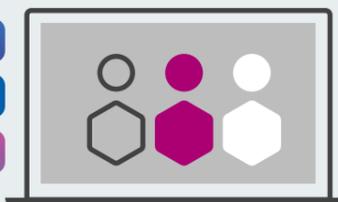


INCLUSIVE RECRUITMENT & SELECTION

Diversity and inclusion are core values of Leiden University. The University is working to ensure that it remains relevant and future-proof by implementing these core values as far as possible. In the area of HRM issues, the aim is to use recruitment & selection methods designed to minimise the risk of implicit bias. Several kinds of bias can be distinguished. First, for example, there is affinity bias, where you recognise yourself in the other person and therefore feel a preference for them. Or another example is confirmation bias, where you ask for information that will verify what you already believe, rather than reveal what the other person considers important; or gender bias, where you have a preference for a specific gender, thus linking masculinity and femininity to the work.

Placement of the job advertisement



Tips for reaching a wider candidate pool

- Discuss which candidate pool you are hoping to reach: when and where will there be the largest contribution to diversity and representation;
- Discuss with the selection committee which target groups you can actively access for the widest possible candidate pool;
- Consciously break out of your own network; ask colleagues with a diverse and international network to publicise your vacancy;

[Read more](#)

Targeted recruitment



A diverse recruitment & selection team

The composition of the selection committee influences the dynamics of the process. A diverse selection committee provides a variety of perspectives, which can have an inspiring effect.

[Read more](#)



Key points when writing a job advertisement text

- Be creative in writing the text;
- Write clearly and concisely; use concrete and direct language

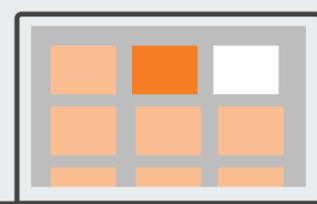
[Read more](#)



Tools for neutral language use

Studies have shown that job advertisement texts and job titles contain many masculine terms, causing women to rate the organisation and the job vacancy as less attractive.

[Read more](#)



Inclusive image material

If videos or photographs are used in the job advertisement, you should think carefully about the people in this image material. Consider the look you want to project as an organisation and whether the image is representative.

[Read more](#)

Competences (VSNU)

Ten of the competences identified in the Competence Instrument are especially relevant for diversity and inclusion. These are:

- 1 Vision
- 2 Environment orientation
- 3 Empathy
- 4 Persuasiveness
- 5 Cooperating
- 6 Networking skills
- 7 Verbal communication
- 8 Binding leadership
- 9 Flexibility
- 10 Self-reflection

[Read more](#)

Advertising via recruitment channels and diverse platforms (for each target group)

At present, we don't know which candidates are reached via the standard recruitment channels like AcademicTransfer (website, LinkedIn) and, for example, the usual additional job boards (Intermediair, Indeed, Nationale Vacaturebank, jobs.ac.uk, ICTerGezocht etc). We do know, however, that among candidates and staff who currently apply for higher positions the following groups are often underrepresented.

- Women
- LGBTI+
- Internationals
- Minoritized ethnic individuals or with a migration background
- Millennials/Generation Z
- People with a disability

[Read more](#)



Working with a disability

Leiden University employs people with a disability within the framework of the Participation Act. However, most of these positions are created and designed for specific individuals, rather than arising from regular vacancies.

[Read more](#)



Selection



The selection process can generate unwelcome obstacles at various stages: the letter selection, the preparation for the selection interview, the selection interview itself and selection of the successful candidate. An important factor in every selection stage is awareness of potential *implicit biases*.

[Read more](#)

The 5-step selection plan

- 1 The letter selection
- 2 Preparing the selection interview
- 3 The selection interview
- 4 The selection
- 5 Aftercare

[Read more](#)



Other tips and key points

- Use the VSNU's Competence Instrument for the Dutch Universities;
- Give attention to the communication (spoken and written) with all candidates, including those who are rejected. If this is organised centrally, ensure that the automated message is formulated appreciatively and offers scope for asking further questions;
- When evaluating the candidates, consciously step back for a moment to check that the committee members are still being guided by the stipulated criteria, on the basis of a form that provides an overview for each candidate (Appendix 3);
- Make sure that a candidate has not been labelled in advance as 'the favorite', so that all the candidates are evaluated equally.

Inclusive job advertisement texts

A job advertisement consists of fixed blocks of text: the job and job description, the tasks, the requirements, the description of the organisation, the terms & conditions offered by the organisation, general information and information about the procedure. These are normally supplemented with a section about diversity under a separate heading.

[Read more](#)

EVALUATION

It is important to evaluate the entire recruitment & selection procedure and to specifically look at whether the focus remained on the criteria throughout the process. The following questions can be helpful here. The HRM adviser is the 'client' of this evaluation, in consultation with the hiring manager and the external committee member.

INCLUSIVE RECRUITMENT & SELECTION

Set of instruments *HRM Leiden University*

Explanation of instruments

Diversity and inclusion are core values of Leiden University. The University is working to ensure that it remains relevant and future-proof by implementing these core values as far as possible. In the area of HRM issues, the aim is to use recruitment & selection methods designed to minimise the risk of implicit bias. Several kinds of bias can be distinguished. First, for example, there is affinity bias, where you recognise yourself in the other person and therefore feel a preference for them. Or another example is confirmation bias, where you ask for information that will verify what you already believe, rather than reveal what the other person considers important; or gender bias, where you have a preference for a specific gender, thus linking masculinity and femininity to the work.

Several studies have shown that working on diversity and inclusion creates scope for qualitative and substantive growth that would not have developed without diversity and inclusion. The University also aims to reflect our ever-changing society and to acknowledge the corresponding changes in our student population by offering role models with whom they can more easily identify.

A diverse workforce can only be secured in the long term with an active HRM policy and implementation of that policy. If we are to achieve this, we must look carefully at which perspectives are underrepresented in specific teams and positions, in terms of gender, ethnicity, religion, age, class and other characteristics, and make greater efforts to appoint, retain and develop these underrepresented groups. HRM must pursue a persistent career policy founded on the basic principles of diversity and inclusion, with a sustained focus on maintaining diversity. The importance of this is clearly demonstrated by a recent example: after increasing steadily for many years, the number of female full professors has now fallen slightly.

There is a missing element in our HRM strategies, which means that diversity in our workforce is not increasing and the diversity that already exists is not being maintained

Our new instruments are aligned to the goals set out in the Diversity & Inclusion (D&I) Work Plan 2020:

- To promote diversity of staff members in all positions, particularly in the areas of gender and ethnic diversity, and in sub-senior, senior and administration positions.
- To promote diversity awareness and inclusive recruitment & selection procedures as part of the appointment policy.

The new recruitment & selection instruments contain guidelines for positive inclusion of diversity within the appointment policy. They provide a basis for ensuring that the procedure is thorough and effective. The instruments are structured in such a way that they can be used in all parts of the organisation: in all faculties, units and departments and for all positions. All job advertisements are based on the [NVP Recruitment Code](#), while the guidelines offer further insights that contribute to the overall diversity and inclusion goals.

Need to know more?

- We offer a range of training courses in the area of diversity and inclusion.
- And you can request a team workshop on formulating inclusive job advertisement texts, in which we look closely at these texts and make suggestions for writing them.

If you are interested in any of these, please contact the D&I Expertise Office via diversiteit@leidenuniv.nl

Targeted recruitment



An important factor is that applicants from diverse backgrounds feel that the job advertisement is addressed to them and can identify with the requirements and competences. The way people view a job advertisement is influenced by the image it projects and the use of language. It is important that everyone at Leiden University is committed to ensuring that applicants feel welcome and appreciated. This starts with formulating an attractive job advertisement text, which appeals to diverse candidates from different backgrounds. Possible applicants must feel invited and appreciated on the basis of their qualities and potential.

After the hiring manager has formulated the job advertisement (in consultation with colleagues in the line, such as managers and other relevant people in the hierarchy), it should be presented to the diversely composed recruitment & selection team (the selection committee). A number of tips and key points are outlined below.

A diverse recruitment & selection team

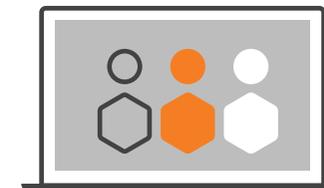
The composition of the selection committee influences the dynamics of the process. A diverse selection committee provides a variety of perspectives, which can have an inspiring effect. It gives you a clearer focus on issues, increases your awareness of differences and enables you to look critically at possible implicit biases in the selection process. The committee members should be chosen to ensure diversity in terms of *expertise, perspective, seniority, gender* and *background*. If practical considerations make this impossible, you should include a member who has completed the D&I Expertise Office's training course on Implicit Bias or another training course in the area of diversity and inclusion. To create greater awareness, the trained person should discuss the themes of diversity, inclusivity and implicit bias with the other members before the start of the recruitment & selection procedure. The chair of the selection committee has an important leading role here, in highlighting the themes and monitoring diversity and inclusion. It is important to include this as an integral aspect of preparing the recruitment & selection procedure.

Another possibility is to work with an external committee member who observes the process, such as the HR adviser. A reflective discussion can then take place after a candidate's interview, based on points that the external observer identified as important. These could relate to how the candidate was welcomed and/or how the interview was conducted. The most important considerations in the interview are equality, and the candidate's qualities and added value; these will be the external observer's main focus. This reflective discussion can generate learning with respect to the opportunities and development that a candidate can create, and what this person will therefore add to the team. The central questions here are:

- On what basis did the selection take place?
- Was the interview conducted in a welcoming and appreciative manner?
- What key learning and improvement points were observed?

In short, you should ensure:

- gender balance in the selection committee;
- diversity in terms of nationality and ethnicity, and also expertise in the area of diversity: an ambassador or a member who has completed one or more specific training courses;
- process guidance by an external committee member.





Key points when writing a job advertisement text

- Be creative in writing the text;
- Do not include competences or skills that are not specifically required for the position. Examples could be 'sense of humour' or 'good team player'. Be open to a colleague who could bring something new, rather than one who is similar to the rest of the team. The most important consideration is that people can work well together, not that they are all the same;
- For all positions, it is important to state that the University embraces an inclusive philosophy – because this inclusive culture can only be achieved together, in a process of co-creation. Candidates don't always need to have substantive expertise in this area, but they should endorse the importance of the principle;
- Translate Leiden University's core values into competences, such as creating inclusive education and research: for example, the competence 'Knowledge and/or experience in the area of inclusive education and/or research'; or, in the case of support positions, 'Creating an inclusive university'; this can be reflected in, for example, seeking to reduce bias as an aspect of the everyday work when providing services such as IT and reception. This will help to attract a wider diversity of talented people;
- Write clearly and concisely; use concrete and direct language.

Specific questions about diversity and inclusion can be submitted to the D&I Expertise Office or to experts within the faculty (D&I coordinator, faculty HRM diversity coordinator, academics with knowledge in this field).

Tools for neutral language use

Studies have shown that job advertisement texts and job titles contain many masculine terms, causing women to rate the organisation and the job vacancy as less attractive. The focus with traditional 'male' professions lies on technical and physical aspects, and the responsibilities of the profession are emphasised; for example: 'performing' or 'quality assurance'. The texts for traditional 'female' professions mainly highlight the people-oriented, caring aspects, such as: 'supporting' or 'contributing to'. More examples of masculine and feminine language are given in Appendix 1. You should also take account of the increase in gender neutrality and non-binary language use. Always try to communicate on the basis of the position itself; for example: *'As the Diversity Officer of the Faculty of Science, you will start the day with...'*

We recommend the following tools for facilitating neutral language use:

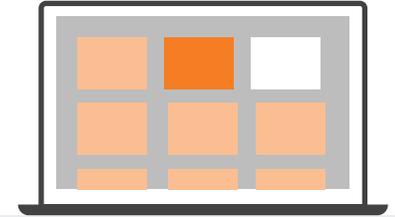
- **Gender Decoder** of Kat Matfield. This website can quickly and easily screen English texts for words with masculine or feminine connotations;
- **Screening instrument** of the University of Ghent. This document is helpful in analysing texts for words with masculine and feminine connotations;
- **Regenboog Taaltips** (Rainbow language tips) of the City of Amsterdam. This is a guide for respectful and inclusive communication;
- **Style guide** of Women Inc., for everyone wishing to use inclusive images and texts;
- **Gender-Neutral Language** A European Parliament publication giving guidelines;



Inclusive image material

If videos or photographs are used in the job advertisement, you should think carefully about the people in this image material. Consider the look you want to project as an organisation and whether the image is representative of the population of Leiden University and/or Dutch society. Avoid tokenism through exaggerated portrayal of, for example, a person of colour, a person with a disability or a woman.

It is important not to make the mistake of over-emphasising diversity images in the material. Diversity and inclusion should be included implicitly as an integral part of an image, and not as its main focus. A possible solution could be to use graphic illustrations; for example, abstract images with different shapes and colours, such as a mosaic.



Competences (VSNU/UNL)

The search for suitable candidates involves more than just knowledge of the discipline; it also concerns particular competences that are needed for carrying out specific tasks and performing effectively. The VSNU's [Competence Instrument for the Dutch Universities](#) relates to management in terms of competences that contribute to achieving the University's goals. Ten of the competences identified in the Competence Instrument are especially relevant for diversity and inclusion. These are:

- 1 Vision
- 2 Environment orientation
- 3 Empathy
- 4 Persuasiveness
- 5 Cooperating
- 6 Networking skills
- 7 Verbal communication
- 8 Binding leadership
- 9 Flexibility
- 10 Self-reflection

Hiring managers should consider where to be cautious when the aim is to attract candidates who can contribute to an inclusive work environment. Some of the competences in the list could put people off; think about the associations that an introverted candidate might make with 'persuasiveness', for example, or that a candidate with a physical disability might make with 'flexibility'. The Competence Instrument also includes behavioural indicators and competence-oriented questions that can be helpful here.

Placement of the job advertisement



In addition to the text of a job advertisement, its placement is also important for attracting a diverse candidate pool. The policy of mobility within the University's organisational divisions means, of course, that the vacancy will always be advertised internally before any external channels are used. It can also happen that the chosen recruitment channel does not correspond with the potential candidate group or target group, or that people look first within their own network. The result is that the job advertisement mainly appeals to the same kind of people, who are then the ones who reply to the advertisement. If you find that the candidate pool is not diverse, it is therefore advisable to consciously think about this and see why it has happened.

Tips for reaching a wider candidate pool

- Discuss which candidate pool you are hoping to reach: when and where will there be the largest contribution to diversity and representation;
- Discuss with the selection committee which target groups you can actively access for the widest possible candidate pool;
- Consciously break out of your own network; ask colleagues with a diverse and international network to publicise your vacancy;
- Make use of social media or mobile onboarding: recruiting via mobile phone;
- Build up relationships with potential candidates from underrepresented groups and contact these candidates in person. Invest in the long term and not only when a vacancy occurs;
- If the initial pool of candidates shows insufficient diversity, consider rewriting the job advertisement and re-opening the vacancy.

Important questions to consider:

- Do you leave the vacancy open until it is filled by the suitable candidate?
- Do you have a better chance of finding a diverse candidate if you first only advertise the vacancy via a channel that gives easy access to the relevant pool?

Advertising via recruitment channels and diverse platforms (for each target group)

At present, we don't know which candidates are reached via the standard recruitment channels like AcademicTransfer (website, LinkedIn) and, for example, the usual additional job boards (Intermediar, Indeed, Nationale Vacaturebank, jobs.ac.uk, ICTerGezocht etc). We do know, however, that candidates and staff who currently apply for higher positions mostly do not come from diverse groups.

We advise hiring managers to look closely at the strategic staffing plan or the staff schedule to see which perspectives are not or insufficiently represented in the workplace. In addition to the usual channels, more specific channels can then be used:

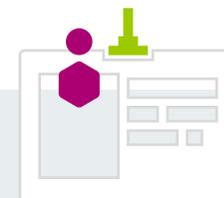
- **Women.** Examples include the **LNHV**, the Dutch network of female professors; or, for international recruitment, the **AWIS** and **EPWS** (fees are charged for these). You can also recruit via a search agency such as **Female Capital** or the job site **SheTalentbank**;
- **LGBTI+:** Advertise via **Gender Talent**, **Workplace Pride**, the transgender network **TNN**, or publicise the vacancy via the Rainbow Digest of **ILGA-Europe**;
- **International staff:** **Academic Positions** is the international career network for academics, researchers and scientists. Internationals can also be reached via **Academic Transfer** and additionally through specialist journals, job bulletin boards and email platforms of professional associations or niche channels;
- **Minoritized ethnic staff or staff with a migration background:** There are many employment agencies and networks that focus specifically on cultural diversity, such as **Young Global People**, **Agora Network** and **Colourful People**. To reach refugees, you can use **UAF**, **VluchtelingenWerk Nederland**, **Refugee Talent Hub**, **Shematters** or **Refugee Team**. Finally, the University has various **D&I networks** that you can also consult at any time;
- **Millennials/Generation Z:** To recruit students or recent graduates, you can contact the **student associations**, the study associations of the University's study programmes or **Leiden student organisations** such as the LSBo (Leiden students' union);
- **People with a disability:** **Emma at Work** aims to provide an independent future for young people with a chronic physical condition. Or you can advertise the vacancy via **Particibaan**.

Working with a disability

Leiden University employs people with a disability within the framework of the Participation Act. However, most of these positions are created and designed for specific individuals, rather than arising from regular vacancies. More **information** can be found on the Leiden University website, and also on the website of the **Netherlands Institute for Human Rights**.

A few key points for the recruitment & selection procedure are given below:

- Discussing a disability is only relevant in relation to an applicant's accessibility requirements, such as access to the building, adaptations of the work environment and working hours;
- It is a good idea to ask in the invitation email sent to the applicant whether allowance should be made for specific accessibility requirements;
- When a person with a disability has been appointed, it is helpful to designate a specific point of contact for facilities;
- Make sure that the accepted candidate knows about the **Access & Support Platform**.



Selection



The selection process can generate unwelcome obstacles at various stages: the letter selection, the preparation for the selection interview, the selection interview itself and selection of the successful candidate. An important factor in every selection stage is awareness of potential *implicit biases*.



The 5-step selection plan

1 Step 1: The letter selection

When making the letter selection, it is important to have a clear picture of the competences that your team is looking for in advance: check again what requirements are stated in the job advertisement and decide how you will assess the CVs on the basis of these requirements.

One possible approach to the letter selection is to individually complete a form on which candidates are evaluated (*see Appendix 2 as an example*), without discussing this in advance. You could do this in the first round by just indicating: yes (+)/no (-)/uncertain (?). For a detailed evaluation and notes, you can use a form listing all the competences (*see Appendix 3 as an example*). Then discuss in the team/committee the candidates rated with either a plus or a question mark by at least one member of the committee. This ensures that consideration is given to different perspectives on who is rated as 'yes' for the vacancy (instead of a majority of plusses).

Why do we suggest this approach? Neutrality or objectivity from one specific perspective simply does not exist; it is therefore important for the team members to make a choice separately on the basis of the stipulated criteria. This avoids direct or indirect influence on evaluation of candidates, such as group pressure. The committee members are thus not required to express in the discussion whether and why they take a specific (and different) view. Interesting new insights can come to light when the team discusses the candidates who received a question mark or an enthusiastic response from a minority. It reveals differences between the selection committee members and what they are looking for, while the presented reasons and open discussion provide a basis for the decision-making and a well-considered choice after the selection interview. We should emphasise, of course, that confidentiality and integrity are essential in these discussions.

2 Step 2: Preparing the selection interview

The selection committee should agree on the questions in advance and discuss how they want the interview to proceed. The best arrangement is to conduct the interview in a structured way using a fixed protocol. Take a close and critical look at the questions: how do they relate to the vacancy, what will you learn from asking each specific question, and are any of the questions inappropriate; for example, you should not ask questions about personal matters (health, pregnancy or intended pregnancy, cultural background or sexual orientation). Appendix 4 gives a summary of *go* and *no-go* questions in a selection interview.

You can help to promote equal opportunities for all the invited candidates by sharing the questions and relevant information with them in advance, so that they too can make thorough preparations for the interview.

3 Step 3: The selection interview

In addition to experience, quality and potential, candidates are selected on the basis of the perspective they add to the team. Ask all candidates the same core questions or present them with the same case study, and only make a distinction in relation to their specific professional backgrounds. The candidate's qualities, insights, potential, and knowledge and expertise should become evident in the interview.

The aim is to hold an equivalent interview with all the candidates about what the work entails. It is essential that every candidate should feel welcome and appreciated. The basis of an interview consists of:

- welcoming the candidate;
- round of introductions;
- brief description of tasks and expectations, so that the candidate can relax into the interview situation;
- questions addressed to the candidate;
- opportunity for the candidate to ask questions;
- to conclude the interview, a brief explanation of the subsequent process: when will a decision be taken, will the candidates receive a phone call?

Options:

- consider asking the candidates to prepare a pitch focused on a specific question; this will ensure that the interview begins in a predictable way;
- consider presenting the candidates with a case study, to see how different candidates would approach the same task. This will give you a better insight into each person's way of working and thinking.

4 Step 4: The selection

Use an evaluation form for each applicant to make the selection. See Appendix 3.

5 Step 5: Aftercare

It is advisable to add a final stage of the process after the selection has been made: effective and positive aftercare. This is essential if you wish to retain the interest of potential candidates who were not appointed on this occasion but could be considered in future for another possible position. Discuss this option with the candidates concerned, as this will create a wider candidate pool in the future, if they consent. The chair of the selection committee should first discuss this with the HR representative.



Other tips and key points

- Use the VSNU/UNL's **Competence Instrument for the Dutch Universities** ;
- Give attention to the communication (spoken and written) with all candidates, including those who are rejected. If this is organised centrally, ensure that the automated message is formulated appreciatively and offers scope for asking further questions;
- When evaluating the candidates, consciously step back for a moment to check that the committee members are still being guided by the stipulated criteria, on the basis of a form that provides an overview for each candidate (*Appendix 3*);
- Make sure that a candidate has not been labelled in advance as 'the favorite', so that all the candidates are evaluated equally.



Evaluation

It is important to evaluate the entire recruitment & selection procedure and to specifically look at whether the focus remained on the criteria throughout the process. The following questions can be helpful here. The HRM adviser is the 'client' of this evaluation, in consultation with the chair of the search committee and the external committee member.

- How were the criteria monitored?
- Could any implicit biases be seen?
- How did the members of the selection committee handle these?
- How can certain points be approached differently or better on a subsequent occasion?
- Are there any other improvement points and/or specific comments?

Appendix 1 Examples of words with a feminine and masculine connotation

Words with a feminine connotation

- A** Kind, affective, attentive
- B** Understanding, helpful, polite, willing, obliging, modest, committed, reliable, adaptable
- C** Communal, communicative, compassion, cooperative, creative
- E** Honest, emotional, empathy, empathic, enthusiastic
- F** Feminine
- G** Sensitive, sharing, welcoming
- H** Affectionate, humane
- I** Accommodating, interdependent, interpersonal
- K** Customer-friendly
- L** Loyal
- M** Sympathetic, compassionate, human
- N** Conscientious, precise
- O** Subordinate, mutually dependent, open, neat
- P** Agreeable, pleasant
- S** Cooperate, cooperating, sociable, support, supportive, calm, congenial
- T** Reserved, dedicated
- V** Versatile, responsible, connect, connective, affinity, care, caring, persuasive, submissive, friendly, cheerful
- W** Warm
- Z** Gentle, kind-hearted, careful, considerate

Words with a masculine connotation

- A** Active, aggressive, analytic, analysing, assertive, athletic, autonomous, adventurous
- B** Decide, decisive, resolute, bluffing
- C** Chemical, commercial, competent, competitive
- D** Expert, direct, goal-oriented, determined, effective, dominant
- E** Energetic
- F** Fanatical
- G** Passionate, eager, large, greedy
- H** Obstinate, dextrous, hierarchical
- I** Impulsive, individual, individualistic, industrial, ingenious, innovative
- K** Stubborn, power, critical
- L** Leader, leadership, logical, nerve
- M** Masculine, opinion, courage, courageous
- N** Merciless
- O** Objective, independent, enterprising, bragging
- P** Practically oriented, principled, professional
- R** Results-oriented, reckless
- S** Quick, solid, inflexible, robust, stress-proof, superior
- T** Technical, authoritative
- U** Challenging, challenge
- V** Resolute, resolve, hostile, persevering
- Z** Self-sufficient, self-management, self-assured, self-reliant

More information can be found in the article [Inclusief en genderneutraal schrijven](#) (Inclusive and gender-neutral writing) by Helma Lubbers.

Appendix 2 Form for preselection of applicants

This example form can be used for the letter selection (preselection) of applicants. Each committee member receives this form and completes it independently by choosing the applicable symbol. The chair of the committee can then compare the results and have a discussion with the committee members about the cases where they do not unanimously agree. Interesting new insights can emerge from this discussion, and differences between the selection committee members are revealed. If any of them change their view, they are not required to say this or to give a reason, but will simply complete the form again with their evaluation of the letter. This selection method helps to ensure objectivity and avoids direct or indirect influence, such as group pressure.

Name of candidate	Committee member 1 +, -, ?	Committee member 2 +, -, ?	Committee member 3 +, -, ?
Candidate 1				
Candidate 2				
Candidate 3				
...				
...				
..				

Appendix 3 Example of form for the letter selection and selection interviews with applicants

This example form can be used for the selection of applicants. Each committee member receives this form and completes it independently by filling in a score and relevant comments. This ensures that selection criteria are systematically applied and that candidates are evaluated in the same way.

Candidate	PhD completed?	Teaching experience and inclusive approach to teaching	(Inclusive) research and grants	Networking and engagement with diverse social partners	Team spirit: Contribution diversity and inclusion within the program	...	Other comments
Candidate 1							
Candidate 2							
Candidate 3							

Bijlage 4. Go- en no-go-vragen in een sollicitatiegesprek

Topic	Appropriate questions	Inappropriate questions
Age	X	Questions about age, date of birth or birth certificate
Height and weight	X	Questions about height and weight
Citizenship/nationality	Asking whether the candidate's legal status allows them to work in the vacant position, provided that all the candidates are asked	Questions about the candidate's nationality or where they – or their parents, grandparents etc. – were born
Education	Questions about diplomas and study programmes taken	X
Disability	Asking whether the candidate can fulfil the job requirements, provided that all the candidates are asked	Questions specifically about a disability. If the candidate introduces the topic spontaneously, e.g. in relation to accessibility, write down the questions and come back to them at a later stage
Civil status (relationship, children etc.)	Asking whether the candidate can fulfil the schedule requirements, provided that all the candidates are asked	Questions about relationships, children, pregnancy or planned pregnancy
Finances	X	Questions about the personal financial situation
Political opinion	X	Questions about political preference or membership
Race and/or skin colour	X	Questions about the candidate's 'background'
Religion	Asking whether the candidate can fulfil the schedule requirements, provided that all the candidates are asked	Questions about religion, religious customs, holidays etc.
Gender	X	Questions about gender or gender identity
Sexual orientation	X	Questions about sexual orientation
Criminal record	Asking whether the candidate has a criminal record, provided that other candidates are also asked	Questions about arrests and/or contacts with the police apart from the criminal record

Please note! It may seem obvious that some questions are no-go, but they may still slip through the net in light-hearted remarks; they are included in the list for a good reason.

Appendix 5 Inclusive job advertisement texts

A job advertisement consists of fixed blocks of text: the job and job description, the tasks, the requirements, the description of the organisation, the terms & conditions offered by the organisation, general information and information about the procedure. These are sometimes supplemented with a section about diversity under a separate heading.

Some of these sections are divided into points, and you often won't be able to change the content of these very much: at most, the order of importance of the points. However, the more narrative sections of the text, such as the job description, the description of the organisation and the section about diversity can be tailored more specifically to the candidate. The text is then more attractive to read, the position appears more accessible and the candidate pool may be increased.

We will now give three examples of job advertisements where changes have been made to the text. The first example relates to the description of the organisation, the second to the job description and tasks, and the third to the tasks and requirements.

EXAMPLE 1

LEIDEN UNIVERSITY LIBRARIES (UBL)

'Old' description of the organisation

Leiden University Libraries (UBL) is a **leading international** academic library **with world-class collections** and **advanced services** that support education and research. The UBL engages in academic information provision as a **trusted knowledge partner** for researchers, teaching staff and students, and collaborates with other leading organisations, in the Netherlands and abroad, to create reliable, sustainable and innovative services. **We are renowned throughout the world for our special collections**, which not only play a role in education and research but also have an important societal and cultural function. **The UBL is a demanding** and inspiring work environment, which offers many opportunities for staff members' continued development. For more information, please see: Leiden University Libraries.

The above text speaks mainly about the prestige of the organisation. The words in bold indicate that the organisation is important and has a certain status. The positioning of these words means that potential applicants may experience the organisation as quite distant. Questions that could arise are: Would I really be allowed to work there? Would I feel at home there?

EXAMPLE 1

LEIDEN UNIVERSITY LIBRARIES (UBL)

'New' description of the organisation

Leiden University Libraries (UBL) **offers staff members many opportunities for development. We work constantly on creating an inspiring, inclusive and diverse work environment, where everyone feels welcome, safe and appreciated. You will be coming to work at** a leading academic library with world-class collections. Our primary focus is to offer reliable, sustainable and innovative services. We **do this in collaboration with other parties** in the Netherlands and abroad, and are in online contact with users throughout the world. Our work fields are broad and diverse, and so too are our client groups: in particular, students, teaching staff and researchers. **We provide academic knowledge to them** as a knowledge partner. The UBL is renowned throughout the world for its special collections, which not only play a role in education and research but also have an important societal and cultural function. **At our library locations, we offer everyone an attractive study and research environment. Our staff members contribute to this, on the basis of their own background, experience and talent.**

For more information about us, please see the UBL website.

The above text is mainly about welcoming the potential candidates. They are invited to see themselves as part of the organisation. Although the status and importance of the organisation are still mentioned, they are positioned differently in the text. The reference to working together on tasks, and the fact that all staff members are appreciated for the talent that they add, can also have a positive effect on the potential candidates.

EXAMPLE 2

PERSONNEL SHARED SERVICE CENTRE (PSSC)

'Old' description of the tasks

The Personnel Shared Service Centre (PSSC) is responsible for implementing the processes relating to HR and salary administration and for answering the questions of managers and staff. It is a central point for good, consistent service.

The PSSC consists of four teams: Inflow/Outflow, Personnel Changes, Salary Administration & Employment Conditions and the Service Point. The first three teams constitute the PSSC's back office, while the Service Point is the front office. The tasks that arise for staff members of the PSSC are highly diverse. They include, for example:

- formulating implementation procedures and instructions, process descriptions, manuals and communication messages for the staff members;
- forming the bridge between the primary process (business) and the PSSC, taking account of all aspects of operational management (e.g. participation in project groups);
- writing news reports;
- giving presentations and providing training sessions to end users;
- fulfilling an information function towards the business with regard to new developments (internal and external);
- managing alerts and performing expiration checks;
- administrative processing of personnel changes;
- performing checks and providing follow-up of alerts on the basis of a runbook;
- formulating and updating standard correspondence in conjunction with HRM;
- induction of new colleagues;
- participating in projects;
- at times of peak load, performing occasional tasks for the Service Centre for International Staff;
- replacing colleagues in the PSSC Service Point team at times of peak load and absence.

In the above text, we can see that more distance is created by speaking about the PSSC. This does not make it a workplace that someone can relate to; it is a workplace at an organisation, which may make it difficult to visualise the workplace. The tasks are not presented very clearly and are not prioritised.

EXAMPLE 2

PERSONNEL SHARED SERVICE CENTRE (PSSC)

'New' description of the tasks

You will be working in the Personnel Shared Service Centre (PSSC). Here you will be responsible for implementing the processes relating to the HR and salary administration and for answering the questions of managers and staff. You are thus a team member of the central point for good, consistent service in the area of HR.

In the PSSC you will work alternately in one of the four teams: Inflow/Outflow, Personnel Changes, Salary Administration & Employment Conditions and the Service Point. The first three teams constitute the PSSC's back office, while the Service Point is the front office. As a PSSC staff member, you will have a diverse range of tasks:

- You will formulate implementation procedures and instructions, process descriptions, manuals and communication messages for the staff members;
- You will form the bridge between the primary process (business) and the PSSC, taking account of various aspects of operational management;
- You will give presentations and training sessions to end users;
- You will provide information to the business partners about new developments (internal and external);
- You will perform checks and provide follow-up of alerts on the basis of a runbook;
- You will formulate standard correspondence and keep it updated, in conjunction with HRM;
- You will manage alerts and perform expiration checks;
- You will perform the administrative processing of personnel changes;
- You will occasionally – at times of peak load – perform tasks for the Service Centre for International Staff;
- When necessary, you will replace colleagues in the PSSC Service Point team at times of peak load and absence;
- In due course, you will also engage in the induction of new colleagues, participate in projects and write news reports.

The second text is explicitly addressed to the potential candidates. This is the case immediately from the start, and is also evident in the description of the tasks.

EXAMPLE 3 JOB ADVERTISEMENT FOR ACADEMIC STAFF

'Old' description of tasks and requirements

The Institute of Cultural Anthropology and Development Sociology of Leiden University invites applicants for the position of

Assistant Professor of Digital, Audiovisual and Multimodal Anthropology (0.8 to 1 FTE)

Cultural Anthropology and Development Sociology (CADS) at Leiden University studies the everyday practices of individuals, groups, and communities worldwide, to situate them within complex global challenges. The CADS research program Global Vulnerabilities and Social Resilience focusses on three areas of research: Sustainability, Diversity, and Digitalization. CADS uses a signature methodology consisting of a unique mix of qualitative, quantitative and visual methods grounded in ethnographic fieldwork.

The Institute aims to strengthen its research and education in the field of digital, audiovisual, and multimodal anthropology and for that reason it aims to expand its staff with an assistant professor in this field.

Tasks

- **The candidates** will teach courses at Bachelor and Masters level, in the field of digital and / or audiovisual/multimodal ethnography
- The candidates are required to supervise B.Sc. and M.Sc. theses
- The candidates will contribute to the institute's research output within the scope of the research program, with particular research in the field of digital diversity, for instance, indigenous media, visual sovereignty, black media, data feminism, etc. The candidates may supervise junior research (for example Ph.D. candidates) within the scope of the research program
- The candidates will acquire substantial external research funds within the scope of the Institute's research program particularly its stress on digitalization, diversity and sustainability.

Requirements

- **Applicants** must hold a Ph.D. in Anthropology, have a thorough knowledge of digital and audiovisual ethnography, and an internationally competitive research profile
- Applicants should have a promising publication record, notably international peer-reviewed publications and/or (forthcoming) monographs, films or other multimodal formats.

- Applicant bring expertise with cutting edge multimodal methods such as the use of drawing, infographics, data visualizations, critical design practices, computational analysis, desktop documentary, locative mediation, algorithmic assemblage, etc.
- Applicants should have experience of acquiring external research funds, and be willing and able to attract international and national research grants (such as the Netherlands Research Council (NWO) VENI and VIDI funding schemes or the European Research Council Starting Grant scheme).
- Applicants are innovative and inspiring teachers who have a strong commitment to teaching in graduate and undergraduate courses
- Applicants are willing and able to meet the requirements for a Basic Teaching Qualification (BKO) within two years if they do not already possess a Dutch University Teaching Qualification
- Applicants not speaking Dutch are willing and able to master a relevant level of linguistic competence (NT2) within a period of two years

The Faculty of Social Sciences at Leiden University consists of four institutes: Education and Child Studies, Political Science, Psychology and Cultural Anthropology & Development Sociology. The faculty also hosts the Centre for Science and Technology Studies. The Faculty is home to 5000 students and 600 members of staff. Our teaching and research programmes cover diverse topics varying from adoption to political behavior. For more information, see <https://www.fsw.leidenuniv.nl>

Information about the Institute for Cultural Anthropology and Development Sociology can be found at <https://www.universiteitleiden.nl/en/social-behavioural-sciences/cultural-anthropology-and-development-sociology>. Our research program Global vulnerabilities and social resilience addresses 'Diversity', 'Sustainability' and 'Digitalization' as areas of critical investigation. These three themes articulate the urgent connection between economy, politics and ecology and run as a red thread through multiple projects in the institute, firmly emplaced in a signature methodology that combines qualitative, quantitative and visual methods. The institute's scientific staff work on economic and political anthropology, global sociology, the anthropology and sociology of environmental issues, citizenship and diversity, in Asia, Europe and the Middle East, Africa, Oceania and the Americas.

In the above text, we can see that more distance is created by speaking about the study programme. This does not make it a workplace that someone can relate to; it is a workplace of an organisation, which may make it difficult to visualise the workplace. Words such as 'must' indicate a certain pressure that is not necessary here. The potential candidates are addressed as 'applicants', which may further increase the distance.

EXAMPLE 3 JOB ADVERTISEMENT FOR ACADEMIC STAFF 'New' description of tasks and requirements

The institute of Cultural Anthropology and Development Sociology of Leiden University invites applicants for the position of

Assistant Professor, Digital, Audiovisual and Multimodal Anthropology (0,8 to 1 FTE)

Cultural Anthropology and Development Sociology (CADS) at Leiden University studies the everyday practices of individuals, groups, and communities worldwide, to situate them within complex global challenges. Our CADS research program Global Vulnerabilities and Social Resilience focusses on three areas of research: Sustainability, Diversity, and Digitalization. At CADS we propagate a signature methodology consisting of a unique mix of qualitative, quantitative, digital and visual methods grounded in ethnographic fieldwork. We do this research along both disciplinary and interdisciplinary lines, together with our academic and preferred societal partners. The CADS teaching program is home to as many as 25 nationalities and we have a vibrant student community. Diversity is key to who we are and what we do; in creating an inclusive learning environment where a diversity of experiences and perspectives is fully supported, in our own research and in appointing research and teaching staff.

We intend to strengthen our research and education in the field of digital, audiovisual, and multimodal anthropology and for that reason we aim to complement our team with an assistant professor in this field.

Tasks

- **You will** teach courses at Bachelor and Masters level, in the field of digital and / or audiovisual/multimodal ethnography
- You are required to supervise B.Sc. and M.Sc. theses
- You will contribute to our output within the scope of the CADS research program, with particular research in the field of digital diversity, for instance, indigenous media, visual sovereignty, black media, data feminism, etc.
- You may supervise junior research (for example Ph.D. candidates) within the scope of our research program
- You will acquire substantial external research funds within the scope of the CADS research program particularly our stress on digitalization, diversity and sustainability.

Requirements

- **You hold** a Ph.D. in Anthropology, have a thorough knowledge of digital and audiovisual ethnography, which complements the current expertise at our Institute

- **You bring** expertise with creative multimodal methods such as (but not restricted to) the use of drawing, infographics, data visualizations, critical design practices, computational analysis, desktop documentary, locative mediation, etc.
- You have a promising publication record, notably international peer-reviewed publications and/or (forthcoming) monographs, films or other multimodal formats.
- You have experience of acquiring external research funds, and be willing and able to attract international and national research grants (such as the Netherlands Research Council (NWO) VENI and VIDI funding schemes or the European Research Council Starting Grant scheme).
- You are an innovative and inspiring teacher who has a strong commitment to teaching a diverse community of graduate and undergraduate students.
- You are a team player who is inventive, communicative and with networking skills that enable to tap in and reach out to a network of diverse social partners.
- You are willing and able to meet the requirements for a Basic Teaching Qualification (BKO) within two years if they do not already possess a Dutch University Teaching Qualification
- If you are not speaking Dutch you must be willing and able to master a relevant level of linguistic competence (NT2) within a period of two years

The Faculty of Social Sciences at Leiden University consists of four institutes: Education and Child Studies, Political Science, Psychology and Cultural Anthropology & Development Sociology. The faculty also hosts the Centre for Science and Technology Studies. The Faculty is home to 5000 students and 600 members of staff. The Faculty's teaching and research programmes cover diverse topics varying from adoption to political behavior. For more information, see <https://www.fsw.leidenuniv.nl>

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The new description is addressed to the potential candidates, immediately from the start. This is also evident in the use of the word 'you' in the description of the tasks. The use of 'You have' and 'You will' gives potential candidates the scope to visualise themselves in the workplace.