



# GENIS LAB on stereotypes

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# Objective

- Explore the “**scientific and gender culture**” of our organizations;
- **Build maps** and assemble toolkits to detect where gender stereotypes are hidden in the everyday life of organizations;
- Find global and local gender/science stereotypes;
- Suggest **good practices** to overcome hindrances in women’s careers and leadership

# Activities

- Investigate (through reports) the sharing of traditional scientific and gender culture;
- Map (starting off from the reports) the areas where stereotypes may be hidden in each institute;
- Drag out automatic stereotypes and propose some issues, from the websites, that can produce displacement, provocation, distraction, heterogeneity, because these reactions can tackle the implicit levels where stereotypes are formed;
- Identify and choose one of the most successful, among good practices against stereotypes, already reported by other organizations, and ask the partner to present it to other partners.



# The common scenario

- Economical crisis and uncertainty for the future
- Transition period: globalisation and work modification (flexibility, multi-tasking, etc....)
- The generational question
- Conciliation problems: Family/work..... low procreativity



# Concerning science

- Changes in the structure of science: interfaces with market and industry. Role of technological expertise
- Changes not faced with adequate practices:  
Relationship with the administration, management of ethnic and cultural differences, laws updating and related knowledge, evaluation of productivity ( excellence?)

# Contemporary science rises moral concerns

- Thus other attitudes are requested in order to keep under control the impact of science on cultural and ethical values acquired by the widening of democracy.
  - Need for holistic vision
  - Need for time and space for philosophical/ethical thinking;
  - Need for a responsible dialogue with the society;
  - Needs for intuition and imagination (not only creativity for innovation);
  - Need for cooperation;
  
- ▶ **C.P.Snow: *Two Cultures: The need of closing the gap between sciences and humanities* cultures and the scientific revolution, Cambridge University Press,1959.**

# Where to find positive stereotypes.

## Gender-related differences in the scientific research work

- Work: for men it overlaps with the social role;  
for women it is part of life's wider idea;
- Career: for men it is based on the competitiveness;  
for women is based on competence and scientific interests
- Hierarchy: for men it is seen as power gain;  
for women is seen as acquiring responsibility;
- Time: for men is evaluated in economical terms;  
for women is evaluated in terms of quality of the product;
- Objectives: for men they are reached by fighting;  
for women they are reached by autonomy acquisition; .



# Area of interest

- Languages, interaction, communication
- Resources distribution
- Daily work organisation
- Evaluation ( excellence?)



# Gender stereotypes

- **Gender** is the first social category that humans are able to discriminate (as early as nine months of age)
- **Gender-related stereotypes** are among the first stereotypes that humans develop (as early as age two).
- Gender stereotypes are a form of **non-conscious and automatic social knowledge**.
- Furthermore, in gender stereotypes, men and women 'categories' are **complementary** in a way that is unlike most other **contrasting** social categories (European vs. other ethnic groups)
- Stereotypes are bound with gender role in society, but are also linked to biological differences
- Gender stereotypes are more or less the same around the world (in 25 countries).



# How to change gender stereotypes

They are three levels for actions:

- Individual: will affect the identity and behaviour
  - Institutional /structural: implies social re-organisation
  - Symbolic/cultural: languages, norms, values
- the third one is crucial: no positive action has long-lasting effects without changes at this level.