

How to apply the AKG List of Questions on Social Skills and Gender Competence. (Normally, it seems appropriate to use these questions only at interviews for postdoc or higher posts at TU Wien!)

BASIC INFORMATION

The following criteria should be included in the job advertisement:

- ❖ social competence
- ❖ leadership competence
- ❖ advancing young academics
- ❖ equal treatment
- ❖ gender competence

It is also desirable to emphasise interdisciplinarity among "other requirements" or other competences, where considered useful.

DOCUMENTATION

All the criteria mentioned in the job advertisement are to be included in the candidates' assessment grid.

INITIAL CHECK

All the criteria mentioned in the job advertisement should be addressed in the letter of application and/or in the application papers.

PREPARATION

All the letters inviting the selected candidates to a Hearing must mention that candidates will be asked to comment on their own leadership competence, social skills and gender competence.

DURING THE HEARING

Regarding previous experience in the field of equal treatment / equality, a candidate's participation in relevant working groups on anti-discrimination can be evaluated as positive, or as fulfilling the criteria.

Questions about prior *knowledge* are less suitable when addressing such issues in a Hearing: for one thing, they create an unpleasantly exam-like atmosphere, and secondly, possessing *knowledge* cannot be equated with the *ability* to demonstrate appropriate social and gender competence in a given situation.

Among other data, the following should be *evaluated as positive*: previous experience in organisations / interest groups / equal treatment initiatives / equality measures / human rights groups (even if the activity is not directly related to gender equality).

CLOSING REMARKS

In the event that a candidate is appointed, TU Wien will provide an information leaflet listing the relevant contacts at TU Wien. It is advisable for newly appointed staff to talk with the AKG contact at their faculty. HR Development is responsible for organising specialised / specific **training units**.

A. Social competence

● **Leadership**

- *What, in your opinion, characterises a competent leader?*
 - *What skills does a good leader need?*
- *In the course of your career, how have you handled conflicts in cases where you were higher or lower in rank?*
- *As a leader, have you ever experienced any difficult situations (of any kind whatever)?*
 - *How did you proceed?*
 - *How did you resolve the situation?*

[→ this also offers candidates the possibility of referring to observations they have made]

What are your criteria for delegating tasks to your staff?

- *What aspects do you feel play a role in this process?*
 - potential follow-up question: *How do you support and encourage your staff?*
- *How would you describe your own leadership style?*
 - potential classifications: *authoritarian, collaborative, laissez-faire, open/closed door mentality, etc.*

● **Ability to handle conflicts and criticism**

- *What do you think is the best way to handle conflicts?*
 - *In your view, what tends to be helpful or harmful in conflict situations?*
- *Have you ever been in a conflict situation in your job?*
 - *How did you act and/or react in that situation?*
- *How do you handle (justified) criticism?*
 - *How do you react if your proposals meet with resistance?*
- *How do you present your point of view if you expect resistance?*
- *How do you express (justified) criticism?*
- *How do you take the wind out of the sails of an enraged opponent in an argument?*
- *How do you solve a conflict among students, caused for example by discriminatory remarks?*

● **Ability to communicate and establish contacts**

- *How do you ascertain that you've understood someone correctly?*
- *How do you check whether you've been understood correctly?*
- *How have you established contacts in your professional activities up to now?*
 - *How do you approach people? How do you break the ice?*

- **Capacity for teamwork**

- *How would you describe your (present) team?*
- *In your personal view, what are the advantages and disadvantages of teamwork?*
- *How can you contribute towards a positive team spirit?*
- *What do you see as success factors for constructive collaboration and a good relationship with your colleagues and superiors?*
- *If you were to start to work here, how would you make use of your (fresh) start?*
- *What would you change if you were to start (today)?*
- *How would you (plan to) form a team composed of existing and new staff (or form a new team)?*
- *In your work team at the university, how would you organise / influence the work/life balance?*
- *How do you organise external seminar-type events (e.g. for team building)?*

B. Situation-specific questions

- *How would you resolve / handle situation xy?*
- *How do you handle a conflict in your team?*
- *What do you do if you notice that one of your staff is keeping their own interim research findings to themselves and obviously does not want to cooperate [with new staff or students in degree programmes]?*
- *Imagine that a task assigned to you by your superior seems absolutely counterproductive to you. What do you do?*
- *For **secretaries**: Your boss does not want to be disturbed. What do you say to unwanted visitors or callers?*
- *For **project managers**: You notice that one of your project staff cannot cope with the work tasks assigned to them. What do you do?*
- *What do you do if you are supervising a student, the deadline for submitting their bachelor's/master's thesis is about to expire and things are getting tight?*

C Questions regarding gender competence and diversity approach:

In situations such as interviews, among other signals, the language used by the candidate reveals their gender competence: is their language gender-sensitive, non-hierarchical, inclusive of social diversity and (as far as possible) free of stereotypes?

- *Gender mainstreaming: In the job for which you are applying, how could / would you (like) to contribute towards implementing this policy of equality?*
- *In your own professional discipline / field of, how do you estimate the current status of equality / gender justice? What does this mean for your teaching?*
- *Is any gender group underrepresented in your field?*
- *Why are men so overrepresented in your field?*
- *Tell us about the advancement of women at your (university).*
- *What is the gender ratio at your current (university)?*
- *How much importance do you attach to using gender-equitable language in teaching? How would you formulate your reasons for this to the students and colleagues in your field?*
- *How do you assess the situation of students with (first or second generation) migrant backgrounds at universities in Austria? How does this influence (or affect) your teaching?*
- *In your estimation, what impact do social categories of difference have on the success or career opportunities of students?*
 - *To what extent can you advance equal opportunities in your own teaching?*
- *In your view, what are the effects of social attributions (due to gender, social origins, cultural origins, etc.) on the professional opportunities in the fields envisaged by your students?*
 - *To what extent do you address this in the context of your teaching?*
- *How do you specifically design your teaching so as to promote gender justice and equal opportunities among your students across all imaginable categories of difference in your courses?*
 - What is your particular focus in this regard?*
- *What structures for achieving equality have been established at your current (university)?*
- *How many women are there in your team (or working group)?*
- *How have you recruited women?*
- ...- with reference to a photo: *[We see here that there's only one woman in the group.] How would you comment on this point?*
- *What is the proportion of women in your professional field? And in the larger context (e.g. school or faculty)?*
- *What measures for the advancement of women would you like to implement?*
- *What ideas do you have for improving the ratio between women and men in your field / in the position for which you are applying?*

- *If you get the opportunity to encourage a new generation of women academics, how will you achieve this?*
- *If you got the position you've applied for, how would you work towards improving equal opportunities?*
- *How would you envisage increasing the proportion of women (among students, among ...)?*
- *What is your position on gender mainstreaming / gender budgeting / measures for the advancement of women?*
 - *What is your understanding of each of these concepts?*
 - *How much weight would these concepts carry in your future job?*
 - *How would you implement each of them?*
- *Our motto at TU Wien is "Technology for People".
What does this mean to you in your own field of specialisation?*
- *How is the advancement of women apparent in your teaching?*
- *Which measures to advance women do you find meaningful?*
- *Why is it still necessary to advance women?*
- *Are you familiar with the structure of advancement at TU Wien?*

D. Inadmissible questions

- *Questions about a current **pregnancy***
- *Questions about **sexual orientation, marriage plans, desire to have children, ...**
→ "How does your family / your partner feel about your job application ...?"*
- *Questions about previous **marriages/divorces***
- *Questions about **prior convictions**
(except for questions to clarify related information in the CV)*
- *Questions about **financial circumstances***
- *Questions about illness and/or **health impairments**
which do not directly affect the candidate's eligibility for the job in view.*

*** Notes on D.:

If, during the interview, the candidate talks about private matters **of their own accord**, the appropriate reaction is to refrain from further pursuing the subject with any questions and to refrain from commenting on the information volunteered by the candidate.