

D2.6 – Creative Diversity Management Communication Guidelines

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HEY PEOPLE PROJECT

A BRIEF SUMMARY

Gender segregation across sectors and occupations and across fields of study is a well-documented, deeply rooted inequality in the EU. Women still account for the majority of employment in education and human health and social work (over 70 %) and also of services, sales and clerical support workers (over 60 %). Children are exposed to gender roles from an early age.

First and foremost, children and young people are exposed to gender roles in their immediate environment through their parents, peers and teachers, but also through educational resources, media, and popular culture. Traditional gender stereotypes about roles in the professional life are perpetuated on social media and are often exacerbated online; online behavioural advertising is only an example of how social media reinforces these harmful gender stereotypes.

HEY PEOPLE! project intends to tackle gender stereotypes among young people with a focus on stereotyped representations of professional roles and career opportunities on social media.

MAIN OBJECTIVES

- to fight gender stereotypes on social media, with particular attention to stereotypes influencing career choices of young people;
- to raise awareness about the existing online mechanisms which reinforce gender stereotypes related to the professional roles;
- to promote a different way of communicating/representing gender roles related to career opportunities on social media.

MAIN TARGET GROUPS



1

HEY PEOPLE intends to improve the “gender competences” of YOUNG PEOPLE helping them to tackle gender stereotypes and stereotyped representations of professional roles and career opportunities on social media.

2

The project wants to improve the EDUCATORS/TRAINERS competences who will take part in all the training/workshop activities promoting a changing of perspective in the communication of gender roles related to the labour market.

3

HEY PEOPLE would like to develop skills of the STAKEHOLDERS and the key target groups (i.e. HR managers and responsible of Labour policies in private/public agencies and authorities, formal and informal education sector and enterprises) starting from the content of the “Creative Diversity Management Communication Guidelines” which will help them in avoiding gender stereotypes in relation to professional roles.

SCOPE OF THE GUIDELINES

HEY PEOPLE! project intends to tackle gender stereotypes among young people with a focus on

stereotyped representations of professional roles and career opportunities on social media. Children and young people are exposed to gender roles in their immediate environment through their parents, peers and teachers, but also through educational resources, media, and popular culture. Traditional gender stereotypes linked to roles in the professional life are perpetuated on social media, having an impact at young's people choices.

The creation of the guidelines kit “**Creative Diversity Management Communication guidelines**” is developed to provide guidance on how to communicate in an alternative way the gender roles related to the professional environment and labor market. The practical guidelines presented in the current guide, recommend practical methods and tools on how to implement workshops for social media communication analysis and other creative workshops.

The Guidelines KIT: “Creative Diversity Management Communication guidelines” is designed to support educators, trainers, HR

managers in promoting gender equality in workspaces through communication. It is developed in three main sections:

Section n.1 - Gender Role representations in professional environment and media.

Section n.2 - Develop alternative communications/stories for genders in professional roles.

Section n.3 - Practical guidelines and tools for workshops on social media communication analysis.

Section n.4 - Exercise examples for social media communication analysis.

TARGET

The GUIDELINES has been designed to support educators, trainers, HR specialists and communication stakeholders in awareness raising and education activities focused on gender stereotypes in social media and online communication.

Section 1

Gender Role representations in professional environment and media.



Introduction

In corporate environments, gender stereotypes manifest as preconceived notions that subjectively assign characteristics and roles based on gender. These gender stereotypes can hinder the highest potential of individuals' talents and abilities, impacting their educational, professional, and life experiences. Stereotypes surrounding women are both a result of and a contributor to deeply embedded biases and prejudices which perpetuate historical power dynamics favouring men and hinder the progress of women across time. Additionally, unconscious gender biases often manifest in our language usage, leading individuals to inadvertently perpetuate these stereotypes even if they do not consciously hold such beliefs. The current depiction of professional roles is even worse for gender identities that are not aligned to a binary framework since professional representation of non-binary or gender non-conforming individuals is frequently constrained.



Gender stereotypes in media

Media play a critical role in the reproduction of gender stereotypes as a massive medium of cultivating mindsets. Some of the most often stereotyped representations related to professional competences, are when men are depicted as assertive, ambitious, dominant, independent, self-assured, and inclined towards leadership roles while for women often are related to common traits, portraying them as caring, supportive, empathetic, nurturing, and gentle. Moreover, women are underrepresented in leadership roles in public and corporate sector, with a remarkable absence of female representation in government positions.

In regards to professions, women are frequently assumed as being more naturally inclined towards nurturing roles, such as those in healthcare, caregiving, and teaching and men are better suited for technical roles, particularly in STEM fields such as engineering and computer science. Such representations are often promoted in corporate platforms, conferences, universities and social media related to professional careers. Biased visuals and partial depiction of specific demographic groups through stereotypical or discriminatory lenses exists with the portrayal of young, conventionally attractive individuals, both male and female, in job advertisements for certain professions, potentially hindering the consideration of candidates who do not align with these depicted standards.

Disparities in representation between men and women persist across various platforms, including social media, sports, news programming, and regional and national contexts. Men tend to be overly represented, while women are often depicted in stereotypically feminine roles, with an emphasis on their appearance

and objectified roles. This pattern extends to realms such as video games, advertising, and product marketing, impacting more generations.

Additional resources

[Women's situation in the labour market](https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/women-labour-market-work-life-balance/womens-situation-labour-market_en)

https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/women-labour-market-work-life-balance/womens-situation-labour-market_en



Section 2

Develop alternative communications/stories for genders in professional roles.

Introduction

Communicating gender roles in professional fields in an alternative way is a challenge to traditional stereotypes that impose certain occupations as being more suitable for one gender over another. This is directly related to women's under-representation in workspaces and in leadership roles. Moreover, this barrier exists to all genders that aspire to a professional career path that is dominated by stereotypes.

To create effective communications and storytelling, tackling the gender roles in the working environment, a set of tools is developed and various approaches that are analysed below.

A. Creating a narrative/ storytelling

Theory of the key elements to create a narrative (according to basic literature theory) outline the key elements: Theme, characters (main character, antagonist, secondary character/ally), plot, conflict, setting, point of view. The different elements are presented below:

1. **Theme** is the **central idea** or message that the author wants readers to understand. It is the author's commentary on a subject and is created through various literary elements.
2. **Plot** refers to the **narrative's structure** as it progresses through time. It typically follows a traditional structure consisting of exposition, rising action, climax, falling action, and denouement.
3. **Characters** are the individuals involved in the narrative, and the process of creating them is called characterization. The protagonist is the main character often seen as the hero, while the

antagonist opposes the protagonist. Character analysis focuses on understanding their motivations and how they evolve throughout the story.

4. **Conflict** refers to the issues or challenges that characters in a story face, shaping the narrative's structure. There are four general types of conflicts: person vs. person, person vs. self, person vs. nature, and person vs. society. The interaction between characters and conflict drives the story's central effect and conveys its meaning.
5. **Setting** refers to the time and place where the story unfolds. It can serve symbolically or as a backdrop for the narrative.
6. **Point of view** refers to the perspective from which the story is told, including first-person, third-person limited, and third-person wise narrators.

First-person narrator: Tells the story from the viewpoint of one or more characters, using "I" or "we."

Third-person limited narrator: Provides an external perspective limited to the thoughts and experiences of one character, using "he," "she," or "they."

Third-person wise narrator: Offers an external perspective with unrestricted access to the thoughts and actions of all characters.
7. **Style** encompasses the writer's use of language, including diction, voice, tone, and sentence structure, which contribute to the story's effect and meaning.

| Elements | Guidelines to Narrative development |
|------------|--|
| Theme | Identify the subject of the story and ask what the creator is trying to convey about this subject. Analyse the literary tools used to develop the theme. |
| Plot | Examine the relationship between the events of the story and how they contribute to the theme. Explore how the actions of the plot inform the overarching message of the narrative. What does the main character want to achieve? |
| Characters | Investigate the motivations of each character and how they undergo growth or transformation. Consider what their development, or loss reveals about the theme of the narrative. Who is the bad character, who is the protagonist and who is a supportive role? |

| Elements | Guidelines to Narrative development |
|----------------|--|
| Conflict | Analyze how the conflict impacts the main characters, considering their development and changes throughout the narrative. Explore how the conflict is resolved and what this resolution reveals about the theme. Reflect on the ways in which the conflict shapes the characters' journey and contributes to the overall message of the story. |
| Setting | Analyze how the setting influences the theme of the story. Consider how the location, time, and date impact the characters' responses to conflict. |
| Point of view: | Evaluate whether the narrator's perspective is inner or outer and why the author chose this point of view. Reflect on how the story would change if told from a different viewpoint |
| Style: | Assess the complexity of the language and sentence structure and why the writer made these stylistic choices. Consider how these choices enhance or diminish the story's impact. |

Video Examples

| | | |
|--|--|--|
| <p>1. What works for you? Breaking down career choice stereotypes</p> <p>https://www.youtube.com/watch?v=R0wni0rOOQc</p> | | |
| <p>2. Quizz? Who is the CEO?</p> <p>https://www.youtube.com/watch?v=XhxJgyyJMrw</p> | | |
| <p>3. The Anti-Fairytale of Gender Stereotyping</p> <p>https://www.youtube.com/watch?v=Cmq8cZCElVE</p> | | |



B. Applying Inclusive communication Language.

Language reflects the attitudes, behaviours and norms within a community. Inclusive communication language is the use of and terminology that respects and includes diverse identities, experiences, and perspectives. It is the use of language, images, other symbols and modes of communication, which are non-discriminatory, gender-neutral and foster respect for the characteristics of people belonging to specific social, ethnic, racial or other groups, e.g. people with disabilities, LGBTIQ+, older people, people from ethnic or racial minorities, etc.). The use of an inclusive language in communications nurtures equality in gender representation, while the use of offensive terms may perpetuate stereotypes or discrimination.

The main approaches defined by European Institute for Gender Equality is the use of gender-sensitive, gender neutral and the avoidance of gender discriminatory or biased language.

Gender-sensitive language: is when gender equality made manifest through language. Gender equality in language is attained when women, men and those who do not adapt to the binary gender system, are addressed through language as persons of equal value, dignity, integrity, and respect. This is applied by the use of all gender's pronouns, instead of using the male as inclusive.

Gender-neutral language: This does not define a gender-specific and considers people in general, with no reference to women or men. It is also called gender-blind language. The purpose of gender-neutral language is to avoid word choices which may be interpreted as biased, discriminatory or demeaning by implying that one sex or social gender is the norm. Using gender-fair and inclusive language also helps reduce gender stereotyping, promotes social change and contributes to achieving gender equality. One potential benefit of gender-neutral language is that it can be more inclusive to those who do not identify in a binary way with one gender. This is applied with the reference to a "person" or the use of "they".

Gender-discriminatory language (sexist language): The opposite of gender-sensitive language. It includes words, phrases and/or other linguistic features that assigns gender when gender is unknown or irrelevant as a result, foster stereotypes or degrade or ignore women or men. At its most extreme it fails to treat the genders as equal in value, dignity, integrity and respect. Moreover, this language which casts the male as the generic norm and keeps women from being visible in public life.

Gender stereotyping can also manifest in the language used to describe job roles. For example, using words like "competitive," "assertive," and "confident" in job descriptions can discourage women from applying for those roles, as these traits are often associated with masculinity. On the other hand, using words like "collaborative,"

"supportive," and "empathetic" can encourage a more diverse pool of candidates to apply. Therefore, is important to promote the use of each term in an inclusive approach



Materials / tools

| TOOL | DESCRIPTION |
|---|---|
| <u>Gender Equality Glossary and Thesaurus</u> | A glossary focused on terms related to gender equality. It aims to promote a common understanding of gender equality terms across the EU and to promote fair and inclusive language to improve equality between women and men. |
| <u>Toolkit on Gender-sensitive Communication</u> | A useful tool for policy makers, legislators, media and anyone else interested in make communication more inclusive (examples, guidelines, exercises, etc.) |
| <u>WIPO- Guidelines on Inclusive language</u> | A guide that contains strategies and tips to encourage the use of non-discriminatory language in World Intellectual Property Organisation (WIPO) in line with the fundamental values of the United Nations regarding equality and diversity. |
| <u>Inclusive Communication- CIPE</u> | Center for International Private Enterprise (CIPE) Inclusive Communication document for women’s economic empowerment, serves as a review consolidating current standards and practices as defined by multilateral international and humanitarian organizations for more inclusive English-language communication. |
| <u>GENDER-NEUTRAL LANGUAGE in the European Parliament</u> | The purpose of these guidelines for the European parliament is to encourage the administrative services to give due consideration to the issue of gender sensitivity in language whenever writing, translating or interpreting. |



C. Applying diverse representation.

Visual elements encompassing pictures, graphics, videos, and audio materials, apply considerable influence over perceptions, attitudes, and the trajectory of social change. These elements serve as pivotal instruments in the interpretation of the world, shaping individual cognition and behavioral shifts, since the exposure to short stories is increasingly high today, especially to young people. A piece of communication story is gender-discriminatory if the people depicted in images are only presented in stereotypical ways (i.e. female home makers, male builders,

male CEOs). When selecting imagery for various communication types and storytelling, it is imperative to consider the following inquiries:



- ✓ Incorporate visuals that promote diversity and avoid those that perpetuate gender stereotypes. For instance, refrain from depicting men solely in suits and women exclusively in skirts to symbolize professional roles, or men in technical roles or leadership ones.
- ✓ Frequently, specific colors are arbitrarily assigned to particular genders, as exemplified by the association of pink with women and blue with men. When crafting communication materials, it is essential to examine the colors employed and avoid using color as a simplistic representation of gender for example pink and blue.
- ✓ Ensuring that communication materials are accessible to all as providing alternative formats like braille or audio recordings, and using inclusive design principles for websites, documents, and presentations.
- ✓ Recognize that individuals have multiple intersecting identities (such as race, gender, sexuality, ability, etc.) and consider how these intersecting identities are equally represented in audio and visual elements, to visualise intersectional diversities.

D. Sharing Positive Examples and inspire by example.

Highlighting examples who challenge gender norms within the labor market by spotlighting their achievements. Narrating the achievements of persons who have excelled in domains historically dominated by one gender. Highlight the challenges they faced and how they overcame them and show how their success has benefited the company and the broader community. Alternatively, develop the creation of an imaginary story or a character-driven narrative, sharing the journey of confronting and overcoming gender stereotypes. By showcasing the accomplishments of individuals, awaken inspiration among others to commence into similar career routes. Seek inspiration within your local community or professional sphere, drawing from the industry in which you are engaged or from a revered role model whom you admire.

A common example is to empower women participation in STEM professions, that are still male dominant. Exposing a young woman to a professional role-model instantly creates the potential to this person of reaching this role.

... Inspiring examples for professional gender roles

| | | |
|---|--|--|
| <p>1. A Class That Turned Around Kids' Assumptions of Gender Roles!</p> <p>https://www.youtube.com/watch?v=G3Aweo-74kY</p> |  | |
| <p>2. The Woman Behind ChatGPT: Mira Murati's Inspirational Story (OpenAI's Mastermind).</p> <p>https://www.youtube.com/watch?v=ok1v4TrkSWI</p> |  | |

☑ E. Selection of media/ social media

Using a variety of media channels allows for consistent messaging across different platforms and reinforcing key messages to various audience groups. People prefer to absorb information in different ways and by using diverse media elements such as text, images, videos, and audio and through different media platforms as social media, digital platforms, blogs, printed media or tv.

Different media formats can capture attention and engage audiences in different ways, for example, visual content like infographics or videos may be more engaging and shareable on social media platforms than plain text. In regards to generations, there is a big diversity in the social media that each generation uses. For example, Tiktok and Instagram are the preferable platform for younger generations, while facebook is more relevant for people over 40 years old, based on the analysis presented in D2.5. Therefore, the design of a communication should include a selection of impactful social media platforms with engaging content:

| | |
|---|---|
| <p>Communication Tactics:</p> | |
| <p>✓ Selection of Communication channel</p> | <p>Select the channel that is relevant and creates an impact to the target audience:</p> <ul style="list-style-type: none"> - Printed material: leaflet, posters, brochures) Television Radio - Digital platforms: Websites social media email - In-person communication and events |
| <p>✓ Selection of Social Media</p> | <p>Select the platform that your target audience is engaging most:</p> <ul style="list-style-type: none"> - Facebook - Youtube - Instagram |

| | |
|-----------------------|---|
| | <ul style="list-style-type: none"> - LinkedIn - TikTok - (X) Twitter |
| ✓ Content development | Select the material that the target audience is mostly engaging with: texts, images, videos, audio, emoticons and all elements of social media platforms. Develop alternative content that is promoting gender equality, against stereotypes. |

Materials / tools

Social media channel characteristics:

| Social Media Platform | Unique Features/Languages Used | How the job market actors use the social |
|-----------------------|--------------------------------|--|
| 1. Facebook | Hashtags | used within a post on social media to help those who may be interested in your topic to be able to find it when they search for a keyword or particular hashtag |
| | Emojis | used to communicate more effectively, capture attention, convey tone and emotion, make your messages more memorable, and increase engagement with your audience. |
| | Abbreviations | used to save time, avoid typing and ensure a social media post stays within a certain character limit. |
| | NewsFeed | Helps the user see contents from his Facebook friends and pages he follows; |
| | Messenger for messaging | Timeline where it shows the user's information and content posted or shared |
| | The Wall | A space for the user's content |
| | Search (Watch party on Groups) | Used to look for topic related videos on Facebook |
| | Pages (Watch party on Groups) | Used to choose a video from your page |
| | Watched | Used to select videos that you have previously watched on Facebook |
| | Groups | Used to select a video that you have posted in your group |
| | Live | Used to go live into the party |

| Social Media Platform | Unique Features/Languages Used | How the job market actors use the social |
|-----------------------|---------------------------------------|---|
| | Saved | Used to choose from your previously saved videos |
| | Suggested | Used to pick from a selection of videos |
| | Friends | Used to list and organise friends on facebook |
| | Comments | one of the best forms of engagement for any company, because they indicate that your follower has taken the time to think about and write a response to your content |
| | Notifications | meant to keep users informed of activity on Facebook, such as new messages, friend requests, comments, and likes on their posts. |
| | Messages and inbox | Read and reply to messages from a mobile device or your computer. Save time by using a single surface to manage communication. |
| 2. LinkedIn | Showcase Page | Used to set up dedicated pages for your services, products, sub-brands, or company initiatives, a great feature to fragment your audiences (according to size and audience needs) and produce a highly targeted product and content for them. |
| | Carousel Post | Allows for embedding of multiple images and videos in a single post |
| | Live Videos | Used to share your thoughts or broadcast events, news, launches, conferences, and more. |
| | Open to work and Hiring frames | Once you activate these tags, people see your profile and instantly know that you're hiring or finding work actively. This increases the chances of meeting your ideal job candidates and opportunities quickly. |
| | Private mode | Hides your visit to a profile. You could use this feature for competitor's analysis — their network, content strategy, news and updates, and more. |
| | Message without connecting | Enables sales prospecting (where you want to interact with potential buyers) or when you're approaching prospective candidates. |
| | Create polls | Helps in making a quick and engaging way to get feedback from your LinkedIn network. Poll results offer an easier way to accumulate and analyse responses. |
| | Vide Meetings | You can host one-on-one and group meetings right on LinkedIn or with integrated service providers. |

| Social Media Platform | Unique Features/Languages Used | How the job market actors use the social |
|-----------------------|--|---|
| | Notify employees | When you post something on LinkedIn, you can notify your employees about it. For one, this keeps them informed about everything important — celebratory occasions, new ventures, news updates, and more. |
| | LinkedIn Product page | A subdivision of the LinkedIn Company Page and can be created to spotlight your products and build a community around them. |
| | LinkedIn newsletter | Are a great way to develop credibility on a subject matter, grow engagement levels, and expand your audience. |
| 3. Instagram | Filters | Enables your content to be consistent in terms of brand image and style. This way, your followers will be able to identify your content and get to know your signature look. |
| | Instagram Live | Its transient nature, there is a sense of urgency among users to watch your live broadcast before it disappears. It is used to your advantage. Offer promotions, discounts or giveaways during your live broadcast, |
| | IGTV | In terms of marketing it's great for promoting products, creating how product tutorials and for sharing news |
| | Stickers and quizzes | From emoji sliders, to polls and GIFs, these added extras can help you interact with your followers in innovative new ways, and increase engagement. |
| 4. Tiktok | Tease a new product or campaign | Teasing a product is a great way that helps build anticipation for your upcoming projects. |
| | Use of the question and answer section | When it's enabled, your audience can flag their comments as questions, making it easier for you to respond with a video or text reply. |
| | Tell a story | Employers use it to share stories you've been captivated by and spotlight employees, role models, or game-changers in your industry. |

Section 3

Practical guidelines and tools for workshops on social media communication analysis.



Introduction

Creating impactful workshops is important in establishing innovative concepts that challenges societal norms. Through the workshops of HEYPEOPLE! Intervention model to diverse audience in terms of age, gender, ethnicity, professions, beliefs and other, and through the collaborative expertise of partners, a methodology has been shaped for designing and implementing effective workshop for communication and social media impact regarding gender stereotypes, as it provides a systematic approach to workshop planning, organization, and execution.



Framework to effective workshops

The methodology applied to Intervention model, enabled the design of the current framework, enabling facilitators to develop workshop elements for social media communication analysis, select appropriate content and activities, and engage participants effectively, while maintaining participant engagement and interactive participation. The framework of creative and efficient workshops consists of six elements, equally important.

Effective workshop guidelines



Define the general objectives



Define the expected learning outcomes



Understand the audience needs



Defining the workshop topics /thematics



Developing interactive exercises



Define time- schedule with activities duration and space



Suggest additional resources, material and tools



Collect feedback and evaluate the workshop

Each element is analysed below, providing the guidelines to create diverse and engaging workshops do foster inclusive communication and alternative stories to tackle gender stereotypes in professional environments.

| Elements | Description |
|----------------------------|---|
| Objectives | ✓ Clarify the objectives of the workshop and set clear goals for what participants will learn, do or achieve by the end of the workshop of social media communication analysis. |
| Expected Learning outcomes | ✓ Clearly define the workshop learning outcomes and share with the participants. |
| Audience | ✓ Understand the target audience characteristics and needs through demographics and receive information regarding their |

| Elements | Description |
|--------------------------------------|---|
| | <p>learning agility and learning style. Moreover, their preferable social media and usage insights.</p> <ul style="list-style-type: none"> ✓ Shape diverse groups, to enable the dialogue among different mindsets and beliefs and consider factors such as cultural background, language proficiency, and accessibility requirements. ✓ Apply an ice breaking activity to build the participants engagement. |
| Topics and thematic | <ul style="list-style-type: none"> ✓ Ensure a carefully selection of the thematic/ topics that capture the learning objectives and the expected learning output while addressing specific challenges. ✓ Social media communication can be a wide topic, however the impact on gender stereotypes should be at the center. ✓ Include concrete examples to understand the topic and concepts. ✓ Provide a brief information to the participants. |
| Select the appropriate exercise type | <ul style="list-style-type: none"> ✓ Select the appropriate exercise type: group exercises, on-line quiz, discussions, role-playing exercises). ✓ |
| Interactive Exercises | <ul style="list-style-type: none"> ✓ Develop interactive and engaging activities to facilitate learning workshops. ✓ Provide the specific instructions for interactive sessions. ✓ Offer the option of not willing to share personal information regarding e person’s social media profile. The use of alternatives is recommended. ✓ Engage everyones’ participation. ✓ Cultivate the space for creative thinking. ✓ Add practical tools that enable the audience to comprehend the analysis. ✓ Invite guest speakers from corporate environment, an influencer or a social media expert and offer the time for questions. ✓ Shape a clear timeframe for all activities of the workshop and share with participants. |
| Time schedule | <ul style="list-style-type: none"> ✓ Organise the exercise duration . ✓ Develop a concrete time schedule for theoretical and practical part of the complete workshop. |
| Space | <ul style="list-style-type: none"> ✓ Define where the workshop is taking place and how the audience is participating. In Physical spaces consider the |

| Elements | Description |
|-------------------------|--|
| | <p>facilities and its accessibility, the connectivity to social media, and the room experience. In an on-line environment, consider the accessibility and ensure connection.</p> <ul style="list-style-type: none"> ✓ Create a safe and inclusive environment where participants feel comfortable sharing their perspectives and experiences. |
| Materials and resources | <ul style="list-style-type: none"> ✓ Incorporate a mix of multimedia, the use of social media platforms and presentations to appeal to different learning styles and preferences Provide resources and materials to support learning and ongoing development. Share handouts, worksheets, readings, and online resources for further exploration of topics covered in the workshop. Ensure there is access to social media platforms. ✓ Add specific tools that participants can use for their analysis. |
| Closing & Feedback | <ul style="list-style-type: none"> ✓ Offer a closing process of the workshop, recapping on the experience. ✓ Assessing the initial objectives. ✓ Ensure the audience leaves the room with a concrete proof of knowledge or something they developed. ✓ Create a closing ritual. ✓ Request feedback from participants throughout the workshop to assess their understanding and engagement. |

Section 4

Exercise examples for social media communication analysis

Introduction

Communication analysis of social media can provide in-depth understanding of stereotypical representations that professionals are exposed every day, through images, language and narratives and how these are perceived and interpreted by social media users, including their impact on attitudes, beliefs, and behaviours. As social media are integral part of our life, such analysis benefits in pinpointing specific areas or topics where interventions to challenge gender stereotypes can be most effective in communications and social media platforms.

Overall, communication analysis of social media enriches the gender stereotypes workshop content, by providing data-driven insights, real-life examples, and actionable recommendations for promoting gender equality and challenging harmful stereotypes in online spaces.

Exercise A: Analyze personal social media account.

Participants are asked to examine the content presented in their social media feed (max 5 feeds), analyzing how specific wording, visual or role models, that might unconsciously reinforce gender stereotypes or biases. Moreover, ask them to recognise and examine instances where particular words or phrases may perpetuate societal stereotypes, and foster discussions around their broader suggestions.

Either in groups or individually, participants are sharing the contents of their observation by using the template of SOCIAL MEDIA DATA SURVEY, upon their agreement. The following questions can support the conversations after all views are shared.

- Are there different contents between males and females?
- Are our interests actually intercepted?
- If there are gender differences, are they due to our preferences or to social suggestions based on stereotypes?
- Are we also objects of stereotypes/?

The tool for the social media data survey was developed and presented in HEYPEOPLE! Intervention Model, section 3.

Materials / tools

Social Network Data Survey (template)



SOCIAL NETWORK DATA SURVEY

- Male
- Female
- Other

age: _____

Social Network: _____

| Type of content (Video/img/text) | Content description | Sponsored? Y/N I don't know | Gender elements, stereotypes or cultural influences | What is the message? |
|---|---------------------|-----------------------------------|---|-------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

... Exercise B: Analyze the linguistic features of social media language.

Conduct a comprehensive Analysis of Language, Visuals, and Themes in Social Media Content that participants are interacting with and advertisements that are promoted to them through their social media accounts. Participants are asked to select a social media platform and analyse the visual elements, the tone of voice and other features, occurring in feeds and advertisements, examining their portrayal of gender dynamics, body image ideals, and conventional beauty standards. Engage participants to a critical exploration of the implications of perpetuating unrealistic beauty norms and the objectification of individuals based on gender. Facilitate discussions on topics ranging from gendered parental roles and vocational preferences to heteronormative relationship paradigms, fostering a nuanced understanding of their impact on societal perceptions and behaviors.

For this exercise the use of Criteria for analysing social media Platform.



Materials / tools

Criteria for analysing social media Platform.

CRITERIA FOR ANALYSING SOCIAL MEDIA PLATFORM.

1. Platform Purpose and Target Audience.

Clearly define the primary purpose of each social media platform (e.g., networking, sharing photos, professional development, news dissemination, etc.). Identify the target audience for each platform (e.g., teenagers, professionals, businesses, general public, etc.).

2. Language Style and Tone.

Evaluate the overall language style and tone used on each platform (e.g., formal, informal, conversational, professional, casual, etc.). Analyse how the language aligns with the platform's purpose and target audience.

3. Vocabulary Complexity.

Assess the complexity of vocabulary and language used by users on each platform (e.g., simple, technical, industry-specific, etc.).

4. Emojis and Emoticons Usage.

Analyse the frequency and appropriateness of emoji and emoticon usage on each platform. Determine if emojis and emoticons contribute to user engagement and communication.

5. Slang and Jargon.

Identify and analyse any prevalent slang or industry-specific jargon used on each platform. Evaluate how effectively users communicate with these linguistic elements.

6. Content Types and Format.

Examine the types of content shared on each platform, such as text-based posts, images, videos, stories, etc.

Evaluate how users adapt their language to fit different content formats.

7. Hashtags and Keywords.

Assess the use of hashtags and keywords on each platform for categorization and discoverability.

Analyse the effectiveness of using hashtags and keywords in attracting engagement.

8. Audience Engagement and Interactions.

Measure the level of audience engagement through likes, comments, shares, retweets, etc. Analyse the nature and quality of user interactions in discussions and conversations.

9. Purpose and Intent of Language Usage.

Identify the primary purpose of language usage on each platform (e.g., seeking information, expressing opinions, promoting products, networking, job searching, etc.).

Analyse how users' language reflects their intent and behaviour on the platform.

10. Influence and Spread of Information.

Evaluate the potential for information and content to go viral on each platform.

Assess how language can impact the spread of information and its credibility.

11. Privacy and Language Usage.

Consider the privacy features of each platform and how users adapt their language based on privacy concerns.

Analyse how users maintain their online personas and personal branding through language choices.

12. Cultural and Geographical Impact.

Take into account any cultural or geographical influences on language usage across different regions and countries.

13. User Demographics and Language Variation.

Investigate whether language usage varies based on the demographics of the platform's users (e.g., age, gender, location, etc.).

14. Evolution of Language

Track the evolution of language usage on each platform over time and identify any emerging linguistic trends.

Remember to employ a mix of qualitative and quantitative data analysis to support your findings. Additionally, adapt the criteria based on the specific research goals and social media platforms being analysed

Analysis of LinkedIn

1. Platform Purpose and Target Audience: LinkedIn is a professional networking platform primarily designed for job seekers, employers, recruiters, and professionals. Its

target audience includes individuals seeking career opportunities, businesses looking to hire talent, and professionals aiming to build their professional network.

2. Language Style and Tone: LinkedIn encourages a professional and formal language style. Users typically use a respectful and courteous tone when engaging with others on the platform. Language is focused on networking, industry-specific discussions, and career-related content.

3. Vocabulary Complexity: The language on LinkedIn tends to be more formal and industry-specific, with users utilising a diverse range of professional vocabulary and terminology related to their fields.

4. Emojis and Emoticons Usage: Emojis and emoticons are used on LinkedIn, but their frequency is lower compared to more casual social media platforms. When used, they are often limited to expressing positivity or gratitude.

5. Slang and Jargon: While LinkedIn discourages excessive slang usage, some industry-specific jargon is common and acceptable, as it facilitates clear communication among professionals in the same field.

6. Content Types and Format: LinkedIn supports various content formats, including text-based posts, articles, images, and videos. Users share professional achievements, insights, thought leadership content, job announcements, and industry news.

7. Hashtags and Keywords: Hashtags are used on LinkedIn to categorise and discover content related to specific topics, industries, or job opportunities. Keywords are employed in profiles and posts to enhance discoverability in searches.

8. Audience Engagement and Interactions: LinkedIn focuses on professional engagement, with users engaging through likes, comments, shares, and private messages. Discussions are typically constructive, and users often engage in professional debates and exchange valuable insights.

9. Purpose and Intent of Language Usage: The primary purpose of language usage on LinkedIn is for networking, professional development, and job searching. Users aim to showcase their skills, expertise, and achievements to attract potential employers or clients.

10. Influence and Spread of Information: Content with valuable insights and expertise has the potential to gain significant traction on LinkedIn. Thought leadership articles and engaging posts can reach a wide audience within specific industries.

11. Privacy and Language Usage: LinkedIn offers privacy settings that allow users to control who can view their content and profile information. This encourages users to maintain a professional and polished language to create a positive online presence.

12. Cultural and Geographical Impact: Language usage on LinkedIn may vary based on cultural norms and regional preferences, but the platform generally promotes a standardised and professional language style.

13. User Demographics and Language Variation: Language usage on LinkedIn may vary based on users' roles, industries, and professional backgrounds. Different industries may adopt specific language patterns and terminologies.

14. Job Market Actors' Usage: Job seekers use LinkedIn to create detailed professional profiles, showcase their skills and experience, and actively search and apply for job opportunities. Employers and recruiters use LinkedIn to post job listings, search for potential candidates, and engage with professionals for talent acquisition and networking.

purposes. Professionals leverage LinkedIn for building and nurturing their professional network, sharing valuable content, and establishing thought leadership in their industries.

Exercise C: How to announce job opportunity to be inclusive (also tech tools).

How does it feel to aspire for a profession, that the majority of relevant job postings prevent candidates to apply for this? How does a job posting that is not including discriminative elements can be?

Participants are asked to select two professions that are male dominated and two that are female dominated. Then, having the role of HR experts, need to share a paragraph for each job, that does not include stereotyped elements in terms of gender, ethnicity, disability, sex orientation, age, race or any other diversity elements. Participants will split in teams and need to discuss the essential components of a job announcement, including job title, responsibilities, qualifications, and application instructions. Emphasize the significance of using inclusive language throughout these sections. Which are the components that change a job announcement from non-inclusive to equal for all candidates?

- Supporting questions:
- How can we ensure that the job title is gender-neutral and does not imply any biases?
- What language can we use to welcome candidates from diverse backgrounds?
- How can we describe job responsibilities and qualifications in a way that is inclusive and accessible to all?
- Are there any specific qualifications or experiences that we should prioritize to promote diversity and inclusion in our hiring process?

Materials / tools

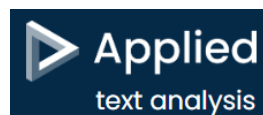
1. [The gender decoder](#)

Gender Decoder

2. [Employ](#)



3. [Applied text analysis](#)



Conclusion

Gender segregation in working environments remains a significant inequality in the EU. The current "Creative Diversity Management Communication Guidelines" toolkit, "HEY PEOPLE!" is addressing gender role representations in professional environments and media, offering essential guidance and the tools to redesign media communications.

By providing stakeholders with the tools to develop alternative communications and stories, this toolkit helps reframe gender roles in professional settings. It includes practical guidelines and tools for conducting workshops on social media communication analysis, allowing educators, trainers, and HR specialists to explore and challenge existing stereotypes. Additionally, the toolkit offers exercise examples for analyzing social media communications, ensuring that users can apply these concepts effectively and fostering a more inclusive and equitable representation of gender roles in the workplace. By following guidelines in this toolkit, stakeholders can actively combat gender stereotypes and foster a more equitable representation of gender roles in professional contexts.

The "Creative Diversity Management Communication Guidelines" contribute to a positive change towards equal opportunities for all and inclusive working environments. We encourage all stakeholders to review these guidelines and integrate them into communication and training activities.