**סדנה במדמח**

עבודה קבוצתית: עד 12 עמודים לא כולל שער, תוכן עניינים, מקורות ונספחים

**Theoretical background:**

Cultural and social constructions have been studied in relation to the labor market, with particular focus on the influence of gender. Gender, as a term, encompasses the cultural system of structural arrangements within the context of biological sex. Its meaning is shaped not only by the opposite gender but also by various societies, cultures, and fields. These gender-based constructions prevalent in society have been replicated in the labor market, resulting in inequalities. These inequalities manifest in wages, benefits, demands, expectations, and even in the perception of specific roles when performed by different genders.

In today's labor market, although there is a significant number of women, many organizations remain gender-dominated, with certain characteristics and qualities attributed primarily to one gender. Such cultural systems play a significant role in determining the roles expected to be fulfilled by men and women. One area where these gender inequalities are evident is the underrepresentation of women in science and engineering professions ([Women in Hi-tech industry 2022](https://innovationisrael.org.il/sites/default/files/%D7%93%D7%95%D7%97%20%D7%A0%D7%A9%D7%99%D7%9D%20%D7%91%D7%94%D7%99%D7%99%D7%98%D7%A7%202022.pdf), Innovation Israel).

Gender bias is a pervasive issue that permeates various aspects of society, including the workplace. It is well known that women often experience discrimination in hiring, promotions, pay, and job assignments. Stereotypes and preconceived notions about gender roles influence how individuals are perceived and evaluated, leading to unequal treatment and limited opportunities. These biases can manifest subtly, including in the language used within job descriptions.

The software engineering industry, known for its historical male-dominated nature ([Technology Trends, Shubhomita Bose](https://smallbiztrends.com/2018/03/women-in-technology-statistics.html)), demonstrates significant gender bias. This bias is characterized by imbalances in the representation of men and women in the field, which have persisted over time.

Job descriptions play a crucial role in shaping potential applicants' perceptions of a position and an organization. They serve as the initial point of contact between candidates and the job market. However, research suggests that gender bias can be embedded in the language and content of job descriptions, inadvertently deterring qualified women from applying.

This literature review aims to examine the gender-based differences in job descriptions within the software engineering industry, shedding light on the impact of job characteristics on women's job application decisions. Understanding these differences is crucial for promoting gender equality and fostering diversity within the field. By identifying and addressing discriminatory language and practices in job descriptions, we can assist recruitment teams in creating more inclusive and welcoming environments that attract and retain talented women.

We drew significant inspiration from Moran Weber's post titled "[How to Attract More Women (and not the way you think)](https://medium.com/hackernoon/how-to-attract-more-women-and-not-the-way-you-think-372203f5a7d7)", which offers practical suggestions for encouraging women to apply for jobs by addressing language characteristics. The recommendations include avoiding gender-related superlatives, refraining from describing a masculine environment, fostering a workplace that supports work-life balance for parents and more. These ideas align with the findings of "[Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality](https://www.fortefoundation.org/site/DocServer/gendered_wording_JPSP.pdf?docID=16121)" by Danielle Gaucher, Justin Friesen, and Aaron C. Kay.

In this workshop, our objective was to develop a tool that assists recruitment teams in avoiding practices that discourage women from applying for jobs, incorporating insights from the papers we have studied.

Upon completing our research and transitioning to the writing phase of this paper, we discovered that several tools have already been developed to address similar topics and assist recruitment teams. Notable examples include [Ongig](https://www.ongig.com/gender-bias-in-job-descriptions#/) and [Textio](https://textio.com/), both of which aim to provide support in creating more inclusive and effective job descriptions. These tools align with our goal of aiding recruitment teams in developing gender-inclusive job descriptions that attract diverse candidates.

**Research problem:**

**Research target:**

**Research questions:**

**Research method:**

* + Population
  + Research process

1. בתהליך המחקר יש לתאר **גם**צעדים/שלבים שלא הצליחו ולהסביר מדוע, ההתלבטויות שהיו לכםן במהלך המחקר, ודרכי/עקרונות קבלת החלטות שהנחו אתכםן.

* + Data collection tools

2. על איסוף הנתונים לכלול לפחות 2 כלים – אחד ידני (סקר, ראיונות.... ) ושני אוטומטי web scraping או מאגר נתונים גדול אחר ממאגרי מידע שונים.

* + Data analysis method(s)
  + Ethical considerations
  + Research limitations

**Findings:**

**Discussion**: Research contribution (theoretical and practical)

**Conclusion**: Follow up research

**Personal assignments:**

**עבודה אישית:**העבודה האישית פתוחה. ניתן לשתף בתהליך הלמידה (בהקשר לתחום הדעת, מחקר, עבודת צוות, כישורים שלכםן), מחשבות מקצועיות שונות וכל דבר שיראה לכםן רלוונטי כסיכום התהליך

עד 2 עמודים כל אחד.

הנה מספר נושאים שהועלו בכתה. ניתן כמובן להתייחס לנושאים אחרים. תודה לעופר על הסיכום.

**Personal assignments guidelines:**

1)      Teamwork:

* a.       What was your role in the team?
* b.       How was it to work as a team?
* c.       How was the communication between the team members?

2)      Researching people analytics:

* a.       What was your experience learning about the subject of your research?
* b.       Describe your experience in conducting research?

3)      How was the experience working in agile technique?

Those are only suggestions brought up in class, there may be a lot more to cover :)