

The model of selection of civil servants of EU institions

The case of EPSO – European Personel Selection Office

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Outline, aims and key questions and messages

- A bit of history
- Modern context
- How to pick talent to work for / serve (?) the EU?
- Civil service as in a (French) State but ‘supranational’
- Selection versus recruitment?
- Choice based on the basis of knowledge or (soft) skills?
- Need for generalists or specialists?
- Civil service or *contractualisation* of admin. apparatus?
- How all is it done in practice?

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The European Communities? The EU? What is it?!

- Understanding the EU before its administrative apparatus…
- The EU – not a federation, not a state, not an average international organisation… (???)
- What model for the staff of such *sui generis* entity?
- Initially, *civil service* as in a (French State) but 'supranational'
  (note, initially, officials of the Commission mostly)

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How does the EU build its admin apparatus?

- Dichotomy of ***selection*** and ***recruitment***
- Initially, each institution worked on its own
- Since 2002 – EPSO – S stand for selection
- *Knowledge (≈ commitment(?))* based competitions initially
- *Competency (≈soft skills(?))* based competitions since 2010 reform – but is it coherent?
- Constant reform and adaptation (languages issues, knowledge tests in pre-competition tests, etc. …)
- Still, outliers: ECB (formally, an institution), EIB (a body)
- Case of EU agencies (sic!)

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Focus on the EPSO model – intro

- Tasked with selection through competitions
- Open versus closed competitions
- Generalist versus specialised (*ad hoc*) competitions
- Various types / profiles: AD, AST, AST/Secr.
- Stages:
  - Written phase → Preselection / CBT
  - e-tray exercise (new)
  - Oral phase → Admission / Assessment Centre

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Focus on the EPSO model - historical choice

- Initially, focus on **the knowledge of the EU**
- Candiadates needed to demonstrate they know whom are they trying to join and serve!
- Built-in limitation for EU affairs pros:
  - European political scientists
  - EU law lawyers
  - European integration economists

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Focus on the EPSO model – 2010 reform

- From the knowledge of the EU towards the focus on **competency framework**
  - **Analysis and Problem Solving**: Identify the critical facts in complex issues and develop creative and practical solutions
  - **Communicating**: Communicate clearly and precisely both orally and in writing
  - **Delivering Quality and Results**: Take personal responsibility and initiative for delivering work to a high standard of quality within set procedures
  - **Learning and Development**: Develop and improve personal skills and knowledge of the organisation and its environment
  - **Prioritising and Organising**: Prioritise the most important tasks, work flexibly and organise own workload efficiently
  - **Resilience**: Remain effective under a heavy workload, handle organisational frustrations positively and adapt to a changing work environment
  - **Working with Others**: Work cooperatively with others in teams and across organisational boundaries and respect differences between people
  - **Leadership** (for administrators only): Manage, develop and motivate people to achieve results

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Towards professionalisation of the EU civil service

Types of jobs (beyond AD, AST…):

- **Administrators**
  Public Admin., Law, Finance, Economics, Audit, Statistics...
- **Assistants**
  IT, Communication, Secretaries, Finance, Admin. Support, HR...
- **Linguists**
  Translators, Interpreters.
- **Special Profiles**
  Nurses, Nuclear Inspectors, Scientific Researchers, Competition Lawyers, Lawyer-linguists

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The plan for starters: career in the EU institutions

The Strategy:

- **Get inside first**
- **Use more specialised competitions if possible**
- **Once you're an insider – move and find the job**
- **Beware of getting 'a label' though...**

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New model competitons' initial problems

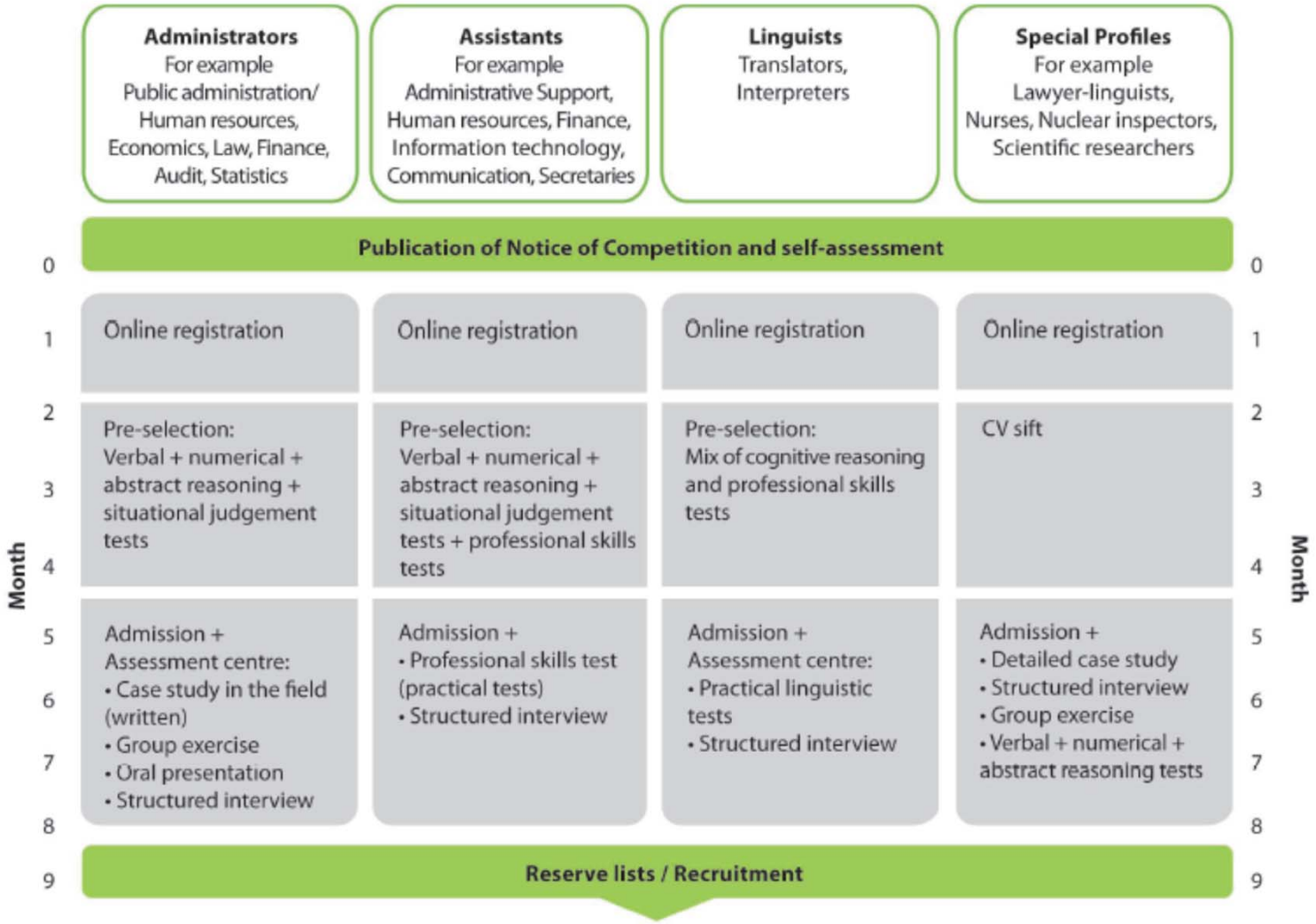
The Strategy - why?

The registration for the first AD competition (EPSO/AD/177/10) under the new selection procedure closed at noon on 15/04/2010.

- **In total 51.671 candidates validated their applications.**
- **For the following fields the breakdown is as follows:**
  - Audit: 2944
  - European Public Admin.: 29118
  - Economics: 6397
  - ICT: 5875
  - Law: 7337

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Competitions in annual cycles – initial plan



source: EPSO

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Stages of (open) competitions – 1. Preselection

- **Verbal reasoning**
- **Numerical reasoning**
- **Abstract reasoning**
- **Situational Judgement Test**

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Stages of (open) competitions - 2. E-tray exercise

Mid-term stage (relatively new for AD)

- **Organised as Computer Based**
- **Initially used for AST competition**
- **Focus on *prioritising and organising***

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Stages of (open) competitions - 3. Admission

Takes a form of Assessment Centre …in Brussels, costly, for a chosen few…

- **Case Study – application of knowledge in the field (written)**
- **Group exercise**
- **Oral presentation**
- **Structured interview**

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Stages of (open) competitions – END?

Success = entry onto the reserve list

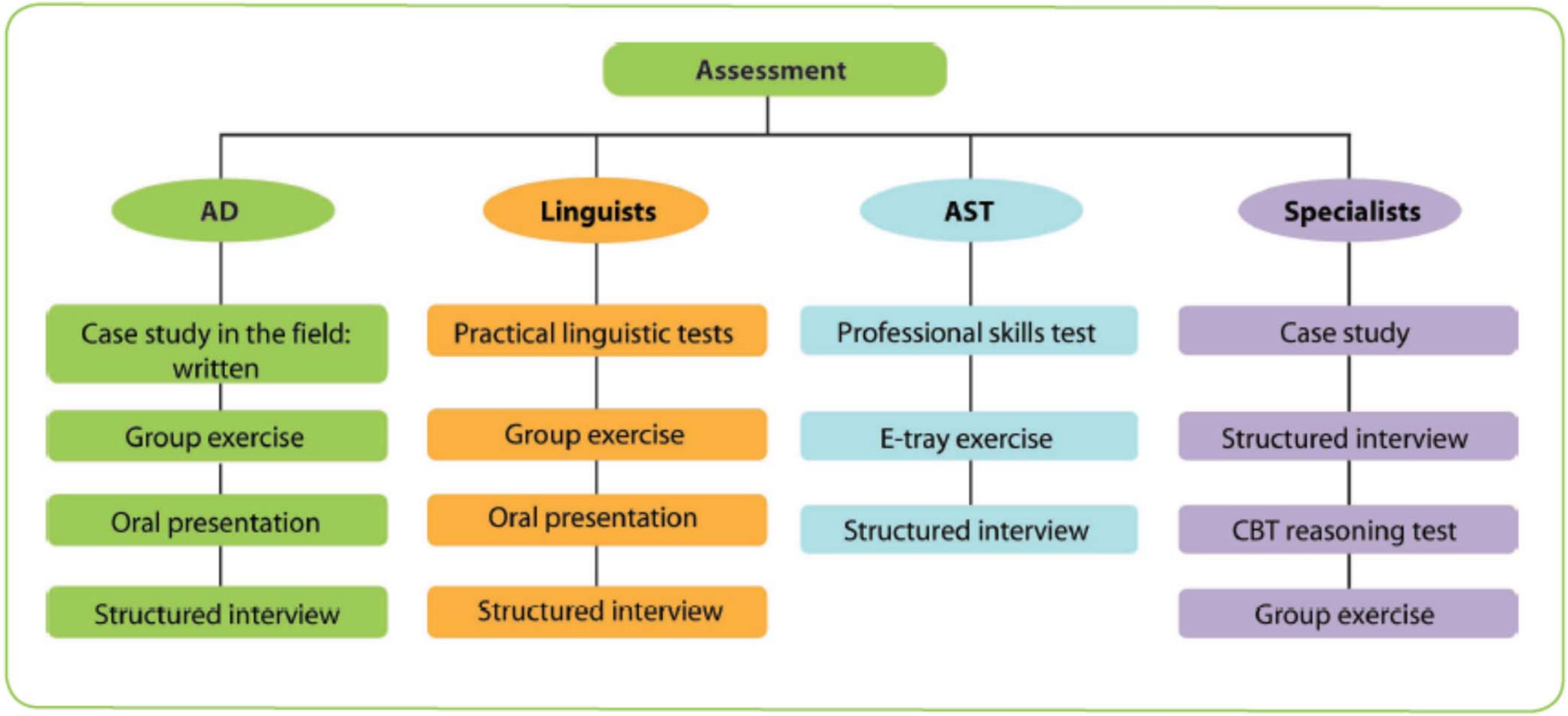
No guarantee of being selected for a recruitment procedure (done by managers of the institutions …but also agencies)

Reserve lists are time bound

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EU Knowledge test? *oui mais non*

source: EPSO



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Other ways of building administrative apparatus of the EU sensu largo

- **Fashionable buzz words:**
  - *Contractualisation* of civil service
  - *Agencification* of the EU administration
- **Other types of contracts:**
  - Temporary agents
  - Contractual agents
  - Seconded national experts
  - Other (interim, local staff, contracted service providers)
- **Odd-ones:**
  - Accredited Parliamentary Assistants (APAs to MEPs)
  - *Referendaires* – Legal Secretaries to the Judges at the CJ

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Final remarks

- From officials to agents
- From institutions to agencies
- The paradoxical decline of the languages
- A possible comeback of knowledge testing (in the works, structured interviews to be used for this purpose)
- A quick word on …a conspiracy theory ☺

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Do You Have Any Questions?

We would be happy to help.

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MOCK Case Study

AD Generalists

Participant Information

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EPSO_EN_INT_MOCK_CS_EX_130913_100.15

ASSIGNMENT

IMPORTANT NOTICE:

This is a fictitious document produced solely for the purpose of this exercise. All references to existing states, international organisations, private companies, departments, their representatives etc. should be considered as mere examples. The views expressed do not represent the position of these bodies or persons.
Participants are therefore advised to rely solely on the information provided and not on any prior expertise in the field when answering the questions.

For this exercise, you will take on the role of an administrator at the Directorate-General for Employment. The documentation you need is included in this booklet. It comprises a number of e-mails, newspaper articles, and other information that you will have to analyse and digest in order to be able to deal properly with the assignment given to you. This is your first day in your new job.

It is important that you accept the scenario as it is presented to you. Although in real life you would have access to other sources of information and would be able to consult your colleagues, in this exercise you are limited to the information contained in the documents provided. You are, however, allowed to make logical assumptions where information is missing or incomplete.

You may rearrange the information in any order you wish and add remarks or make notes as necessary. However, remember that the assessors will base their evaluation exclusively on what you write on the lined paper that you have been given. Therefore, be sure to explain the reasoning behind your ideas and write down on the lined paper all the information on which you wish to be evaluated.

The case study is designed to assess the following competencies: Analysis & Problem Solving, Communicating (Drafting Skills), Delivering Quality & Results, and Prioritising & Organising.

Specifically your task(s) will be to:

Prepare a briefing note for your Head of Unit in which you:

- **discuss the main issues related to unemployment in Transyldavia;**
- **discuss the European initiatives that could be applicable in this case and explain why;**
- **make a concrete recommendation on what European actions to take regarding Mattyl, a regional company.**

In total, you have 90 minutes for this case study. Please answer as precisely as you can and write as clearly and legibly as possible.

Please note:

Today is Monday, 9 January 201X

Last year was 201X-1, next year will be 201X+1

ABBREVIATIONS USED

Cedefop	European Centre for the development of vocational training
DG	Directorate General
EFP	Entrepreneurs for Progress
EFSH	European Fund for Structural Help
EGSF	European Global Support Fund
EU	European Union
GDP	Gross Domestic Product
HoU	Head of Unit
MEP	Member of European Parliament
MS	Member States
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
SME	Small and Medium Enterprises

DG EMPLOYMENT

MAIL MESSAGE

From: Ramon Miscotas, HoU Social Protection and Social Inclusion Strategy, DG Employment
To: <Your Name>
Cc:
Date: 09/01/201X
Subject: Welcome

Dear <Your name>,

Welcome to the Directorate-General for Employment. I have already prepared some assignments for you so that you can get started right away!

The regional government in Transyldavia has sent a letter to the Commission requesting help in relation to the large national company Mattyl, one of the biggest employers in the region. The company is in trouble and is close to bankruptcy.

As we have conducted studies on this region in the past, the Commission has requested our assistance in formulating a reply. Firstly, however, it is important that we give them a broader insight into the main unemployment-related issues in Transyldavia from an objective point of view. I would then like you to investigate which European initiatives could be applicable to the particular issues in the region. Thirdly, I would like you to draft a concrete recommendation on the European actions that could be taken for Mattyl, one of the biggest employers in Transyldavia.

I have asked my assistant to gather all information you might need.

Best regards,

Ramon



SPOTLIGHT ON TRANSYLDAVIA

The situation in the labour market is gloomy; clearly, something is fundamentally wrong with the system, and this is made even worse by the fact that those most responsible for the problems have not even been sanctioned.

The OECD recently revealed that inequality among the working-age population increased by 10 % from the middle of the 201X-30s to the middle of the 201X-10s. The economic crisis has worsened the situation further. Poverty remains unacceptably high, with 115 million Europeans (23 % of the EU population) at risk of poverty or social exclusion in 201X. As you may know, the situation in the labour market is equally alarming. Europe's unemployment rate edged up to 9.7 % in September 201X-1, while unemployment in the euro area also increased by the same proportion, hitting 10.2%.

Nowhere is the corruption of the economic system better illustrated than in the European region of Transyldavia. This once booming region has now declined into an unfortunate example of the flaws of the capitalist system, with an outlook that does not offer much hope.

Youth unemployment, in particular, is a key concern – as it is elsewhere in Europe – and has been growing at a rate of 21.4 % a year since February 201X-1, reaching 85 000 in September 201X-1 in the Transyldavian region alone. The future remains uncertain, and there is a high risk of further deterioration.

However, this should come as no surprise if you consider that, even in these difficult times, regional and national governments and the European institutions make no effort at all to protect firms from bankruptcy or to ensure that firms remain in the region. If no companies remain in a region, how can jobs be ensured for its young people? And though it is clear that the Commission has no mandate to intervene in the commercial policy of banks, it should put a stop to the banking sector's behaviour in the Transyldavia area, where neither firms nor households can get credit and where outrageous payments and bonuses are lavished on banks' senior managers.

Therefore, to counteract the negative trends in Transyldavia, to support the basic rights of the people living there and to make their society a just and free one, we propose a number of initiatives that we believe the Commission should endorse:

- A minimum wage increase, especially for younger workers;
- Measures to combat unemployment (protection of European firms and workers);
- Subsidised rental housing that will guarantee shelter as a human right;
- Rules to force banks to do their job, i.e. to give credit, and increased regulation of the banking industry;
- Implementation of new fiscal measures by taxing the rich;
- Elimination of privileges for the political class.

We count on the Commission's sense of responsibility to make sure that citizens can again be proud to be part of Europe!

DG EMPLOYMENT

MEETING MINUTES

WORKING GROUP ON LABOUR MARKET ISSUES

Date and time:	15/12/201X-1 – 10.00 – 12.00
Attendees:	<ALL_Working group Members>
Topics:	– Security versus flexibility – Research on Transyldavia – Worker mobility

TOPICS

Security versus flexibility

Christopher presented a summary of the flexicurity concept put forward in the Commission's 'Jobs and skills policy'. He will make a thorough analysis of the effects of the strategy to date and will present recommendations at a following meeting.

Flexicurity is an integrated strategy that attempts to reconcile employers' need for a flexible workforce with workers' need for security. In practical terms, it consists of a set of four common principles that should help MS to implement it: (1) flexible and reliable contractual arrangements (2) comprehensive lifelong learning strategies (3) effective active labour market policies; and (4) modern social security systems.

Research on Transyldavia

New analysis by the European Commission has indicated that Transyldavia, like other EU regions, will require close monitoring because of the poor state of the economy in the region. In order to be pro-active, the working group will re-analyse the results of the research it carried out in 201X-5 in anticipation of a possible new request.

Violeta will take the lead in this, as she worked as principal researcher on this study. She indicated that one of the main topics in the previous study was the fact that the regional government decided to introduce temporary contracts on a large scale following the economic dip the region was going through. Subsequent analysis has shown that this decision had a positive impact on the region's economy in the year following the introduction of the policy.

Worker mobility

Ramon spoke about a new research topic on the impact of worker mobility on local unemployment and, in particular, the risks of a brain drain, and asked if there were any volunteers to start work on this.

Published: 16.11.201X–1

EUROPE TODAY
AHEAD OF THE NEWS

Europe's complicated relationship with the labour markets

The events of recent years, have clearly highlighted the need for a more integrated approach to labour markets: a financial and economic crisis turned into a debt crisis and extensive recovery packages were followed by a wave of austerity measures by most Member State governments. We could ask what Europe's role should be, given that the social consequences of the economic crisis have made efficient, well-targeted policies in the MS more crucial than ever, while labour policy is not a matter for the Commission but rather one for the MS themselves.

In this context, the European Fund for Structural Help (EFSH) can serve as an example. While the Fund itself is managed by the EU, the projects it funds can be diverse. Examples of projects initiated this year include: 'Prosperity on the streets', a project that created a network of youth social workers in Paris and 'Rising to the top', an international programme for young graduates in Portugal. The EFSH does not fund projects directly from Brussels; individual projects are run by participating organisations (known as 'initiators'). An initiator designs a project, applies for funding and, if this is granted, implements the project. There are many different types of EFSH project initiators: public administrations, NGOs, social partners and companies active in the field of employment and social inclusion. It takes a maximum of only three months from application for funding to be granted.

In any case, it looks as if yet another chapter in the story of policy measures to address labour market issues, especially in times of crisis, will begin in the new year.

TRANSYLDAVIA: ILLUSTRATIVE OF EUROPE AS A WHOLE?

The Transyldavia region is all set to become a worry for European leaders. Our correspondent spoke to academic Fabian Moulieras, who has been living in the region for almost 10 years, to try to shed some light on recent events.

Q: Can you comment on the recent increase in reports of youngsters causing disturbances?

A: *Yes indeed, while this has been a problem for years, the issue has rapidly deteriorated in the last couple of months. These young people are unemployed and bored, and they feel they have nothing to lose. When you look at this from a broader perspective, it seems to me that the structural problem of the mismatch between educational programmes and industrial needs lies at the heart of the problem. This lack of skills can send people into a vicious circle of continuous unemployment, a fate that awaits most of these young people.*

Q: Transyldavia has one of the highest proportions of ageing workers of any workforce in Europe, and at the same time has the highest elderly unemployment rate. Is the lack of appropriate skills also at play here?

A: *True, elderly unemployment is a problem. Skills are indeed key in this matter; however, the real cause of the problem lies not so much in the lack of the right education, but rather in the fact that many of the older workers were hit by the introduction of part-time employment, with companies replacing expensive older workers with cheaper younger ones. Furthermore, older workers have difficulty adapting to fast-paced changes in the skillsets required at work.*

P.A.K. Patterson

Europe Today of 16.11.201X-1

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DG EMPLOYMENT

MAIL MESSAGE

From:	Violeta Doremi, Assistant, Social Protection and Social Inclusion Strategy Unit, DG Employment
To:	Ramon Miscotas, HoU Social Protection and Social Inclusion Strategy, DG Employment
Cc:	
Date:	28/12/201X-1
Subject:	Working group's agenda 201X

Dear Ramon,

I have a number of extra suggestions for topics to put on the agenda for the Labour Market Issues working group next year.

Firstly, European labour markets will be profoundly changed by the crisis. Workers and companies must be given the means to adjust successfully to these changing realities, i.e. the means to retain secure jobs, enhance skills at all levels, get people back to work and set the conditions for new job creation. The Commission is currently working on the European Global Support Fund (EGSF) to support workers who lose their jobs as a result of changing global trade patterns. The EGSF can help redundant workers to find new jobs as quickly as possible when a large enterprise shuts down or when a factory is relocated to a country outside the EU, or even when many jobs are lost in one sector in a particular region. A maximum amount of €4 billion per year is available to the EGSF to finance such interventions.

Secondly, we should further investigate the European Learning Programme, which enables people at all stages of their lives to take part in stimulating learning experiences. It offers a variety of opportunities, as it includes sub-programmes for different levels of education and training (one-year exchange programmes, long-term internships and master classes in a one- or two-year programme) spread out over several years.

Regards,

Violeta

E NEWSLETTER

Entrepreneurs for progress

September 201X-1

EFP Seminars – What can Europe offer us

There are some interesting facilities and mechanisms on offer within Europe that are, it seems, not always very well known. Therefore, the next seminar will explain one of the most interesting initiatives, the European Fund for Structural Help, in more detail.

The EFSH is one of the EU Structural Funds set up to reduce disparities in prosperity and living standards across the EU's MS and regions. The EFSH is devoted to promoting employment in the EU and its funding is spread across MS and regions, focusing in particular on those where economic development is less advanced.

Take a sneak preview of two of the topics for the next seminar:

- The EU has developed European standards to be used for technical harmonisation of product requirements within the Single Market and rules for consumer protection (DG Health and Consumer). Click here for more information.
- Fighting cartels and preventing the abuse of dominant market positions are the two priorities of the EU anti-trust policy. Click here for more information.

Learn more about what Europe can offer you and your company. Subscribe now for the upcoming and following seminars at www.entrepreneurs-progress.eu/seminars.

European Trade Unions

MAIL MESSAGE

From: Guy Mamaison, European Trade Unions
To: Ramon Miscotas, HoU Social Protection and Social Inclusion Strategy, DG Employment
Cc:
Date: 03/01/201X
Subject: Initiative for enterprises

Dear Mr Miscositas

I am writing to you as the union representative of Mattyl workers in Transyldavia. The company is reportedly close to bankruptcy, and the management is threatening to move some of the main production lines abroad to save costs.

The company's employees have already had to cope with many setbacks over the past few years, and this would be the straw that breaks the camel's back. Too much has already been asked of them and they are in urgent need of more security. I therefore intend to call upon Europe for help. What we suggest is that the company should apply for EFSH funding and should then use the money granted to keep production lines in Transyldavia.

I notice that your name is on the list of speakers for next month's conference on unemployment in Strasbourg – I would like us to meet up to discuss this and other possibilities, and in particular, the many initiatives put forward by DG Enterprise and Industry and DG Internal Market. I have heard that the EU is working on an initiative for SMEs and larger enterprises to harmonise rules relating to company law, contract law, accounting and public procurement. As this could be of great interest not only to Mattyl but also to some of the other companies I represent, I would like to learn more about it.

Kind regards,

Guy Mamaison

Transyldavia Today

Discussion Forum

Printable version

Last week, Liberal delegate Cristoforo Delluci made a plea in the national Parliament to reduce or even scrap minimum wages in order to give our firms an economic advantage, enabling them to become better adapted and prepared for times of economic and financial crisis.

My friends and I have just graduated from university, some of us with a PhD! But why would we look for jobs here? To work hard for little money and without any future prospects? This new proposal from Mr Delluci is yet another illustration of the downward spiral we find ourselves in.

Posted by Ana Karenski on 06/01/201X 16.01

I am president of the local business association in Transyldavia, and I would just like to add that many of us are having difficulty finding the right people to hire, even though we still have quite a lot of vacancies for certain profiles. We have recently had to hire immigrants from the Maghreb and eastern parts of Russia to fill many such vacancies and this is working out fine.

Posted by Robert Patterson on 06/01/201X 15.11

I am one of these so-called youngsters that are causing trouble. I can assure you that many of us have been looking for jobs, however unsuccessfully. The reality is that a lot of jobs are disappearing abroad, and when a job does become available, we are overlooked because we lack the appropriate skills. Why should we even bother any more? I think you will agree that the situation in Transyldavia is pretty hopeless.

Posted by Kasja Henriksson 06/01/201X 12.05

Giorgio, I feel I must add another perspective to your comment. Blaming the problems these youngsters are causing on external factors such as wages seems a bit naïve from your side. As a member of the Chamber of Commerce, I can only suggest that these people take a good look at themselves and go out and find a job like everyone else!

Posted by Romain Gauvin on 06/01/201X 11.58

This shows how out-of-touch some of our politicians are. Last month they revealed figures showing an increase in incidents involving youngsters hanging around and causing trouble and disturbances. Can they really not see the link? As if decreasing minimum wages will not make these problems worse!

Posted by Giorgio Castiglone on 06/01/201X 08.24

You are so right. About 10 years ago, these same politicians convinced us that becoming part of the EU would be a good thing for our country, but look where we are now: dragged down in a crisis with the rest of Europe. If becoming part of Europe was really such a good idea, let Europe now prove it by getting the Commission to put a stop to this ridiculous idea!

Posted by Royce Zandvliet on 05/01/201X 23.02

This is unbelievable. I hope he does not think he will get away with this; the unions will take a firm stand! People are already working for much longer following the government's decision a few years back to put a stop to early retirement. Recent analysis has indicated that almost 20% of the working population is over 50, and now they want to cut wages! Such a lack of respect for hardworking people is mind blowing!

Posted by Antonin Marek on 05/01/201X 19.17

DG EMPLOYMENT

MAIL MESSAGE

From: Mircea Polidentescu, Commissioner Cabinet, DG Employment
To: Ramon Miscotas, HoU Social Protection and Social Inclusion Strategy, DG Employment
Cc:
Date: 04/01/201X
Subject: FW: Urgent request

Dear Ramon,

As discussed earlier, I am forwarding you the mail we received from Transyldavian regional government representative Krystyn Timur on the difficulties faced by the company Mattyl in the Transyldavia region.

As regards poverty, I have not been able to gather all the figures; however; the DG recently issued the first annual review of Employment and Social Development in Europe. The review stresses that, besides people on continuous temporary contracts, the elderly, lone parents and low-work intensity households are at particular risk of poverty and social exclusion. Over 8% of people with a job (the 'working poor') are at risk of poverty.

Improving the employability of older workers and encouraging active ageing are key elements of the 'Older and more active' strategy, the aim of which is to help reach the EU employment rate target of 75% by 201X+12. The strategy provides a framework for EU countries to discuss and share information and to coordinate their policies to increase the employment rate of older workers. In Poland, for example, the '45/50+' programme and the 'Solidarity between Generations' strategy aim to promote employment for older workers in the labour market through action in a number of areas.

Finally, as regards EGSF measures, you should be able to find all the information on the DG's website. Put concisely, the EGSF provides measures that support the re-introduction of people into the labour market. These include financial measures, such as assistance for job-seekers, careers advice, tailor-made training and re-training and promoting entrepreneurship, and measures to provide one-off, time-limited individual support, such as job-seekers' allowances, mobility allowances and allowances for participating in lifelong learning and training activities.

I hope this information is useful.

Best regards,

Mircea

----- Forwarded by mircea.polidentescu@commission.europa.eu - 04/01/201X -----

From:	Krystyn Timur, Representative, Regional government of Transyldavia
To:	Paul Argutis, Commissioner for Employment, DG Employment
Cc:	Mircea Polidentescu, Commissioner Cabinet, DG Employment
Date:	03/01/201X
Subject:	Urgent request

Dear Mr Argutis,

I am taking the liberty of sending you this email because Transyldavia, an important region in Europe, is suffering badly.

Companies are moving away and unemployment is rising. To make matters worse, our source of national pride – Mattyl S.A., the headquarters of which are in Transyldavia – is close to bankruptcy. The company has been one of the largest employers in the region for almost 100 years. I cannot even start to imagine what will happen if this 'institution' disappears. Therefore, I would like to ask the Commission to step forward and do everything in its power to save Mattyl, to ensure that over 1 000 people can keep their jobs and so save Transyldavia from further social disaster.

I consider it my personal mission to prove to the many people who voted for me as a strong believer in Europe that Europe will not let them down. My country has been pumping money into funds such as the EGSF for years; the time has now come to put these funds to use. Since it is only the beginning of the year, I assume that the budget for the EGSF is still largely intact, so I cannot imagine that providing some additional unemployment benefits to the people who will lose their incomes will pose any problems. This has to be done so that we can at least prevent any more people from falling into poverty. In addition, I would like to ask the Commission to put pressure on the banking sector to provide more low-interest loans in order to help Mattyl overcome this crisis and retain as much of the workforce as possible.

Please do not let the people of Transyldavia down; they deserve your help just as much as the people of any other region within the EU.

Yours sincerely,

Krystyn Timur
MEP Transyldavia

Published: 15.12.201X–1

EYE ON THE NEWS
REGIONAL NEWS FIRST

Transyldavia: from beauty to beast?

The once thriving region of Transyldavia is well on its way to becoming our country's main source of concern. The unemployment rate has been around 18 % for more than a year, while the proportion of long-term unemployed is over 45 % and rising.

This region, in which the textile industry dominates, has been in trouble for years. While some companies have moved away, or have at least moved many of their production processes abroad to low-wage countries, many of the more specialised processes have remained. However, as a result of the fast-moving developments in the sector, job requirements have become very specific, and more and more companies have begun to attract experts from abroad.

Moreover, it seems that offering temporary contracts – a measure initially introduced to overcome difficult times – has become the rule rather than the exception, and many people have given up trying to find a steady job. As a result, poverty is rising and the region has been caught in a downward spiral.

Calling on Europe to help seems to be the only way out. Is that not why 80 % of us voted so many years ago to become part of Europe in the first place? Was it not so we could hope for a more prosperous future and benefit from the solidarity between MS if necessary?



Or so that we could at least benefit from shared expertise? In France, the 'solidarity income' *(revenu de solidarité active)*, which has been generally applicable since mid-201X-3, is both a minimum income for those not working and an income supplement for those who have found a new job that pays a wage lower than the allowances they previously received. A possibility for Transyldavia perhaps?

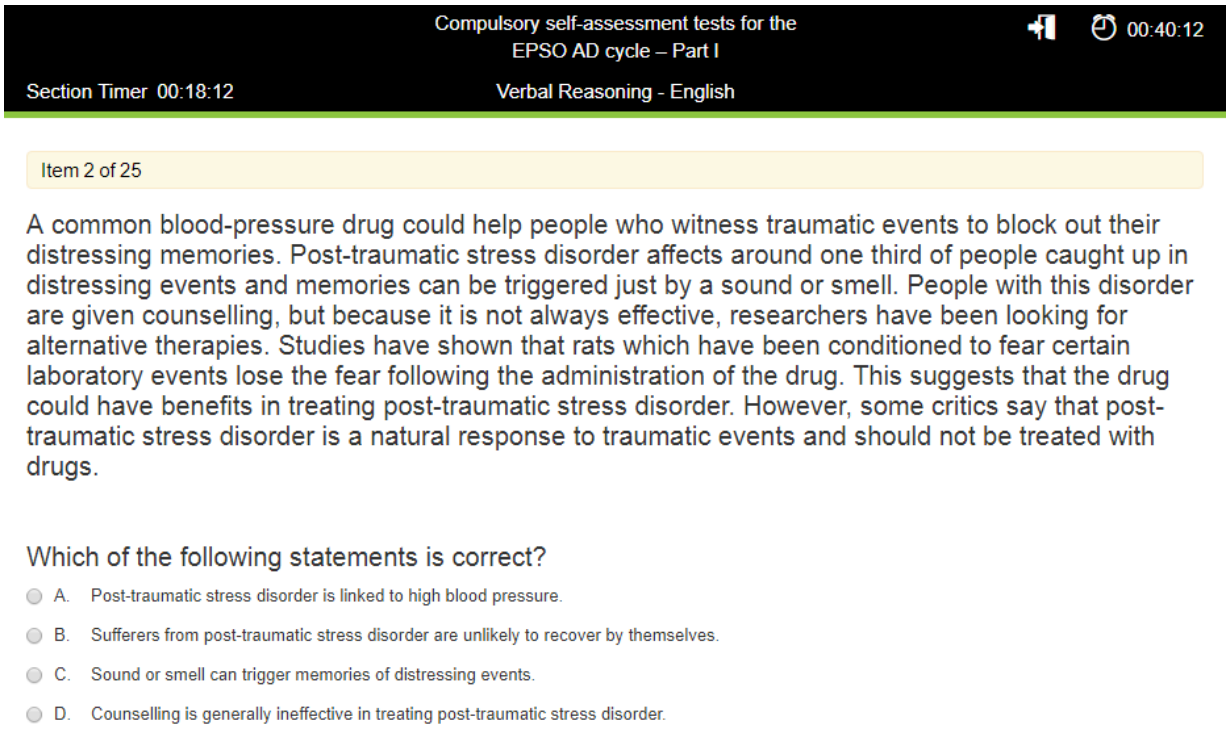
J.D. Jacobs
Eye on the news of 15.12.201X-1

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EPSO model of selection – examples of tests used

1. PRESELECTION

Verbal reasoning test example



Numerical reasoning test example

Compulsory self-assessment tests for the EPSO AD cycle – Part I

00:39:04

Section Timer 00:10:46

Numerical Reasoning - English

Item 11 of 25

R & D expenditure by country							
Country	R&D expenditure (% of GDP)		% of R&D funded by government		Number of patent applications (per million inhabitants)	R&D expenditure (€ million)	GDP per head (€)
	2000	2003	2000	2003	2000	2000	2000
Belgium	1.97	1.89	22.9	23.5	145.6	3 900	19 330
Finland	3.34	3.43	26.2	25.7	350.8	3 725	21 582
France	2.15	2.17	38.7	39.0	139.5	24 075	18 874
Germany	2.45	2.52	31.4	31.2	307.0	41 100	20 261
Netherlands	1.82	1.76	34.2	36.2	246.3	6 075	21 003

In 2000, what was the ratio of GDP in the Netherlands to that in Finland?

A. 1:3

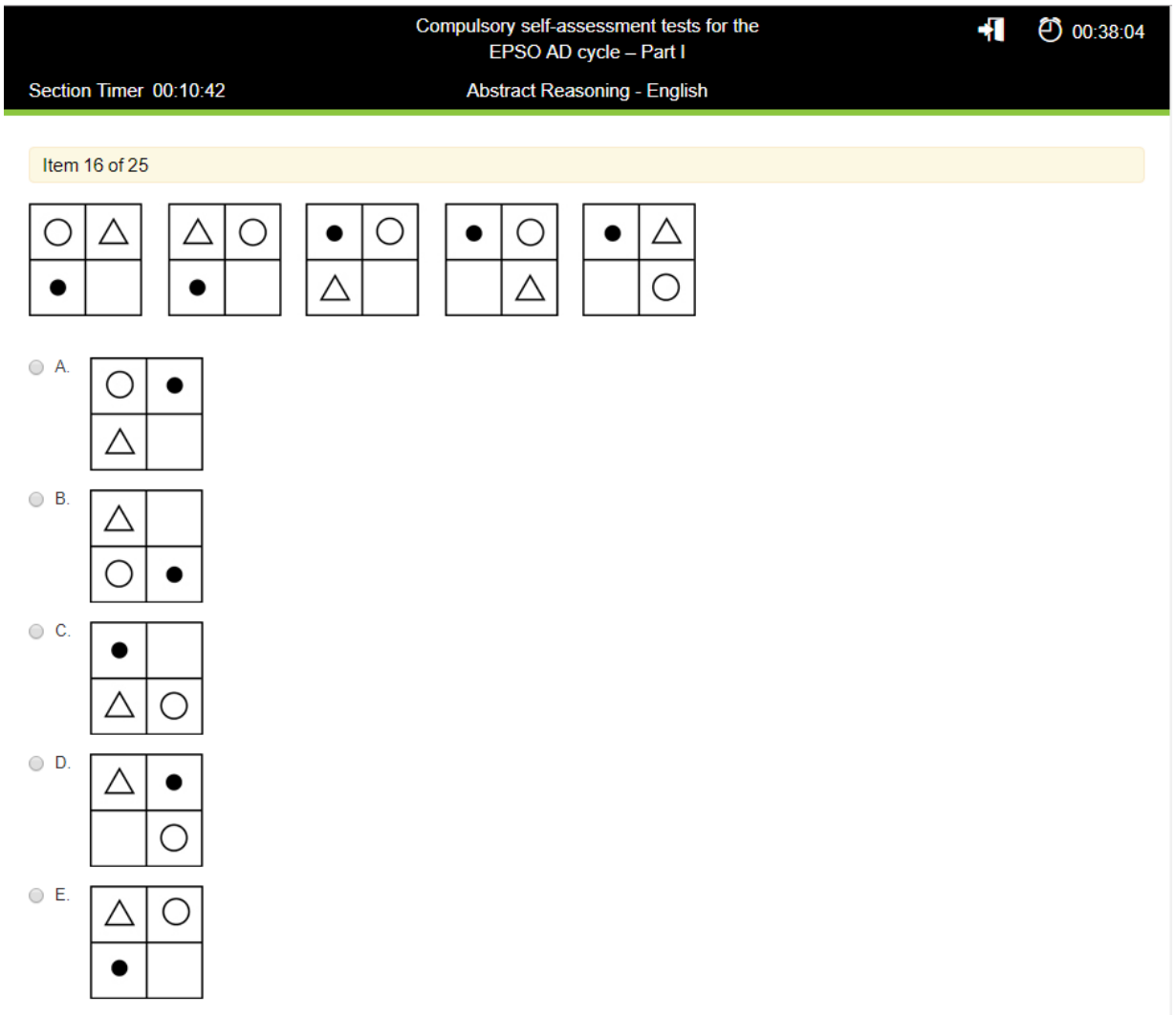
B. 2:3

C. 3:2

D. 3:1

E. None of the above

Abstract reasoning test example



Situational judgement test (SJT) example

Specific Instructions:

This test is designed to provide information on your typical behaviour within work situations.

You will be presented with situations which you could experience at work. Please consider the situation, and then select what you feel is the most effective AND the least effective response or action from the four statements.

1. Please consider the situation, and then select what you feel is the most effective AND the least effective response or action from the four statements.

You have recently been appointed to a position in a new project team. Although you are experienced in the technical aspects of the job, there are aspects of the work that you need to understand. Your job will eventually require internal liaison and collaboration with other project teams. Although your manager has proposed an induction and training period for you, many of the issues you are responsible for require urgent attention.

	Most effective	Least effective
Immediately arrange meetings with those individuals you feel you will need to work with	X	
Quickly try to establish how your objectives will relate to your project manager's objectives		
In the initial stages, make sure that you are doing your job as you understood it from the job description		X
Spend time building your understanding of the team's objectives for the future		

SJT scoring example

Example / Exemple / Beispiel

Scoring

From the multiple choice answers to each question on a work-related scenario, you must
make TWO choices - the most effective action AND the least effective action.
Each question can score between 0-2 points.
The 5 competencies evaluated via the test are:
Resilience, Prioritising and Organising, Analysis and Problem Solving, Working with Others and Delivering Quality and Results.

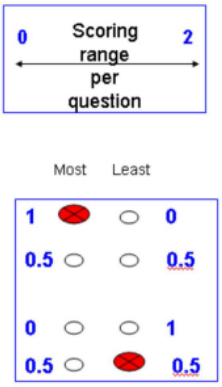
You have recently been appointed to a position in a new project team. Although you are experienced in the technical aspects of the job, there are aspects of the work that you need to understand. Your job will eventually require internal liaison and collaboration with other project teams. Although your manager has proposed an induction and training period for you, many of the issues you are responsible for require urgent attention.

a. Immediately arrange meetings with those individuals you feel you will need to work with. (**Most effective**)

b. Quickly try to establish how your objectives will relate to your project manager's objectives. (Neutral)

c. In the initial stages, make sure that you are doing your job as you understood it from the job description.(**Least effective**)

d. Spend time building your understanding of the team's objectives for the future. (Neutral)



If candidate's most effective option = real most effective option: **1 point**
If candidate's most effective option = real LEAST effective option: **0 point**
If candidate's most effective option = any other real option: **0,5 point**
If candidate's least effective option = real least effective option: **1 point**
If candidate's least effective option = real MOST effective option: **0 point**
If candidate's least effective option = any other real option: **0,5 point**

Si l'action la plus efficace du candidat = l'action la plus efficace correcte: **1 point**
Si l'action la plus efficace du candidat = l'action la MOINS efficace correcte: **0 point**
Si l'action la plus efficace du candidat = une autre action: **0,5 point**
Si l'action la moins efficace du candidat = l'action la moins efficace correcte: **1 point**
Si l'action la moins efficace du candidat = l'action la PLUS efficace correcte: **0 point**
Si l'action la moins efficace du candidat = une autre action: **0,5 point**

Die für den Bewerber effektivste Option = die korrekte effektivste Option: **1 Punkt**
Die für den Bewerber effektivste Option = die am wenigsten effektive Option: **0 Punkte**
Die für den Bewerber effektivste Option = jede andere Option: **0,5 Punkte**
Die für den Bewerber am wenigsten effektive Option = die korrekte am wenigsten effektive Option: **1 Punkt**
Die für den Bewerber am wenigsten effektive Option = die korrekte effektivste Option: **0 Punkte**
Die für den Bewerber am wenigsten effektive Option = jede andere Option: **0,5 Punkte**

Example/Exemple/Beispiel

	le plus efficace/most effective/am effektivsten		Points/Punkte	le moins efficace/least effective/am wenigsten effektiv		Points/Punkte	Total
	Your reply/votre réponse/Ihre Antwort	Correct		Your reply/votre réponse/Ihre Antwort	Correct		
1	C	A	0,5	B	B	1	**1,5**
2	C	C	1	D	D	1	**2**
3	A	C	0,5	C	D	0	**0,5**
4	B	D	0,5	C	C	1	**1,5**
5	A	A	1	D	D	1	**2**
6	C	D	0,5	D	A	0	**0,5**
TOTAL out of/sur/auf 12							**8**

2. E-tray – separate document in EN and ES

To be found on EPSO website:

https://epso.europa.eu/how-to-apply/sample-tests_en

3. ADMISSION - Assessment Centre – a set of separate documents in EN (no ES version available)

To be found on EPSO website:

https://epso.europa.eu/how-to-apply/sample-tests_en

Bandeja Electrónica (e-tray): Administradores

¿Qué es una bandeja electrónica?

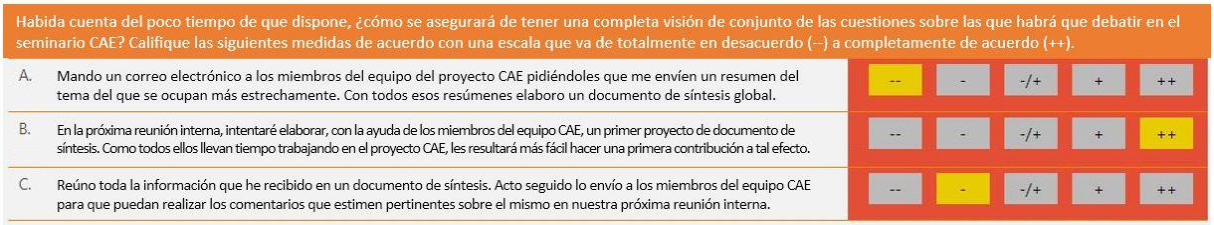
Una prueba de bandeja electrónica es una simulación de una situación de trabajo real y reproduce una bandeja de correo electrónico con información relativa a un tema en particular. Los candidatos tienen que encontrar la mejor solución posible en un periodo de tiempo determinado. El ejercicio se realiza en la segunda lengua del candidato y está diseñado para medir cuatro competencias:

- Análisis y resolución de problemas
- Calidad y resultados
- Determinación de prioridades y organización
- Trabajo en equipo

Los candidatos tienen que responder entre 18 a 21 preguntas relativas a la información proporcionada. Cada pregunta tiene 3 opciones y los candidatos han de clasificarlas de acuerdo con la siguiente escala de 5 puntos. Por ejemplo:

- -	totalmente en desacuerdo
-	en desacuerdo
- +	neutral
+	de acuerdo
++	totalmente de acuerdo

Cada símbolo de clasificación solo puede ser seleccionado una vez por cada pregunta, lo que significa que tendrá que indicar su orden de preferencia (i.e. mejor, mediano, y peor) entre las 3 opciones. Por favor vea el ejemplo abajo.



¿Cómo se puntúa la prueba de bandeja electrónica?

Por cada pregunta, los puntos se atribuyen en función de:

1) la clasificación atribuida a cada opción propuesta en la escala de 5 puntos;

2) el orden de preferencia atribuido a cada una de las 3 opciones en relación con las otras;

3) las competencias evaluadas.

Durante la elaboración del ejercicio, expertos en la materia definen:

1) la clasificación ideal para cada grupo de 3 opciones en relación con cada pregunta;

2) una clasificación de mejor a peor entre las tres opciones.

Este sistema de puntuación es validado por el tribunal de la oposición.

Se puntúa a los candidatos en función de la relación entre la clasificación que ellos proponen y la clasificación ideal definida por el tribunal de la oposición. Las dos notas se combinan para obtener una nota final.

A diferencia de las pruebas interactivas de razonamiento verbal, numérico y abstracto, no hay una sola respuesta correcta o incorrecta para cada pregunta, sino que hay respuestas ideales por competencia definida por pregunta. A diferencia de la prueba de juicio situacional, tampoco hay un rango de puntuación simple por pregunta (por ejemplo, 0-2 puntos).

¿Cómo se calcula la puntuación total y la puntuación por competencia?

No hay una puntuación mínima requerida para este ejercicio. Cada competencia se puntúa sobre 10 y el total se puntúa sobre 40.

Cada competencia se prueba hasta 8 veces y se pueden probar múltiples competencias por pregunta. Las respuestas a todas las preguntas se combinan y vuelven a la para obtener una calificación sobre 10 para cada competencia. Por lo tanto, su puntaje puede incluir un decimal.

La respuesta a cada pregunta debe ser tan honesta cuanto sea posible, ya que las respuestas individuales serán clasificadas de manera distinta dependiendo de las competencias probadas.

Esta prueba se puntúa de manera automática para asegurar la evaluación objetiva de todos los candidatos. Los candidatos con las puntuaciones totales más elevadas accederán a la siguiente fase de la oposición.

¿Qué información reciben los candidatos sobre sus resultados?

Todos los candidatos que completen la prueba de bandeja electrónica reciben su puntuación final combinada. Los candidatos no invitados al centro de evaluación obtendrán sus notas por competencia obtenidas en la bandeja electrónica.

Los candidatos invitados al centro de evaluación obtendrán su puntuación junto con los resultados finales de la oposición (combinados con los otros resultados del centro de evaluación). El tribunal de la oposición recibirá las notas por competencia obtenidas en la bandeja electrónica. Estas notas se tendrán en cuenta de manera conjunta con las notas obtenidas en los otros ejercicios del centro de evaluación, como se indica en la convocatoria, a fin de establecer una nota final por cada competencia.

EPSO no puede proporcionar información detallada sobre los resultados de los candidatos en relación con cada competencia, sus respuestas y las respuestas correctas, o cuáles competencias han sido probadas por pregunta, ya que estas pruebas pueden volver a utilizarse en el futuro y el sistema detallado de calificación está cubierto por el secreto del trabajo del tribunal de la oposición.

¿Por qué se utiliza la bandeja electrónica como parte del proceso de evaluación?

A diferencia de un ejercicio de muestra de actividades profesional, como por ejemplo una presentación donde se pide que se exponga un tema, la bandeja electrónica está diseñada para evaluar conocimiento procedimental, esto es, la medida en que se sabe qué conviene hace en una situación determinada. Este tipo de evaluación proporciona una información muy valiosa al tribunal de la oposición, dado que un candidato que sabe cuáles son las acciones más apropiadas en una situación determinada será capaz de utilizar este conocimiento en el ámbito laboral.

¿Cómo estar seguro de que la prueba de bandeja electrónica responde a las necesidades de las Instituciones?

El ejercicio de bandeja electrónica se elabora por expertos en la materia con una amplia experiencia en el ámbito del ejercicio, las competencias comportamentales y el diseño de pruebas. Como parte del proceso de elaboración, la bandeja electrónica se somete a pruebas exhaustivas, incluso con funcionarios de la UE de grado equivalente. Su contenido final y las respuestas más adecuadas son validados por el tribunal de la oposición.

Está demostrado que el uso de ejercicios como la bandeja electrónica permite predecir con precisión el rendimiento profesional de un candidato gracias a la evaluación objetiva de las competencias requeridas. Los ejercicios de bandeja electrónica se han utilizado para los procedimientos de selección de asistentes (AST) desde 2011 y de administradores (AD) desde 2013. El diseño de este ejercicio es objeto de estrictas medidas de calidad:

- El contenido y la guía de puntación de la prueba de bandeja electrónica son elaborados por expertos en la materia que siguen las mejores prácticas en materia de evaluación de competencias y de diseño de pruebas;
- Antes de utilizarse, el ejercicio es objeto de pruebas exhaustivas para verificar su eficacia y conveniencia en el ámbito de las instituciones europeas;
- El contenido y puntación del ejercicio es validado por el tribunal de la oposición

Ejemplo de las instrucciones estándar para un ejercicio de bandeja electrónica

Importante:

- Se recomienda que conteste las 17 preguntas en un tiempo máximo de **50 minutos**. El tiempo restante disponible será visible en la parte superior de la pantalla a lo largo de todo el ejercicio
- Trabaje con rapidez, pero prestando atención.
- Califique las 3 respuestas con arreglo a la **escala siguiente**:
  -- (totalmente en desacuerdo), - (en desacuerdo), -+ (ni de acuerdo ni en desacuerdo), + (de acuerdo) y ++ (totalmente de acuerdo).
- Solo puede utilizar cada símbolo una vez por pregunta, lo que significa que para responder completamente a una pregunta debe marcar tres símbolos distintos. De esta manera sus respuestas muestran no solo **la calificación que concede usted a cada respuesta individual,** sino también el **orden de preferencia en que coloca las 3 respuestas.**
- Solo se aceptarán las respuestas en las que se hayan calificado las 3 opciones.
- Puede **modificar su respuesta en todo momento** pinchando en otra casilla.
- **Cada pregunta debe considerarse independientemente** – al responder a una pregunta no tiene que tener en cuenta las demás.
- **La navegación por el buzón de correo electrónico y la navegación por las preguntas no están sincronizadas:** la pregunta que está viendo no tiene que referirse necesariamente al correo electrónico que aparece en la pantalla en ese momento. Una pregunta puede guardar relación con múltiples correos o solo con uno.
- Para navegar por el buzón de correo electrónico que aparece en la mitad superior de la pantalla, **pinche en los títulos de los correos** en la parte izquierda.
- Para pasar de una pregunta a otra en la mitad inferior de la pantalla utilice los **botones «Anterior» y «Siguiente» en la parte inferior** de la pantalla.
- Para tener una **visión de conjunto** de las preguntas a las que ha respondido y de las que se haya saltado, pinche en el botón «Resumen». Las preguntas a las que ya ha respondido estarán marcadas. Pinche en el número de la pregunta que desee responder. Si pincha en «Volver» regresará a la última pregunta consultada.

¡Buena suerte!

Pinche en «Siguiente» para comenzar la prueba.

Puede navegar a través de la bandeja de entrada y pasar de una pregunta a otra:

- Para navegar a través de la bandeja de entrada, haga click en los títulos de los mensajes que se encuentran a la izquierda;
- Para navegar a través de las preguntas, utilice los botones "Anterior" y "Siguiente" situados en la parte inferior de la pantalla.

Ejemplo de correos en la bandeja de entrada y pregunta de muestra

BIENVENIDA
Mark Wilson

PUESTA EN MARCHA DEL PROYECTO CAE
Mark Wilson

DE: Mark Wilson, Coordinador del proyecto «La Comisión apuesta por la ecología» (CAE)
A: (su nombre y apellidos)
FECHA: 12/9/201X
ASUNTO: Bienvenida

Estimado/a señor/a (su apellido):

Hasta la fecha, he sido el coordinador del proyecto CAE, siendo la persona habitual de contacto de todos los participantes en él. Sin embargo, no podré culminar esta tarea debido a que tengo que someterme a una intervención quirúrgica, lo que me obligará a estar ausente durante dos meses a partir de mañana.

Le estoy sumamente agradecido por haber accedido a reemplazarme y asumir mis responsabilidades en este proyecto. Se ocupará usted de la coordinación y el seguimiento del proyecto CAE, para lo cual contará con la ayuda del equipo del proyecto. Se trata de una excelente oportunidad para que, como nuevo miembro de la DG CLIMA, entre en contacto con colegas tanto de su servicio como de otros servicios.

Aunque muchos aspectos ya se han tratado, todavía queda mucho por hacer en las próximas semanas. Se ha invitado a todas las partes interesadas a participar en un seminario, que se celebrará el jueves 3 de octubre de 201X, y en el que el equipo del proyecto CAE debe presentar un plan de acción completo y coherente, por un lado, y ser capaz de defender una posición clara ante las partes interesadas, por otro.

Por descontado, me aseguraré de que reciba usted, lo más rápidamente posible, toda la información útil sobre los antecedentes y la situación actual del proyecto. He convocado para el 23 de septiembre de 201X, de 13.00 h a 14.00 h, la próxima reunión interna del equipo CAE. Le ruego que tenga siempre presente que las prioridades deben establecerse teniendo en cuenta sus repercusiones presupuestarias, especialmente en el contexto financiero actual.

Atentamente,
Mark Wilson

BIENVENIDA
Mark Wilson

PUESTA EN MARCHA DEL PROYECTO CAE
Mark Wilson

DE: Mark Wilson, Coordinador del proyecto «La Comisión apuesta por la ecología» (CAE)
A: <Lista de Correos del equipo CAE>
FECHA: 7/8/201X
ASUNTO: Puesta en marcha del proyecto CAE

Queridos compañeros del equipo del proyecto CAE:

La Comisión Europea ha decidido que la lucha contra el cambio climático sea la piedra angular de su Estrategia 2020. Entre otros objetivos, la Estrategia 2020 pretende reducir en un 20 % o incluso en un 30 %, si las condiciones lo permiten, las emisiones de gases de efecto invernadero que son tan dañinas para el clima.

Por ello, la Comisión quiere predicar con el ejemplo y reducir las emisiones de CO_2 causadas por los medios de transporte utilizados por el personal de la Comisión en Bruselas. A tal efecto, ha constituido un equipo encargado de coordinar y seguir el proyecto denominado «La Comisión apuesta por la ecología» (CAE).

Todos vosotros habéis sido seleccionados para formar parte del equipo del proyecto. Así que, ante todo, deseo agradeceros el interés que habéis demostrado por este proyecto. Estoy convencido de que juntos seremos capaces de lograr excelentes resultados.

Con objeto de decidir las acciones que el personal de la Comisión tendrá que llevar a cabo para reducir las emisiones de gases de efecto invernadero, el próximo jueves 3 de octubre de 201X se celebrará un seminario CAE. Nuestro equipo tiene que presentar a las partes interesadas participantes en dicho seminario una serie de medidas concretas y una propuesta de plan de acción para su aplicación por el personal de la Comisión.

Así pues, para poder presentar una propuesta sólida y responder a las posibles preguntas que se planteen durante el seminario, tenemos que comenzar, lo más rápidamente posible, a recopilar información y saber cuáles son las ventajas y los inconvenientes de las diferentes vías de actuación.

Convocaré una primera reunión la próxima semana para que nos conozcamos y podamos comenzar a repartirnos las diferentes tareas.

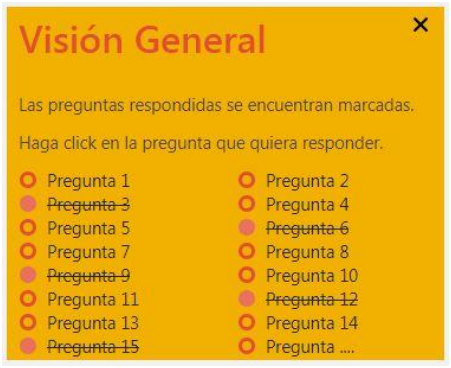
Cordialmente,

Mark Wilson
Coordinador del Proyecto CAE

Habida cuenta del poco tiempo de que dispone, ¿cómo se asegurará de tener una completa visión de conjunto de las cuestiones sobre las que habrá que debatir en el seminario CAE? Califique las siguientes medidas de acuerdo con una escala que va de totalmente en desacuerdo (--) a completamente de acuerdo (++).

A.	Mando un correo electrónico a los miembros del equipo del proyecto CAE pidiéndoles que me envíen un resumen del tema del que se ocupan más estrechamente. Con todos esos resúmenes elaboro un documento de síntesis global.	--	-	-/+	+	++
B.	En la próxima reunión interna, intentaré elaborar, con la ayuda de los miembros del equipo CAE, un primer proyecto de documento de síntesis. Como todos ellos llevan tiempo trabajando en el proyecto CAE, les resultará más fácil hacer una primera contribución a tal efecto.	--	-	-/+	+	++
C.	Reúno toda la información que he recibido en un documento de síntesis. Acto seguido lo envío a los miembros del equipo CAE para que puedan realizar los comentarios que estimen pertinentes sobre el mismo en nuestra próxima reunión interna.	--	-	-/+	+	++

Ejemplo de visión global de las preguntas en un ejercicio de bandeja electrónica



En "Lista" podrá ver de manera global las preguntas que ya ha contestado y las respuestas que pueda haber dejado para contestar más adelante. Las preguntas que ya han sido contestadas aparecerán tachadas. Puede acceder a la siguiente pregunta que quiera contestar haciendo clic en el número de la pregunta de la lista. Si hace clic en la "x" se cerrará la barra lateral.

E-tray: Administrators

What is an e-tray?

An e-tray exercise is a computer-based simulation of a real work situation and replicates an email inbox which contains information relating to a particular issue. Candidates need to find solutions in the best way possible within a fixed amount of time. The exercise is taken in language two of the candidate and is designed to measure four competencies:

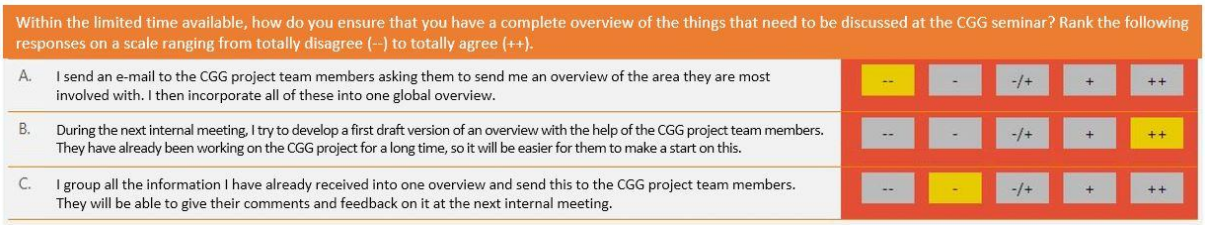
- Analysis and Problem Solving
- Delivering Quality and Results
- Prioritising and Organising
- Working with Others

Candidates are presented with 17 to 21 questions based on the background information provided in a number of emails.

Each question has 3 options and candidates are requested to rank each of the options using a 5-point scale, for example:

- - totally disagree
- disagree
- + neutral
- \+ agree
- \+ + totally agree

Each ranking symbol can only be selected once per question, which means that you will have to indicate your order of preference (i.e. best, middle, and worst) among the 3 options. See example below.



Within the limited time available, how do you ensure that you have a complete overview of the things that need to be discussed at the CGG seminar? Rank the following responses on a scale ranging from totally disagree (--) to totally agree (++).					
A. I send an e-mail to the CGG project team members asking them to send me an overview of the area they are most involved with. I then incorporate all of these into one global overview.	--	-	-/+	+	++
B. During the next internal meeting, I try to develop a first draft version of an overview with the help of the CGG project team members. They have already been working on the CGG project for a long time, so it will be easier for them to make a start on this.	--	-	-/+	+	++
C. I group all the information I have already received into one overview and send this to the CGG project team members. They will be able to give their comments and feedback on it at the next internal meeting.	--	-	-/+	+	++

How are the questions scored?

The points awarded for each question are based on:

1) how you rank each option on the 5 point-scale;
2) your order of preference for the 3 options;
3) the competencies being tested.

As part of the development process, Subject Matter Experts (SME's) defined:

1) the ideal ranking for each set of 3 options for each question, and;

2) the order of preference for the three options.

This scoring system is agreed by the Selection Board.

Marks are awarded according to how closely your answers are to the ideal ranking and the order of preference defined by the SME's and the Selection Board. Both are combined to give the final score.

Unlike the verbal, numerical and abstract reasoning, there is no single right or wrong answer for each question rather there are ideal answers per competency defined per question. Unlike the situational judgment test, neither is there a simple scoring range per question (e.g. 0-2 points).

How is the total score and score per competency calculated?

There is no pass mark for this exercise. Each competency is marked out of 10 and your total score is marked out of 40.

Each competency is tested up to 8 times and multiple competencies may be tested per question. Your responses to all of the questions are combined and then rescaled to give a mark out of 10 for each competency. Your score may therefore include a decimal place.

You should try to answer each question as honestly as possible, as individual answers will score differently depending on the competencies tested.

The test is automatically scored to ensure objective assessment for all candidates. The candidates with the highest total marks qualify for the next stage of the competition.

What feedback do candidates get on their performance?

All candidates who complete the e-tray will receive their total combined score. Candidates not invited to the Assessment Centre will receive a breakdown of their score per competency with the results of their e-tray.

Candidates invited to the Assessment Centre will receive the results of the e-tray exercise together with their final competition results. The Selection Board will be provided with the scores per competency achieved in the e-tray. This information will be used in conjunction with the candidates' performance in the other Assessment Centre exercises, as set out in the Notice of Competition, in order to establish a final score per competency.

EPSO does not give any further detailed information on candidate performance against each of the competencies, nor provide their replies and the correct answers, nor which competencies were tested per question, as these tests may be reused in the future and the detailed scoring system is covered by the secrecy of the work of the Selection Board.

Why is the e-tray being used as part of the assessment process?

Unlike a work sample exercise, e.g. a presentation exercise where you are asked to present on a topic, an e-tray is designed to assess procedural knowledge which is the extent to which you know the right thing to do in a given situation. This type of assessment provides very valuable information for the Selection Board, as

a candidate who is aware of the most appropriate action within a scenario will be able to use this awareness when recruited and required to perform within the role.

How can candidates be confident that the e-tray represents what is required in the institutions?

The e-tray is developed by subject matter experts with a broad expertise in the field of the particular exercise in behavioural competencies and in test design. As part of the development process, the e-tray undergoes comprehensive testing and development, including with EU officials of an equivalent grade. The final content and most suitable replies are validated by the Selection Board.

The e-tray is being used as exercises of this type have been shown to accurately predict job performance through objective assessment of the relevant competencies. E-trays have been used for selection procedures for assistants (AST) since 2011 and administrators (AD) since 2013. Stringent quality assurance was built into the design of the exercise:

- Subject Matter Experts developed the content and scoring guide for the e-tray informed by best practice in competency and test design;
- The exercise was extensively trialled before it was used to ensure it worked effectively and was appropriate for use in the European institution context;
- The exercise content and scoring was validated by Selection Board.

Example of instructions for an e-tray exercise

Please pay attention to the following:

- You are advised to answer all 17 questions, within 50 minutes. The time remaining will be visible at the top of the screen during the whole exercise.
- Work quickly, but carefully.
- Rank the 3 responses on the **scale indicated in the question**: -- (totally disagree), - (disagree), -+ (neutral), + (agree) and ++ (totally agree).
- Each ranking symbol can only be selected once per question, which means that every complete answer must contain a combination of 3 different symbols. In this way, your answers indicate not only **what ranking you assign to each individual response**, but also your **order of preference among the 3 responses**.
- Answers will only be recorded if you have ranked all 3 responses.
- You may **change your answer at any time** by clicking on another button.
- **Each question must be considered on its own** – when answering one question you do not need to take the other questions into account.
- **Navigation through the mailbox and navigation between the questions are separate.** So the question you see is not necessarily linked to the e-mail that is visible on the screen at that time. A question can be related either to several e-mails or just to one.
- To navigate through the mailbox displayed in the top half of the screen, **click on the e-mail titles** at the left.
- Only use the **'Previous' and 'Next' buttons at the bottom** of the screen to navigate between the questions in the bottom half of the screen.
- To see an **overview** of the questions you have already answered and the questions you have skipped, click on the 'Overview' button. The questions you have already answered are marked with a tick. Click on the number of the question that you want to answer. Click on 'Previous' to return from the overview to the last question you viewed.

Good luck!

Click 'Next' to start the exercise.

You can navigate through the mailbox and between questions:

- To navigate through the mailbox, click on the email titles at the left;
- To navigate through the questions, use the 'Previous' and 'Next' buttons at the bottom.

Sample Test

Example of emails in the mailbox and one sample question

WELCOME
Mark Wilson

CGG KICK-OFF
Mark Wilson

From: Mark Wilson, Commission Goes Green (CGG) Project Coordinator
To: (your name)
Date: 12/09/201X
Subject: Welcome

Dear (your name),

Up to now, I have been coordinator of the CGG project, acting as the general contact person for everyone involved. However, I will not be able to complete the task myself because I will be off work for two months as from tomorrow in order to undergo surgery.

I am very grateful to you for agreeing to take over my responsibilities in this project. With the help of the project team, you will be responsible for the coordination and follow-up of the CGG project. This is an excellent opportunity for you, as a new member of staff in DG Climate, to get to know people from both your own and other sections.

Although many aspects have already been taken care of, a lot still remains to be done in the coming weeks. All relevant stakeholders have been invited to a seminar on Thursday 3 October 201X at which the CGG project team needs to (a) present a complete and solid action plan and (b) be able to defend a clear position to the different stakeholders.

I will, of course, ensure that you receive all background information and details on the current state-of-play as quickly as possible. I have already scheduled the next internal CGG project team meeting for 23/09/201X from 1 to 2 pm. Please keep in mind that priorities should be set based on their budgetary implications, especially in the current financial situation.

Kind regards,
Mark Wilson

WELCOME
Mark Wilson

CGG KICK-OFF
Mark Wilson

From: Mark Wilson, Commission Goes Green (CGG) Project Coordinator
To: <ALL CGG Project Team>
Date: 07/08/201X
Subject: CGG Kick-off

Dear CGG project team members,

The European Commission has decided to make dealing with climate change the cornerstone of the EU 2020 strategy. This strategy includes, among other objectives, the goal of reducing the greenhouse gas emissions that are having such a serious impact on the climate by 20 % or even 30 % if the conditions are right.

The Commission therefore wants to set an example by reducing the transport-related CO2 emissions generated by Commission staff in Brussels and has set up a 'Commission Goes Green' (CGG) project team to coordinate and follow up on this.

You have all been appointed as project team members. So first of all, I would like to thank you for your interest in the project. I am convinced we will be able to achieve great results together.

In order to decide on the actions that Commission staff should take to reduce greenhouse gas emissions, a CGG seminar will take place on Thursday 3 October 201X. At the seminar our project team needs to present a proposal to the relevant stakeholders on the specific policies and actions to be taken by staff.

This means that in order to be able to present a solid proposal and answer the different questions during the seminar, we will have to start collecting information and understanding the advantages and disadvantages of all the possible courses of action as soon as possible.

I will schedule a first meeting next week, so that we can get to meet each other and start sharing out the tasks.

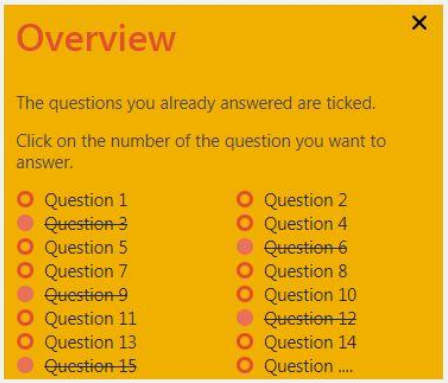
Kind regards,

Mark Wilson
Project Coordinator CGG

Within the limited time available, how do you ensure that you have a complete overview of the things that need to be discussed at the CGG seminar? Rank the following responses on a scale ranging from totally disagree (--) to totally agree (++).

A.	I send an e-mail to the CGG project team members asking them to send me an overview of the area they are most involved with. I then incorporate all of these into one global overview.	--	-	-/+	+	++
B.	During the next internal meeting, I try to develop a first draft version of an overview with the help of the CGG project team members. They have already been working on the CGG project for a long time, so it will be easier for them to make a start on this.	--	-	-/+	+	++
C.	I group all the information I have already received into one overview and send this to the CGG project team members. They will be able to give their comments and feedback on it at the next internal meeting.	--	-	-/+	+	++

Example of the overview of questions for an entire e-tray



An overview of the questions that you have already answered, and of the questions you may have temporarily skipped, can be found in 'Overview'. The questions you have already answered will be crossed out. You can access the question you want to answer next by clicking on the number of that question in the overview. Clicking on 'x' will close the sidebar.