediate Memory Tests, BTA-p83 - Attention Test Battery, CPM – P (Raven)
- Professional competencies: ABA-p83 - Basic Administrative Skills
- Personal preferences: CIPSA - Professional Interests Questionnaire, IPP-R - Inventory of Professional Interests and Preferences - Revista, RUMOS - Inventory of Vocational Preferences (2015)

⁶ Source: 2017 Report on equality between women and men in the EU, European Commission

- Emotional and social intelligence: D48, D70 – Dominoes test (non-verbal, cross-cultural intelligence)



2. GENEUS SET SELECTION OF TOOLS AND TEST

2.1. THEORETICAL BASIS AND PRESENTATION

The support given to target groups by GeNeus project on implementing more gender-neutral evaluation and selection processes is obtained not only by the design and development of new-focused resources (tests, exercises and other tools), but also through the complement with this Guide on how to properly implement those resources. Altogether, allows organisations (and end-users in general) to have the necessary resources, skills and knowledge to guarantee more gender-neutral selection processes.

Men and women seeking jobs and education opportunities find themselves facing very different conditions and labour market opportunities. Even though the value of women in the workplace is recognized, that does not mean women stand an equal chance of landing a job or education opportunity.

For example, despite the higher levels of post-secondary education among women, it is possible to state that explicit and implicit discrimination against women in the workplace persists and is still a reality. And this happens including during the recruitment and selection processes. Equality for women has come a long way, but there is still progress to be made. And that doesn't just mean equal pay.

Women face inequality and discrimination before they even get a job, despite all the legal frameworks and legislation prohibiting this unfair treatment by employers. Today's recruitment leaders need to re-evaluate their strategies from a gender-neutral perspective and consider whether unperceived biases prevent them from hiring the best candidates.

Gender bias arises from gender stereotypes, which are simplified judgements that the individuals make about the characteristics of jobs and the ideal candidates for them, which leads to "more feminine" and "more masculine" jobs. In other words, those descriptive stereotypes – the ones that designate what women and men *are* like – *"promote negative expectations about a women's performance by creating a perceived "lack of fit" between the attributes women are thought to possess and the attributes thought necessary for success in traditionally male positions"* (Heilman, 2012, 114-115). As such, these gender generalizations do not reflect personal values, professional experience or real competencies of each person – each person has its own individuality.

Recruiters must pay attention to information such as credentials, skills and relevant experience during the selection process. It must be given information that clearly shows candidates' high level of competence, so that decision-makers pay less attention to gender-related information and a less biased hiring decision occurs.

In other words, it is necessary to use valid and reliable selection methods, which measure the correct applicants' qualifications that predict future job performance. The right methods help to

extract the most relevant information to demonstrate the candidates' suitability for the role, regardless of gender.

With it, it is possible to reduce gender bias in the selection process and provide more equal employment opportunities for female and male applicants (Koch, D'Mello, Sackett, 2015). Standardized selection tools and procedures – as the ones developed by GeNeus consortium - are resistant to bias and will provide to HR managers and recruiters in general clear and concrete information about applicants' qualifications.

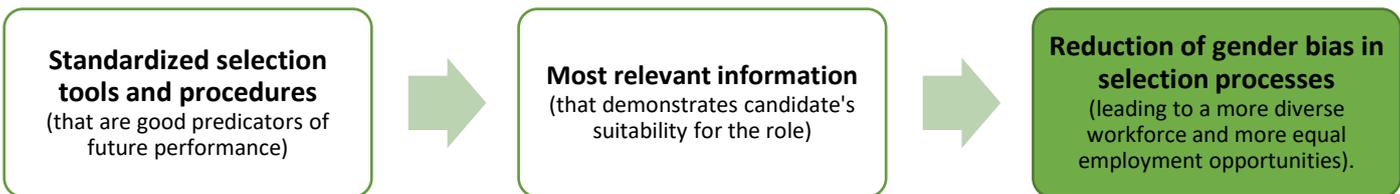


Figure 1: Strategy to reduce gender bias in selection processes. Adapted from: Koch, A. J., D'Mello, S. D., & Sackett, P. R. (2015).



2.2. BRIEF INTRODUCTION TO THE GENEUS TOOLS

Different tests and tools are used in different situations regarding the perception that is demanded by the recruiter. Every position in a company has inherent specific skills, which can be verified by using focused-oriented tests and tools.

The tools that are present in this chapter are a combination of tools designed and developed by the GeNeus project consortium (two of them standardized) – *GeNeus Project Selection Tools* - and four other tools that, even though were not developed by the consortium, are presented as good options to be implemented as selection instruments – *Other Selection Tools*.

2.3. GENEUS PROJECT SELECTION TOOLS

The five tools that are referred below are tools developed by the GeNeus partnership. The design and development of those had in consideration the first results of the project – the needs analysis -, through which some gaps on the selection and evaluation processes were identified and so, the need to mitigate them has emerged. Namely, the GeNeus Project selection tools are:

1. Job Analysis Template⁷
2. General Competencies for Employment Questionnaire
3. Analysis Exercises – Problem Solving
4. Job Interview Template
5. Template of Evaluation Checklist of the Applicant

Each of these tools has its associated Booklet, available at the end of this Guide as annex, as well as on the [GeNeus](#) project website. Consult each for more information regarding each tool.

2.3.1. JOB ANALYSIS TEMPLATE

Job analysis is the systematic process of collecting complete information regarding a specific job position, being one of the most important aspects of HR. To the selection process itself, it is of extreme importance since it determines the duties and responsibilities, expected activities, nature of the job position and associated qualifications, skills and knowledge required for an employee to perform a particular job. This way, the process is impersonal - the job position itself is analysed and not simply reduced to any specific person who held the job in the past or participated in the recruitment process.

⁷ Based on and very similar to the original, from Centro de Bem Estar Social de Figueira de Lorvão (w/date) <https://www.cbes-figueiradelorvao.com/attachments/article/6/143-DESCRIPC%C3%87%C3%83O%20E%20AN%C3%81LISE%20DE%20FUN%C3%87%C3%95ES.pdf>, (05/2019)

By specifying, in a prior moment, those various aspects of the job position, it is a guarantee that the selection process is impersonal and so, naturally gender neutral. This assessment is neutral and so there is no danger of determining in advance that the job is suitable for one or the other gender.

This Job Analysis Template was developed by the GeNeus partnership, providing this way an important tool to organizations which helps to ensure high-quality and gender-neutral selection processes.

In the next chapter *“Guidelines for the Implementation of the GeNeus Gender Neutral Toolbox for Selection Processes”*, further information can be found on how to properly apply this document.

2.3.2. GENERAL COMPETENCIES FOR EMPLOYMENT QUESTIONNAIRE

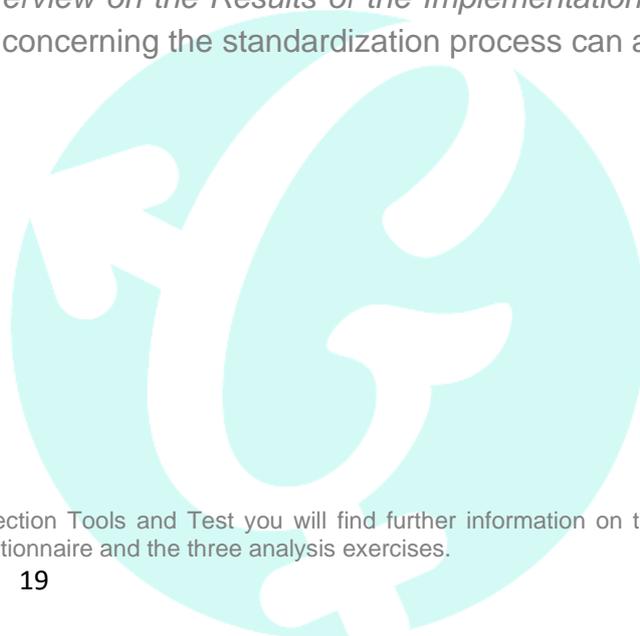
General Competencies for Employment Questionnaire⁸, developed by GeNeus project consists of 20 questions regarding three core transversal competencies:

- Initiative/proactivity;
- Organisation;
- Social competences.

These competencies are referred by the World Economic Forum (Gray, 2016) and in the Proposal European Reference Framework of Key Competences for Lifelong Learning (Council of the European Union, 2018) as included in the top 10 skills required for workers.

This test was developed and **standardized** for the five GeNeus partners countries - Austria, Bulgaria, Italy, Portugal and Spain. Results should also be analysed and interpreted according to national specificities.

In the next chapter *“Guidelines for the Implementation of the GeNeus Gender Neutral Toolbox for Selection Processes”*, further information can be found on how to properly apply this test during a selection process. Also, in the sub-chapter *Overview on the Results of the Implementation of the GeNeus Test and Exercises*, more information concerning the standardization process can also be obtained.



⁸ In appendix 2 of the document Set of Gender-Neutral Selection Tools and Test you will find further information on the Basic Methodology for the design and development of both the Questionnaire and the three analysis exercises.

2.3.3. ANALYSIS EXERCISES – PROBLEM SOLVING

Apart from the General Competencies for Employment Questionnaire, the GeNeus project consortium also developed three Analysis Exercises⁹ (and respective orientation for classification), that are intrinsically related to the competence “**Problem solving**” (Appendix 2, 4 and 5 of the documents *Set of Gender-Neutral Selection Tools and Test*):

- Exercise 1 – Office party;
- Exercise 2 – Store situation;
- Exercise 3 – Office situation.

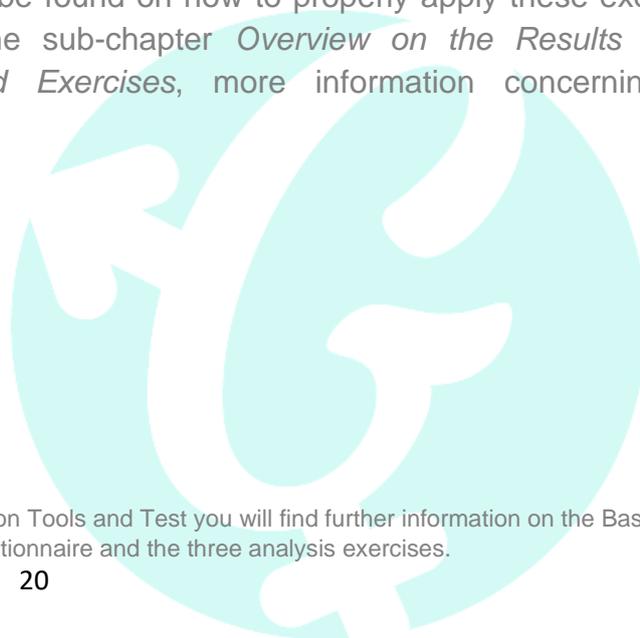
Each of the exercises is independent, therefore can be used one without the others. Respondents have to answer five questions about a certain situation that requires action. The questions refer to the following topics:

- Problem identification
- Data collection
- Generation and evaluation of ideas
- Implementation planning
- Evaluation of the implemented solution

These exercises were developed and **standardized** for the five GeNeus partners countries - Austria, Bulgaria, Italy, Portugal and Spain – so that results and interpretation should only be used in the five countries. However, they can be naturally used in other geographies, but by using the general intuitive results interpretation, as an orientation, for qualitative proposes with the necessary care not to be gender biased.

In the next chapter “*Guidelines for the Implementation of the GeNeus Gender Neutral Toolbox for Selection Processes*”, further information can be found on how to properly apply these exercises during the selection processes. Also, in the sub-chapter *Overview on the Results of the Implementation of the GeNeus Test and Exercises*, more information concerning the standardization process can also be obtained.

⁹ In appendix 2 of the document *Set of Gender-Neutral Selection Tools and Test* you will find further information on the Basic Methodology for the design and development of both the Questionnaire and the three analysis exercises.



2.3.4. JOB INTERVIEW TEMPLATE

Due to the importance given by recruiters to interviews as a selection tool, the GeNeus project also developed a Job Interview Template and associated basic structure to a semi-structured interview, divided by phases (and associated required time) that can be adapted to the different situations/contexts of the organisations. Also, the possible standard questions to be used, as well as the competences that those questions assess, are also included in this template. Finally, there is also a reference to the evaluation methods.

As such, this is a template of a **Semi-structured and competency-based interview**. By using this tool, recruiters ensure that every applicant is going through the same process with exactly the same core questions, in order to ensure an objective and fair process.

In the next chapter “*Guidelines for the Implementation of the GeNeus Gender Neutral Toolbox for Selection Processes*”, further information can be found on how to properly apply this template during the selection processes.

2.3.5. TEMPLATE OF EVALUATION CHECKLIST OF THE APPLICANT

In cases where the selection process has different phases/moments, different selection tools were applied and the final selection decision is not done by the responsible technician or technicians for the process, but by someone else of the organisation (for example, the HR director or the direct manager of that job position), the GeNeus project developed an Evaluation Checklist of the Applicant. This template works as an individual report, in which the results obtained in each evaluation moment are described.

The bonus of this instrument is that no personal data of the applicant is provided, being the identification done only by an “Individual identification number”. This way, it is guaranteed that the final selection decision is done having in concern only direct job-related competencies and no other personal information (such as age, physical aspect or gender).

In the next chapter “*Guidelines for the Implementation of the GeNeus Gender Neutral Toolbox for Selection Processes*”, further information can be found on how to properly apply this template during the selection processes.

2.4. OTHER SELECTION TOOLS

The tools that are presented next are ones that, even though were not developed by the consortium, are considered by the project team as good options to be implemented as selection instruments. They are mostly online, so that it is guaranteed easy access.

2.4.1. ENGLISH TEST

English tests are often used to examine the confidence of communication and the level of language ability in international business environments. English is the common international language and, in most cases, a requirement for certain job positions. Therefore, proof of the English Proficiency of a candidate needs to be provided.

Candidates with English as a foreign and second language need to provide an internationally accepted examination of the candidate's command of English such as the Cambridge test (available on <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).

2.4.2. GERMAN TEST

German Tests are often used in case of candidates with 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 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 on 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/>.

2.4.3. 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 to 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 you 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](#)).

2.4.4. 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 – possibility to get a realistic sense of their skills. Besides, job auditions do not just benefit the employer, as well as 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 make 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 you 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 the rest of the organization. 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 broken 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 with the situation.

2.5. OVERVIEW OF THE RESULTS OF THE IMPLEMENTATION OF THE GENEUS TEST AND EXERCISES

The six partners in GeNeus Project developed a selection test - “General Competencies for Employment Questionnaire”¹⁰ and three analysis exercises to test the Problem-Solving competency - Exercise 1: Office party; Exercise 2: Store situation; and, Exercise 3: Office situation. These tools were implemented together, online¹¹ from the 1st of August 2018 to the 28th of February 2019.

For the implementation of the “General Competencies for Employment Questionnaire” there were 1095 participants in the five partner countries, and a gender and target group balance was accounted for in data collection, as the following table shows.

To validate the questionnaire, we had to perform several statistical tests, and considering the different languages and cultures we did the analysis for each country separately. And, as expected, even if it is the same questionnaire applied, there were differences and national specificities that shall be considered in the results’ interpretation¹².

¹⁰ The development methodology and pre-validation is described in Appendix 2 of document *Gender Neutral Selection Tools and Test*.

¹¹ Website for data collection for the implementation of the selection tools developed by the GeNeus Project - <https://www.iscap.pt/ceos/1-ProjGeNeus/>.

¹² We remind you to consult the respective Booklet of this tool, as well as refer to further section 3.4.2. *Selection Phase* – page 30 of this document.

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

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

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 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.

		TOTAL by Target Group					
		Exercise 1		Exercise 2		Exercise 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

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

In table 4, you can see that not all countries have data for all analysis exercises. That is because there were statistical differences regarding results between genders¹³. Whenever there were differences between genders means that the tools are not “gender neutral”, therefore should not be used in that country.

Target Groups		Men						Women					
		Exercise 1		Exercise 2		Exercise 3		Exercise 1		Exercise 2		Exercise 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%

¹³ As presented in the Selection Tools Booklets – each exercise has an associated booklet, and those are divided having in concern the national specificities of the analysis exercises.

	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											
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

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



3. GUIDELINES FOR THE IMPLEMENTATION OF THE GENEUS GENDER NEUTRAL TOOLBOX FOR SELECTION PROCESSES

3.1. WHAT FOR?

These Guidelines aim to support the implementation and conduction of the above-mentioned tools in the selection processes, in the correct way to get reasonable and, more than gender-neutral results, a fair and non-biased selection process. A step-by-step approach is presented, that is, in which phase of the evaluation and selection process each tool shall be used, how it should be used and what are the expected results of each one.

3.2. WHO FOR?

This Handbook has as target groups Small and Medium Enterprises (SMEs), Post-Secondary Professional Education organisations/providers and Public Administration centres. More particularly, it is directed to consultancies (mostly recruitment and selection consultancies, as well as organisational training consultancies), counselling services, social services, universities, employment centres, assessment centres, VET providers, companies and human resources departments in general.

3.3. WHO CAN IMPLEMENT AND CONDUCT THE GENEUS TOOLS AND TEST?

According to the desk and field research made in the preliminary stage of GeNeus project, in the partner countries (but in other European countries also), it exists some regulation in the field of testing. In most of the countries, intelligence and personality test may be applied or at least interpreted only by clinical/accredited psychologists. As such, in order to avoid those legal complications (and also due to the associated high costs of these tests), companies often develop their own testing instruments. Besides, those are much more related to the evaluation of professional and job-related competences – the ones that the majority of the organisation values the most.

Having all of this in consideration, and in order to ensure that the selection instruments that are used by organisations are as gender neutral as possible, the GeNeus project developed tools that do not have these legal requirements, that is, that can be conducted by any person.

However, it is suggested and recommended that GeNeus tools are conducted by Human Resources technicians/professionals, experienced in implementing recruitment and selection processes. Those professionals are expected to have a minimum of a degree (EQF 6) in

Psychology, Sociology, Advocacy, Social Services, or directly a Post-Graduation in Human Resources Management.

3.4. HOW TO USE AND IMPLEMENT THE GENEUS TOOLS?

All selection processes, independently of how complex and structured is, must be always composed of three phases:

1. Pre-selection phase
2. Selection phase
3. Conclusion phase

In Figure 2 you can find a **summary** of each of these phases and the GeNeus tools that can be applied in each of the phases. All these tools have an associated **Selection Tools Booklet**, as previously referred, that can be found as annexes or on GeNeus website. These allow any professional to easily use the tools – even isolated if desired - with all instructions for use and application included. In the document *Set of Gender-Neutral Selection Tools and Test* you can find the methodology behind the design of each tool, as well as the statistical information that supports the standardization process of the test and exercises.



PHASES OF A SELECTION PROCESS AND GENEUS TOOLS CORRESPONDENCE

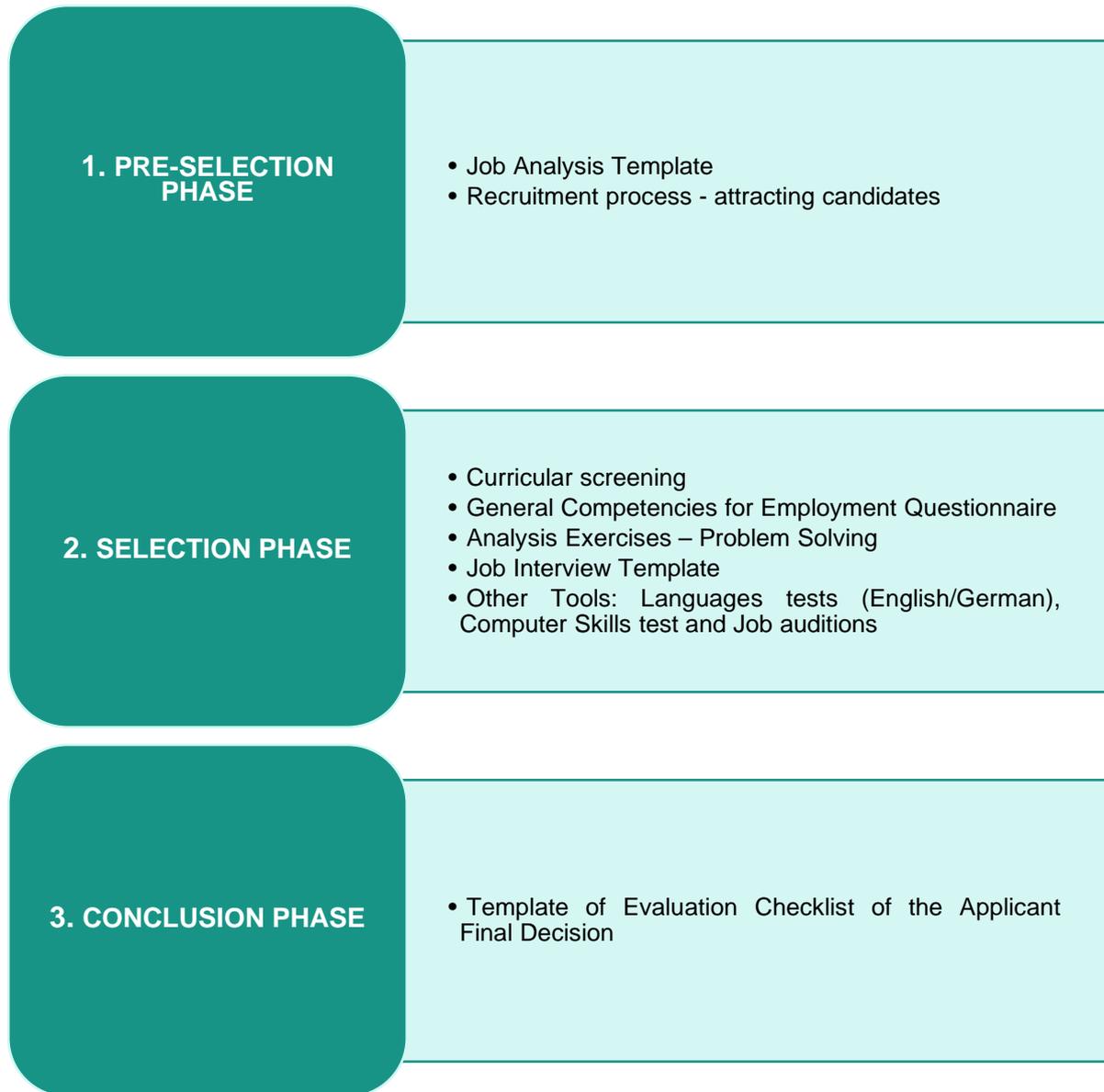
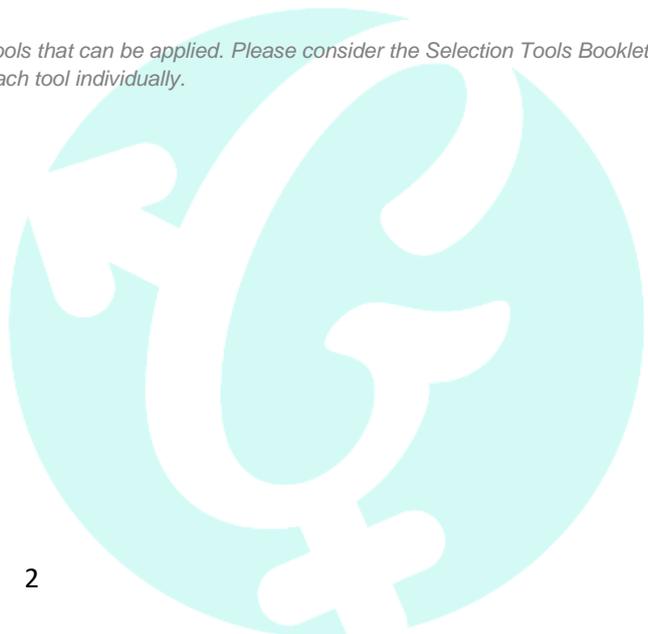


Figure 2: Phases of a selection process and respective GeNeus tools that can be applied. Please consider the Selection Tools Booklets for consulting each tool individually.



3.4.1. PRE-SELECTION PHASE

The **Pre-selection phase** is the moment where the Job Analysis is done/re-designed, that is, tasks, duties and characteristics of the job to be occupied are described, being this the starting point to know what exactly the job advertisement must include.

The frame for the position is set and a profile of required competencies and skills for the new hire – according to the specific job position – is designed. **The Job Analysis Template** provided by GeNeus project is composed of:

- Job name
- Hierarchical position
- Description of the main responsibilities
- Knowledge, qualifications and professional experience
 - School level
 - Foreign languages knowledge
 - Computer usage competencies
 - Professional knowledge, professional qualifications and certifications
 - Professional experience
- Competencies profile, abilities and aptitudes
 - Transversal competencies
 - Specific Competencies
- Supervisor validation

By having this organization, the template only describes the responsibilities, competences, skills and knowledge directly connected to the job position itself, and not by associating, *a priori*, to any particular personal characteristic or trait. By other words, the job analysis done is impersonal and so, without any personal bias.

With the job description complete, it is possible to design a job advertisement and proper communication channels to spread the message and attract candidates – recruitment process. A pool of applicants is this way constructed and so, it is possible to start the selection phase.

3.4.2. SELECTION PHASE

The GeNeus project provides a toolbox of instruments that can be used in any selection phase. Each organization shall use them according to the specificities not only of the job position that needs to be occupied by a new worker, but also having in consideration the organisation context and reality.

Nevertheless, a selection process can always start with a curricular screening; that is, by analysing the candidates' CVs, associated certificates and/or motivational letters (if requested during recruitment phase). It is through the curricular screening that the recruiter gets the first impression of the candidate and can compare his competences/skills/experience with what is described in the job analysis template (previously completed). It is especially useful in cases when the pool of candidates is too big, and recruiters need to shorten the number of applicants. After it, recruiters can choose between one or more tools existent in the GeNeus Gender Neutral Toolbox, described below.

GENERAL COMPETENCIES FOR EMPLOYMENT QUESTIONNAIRE

This test, as previously described, consists of 20 statements regarding three core professional competencies: Initiative/proactivity, Organisation and Social competences¹⁴.

To fill this test, applicants should decide on a five points scale of agreement (from 1 to 5) regarding the statements presented. The values of the scale might need to be quoted in reverse, but only in cases described in the associated Booklets.

Scale used for applicants' answers:

- Hardly ever – 1 point
- Rarely – 2 points
- Sometimes – 3 points
- Frequently – 4 points
- Almost every time – 5 points

The final quotation of the test must be interpreted according to the coloured system, available in each National General Competencies for Employment Questionnaire (*Appendix 3.1 to 3.5 of the document Set of Gender-Neutral Selection Tools and Test, Table IV of the section "Statistical Information"*). This coloured system will provide the results regarding the Level of Performance/Competence of the candidate. Specifically:

- **Very below average**
- **Below average**
- **On average**
- **Above average**
- **Well above average**

The colours green, blue and purple are the more positive results, indicating that the applicant has a suitable level of professional competence for the job position.

¹⁴ Methodology underlying the selection of these competences can be found in Appendix 2 of the document *Set of Gender Neutral Selection Tools and Test*.

This test, until its final version, passed over a standardization process, with pilot phases involving the target groups of the project. As such, and due to the differences of each national context, this test can only be applied and interpreted as presented in the five countries of the partnership - Austria, Bulgaria, Spain, Italy and Portugal.

As such, the interpretation of the results is different depending on which country is being conducted. In particular:

- **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. The items to use in Austria are: Q1, Q2, Q3, Q7, Q8 and Q9.
This questionnaire in Austria stresses that the applicant has initiative, proactivity, is available for challenges, is organised and autonomous in his/hers work.
- **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. The items to use in Bulgaria are: Q1, Q2, Q3, Q7, Q8, Q10, Q13, Q14 and Q20.
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.
- **ITALY:** employers and evaluators can use 5 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance. The items to use in Italy are: Q1, Q2, Q6, Q13 and Q17.
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:** employers and evaluators can use 10 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance. The items to use in Portugal are: Q2, Q4, Q5, Q8, Q9, Q10, Q11, Q13, Q14 and Q20.
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:** employers and evaluators can use 6 items, of the total of 20 items of the scale to evaluate the Professional Competencies with statistical relevance. The items to use in Spain are: Q1, Q2, Q3, Q8, Q10 and Q20.
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.

ANALYSIS EXERCISES – PROBLEM SOLVING

These three Analysis Exercises are intrinsically related to the competence “**Problem solving**”¹⁵. Each of the exercises is independent, so that each recruiter can use one without the others. The exercises are¹⁶:

- Exercise 1 – Office party;
- Exercise 2 – Store situation;
- Exercise 3 – Office situation.

Respondents must answer five questions about a certain situation that requires action. Each question aims to assess the following capacity:

- Q1. *Please identify which problem(s) you are experiencing* - **Problem identification**
- Q2. *Please indicate whether you would need to collect additional information and, if so, what would you do* - **Data collection**
- Q3. *Please provide several possible alternatives to solving the problem and point out its pros and cons* - **Generation of ideas and evaluation of ideas**
- 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* - **Implementation planning**
- Q5. *Given the situation, what would you consider a good result? What lessons have you learned from this situation?* - **Evaluation of the implemented solution**

The classification orientation and interpretation of the results are available in the respective Booklets. There are four performance levels in this competence, presented in a coloured system:

- **Inexistent**
- **Low level**
- **Intermediate**
- **High Level**

The three exercises are evaluated using the same criteria. The differences are the fact that for each exercise, there are examples of adequate answers to each performance level.

¹⁵ Methodology underlying the selection of these competences are available in Appendix 2 of the document *Set of Gender Neutral Selection Tools and Test*.

¹⁶ Booklets available for each exercise.

These exercises were developed and **standardized** for the five GeNeus partners countries – Austria, Bulgaria, Italy, Portugal and Spain – so results and interpretation should only be used in the five countries. The standardization process in the partner countries led to recommend not to use some exercise in some countries (exercise 3 should not be used in Bulgaria, and exercise 2 should not be used in Italy). In this statistical analysis these exercises in these countries were found gender differentiators.

JOB INTERVIEW TEMPLATE

The job interview is the most used technic in selection processes. For that reason, the GeNeus project developed a Job semi-structured Interview Template, divided into four phases that can be adapted according to the job vacancy, as well as the context of the organizations:

- **PHASE 1:** Introduction by the interviewer (1-10 minutes)
 - Welcome, small talk, introduction
 - Creating a positive atmosphere
- **PHASE 2:** Get to know the applicant and Assess competencies (15-60 minutes)
 - Background analysis (educational and professional)
 - Competences:
 - Communication Effectiveness / Interpersonal Communication
 - Rigor and organization
 - Managing Risk
- **PHASE 3:** Career and Job vacancy (5-15 minutes)
 - Desired career paths
 - Job description
 - Administrative and financial aspects of the position
- **PHASE 4:** Conclusion (5-10 minutes)
 - Next steps of the selection process

Also, the possible questions to be used in each of the phases are presented, as well as the competencies evaluation metric: 1 (very low level) > 3 (standard level) > 5 (very high level). By using this tool, recruiters ensure that every applicant is going through the same process with exactly the same core questions, in order to ensure an objective and fair process.

OTHER TOOLS

Even though not developed by the GeNeus Project, in the Toolbox it is also possible to find four more online tests, that can be used as a complement to the previously mentioned tools. They are:

- **English and German test:** These tests might be important for organizations where these foreign languages are important to perform the job according to the expectations' levels. Tests of Listening, Vocabulary, Grammar and Reading are one example. Applicants must be informed of the importance given by the organization to the linguistic skills.
- **Computer Skills test:** Whenever the job position requires the use of computer and/or specific programmes, organisations might also conduct a computer skills test. Those can range from simply using e-mail, web browsers or simple databases, until testing the knowledge in Word, PowerPoint or Excel.
- **Job auditions:** This is a good possibility to see how the applicant would perform in his daily job. This kind of tests must be developed by the recruiter/employer in order to make the test have a specific fit regarding the job vacancy.

3.4.3. CONCLUSION PHASE

After conducting each of the selected tests, the recruiter should fill in must use the **Template of Evaluation Checklist of the Applicant**¹⁷. This template allows compiling all the information and tests' results of each applicant, working as an applicant individual report. The aim is to make the final decision only by using this checklist, comparing it with the other applicants. An important particularity of this instrument is that no personal information of the candidate is present, being the candidate only identified by an "*Individual Identification number*". With it, the possibility of any kind of propensity to valuing personal traits (like age or gender) is eliminated, and the final decision is made only having in consideration the professional competences and all the directly job-related information.

This tool has even better results in cases when the final selection decision is not made by the technicians involved in the process (who conducted and applied the tools), but by someone else of the organisation (for example, the HR director or the direct manager of that job position), since this person had no contact with the applicants.

Even if it is not possible, this template, with all the professional and with the data gathered from the several selection tools compiled, can be used to decide who should go the final interview with

¹⁷ Correspondent Booklet available.

the decision maker. This kind of procedure is very interesting to mitigate previous preconceptions and can take place even in smaller organizations.

Generically, the checklist is composed of:

- Qualifications
- Results on the different selection tools:
 - General Competencies for Employment Questionnaire (score and competency level)
 - Problem-solving exercises (score and competency level)
 - Language knowledge:
 - English
 - Other
 - Computer skills:
 - Word
 - Excel
 - PowerPoint
 - Other
 - Interview observations
 - Practical exercises (or other instruments that the recruiter decides to apply during the recruitment process)
- Logistic/administrative aspects
 - Professional current situation
 - Desired remuneration
 - Availability
 - Final evaluation and remark



4. ASSESSMENT AND VALIDATION OF THE GUIDELINES TO USE GENEUS' TOOLS

This chapter aims to present the results of the assessment and validation phase of IO2 and IO3, that is, the Set of Gender Neutral Tools and Tests, as well as of the Guide on Implementation of Selection Tools and Test. These two validation phases were developed with representatives of the 3 target groups of the project – SMEs, Public Administration (PA) and Post-Secondary Professional Education (PSPE) -, and 5 interviews occurred per country. As such, 25 interviews were made, namely:

- 4 interviews with PA representatives¹⁸
- 13 interviews with SMEs representatives
- 8 interviews with PSPE representatives

The participants had the opportunity to analyse and assess both documents at the same time, so that it was possible to better understand the connections and synergies between both and, if not, suggest some improvements. This way, the partnership had the possibility of having GeNeus' results directly assessed by the targets, understanding it's pertinence and suitability to them and finally, make some final improvements and arrangements to the final versions of both documents.

Next it is possible to find the results of these interviews per IO and per target group – and, at the end of this chapter, some final remarks/considerations related to the improvements that were made due to these validation phases. The assessment templates can be found in appendices 1 and 2 (related to IO2 and IO3, respectively).

4.1. GENEUS TOOLS ASSESSMENT AND VALIDATION (IO2)

4.1.1. PUBLIC ADMINISTRATION

CRITERIA ¹⁹	1	2	3	4	Observations (based on the comments made by some – not all – interviewees)
1. The content of the Set of Gender-Neutral Selection Tools and Test provides relevant information and tools for the improvement of the selection processes.			25% (1)	75% (3)	“Very extensive/enriching, especially from the perspective of a standard recruiter/SMEs without HR specialist or department”
2. I will integrate the tools into my recruiting			33%	67%	Which ones? ²⁰

¹⁸ Bulgaria and Austria had no interviews with this target.

¹⁹ Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

processes			(1)	(2)	Analysis exercises – problem solving Job interview template – structure and example of competencies assessed. Missing hobbies and personal interests.
3. The Set of Tools is practical for use and addresses the end-users effectively.			50% (2)	50% (2)	“Yes, but should be lighter, otherwise it is mostly only applied only to big companies with specific HR departments”
4. The length of the Set of Gender-Neutral Selection Tools is suitable.			75% (3)	25% (1)	“Yes, but it would be easier if there was one document per country.”
5. The content of the Set of Gender-Neutral Selection Tools is well organized.			25% (1)	75% (3)	N/A

1. Can you think of any cases where the tools are useful for you besides selection processes?

The interviewees stated that these tools are very interesting and useful especially for two moments: 1) in a preliminary/orientation phase, to detect the lack of competencies for employment – internal gaps and, as such, better define the wanted profile - and 2) even for the institutions that cannot officially integrate the tools into their recruitment and selection processes (due to legal requirements/constraints), these tools can still be used to provide training on this matter to the new HR technicians/recruiters – specially the interview and profile definition (job analysis).

2. Which are the parts you liked the most and which least?

All respondents declared the problem-solving exercises as being one of their favourite tools, since it is a *“highly valued competence in the selection process”*. Apart from it, it is said that those are particularly important and innovative, since they are specific practical cases that are not so easy to find on HR manuals.

Concomitantly, the job analysis template (and associated theoretical development) is highly well assessed by the interviewees, as well as the general competencies for employment questionnaire. One respondent also said that it was impressive the rigour and method that were applied to the development of the tools, appreciating also the discussions regarding the cognitive biases’ risks during interviews.

Even though in PA organizations the tests and tools used on selection processes cannot be modified, the job interview template is useful to improve some of the questions already addressed.

3. Do you have any other comments regarding the improvement of the set of tools and tests?

It was stressed the need of developing isolated documents per national contexts – like small booklets – so that it is easier for employers/HR managers and technicians to consult and apply the existing tools according to their needs.

²⁰ This question is not applicable in the portuguese PA that was interviewed.

4.1.2. SME

CRITERIA ²¹	1	2	3	4	Observations <i>(based on the comments made by some – not all – interviewees)</i>
1. The content of the Set of Gender-Neutral Selection Tools and Test provides relevant information and tools for the improvement of the selection processes.			69% (9)	31% (4)	“The document is well organised and provides a clear overview of how a selection process should be.” “Especially important for who wants to go deep in the tools and wants to see the statistical analysis.”
2. I will integrate the tools into my recruiting processes		8% (1)	38% (5)	54% (7)	Summing up, all tools will be integrated into the recruitment and selection processes of the companies interviewed – or at least, presented to the HR directors and general managers in order to be implemented. Also, “It will be useful for training my HR junior team, and newcomers”.
3. The Set of Tools is practical for use and addresses the end-users effectively.		8% (1)	61% (8)	31% (4)	“Without too much effort, it’s useable and with great orientation possibility.” “I like the complementary of the tools, allowing the use of different tools to check different aspects of candidates.” “Partly very complex and not applicable for every job position”, that is, it is considered a too intensive selection process for low-responsibility job positions.
4. The length of the Set of Gender-Neutral Selection Tools is suitable.		8% (1)	69% (9)	23% (3)	However it’s necessary the statistical information could be skipped, so that the document would be smaller.
5. The content of the Set of Gender-Neutral Selection Tools is well organized.			38% (5)	62% (8)	“Even though is a long document, with a lot of detail, it is in the right order and easy to read.” It is necessary to review the formatting of the document and some spelling mistakes.

1. Can you think of any cases where the tools are useful for you besides selection processes?

The interviewees stated that these tools are very interesting mostly for the following purposes:

- Annual feedback discussions with the employees/yearly employee performance evaluation and internal career management and development
- Used as a support for skills and competencies self-assessment by employees
- Internal teams’ allocation – organizing employees into teams, according to their strongest/weakest competences

2. Which are the parts you liked the most and which least?

Liked the most:

- The diversity of tools presented

²¹ Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

- The capacity of being applicable in a high number of jobs, and from low to high complexity positions
- A good document for inexperienced people in HR or for people that do not assume HR functions but have to assume selection processes in their organizations (for example, line managers).
- General competencies for employment Questionnaire - because of its great usability
- Problem solving exercises – due to its clear and defined evaluation model. Also, the examples given to explain the different types of answers are appreciated.
- Job analysis template and the importance given to the pre-selection phase – especially important in small enterprises environments, where the selection process is less structured and so, not so much emphasis is normally given to this selection phase.
- Job interview template
- The perspective adopted: the tools are not entirely focused on “gender-neutral selection”, but on the selection process itself (and ways of improving and maximizing it) – being the gender-neutral perspective one of the necessary and implicit concerns.

Least liked:

- One respondent considered that the exercises of analyse are not that useful, especially for small organizations – since problem solving is not a competence that they assess.
- Very interesting document but too extensive in terms of volume of information, that is not that relevant for small businesses (Guide of IO3 considered more pertinent for this target – a more simplified document with a more practical application and basic information on how to use the tools).
- Chapter 5 – needs to be simplified, particularly the language used (especially the introduction)
- The General competencies for employment Questionnaire should be an online testing system, with automatic results – that way it would be easier and even more used by companies.
- Even though statistical analysis was conducted, the sample should have been even larger so that they can be considered robust standardized tools, as well as a not so significant difference between the number of respondents of each gender.

4.1.3. POST-SECONDARY PROFESSIONAL EDUCATION

CRITERIA ²²					Observations
	1	2	3	4	(based on the comments made by some – not all – interviewees)
1. The content of the Set of Gender-Neutral Selection Tools and Test provides relevant			37% (3)	63% (5)	“It’s necessary a more far-reaching embedment in gender discourse and terminology, as well as having more in concern the transnational social-

²² Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

information and tools for the improvement of the selection processes.					economic variety” “It is notable the importance given to the job analysis phase and how it is important that the same technician actively participates in the conclusion phase - with the evaluation template -, together with someone who has a particular insight of the vacancy’s role.”
2. I will integrate the tools into my recruiting processes			37% (3)	63% (5)	Which ones? Template for job interviews and an adaptation of the problem solving exercises (with more scenarios, closer to the internal professional practice).
3. The Set of Tools is practical for use and addresses the end-users effectively.		25% (2)	25% (2)	50% (4)	“It could be complicated to apply to people with lower qualifications” “It could be even more practical, more direct to the tools and subjects” The General competences for employment Questionnaire should be an online testing system, with automatic results/correction
4. The length of the Set of Gender-Neutral Selection Tools is suitable.			63% (5)	37% (3)	“The analysis exercises are long to perform”
5. The content of the Set of Gender-Neutral Selection Tools is well organized.			12% (1)	88% (7)	“There could be more summaries of the information, simple scripts for interviews, flow charts with the succession of tests, tables to rate the answers, etc.”

1. Can you think of any cases where the tools are useful for you besides selection processes?

The interviewees stated that these tools are very interesting mostly for the following purposes:

- Interviews with employees (internal assessment)
- HR staff training
- Team meetings for the issue of Gender and Diversity
- Framework for the composition of multi-professional teams and combined with project management tools

4.2. GENEUS GUIDE ASSESSMENT AND VALIDATION (IO3)

4.2.1. PUBLIC ADMINISTRATION

CRITERIA ²³	1	2	3	4	Observations (based on the comments made by some – not all – interviewees)
1. The content of the Guide facilitates the improvement of the selection processes.		25% (1)	25% (1)	50% (2)	There’s no need of having the initial part of desk research results/contextualization (or at least an even

²³ Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

					smaller IO1 summary).
2. The Guide is practical for use and addresses the end-users effectively.		25% (1)	25% (1)	50% (2)	The booklets suggestion was given once again.
3. The Guide covers thoroughly all the important topics concerning the effective implementation of the GeNeus gender-neutral tools and test.			50% (2)	50% (2)	"The structure of the guide based on selection phases is the part I liked the most, it facilitates a lot. Not only the phases, but the GeNeus tools respective correspondence to each phase"
4. The length of the Guide is suitable.			75% (3)	25% (1)	N/A
5. The content of the Guide is well organized.			25% (1)	75% (3)	N/A

1. Do you believe the content of this Guide will have an efficient and positive impact on the way you/your organisation conduct the selection processes? If not, please explain why not.

All respondents stated that the Guide facilitates the application of the tools by the HR technicians/recruiters. In fact, one of the entities said that they are so optimistic that they will even carry out an internal pilot test to analyse the results and see the suitability of implementing them formally.

4.2.2. SME

CRITERIA²⁴	1	2	3	4	Observations <i>(based on the comments made by some – not all – interviewees)</i>
1. The content of the Guide facilitates the improvement of the selection processes.		17% (2)	25% (3)	58% (7)	"Very convertible" – from paper to the proper implementation.
2. The Guide is practical for use and addresses the end-users effectively.			67% (8)	33% (4)	"The guide is clear and without any effort useable in the working reality – except the problem solving exercises (harder to apply)" "The toolkit and guide provide a global overview of how the process of selection of newly qualified workers should be. Besides providing guidelines, the two documents provide strategic tools and materials to that process, easily adapted to any organisation and context." The booklets suggestion was given once again – "It would be interesting to attach to the document, printable and friendly-use version of the tools developed"
3. The Guide covers thoroughly all the important topics concerning the effective implementation of the			50% (2)	50% (2)	"The structure of the guide in selection phase is the part I liked the most, it facilitates a lot. Not only the phases, but the GeNeus tools respective correspondence to each phase"

²⁴ Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

GeNeus gender-neutral tools and test.					
4. The length of the Guide is suitable.		17% (2)	50% (6)	33% (4)	There's no need of having the initial part of desk research results/ contextualization (or at least an even smaller IO1 summary). A compressed summary would be beneficial for users.
5. The content of the Guide is well organized.			58% (7)	42% (5)	It is necessary to review the formatting of the document and some spelling mistakes.

1. Which are the parts you liked the most and which least? Do you consider that there is something missing to the Guide? If yes, please specify.

“I think that the structure of the guide is clear and complete. The introduction presenting the main results of the study performed in the six country, provider a global overview of the practices and needs of each country considering the gender-neutral approach in selection processes. The document also provides an overview of the tools developed by the partnership and other identified, with a short but relevant description of each one. In this part, there is a figure that connects the phases of a selection process to the tools of the project, which I think is very important to guide end-users on how to use the tools and in which phase.”

Liked the most:

- The explanation of how the Job Audition can be applied to different types of roles
- More practical and usable than IO2 – as such, a good complement
- Being applicable in a high number of jobs, up to high complexity positions
- A good tool for inexperienced people in HR or for people not in the HR function who needs to do selections processes – it will improve the way they select people, for sure

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

“Often the number of applicants in small structured organisations is manageable and gender-neutral selection is already appreciated, therefore there will not be any radical effect, but a positive effect especially by the use of the elaborated questionnaire and templates.”

“We will apply it, hoping that the application of the tools that have been developed by this project will be efficient.”

“Yes, we will use the described model, especially on how to make structured and semi-structured interviews (...) we will definitely use the proposed language knowledge tools/tests”

“Yes, I think that the organisation I represent can benefit from this guide, improving the strategies and process of selection of newly qualified workers. The Guide works very well jointly with the

toolkit, providing a clear overview of how we can improve the process of selection in our organisation and which tools we can use it in its different phases.”

“Yes: 1) it can be used to train junior HR employees; 2) can help to standardise procedures (especially SMEs that are not structured regarding HR); 3) to the generalised public who is not specialised in HR but somehow is involved in recruitment and selection processes”

4.2.3. POST-SECONDARY PROFESSIONAL EDUCATION

CRITERIA ²⁵	1	2	3	4	Observations <i>(based on the comments made by some – not all – interviewees)</i>
1. The content of the Guide facilitates the improvement of the selection processes.			37% (3)	63% (5)	It is necessary to review the formatting of the document, graphical editing, some spelling mistakes or sentence formation.
2. The Guide is practical for use and addresses the end-users effectively.		12% (1)	25% (2)	63% (5)	“Way too much running text. Missing something that turns it into a truly “user-friendly” manual. At this stage, is only appealing to HR managers, but not to microenterprises (and its managers)”.
3. The Guide covers thoroughly all the important topics concerning the effective implementation of the GeNeus gender-neutral tools and test.			25% (2)	75% (6)	“Too short explanation on selection phases.”
4. The length of the Guide is suitable.		25% (2)	12% (1)	63% (5)	Missing something that turns the Guide less a “manageable” tool (only for managers) – such as ready-made cards” “Missing some summary tables of obtaining results”
5. The content of the Guide is well organized.			37% (3)	63% (5)	N/A

1. Which are the parts you liked the most and which least? Do you consider that there is something missing to the Guide? If yes, please specify.

“The testing of the tests is well explained and grounds that some exercises cannot be used in all countries. The tools are listed and clearly how and when they are to be used. It would be interesting to indicate in the Guide on which page of the Toolbox document you can find the tool that is described. There is no missing element in the guide apart from the summary tables that could be in this document or in the toolkit.”

²⁵ Scale to be considered: 1 – Strongly disagree | 2 – Disagree | 3 – Agree | 4 – Strongly agree.

4.3. FINAL REMARKS/CONSIDERATIONS

Based on the analysis of the validation results, the partnership considered that there was one major change that was necessary to be done to the Guide – turning it more user-friendly by including summary booklets of each tool, according to the national specificities (regarding quotation & interpretation or results' interpretation – in case of the questionnaire and the problem-solving exercises): *“It is very important to have a summary booklet of each tool to be easy to use, so the user does not have to look for the tools in the big document, and can go straight to the tool that he/she wants to use, of his/her own country”*.

Those were already introduced in this final version of the Guide – available as appendixes. But, to turn these Booklets even more usable, they are available online on the [project website](#) (results section) as single and isolated documents. This strategy enables:

- No need of using IO2 or IO3 documents daily or anytime an organization wants to apply a tool during a selection process;
- To have easy access to the respective national results, interpretation and quotation – General Competences for Employment Questionnaire and Problem Solving booklets are organized per national context;
- To easily download the booklets and take copies for selection proposes;
- To use IO3 as the HR department “internal guide” for applying the tools – by the technicians/recruiters -, being IO2 used only by the person in charge of introducing the tools in the organization (the HR director or recruitment and selection manager/advanced user). This person is capable of better understand the methodology behind all the tools or provide further training to the HR team, if deemed necessary.

Concomitantly, the Guide had an intensive revision of editing, formatting, spelling and grammar.

Apart from the changes made, it is possible to state that both project results had very good feedback from the end-users. All tools developed by the consortium were considered very important and useful for the selection processes, with almost all organizations affirming that they want to introduce them into their internal procedures. Also, even though both documents are considered to be very extensive, the participants in this validation phase considered it necessary, so that all the theoretical and methodological part of this project could be properly explained.

Finally, the respondents found a lot more possible uses for this documents and tools, being two of them the most relevant and referred more frequently: 1) training to HR teams and 2) internal performance and competencies evaluation and monitoring. This shows the multiple usages that these tools and documents can assume, showing how versatile and easily adaptable – not only to each organization, but also to different countries apart from the ones from the project consortium.



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APPENDICES

5. GENEUS TOOLS ASSESSMENT AND VALIDATION

The GeNeus Set of Gender-Neutral Selection Tools and Test (IO2) contains examples of gender-neutral tests and tools that can be implemented for selection in education and employment contexts. 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 Selection Tools and Test 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 of tools and tests.

1. Please choose the appropriate answer for your evaluation.

CRITERIA	Strongly disagree	Disagree	Agree	Strongly agree	Observations
1. The content of the Set of Gender-Neutral Selection Tools and Test provides relevant information and tools for the improvement of the selection processes.					
2. I will integrate the tools into my recruiting processes					Which ones?
3. The Set of Tools is practical for use and addresses the end-users effectively.					
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.					

2. Can you think of any cases where the tools are useful for you besides selection processes?

3. Which are the parts you liked the most and which least?

4. Do you have any other comments regarding the improvement of the set of tools and tests?

6. GENEUS GUIDE ASSESSMENT AND VALIDATION

The GeNeus Guide on Implementation of Selection Tools and Test (IO3) explores ways to improve the selection processes of companies/organisations through the implementation of gender-neutral tools and tests that mitigate 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 Guide 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 Guide.

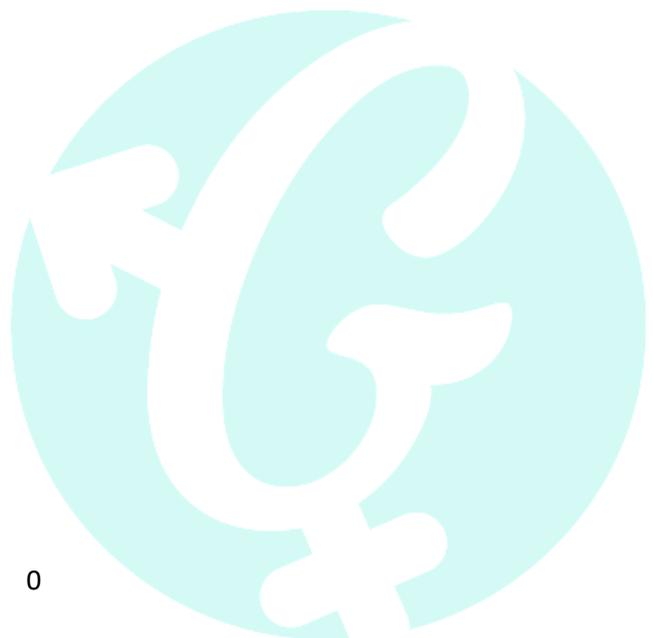
1. Please choose the appropriate answer for your evaluation.

CRITERIA	Strongly disagree	Disagree	Agree	Strongly agree	Observations
1. The content of the Guide 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 Guide is suitable.					
5. The content of the Guide is well organized.					

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

5.

SELECTION TOOLS BOOKLETS





Selection Tools Booklets

JOB ANALYSIS TEMPLATE

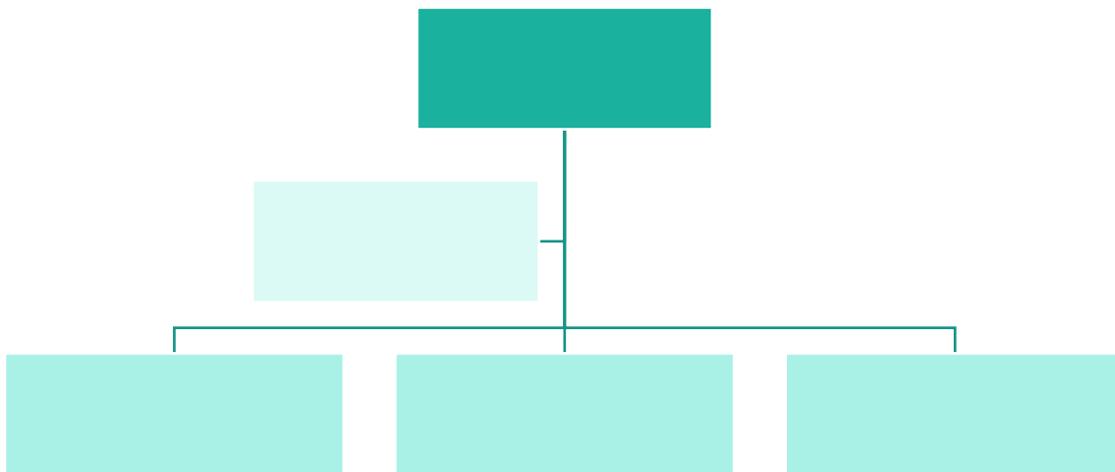


JOB ANALYSIS TEMPLATE

JOB NAME

--

HIERARCHICAL POSITION



MAIN RESPONSABILITIES

--

KNOWLEDGE, QUALIFICATIONS, AND PROFESSIONAL EXPERIENCE

School level

--

Foreign languages knowledge

--

Computer usage competencies

--

Professional knowledge, professional qualifications and certifications

--

Professional experience

--

COMPETENCIES PROFILE, ABILITIES AND APTITUDES

Transversal Competencies

--

Specific Competencies

--

VALIDATION

Supervisor

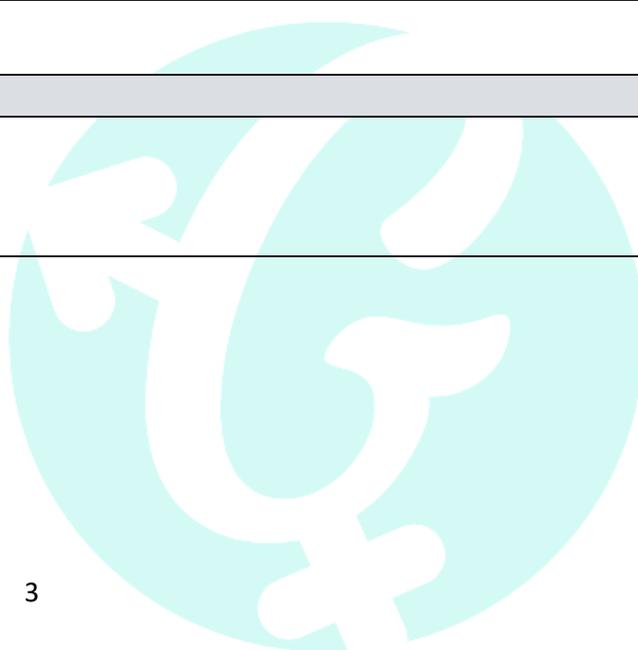
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Validation date

__/__/____

Observations

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Selection Tools Booklets

General Competencies for
Employment Questionnaire



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 cannot 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

QUOTATION & INTERPRETATION

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. 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 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.



QUOTATION & INTERPRETATION

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. 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 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.



QUOTATION & INTERPRETATION

ITALY

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. 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 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.



QUOTATION & INTERPRETATION

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. 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:

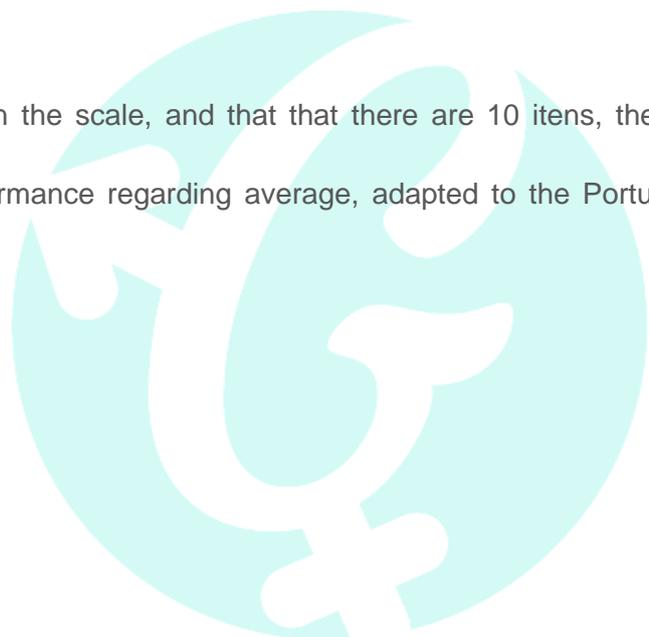
Much below average - until 32 points

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.



QUOTATION & INTERPRETATION

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. 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 items, 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: 25 points

Well above

average:





Selection Tools Booklets

Analysis Exercise – Problem Solving
Office Party



ANALYSIS EXERCISE – PROBLEM SOLVING: OFFICE PARTY

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?



ORIENTATION FOR CLASSIFICATION

	1. Problem identification	2. Collection of information	3. Generation of ideas and evaluation of ideas	4. Implementation planning	5. Evaluation of solution
1. INEXISTENT	Does not identify the problem at all.	Does not refer to gather more information or the information is not pertinent.	No ideas or not adequate	Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.	No clear idea, or very confusing way to present it.
2. LOW LEVEL	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.	Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.	Presentation of only one alternative with no pros or cons.	a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.
3. INTERMEDIATE	Identifies the problem but included other non-relevant details.	Gathers an incomplete set of information and/or does not specify the sources.	One idea with pros and cons (or two ideas with no pros or cons).	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details.	To present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.
4. HIGH LEVEL	Clearly identifies the problem.	Refers to gathering enough relevant information also indicating the sources.	Two ideas with pros and cons.	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.	To have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

1. PROBLEM IDENTIFICATION

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

1. **Inexistent:** Does not identify the problem at all

Examples:

The problem is to question the credibility and the organisation image since there were published photos of an event that cannot occur if it rains. Associated with this situation, there are also problems regarding the lack of confidence of clients and the possibility of losing their interest in this firm.

2. **Low level:** The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue. (don't mentioned the central problem clearly and objectively)

Examples:

The problem is the facilities change, demanding the need for an annual meeting to be performed in an open-air garden, which is subject to the weather conditions and may inhibit the meeting occurrence.

The firm's location change might lead to problems with the location. The 2nd problem is that they associated that the fact that the meeting was going to happen in July automatically would be good weather.

3. **Intermediate level:** Identifies the problem but included other non-relevant details (is not clear)

Examples:

The instability of the weather and the fact that the meeting was already announced in the garden.

4. **High level:** Clearly identifies the problem (is objective and clear)

Examples:

The weather instability.

The weather instability and not having planned an alternative



2. COLLECTION OF INFORMATION

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

1.Inexistent: Does not refer to gather more information or the information is not pertinent.

Examples:

Would report the situation to the General Manager of the firm, so that he/she could take the necessary measures to solve the situation.

2.Low level: Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.

Examples:

Debate with the people in charge of the meeting to find other alternatives.

Talk to the firm's employees and with the rest of my team to know exactly what is going on and their ideas.

3.Intermediate level: Gathers an incomplete set of information and/or does not specify the sources.

One example of the level 4.

I would need information on other appropriate locations where the meeting could take place since the weather was not stable.

Would need to have additional data as exact location, number of guests and the way the innovation was going to take place.

4.High level: Refers to gathering enough relevant information also indicating the sources

Examples:

Initially would try to understand how the weather conditions could affect the meeting, visiting the place, talking to the people who are organising each part of the event (meeting + cocktail). Would check for the weather report on a credible website. In a meeting with all involved would try to come up with several alternatives, even if it meant to change the location and some other initial plans for the event, in order to keep the guests comfortable.

3. GENERATION AND EVALUATION OF IDEAS

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

Examples of adequate ideas:

- Changing the location to inside the office building. Pros: presenting the new office building, the weather conditions are not important, bigger comfort. Cons: the participants were counting on the garden, may cause some, disappointment
- To buy/ rent a garden tent (or somehow covering garment). Pros: stick to the initial plan, more room, and fresh air. Cons: it is harder to organise, more costly, and there is no information if there are tents available.
- Change the date of the event. Pros: to perform the event as planed; Cons: unavailability of the guests; no guaranty of good weather
- To make the event as the other ones before, that is without the employees. Pros: the rest of the guest would fit inside the office building. Cons: the inability of both partners/clients and staff to participate in the same meeting, after they were already invited

1.Inexistent: No ideas or not adequate

2.Low level: Presentation only one alternative with no pros or cons

3.Intermediate level: One idea with pros and cons (or two ideas with no pros or cons)

4.High level: Two ideas with pros and cons.



4. IMPLEMENTATION PLANNING

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.

1.Inexistent: Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.

2.Low level: a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.

Examples:

The cons of buying a tent or garment to protect from the rain was that it might not be enough depending on the intensity of the rain. This was the selected option. The activities were buying the tent /garment and assemble it on site, because it was the easiest way.

3.Intermediate level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details

Example

The cons of changing the location of the event within the facilities' is not fulfilling the guests' expectations. The activities proposed are: to change the event to an indoors room; to find a big and comfortable room; to talk to person in charge and let the person know about that change.

4.High level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.

Example:

The cons of selecting the tent for the garden was the additional cost. The activities proposed were: to check for budget proposals to rent the tent; to show them to the person in charge of the event (both from the presentation and the cocktail); to select the supplier and to arrange and supervise the assembly of the tent in the facilities, together with the all the person in charge of the event (both from the presentation and the cocktail) in order to have everything according to their requisites.

5. EVALUATION OF THE SOLUTION

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

1. Inexistent: No clear idea, or very confusing way to present it.

Example:

A good result would be the success of this meeting and that the message could go through in a clear way. The lesson learnt is that when we need to ask for help, we should be as clear as possible, and we cannot plan something outdoor without thinking of a plan B.

A good result would be that in the day of the meeting would be a day with good weather, so that everybody could enjoy the meeting and the cocktail.

2. Low level: to present a basic, sometime the initial idea (with no flexibility). Is not able to make a generalisation of the lessons learnt, can only apply to that specific situation.

Example:

A good result would be the satisfaction of the guests with the event and that the event would go as planned, with no problems. This situation is important to see how people deal with stress and the quality of the decisions they make.

3. Intermediate level: to present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.

Example:

A good result would be the participation of the guests that were expected, the meeting going as expected. The lesson to be taken is always have a plan B.

4. High level: to have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

Example:

A good result would be the satisfaction of the guests that came to the meeting and that they would get a good impression of the firm. With this situation one should learn that should always have an alternative plan, and that should not advertise something that is out of our control.

RESULTS INTERPRETATION

AUSTRIA

Considering there are four levels of evaluation of the exercise's answers, and 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.

Mean – 10,9

Median – 10,5

Mode – 8

Std. Dev. – 3,45

Minimum – 5,0

Maximum – 19,0



RESULTS INTERPRETATION

BULGARIA

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 7 points

On average - 8 to 9 points

Above average -10 points and over.

Mean – 8,4

Median – 8,0

Mode – 8,0

Std. Dev. – 2,7

Minimum – 5,0

Maximum – 18,0



RESULTS INTERPRETATION

ITALY

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

Mean – 10,9

Median – 8,0

Mode – 11,0

Std. Dev. – 3,0

Minimum – 5,0

Maximum – 17,0



RESULTS INTERPRETATION

PORTUGAL

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

Mean – 11,8

Median – 12,0

Mode – 10.,0

Std. Dev. – 2,7

Minimum – 6,0

Maximum – 18,0



RESULTS INTERPRETATION

SPAIN

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

Mean – 11,2

Median – 11,0

Mode – 9,0

Std. Dev. – 2,7

Minimum – 5,0

Maximum





Selection Tools Booklets

Analysis Exercise – Problem Solving
Store Situation



ANALYSIS EXERCISE – PROBLEM SOLVING: STORE SITUATION

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?



ORIENTATION FOR CLASSIFICATION

	1. Problem identification	2. Collection of information	3. Generation of ideas and evaluation of ideas	4. Implementation planning	5. Evaluation of solution
1. INEXISTENT	Does not identify the problem at all.	Does not refer to gather more information or the information is not pertinent.	No ideas or not adequate	Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.	No clear idea, or very confusing way to present it.
2. LOW LEVEL	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.	Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.	Presentation of only one alternative with no pros or cons.	a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.
3. INTERMEDIATE	Identifies the problem but included other non-relevant details.	Gathers an incomplete set of information and/or does not specify the sources.	One idea with pros and cons (or two ideas with no pros or cons).	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details.	To present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.
4. HIGH LEVEL	Clearly identifies the problem.	Refers to gathering enough relevant information also indicating the sources.	Two ideas with pros and cons.	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.	To have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

6. PROBLEM IDENTIFICATION

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

5. **Inexistent:** Does not identify the problem at all

Examples:

The day off of the colleague;

Low credibility of the enterprise and its workers;

Lack of information.

6. **Low level:** The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue. (don't mentioned the central problem clearly and objectively)

Examples:

Attempted to satisfy an urgent request;

Did not check if he was working the day the order arrived;

The colleague should have communicated to the other colleagues;

Little responsibility of the colleague;

Lack of the order;

Upset customer.

7. **Intermediate level:** Identifies the problem but included other non-relevant details (is not clear)

Examples:

The problem is the time in processing the client's order.

To assure delivery times that depend on others.

8. **High level:** Clearly identifies the problem (is objective and clear)

Examples:

Delay of an order / product for customer

Upset customer



7. COLLECTION OF INFORMATION

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

1.Inexistent: Does not refer to gather more information or the information is not pertinent.

Examples:

To make sure several people in the team know about each demand, so they could intervene in case it is needed;

Would report the situation to the General Manager of the firm, so that he/she could take the necessary measures to solve the situation.

2.Low level: Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.

Examples:

I would try to understand with the client what was actually agreed between him and my colleague, and then contact my colleague and confront him with the situation;

The reason for the delay (explains what was looking for but does not specify how);

Try to know where the client's order is at and get a way of having it on time (explains what would do, but does not specify how).

3.Intermediate level: Gathers an incomplete set of information and/or does not specify the sources.

Examples:

One example of the Level 4.

4.High level: Refers to gathering enough relevant information also indicating the sources

Examples (2 of these):

Search if there was no email or sms informing the customer of the delay or asking about the delay to the supplier;

Call to the supplier to clarify the "state" of the order and asking the specific date to deliver the order;

Check with the warehouse if the package already (meanwhile) has arrived.

8. GENERATION AND EVALUATION OF IDEAS

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

Examples of adequate ideas:

- *Call the supplier and see what is the best possible date, if not good enough for the client, to try to get that material elsewhere;*
- *Try to offer alternative material;*
- *Try to offer partial satisfaction of the demand, if possible, while trying to get the rest of the demand*
- *Trying to negotiate with the administration a discount to the customer in the face of the delay*
- (...)

1.Inexistent: No ideas or ideas with no pros and cons.

2.Low level: Presentation only one alternative with pros or cons

3.Intermediate level: Two ideas with pros and cons (or only one, but very complete)

4.High level: Three ideas with pros and cons.



9. IMPLEMENTATION PLANNING

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.

1.Inexistent: Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.

Example:

1st alternative would implement an automatic messaging system. I would choose the first alternative (see above) that would be the most effective. Actions that would develop: 1. to hire an outsourcing company that could work and implant the system in the company and 2: also give training to the employees about the system. Then I would make an agreement with the company to perform a maintenance and update of the system every six months.

2.Low level: a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.

3.Intermediate level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details

4.High level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.

Example:

Probably, if I could get the agreement with the management, I would choose the solution to make a discount on the order. I would negotiate a discount per day of delay with the supplier, since they had guaranteed that deadline and did not comply. This means the firm probably would not have expenses because it would be compensated by the supplier, would keep the client, and would have a good image for the client. As cons, could have a lower profit margin on that demand or even some costs, if the discount with the supplier was not low enough.

10. EVALUATION OF THE SOLUTION

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

1. Inexistent: No clear idea, or very confusing way to present it.

Example:

A good result would be if the order had arrived on time. A lesson to be retained is that solutions are not always in our favour because they do not depend entirely on us.

2. Low level: to present a basic, sometime the initial idea (with no flexibility). Is not able to make a generalisation of the lessons learnt, can only apply to that specific situation.

Example:

Fast and efficient solution of the problem.

3. Intermediate level: to present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.

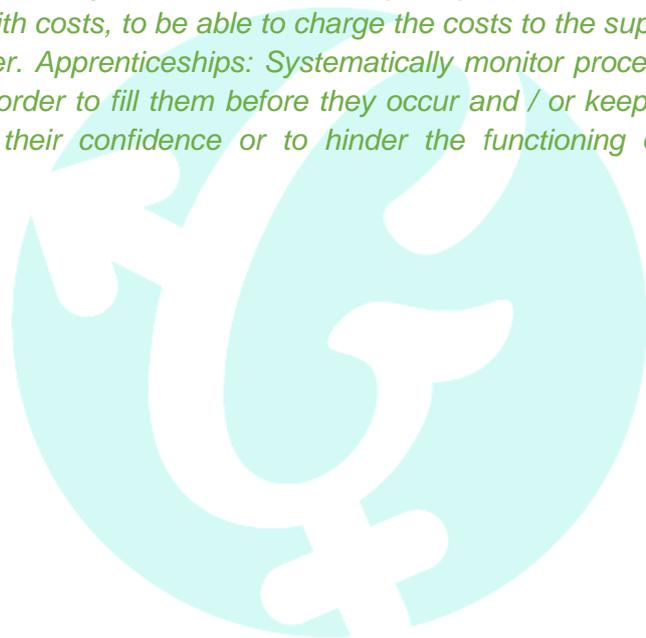
Example:

Despite the error, it was important the recognition by the client of our effort. Presents - Never order something important for the day you present it, give some margin.

4. High level: to have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

Example:

A good result would be the satisfaction of the client. Always have an alternative plan/ plan B. To be able to deliver in a timely manner, even if with costs, to be able to charge the costs to the supplier or transporter and restore the trust with the customer. Apprenticeships: Systematically monitor processes in order to anticipate possible delays in advance in order to fill them before they occur and / or keep clients informed of their possibility so as not to lose their confidence or to hinder the functioning of their companies.



RESULTS INTERPRETATION

AUSTRIA

Considering there are four levels of evaluation of the exercise's answers, and 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.

Mean – 11,0

Median – 11,0

Mode – 11,00

Std. Dev. – 3,53

Minimum – 5,0

Maximum – 19,0



RESULTS INTERPRETATION

BULGARIA

For the Bulgarian context, this exercise shall not be applied (there are significant gender differences in the results obtained).



RESULTS INTERPRETATION

ITALY

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

Mean – 7,8

Median – 8,0

Mode – 8,0

Std. Dev. – 2,7

Minimum – 5,0

Maximum – 15,0



RESULTS INTERPRETATION

PORTUGAL

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

Mean – 10,2

Median – 10,0

Mode – 11,0

Std. Dev. – 2,6

Minimum – 5,0

Maximum – 17,0



RESULTS INTERPRETATION

SPAIN

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

Mean – 9,8

Median – 10,0

Mode – 10,0

Std. Dev. – 2,6

Minimum – 5,0

Maximum

–

15,





Selection Tools Booklets

Analysis Exercise – Problem Solving
Office Situation



ANALYSIS EXERCISE – PROBLEM SOLVING:

OFFICE SITUATION

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?



ORIENTATION FOR CLASSIFICATION

	1. Problem identification	2. Collection of information	3. Generation of ideas and evaluation of ideas	4. Implementation planning	5. Evaluation of solution
1. INEXISTENT	Does not identify the problem at all.	Does not refer to gather more information or the information is not pertinent.	No ideas or not adequate	Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.	No clear idea, or very confusing way to present it.
2. LOW LEVEL	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.	Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.	Presentation of only one alternative with no pros or cons.	a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.	The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue.
3. INTERMEDIATE	Identifies the problem but included other non-relevant details.	Gathers an incomplete set of information and/or does not specify the sources.	One idea with pros and cons (or two ideas with no pros or cons).	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details.	To present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.
4. HIGH LEVEL	Clearly identifies the problem.	Refers to gathering enough relevant information also indicating the sources.	Two ideas with pros and cons.	a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.	To have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

11. PROBLEM IDENTIFICATION

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

9. **Inexistent:** Does not identify the problem at all

Examples:

The firm should not hire more people because it does not have working conditions.

The client doesn't have privacy.

The manager is a privileged.

10. **Low level:** The emphasis is on the non-relevant issues, acknowledges the problem but as a detail, not the central issue. (don't mentioned the central problem clearly and objectively)

Examples:

The fact that there are conflicts between workers, because space is confined, affects the environment in the company, and will be aggravated by the entry of the new employee.

More employee's without space conditions is stupid in terms of management.

11. **Intermediate level:** Identifies the problem but included other non-relevant details (is not clear)

Examples:

Difficulty in placing employees in the available space.

Low space to many workers and an isolated manager.

12. **High level:** Clearly identifies the problem (is objective and clear)

Examples:

Lack of space to place workers.



12. COLLECTION OF INFORMATION

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

1.Inexistent: Does not refer to gather more information or the information is not pertinent.

Examples:

When it was able to expand the company

2.Low level: Gather an incomplete set of information including non-relevant issues, and/or does not specify the sources.

Examples:

Yes, figuring out if the management team could leave the private office, and would work with the rest of the team in the open space.

3.Intermediate level: Gathers an incomplete set of information and/or does not specify the sources.

Examples:

One example of the Level 4.

4.High level: Refers to gathering enough relevant information also indicating the sources

Examples (2 of these):

Check if it would be possible for some employees to work from home

Ask the management team for the available budget

Yes, it would be necessary, to study alternatives to organise the space

Yes, know the total area available.



13. GENERATION AND EVALUATION OF IDEAS

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

Examples of adequate ideas:

- *Change the layout of the desktop*
- *Open space for workers and changes the room with participation for collaborators.*
- *Make financial cuts where you can to buy new facilities.*
- *Rent another space near the place and at an affordable price.*
- *Organise the space throwing away what was not necessary, limiting the space to the essential.*
- *The manager office can be for more persons.*

1. Inexistent: No ideas or not adequate

2. Low level: Presentation only one alternative with no pros or cons

3. Intermediate level: One idea with pros and cons (or two ideas with no pros or cons)

4. High level: Two ideas with pros and cons.



14. IMPLEMENTATION PLANNING

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.

1.Inexistent: Does not present an answer; or presents something different from what was presented previously; or presents something that is not logical considering the whole context.

Example:

The first, since it would create a better environment in the company, since all would be in the same conditions.

2.Low level: a) does not select the alternative that seems the most obvious/simple, considering the pros and cons presented; and/or b) does not explain the activities to perform.

3.Intermediate level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) briefly explains the activities to perform, with not much details

Example

The management team would share the spaces. It would make a survey that would allow to rationalize the available space taking care to the maximum the functionality and the possible privacy.

4.High level: a) Selects the alternative that, within the alternatives presented, and considering the pros and cons identified in the previous question is the most appropriate; b) explains in detail the activities to be performed to fulfil the selected option and presents alternatives of situations that might not go so well as the best predictions.

Example:

The first solution. a) to design the modality(ies) in which the workers could choose: 50% at home - half a day a day / 2 or 3 days a week, etc. b) speak to each worker individually, explain the problem, check if the worker would be willing to work from home and if so, in which modality. c) post a plan of everyone's knowledge in the workspace about who will be physically present on each day / part of the day, so whoever needs to meet with a certain person already knows when to do it. d) provide all the conditions to work from home: if they do not, replace PC's with laptops, company's mobile phones to communicate with clients, etc. e) minimum 3-month experiment time.

15. EVALUATION OF THE SOLUTION

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

1. Inexistent: No clear idea, or very confusing way to present it.

Example:

Host the new colleague, everyone can cooperate with that.

2. Low level: to present a basic, sometime the initial idea (with no flexibility). Is not able to make a generalisation of the lessons learnt, can only apply to that specific situation.

Example:

That the new employee could be integrated without the bad environment becoming worse.

3. Intermediate level: to present a basic, sometime the initial idea (with no flexibility). To identify partially the lessons to be taken, in a general way.

Example:

Get more space, without raising the monthly costs too much.

4. High level: to have the perspective of the client, not necessarily the perspective of the firm. To identify the most important lessons.

Example:

Get enough space for all workers, including what's to come, and taking the moment to motivate them. To be able to adapt to the situations and make the most of them.



RESULTS INTERPRETATION

AUSTRIA

Considering there are four levels of evaluation of the exercise's answers, and 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.

Mean – 10,5

Median – 11,5

Mode – 5,0

Std. Dev. – 3,6

Minimum – 5,0

Maximum – 16,0



RESULTS INTERPRETATION

BULGARIA

Considering there are four levels of evaluation of the exercise's answers, and 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.

Mean – 7,5

Median – 7,0

Mode – 6,0

Std. Dev. – 2,1

Minimum – 5,0

Maximum – 16,0



RESULTS INTERPRETATION

ITALY

For the Italian context, this exercise shall not be applied (there are significant gender differences in the results obtained).



RESULTS INTERPRETATION

PORTUGAL

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

Mean – 13,0

Median – 13,0

Mode – 13,0

Std. Dev. – 2,7

Minimum – 8,0

Maximum – 19,0



RESULTS INTERPRETATION

SPAIN

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

Mean – 10,5

Median – 11,0

Mode – 11,0

Std. Dev. – 3,4

Minimum – 5,0

Maximum – 18,0





Selection Tools Booklets

Job Interview Template



COMPETENCY-BASED JOB INTERVIEW SCRIPT

The job interview is the most used technic in selection processes. For that reason, the GeNeus project developed a Job semi-structured Interview Template, divided into four phases that can be adapted according to the job vacancy, as well as the context of the organizations:

PHASE 1: Introduction by the interviewer (1-10 minutes)

- Ice breaking activity/conversation

PHASE 2: Get to know the applicant and assess competencies (15-60 minutes)

- **Explore professional/biographic information**
 - What were your activities/tasks on that job? (the most similar to the job vacancy, if applied)
 - What did you like the most? And least? Why?
 - Why did you leave your previous job?
 - What attracted you in the job that you are now? (in case of being employed)
 - Other behavioural issues and questions based on the professional experience
- **Personal and professional characteristics/competencies:**

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 do you deal with a conflict situation? Describe a situation you once had and its result.
- Have you ever had to deal professionally with big cultural differences? In what situation? What were the main difficulties encountered? How did you deal with them? What was the result?

Competency evaluation

1	2	3	4	5
<i>Very low level</i>		<i>Standard level</i>		<i>Very high level</i>

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? Describe the situation you once had and its result.
- How do you assess your degree of resistance to stress?
- What is the key to accomplish the tasks in the defined time/deadline?
- 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*

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:

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

- Have you ever had managed 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*

time management. What were the main difficulties encountered? How did you deal with them? What was the result?

PHASE 3: Career and Job vacancy (5-15 minutes)

- **Career path**
 - 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**
 - Description of the job position. Provide measured information about the position and the enterprise
 - What do you think? Why?

- **Behavioural issues and Practical tests** – if pertinent, some behavioural questions can still be made here for completing the information

- Administrative and financial aspects of the position
 - Availability for starting the job
 - Type of contract
 - Salary discussion

PHASE 4: Conclusion (5-10 minutes)

- Next steps of the selection process





Selection Tools Booklets

Evaluation Checklist of the Applicant



EVALUATION CHECKLIST OF THE APPLICANT

INDIVIDUAL REPORT

RECRUITMENT REFERENCE	
Date	

Individual Identification Number

EVALUATION REGARDING REQUIREMENTS

QUALIFICATIONS

School level		
Other qualifications		
Certificates		
Observations		

GENERAL COMPETENCIES FOR EMPLOYMENT QUESTIONNAIRE

Score		
Regarding the average		
Observations		

LANGUAGE KNOWLEGDE

English		
Other ()		

COMPUTER SKILLS

Word		
Excel		
PowerPoint		
Other ()		

ANALYSIS EXERCISES - PROBLEM SOLVING		
Score		
Regarding the average		
Observations		

OTHER RELEVANT (1):		
Observations		

OTHER RELEVANT (2):		
Observations		

PRACTICAL EXERCISE		
Observations		

INTERVIEW		
Observations		

Current situation (employed/non employed):		
Desired remuneration:		
Availability to start working:		

FINAL REMARKS & EVALUATION		

PARTNERS

Coordinator

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INOVA+ - Portugal

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Instituto Politécnico do Porto – Portugal

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Bimec – Bulgaria

www.bimec-bg.eu



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

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Servicio regional de empleo y formación – Spain

www.sefcarm.es





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