

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Women's self-esteem while reading job applications: effect of meta-stereotypes on self-esteem

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EFFECT OF META STEREOTYPES ON SELF-ESTEEM

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EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Abstract

The aim of the research was to study the impact of gender meta-stereotypes on self-esteem when reading job descriptions. By randomly assigning 149 female participants to a manipulated fictitious job description (using either stereotypically female or male traits), we examined how stereotypic job descriptions influenced meta-stereotyping, and consequently, self-esteem in females. We hypothesized that when women read a job description that includes positive stereotypical female traits, they will activate positive meta-stereotypes that will boost their self-esteem rather than when the job description includes male stereotypical traits. As expected, we found that female stereotypic job description as compared to male stereotypic job description increases positive meta-stereotyping. However, self-esteem was not influenced by the job descriptions. Hence, we found only partial support for your hypotheses. The reason for these could be the limitations of the study, such as pre self-esteem measurement. Future research should try to eliminate potential limitations, and further explore possible reasons for the gender gap such as the influence of stereotypes in job descriptions as well as self-esteem.

Keywords: meta- stereotypes, gender stereotypes, job advertisement, self-esteem

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

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Women represent 50.8 % of the U.S. population, they stand for 47 % of the U.S. workforce and 52.5 % of the college-educated workforce (The Women's Leadership Gap, 2018). Even though they have earned the majority of doctorates, still only 32 % of them are full professors. Similarly, they account for 45 % of legal associates but only 22.7 % can be found as partners and only 19 % as equity partners (The Women's Leadership Gap, 2018). This trend is not just a U.S pattern but can be found worldwide. Only 21% of government ministers worldwide are currently female, except for the Nordic countries, where the percentage goes up to 48% (Bachelet, 2012). These are just some of the statistics portraying the gender gap in the workplace.

Even though women are just as qualified as their opposite gender (Wyman, 2016), there still seems to be something that stands in the way of gender equality in the workplace. One explanation may be that women's self-esteem is influenced by how they think they will be seen at work due to gender stereotypes.

Males are stereotypically described as having more agentic traits (e.g., being independent), while females are associated with communal traits (e.g., caring for others) (Eagly, 2009). Most of the leadership positions are linked with agentic traits, and job advertisements for male-dominant occupations use more stereotypical male wording (Gaucher et al., 2011). This may explain part of the gender gap. That is, women's self-esteem might be affected by the belief that others (especially men) think women are for example less agentic than men. This belief about how one is perceived in terms of stereotypes connected to one's in-group by an outgroup member are referred to as meta-stereotypes (Vorauer et al., 1998).

In the current research, we try to look deeper into the struggles of women at the workplace, more precisely, we examine the role of meta-stereotypes during job applications. Our aim is to investigate the impact of meta-stereotyping on women's self-esteem when

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

reading a job description that contains either male or female stereotypic job requirements.

More specifically, we will investigate whether negative meta-stereotypes decrease self-esteem and whether positive meta-stereotypes increase self-esteem in women.

Role of gender stereotypes in job applications

Despite increased efforts in recent decades to achieve gender equality, gender discrimination based on gender stereotypes remains a major issue. Although more women are being given opportunities to fill high-level positions, the Think Manager–Think Male attitude persists (Schein, 1973). This attitude implies that managerial success is more likely associated with stereotypical male characteristics than stereotypical female characteristics (Tabassum & Nayak, 2021). As previously stated, successful leaders exhibit characteristics that are typically associated with men. Leadership ability, competitiveness, self-confidence, objectivity, aggressiveness, forcefulness, ambition, and a desire for responsibility are among these characteristics. Female traits, on the other hand, are thought to be more concerned with the sympathetic treatment of others (Tabassum & Nayak, 2021). Moreover, an analysis of recommendation letters for university faculty jobs revealed that male candidates' description used more “standout words” (e.g., outstanding, unique) than female candidates' descriptions (Schmader, et al., 2007) Interestingly, these beliefs are shared not only by men but also by women (Tabassum & Nayak, 2021). It seems like the workplace is strongly influenced by these gender stereotypes, which illustrate women and men as holding different traits that portray them as different workers.

Gender stereotypes, as mentioned above, may have an impact on the job market for women by influencing how job applications are outlined (Latu et al., 2015). When applying for jobs, women may believe that they will be evaluated based on gender stereotypes. When job positions are described in terms of male stereotypical traits, this may result in stereotype threat (one expects to be judged negatively based on their group's negative perception)

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

(Tabassum & Nayak, 2021). For instance, women and men may equally desire a certain job, but when advertisements use highly masculine wording, it might give women the impression they do not belong, making it less likely for them to apply (Gaucher et al., 2011). Females' intentions to apply for a job are influenced by the job description's stereotypically masculine wording (Born et al., 2010). As a result, when women read stereotypically female job advertisements, they may believe the jobs are aimed at them and they believe they can meet the expectations, leading to increased application intentions (Wulf, 2019). As previously stated, the opposite occurs when they read a job advertisement with more stereotypical male wording (Gaucher et al., 2011).

The influence of job descriptions on meta-stereotyping.

Meta-stereotypical traits have the ability to picture what a company expects the future employee to look like. This can be suggested through the job description. When applying for a job people are concerned with how others think of them. Especially when one's own group has a low power position in society, they may be aware of how their group is seen (Lammers et al., 2008). Meta-stereotypes are a factor that could play an important role in that case. As mentioned before, meta-stereotypes are expectations about how people in the out group perceive their in-group and are activated when one expects to be evaluated by a member of an out-group Vorauer et al. (1998).

Meta-stereotypes can be positive or negative. For example, when women read male-stereotyped job descriptions they are likely to think of negative female stereotypes that are not in line with the male stereotypic requirements (e.g., if a company is looking for assertive and strong people, they may activate the meta-stereotype that women are timid and weak). On the other hand, when they read female -stereotyped job descriptions, these will be in line with positive female meta-stereotype (e.g., if a company is looking for communicative and sociable people, they may activate the meta-stereotype that women are communicative, caring and

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

sociable). Some of the consequences of negative meta-stereotyping are avoidance, behavioral confirmation, negative emotions, stress, and lower self-esteem (Owuamalam & Zagefka , 2014). For example, the effect of meta-stereotypes on self-esteem was demonstrated in Gordijn's (2010) study of women in dating situations; activation of negative meta-stereotypes decreased their self-esteem. The question is therefore if meta-stereotypes that are activated by job descriptions would also influence self-esteem.

Meta-stereotyping and its influence on women's self-esteem regarding job applications

Self-esteem reflects one's positive or negative assessment of oneself (Brown, 1993). High self-esteem is linked to high job and relationship satisfaction (Orth et al., 2012). Furthermore, people with high self-esteem tend to hold higher-level positions and earn higher wages (Kammeyer-Mueller et al., 2008; Kuster et al., 2013). Moreover, individuals with high self-esteem have been shown to have higher aspirations and are more likely to accept as well seek challenges (Gottfredson, 1981; Judge et al., 2000), including work assignments. Related to this, those with high self-esteem see difficult tasks as an opportunity to learn and gain benefits. Individuals with low self-esteem, on the other hand, see those tasks as a threat and avoid challenges (Srivastava et al., 2010).

When women imagine competing with a high-ability competitor, they perform less well on tasks and report lower self-evaluations (Lenney, 1997). For centuries men have been perceived as more competent and more powerful (Parker et al., 2015). As a result, when women compete with men, they may perceive them as high-ability candidates, making them less confident in their ability to get the job. The manner in which job applications are written may affect women's self-esteem; female stereotypical conditions would raise their self-esteem, whereas male stereotypical conditions would lower their self-esteem.

In line with this, Wulf (2019; see also Juckoff et al., 2021) found that women who read job descriptions that included female stereotypic traits expected to be evaluated more

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

positively; they made use of positive female meta-stereotypes. In addition, they experienced more positive emotions and showed an increase in self-confidence when reading the female stereotypical job advertisement compared to the male stereotypical advertisement. However, the male stereotypical condition did not provoke negative meta-stereotype, implying that their self-confidence was unaffected. According to sociometer theory of self-esteem, behaving in a self-confident manner makes it more likely to be positively evaluated by others, and this boosts higher self-esteem (Krause et al., 2016). Since self-confidence is closely related to self-esteem (Krause et al., 2016) (self-confidence is more situation-specific), this paper attempts to generalise the findings of self-confidence to self-esteem in the context of job application intentions. There were some studies (such as Gordijn (2010)) already suggesting the relationship between meta-stereotypes and self-esteem, however in this paper we would like to look a bit deeper, to understand the importance of it.

Present study

The present study is being conducted to look further into some of the proposals made by Wulf (2019), Juckoff et al. (2021). Rather than focusing on gender meta-stereotypes and their impact on job applications for women, this study goes a step further and investigates the impact of meta-stereotypes on self-esteem when reading job descriptions. We anticipate that when women read a job description that includes positive stereotypical female traits, they will activate positive meta-stereotypes that will increase their self-esteem rather than when the job description includes male stereotypical traits.

To summarize, the following hypotheses will be investigated:

Hypothesis 1: Female stereotypic job description as compared to male stereotypic job description increases positive meta-stereotyping and self-esteem in women

Hypothesis 2: The effect of job description on self-esteem is mediated by meta-stereotyping

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Besides that, this paper will also explore whether a male stereotypic job description (as compared to a female stereotypic job description) increases negative meta-stereotyping and lowers self-esteem in women.

Method

Participants and Design

Before starting the study, we conducted a Monte Carlo Power Analysis, which showed that for a power of 0.8 a sample size of 153 is needed to find support for a mediational model with one mediator and medium sized correlation (0.3), which would indicate support for hypothesis 2.

Participants were recruited in two different ways. Some of them were gathered through the SONA system and the others were collected through a link to the questionnaire, which was shared across social media platforms. At the end 296¹(181 from SONA and 115 from social media) were conducted. 194 participants had to be excluded because they failed some of our preregistered criteria². First, 15 were deleted because they did not give informed consent. Second, since this paper only focused on women, but is part of a bigger study that also looks at differences between men and women in meta-stereotypes and gender wording advertisements, we had to delete 3 participants that chose “other” and 82 that chose the male option. We also excluded 3 people that did not indicate gender. Third, 7 people were deleted from the social media sample, since they study psychology (which would make them less likely to be deceived by the questions). Fourth, we had to exclude 12 (8 in female condition and 4 in male condition) participants for not taking enough time (less than 10 s) while reading job description. Fifth, 12 people were excluded for not responding to more than 50% of the questions and 2 participants that made two or more mistakes on the attention checks were

¹ This study was part of a bigger project. For this paper the data collection was stopped earlier, due to the time limit for the Bachelor thesis. The collection also included males, who were not used in this study

² https://aspredicted.org/see_one.php

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

excluded as well. Therefore, our final sample size consisted of 149 participants, 75 of these being in the female condition and 74 in the male condition. Of these participants 124 were recruited through SONA (meaning they are first year psychology students) and 25 were recruited through social media. The majority of the participants (61.7%) were between the ages 19 and 21.

Participants recruited via SONA only included first-year psychology students (N = 124), and these were given 0.4 SONA credits for their participation. Other bachelor's and master's students studying at the university or HBO and those who are not psychology students were recruited by advertising the study on social media, such as WhatsApp, LinkedIn, Instagram, and Facebook (N = 25), and these did not receive any incentives.

The design of the study was a between-subjects design, participants were randomly assigned a job advertisement including either male-stereotypical traits or female-stereotypical traits, after which we measured meta-stereotyping as a mediator and change in self-esteem as the dependent measure³. The study was approved by the Ethical Committee of Psychology (ECP) of the University of Groningen on 23rd of February 2022 and it was preregistered on the 24th of February 2022, thus before the data collection.

Procedure and independent variables

The questionnaire was in English and it was created with Qualtrics (see APPENDIX A). At the beginning of the study, participants were asked to read an informed consent and were ensured confidentiality. After agreeing to participate, they had to fill in some general demographics, such as age, whether they are bachelor students and whether they study psychology. Next, there was a self-esteem premeasure, and a measure of perceived differences in power between men and women.

³ Note: The paper was written as a Bachelor thesis project with three other students. The focus of this paper was on gender meta- stereotypes and self-esteem. Other dependent measures in the questionnaire were: job application intentions, self-stereotypes, emotions, power perception, sexism, and self-confidence. See Appendix A for the whole questionnaire.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

After this, we manipulated job stereo typicality. Participants were told we were working with a company called MediaAtWork, and were interested in understanding how students perceive their advertisement. This company was made up in order to deceive the participants about the real purpose of the study. The company was created by Wulf (2019) for Masters students and also used by Juckoff et al. (2021) at university of Groningen (they adapted it to be more attractive to Bachelor Students and did a plot study to make sure that the design was suitable). We took the same advertisements text, but made our own design.

In order to manipulate job stereo typicality, the job description either included male-stereotypical or female-stereotypical requirements. The job advertisements were created to be very similar to each other, they had the same layout and structure content-wise (see Appendix B and C). The difference was just the stereotypical wording. For example, in the stereotypical female, we emphasized that the company was looking for an *empathetic, socially-minded* and *responsible employee*. The stereotypical male condition on the other hand included characteristics such as *strategic, career minded, and risk-taking*. After reading either one of these two job advertisements, three questions were asked concerning the layout of the advertisement (about the structure, the colors and the general appropriation of information of the job advertisement). These were included in order to make the fictional storyline more credible. Next, participants filled out several dependent measures all assessed on a 5-point Likert scale. We also included three questions, which were attention checks, such as “*Please click Strongly agree (this is an attention check)*” to check whether participants were reading the questions carefully and paying attention to them. Furthermore, we included a manipulation check to see whether the manipulation of the stereotypical job advertisements worked. Participants had to indicate to which extent they agreed with the following sentences: “*I think the company and the people working in it are...*” ($M = 2.7, SD = 0.9$) and “*I think the job description is...*” ($M = 3.0, SD = 0.9$) on a 5-point Likert scale ranging from

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

stereotypically male to stereotypically female. We combined the two items into one scale ($M = 2.8$, $SD = 0.8$, $r = .47$, $p < .001$).

At the end participants were asked whether they had problems with English and whether something was unclear. They also got an opportunity to express whether they had any comments about the questionnaire. At the end of the study, participants were debriefed about the real purpose of the study and thanked for their participation. An e-mail address was provided as well, so that participants could refer to if they had any concerns or would like to receive the results of the study.

Dependent Measures

Since this study is a replication of Wulf (2019) and Juckoff et al. (2021) we used some of their questions. As said, items were measured on a 5-point Likert scale ranging from 'Strongly disagree' to 'Strongly agree'.

Meta-stereotypes.

We asked participants how they think the company would view them ("*I think that the recruiters of the company would expect that I am...*"). The traits we used to assess the meta- and self-stereotypes were based on research by Wulf (2019) and some from the Bongiorno et al. (2021). The traits were divided into positive and negative male and female traits. For females the positive traits ($M=3.6$, $SD=0.4$) included: *compassionate, honest, sincere, warm-hearted, socially minded, and caring*. The negative female traits ($M=1.8$, $SD=0.5$) included: *dependent, timid, submissive, emotional, bitchy, illogical, unreasonable, anxious, likely to pick a quarrel, and shy*. For the male traits; positive traits ($M=4.0$, $SD=0.6$) included: *assertive, confident, ambitious, risk-taking, strategic, and strong*, and for the negative ones ($M=1.9$, $SD=0.7$) we used *power-hungry, not concerned about others, selfish, aggressive, and arrogant*.

Self-esteem.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

These were measured by Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965), which is a commonly used and well-validated measure of people's global perception of their self-worth and their general sense of self-acceptance (Robins et al., 2001). It includes 10 items. Participants were asked to indicate the extent to which they agree on a 5-point Likert scale with the statement. We divide items into 2 groups. The first 4 items (e.g., *On the whole, I am satisfied with myself*) were used as a pre measure of self-esteem ($\alpha=.80$; $M= 3.6$, $SD=0.9$). The other 6 items were used as the post measure (e.g., *I feel that I have a number of good qualities*) ($\alpha=.81$; $M=3.8$, $SD=0.7$).

Results

Correlations between the variables

Self-esteem correlates positively with positive male meta-stereotyping and negatively with negative female meta-stereotyping. But it does not correlate with positive female meta-stereotyping as you expected.

Table 1

Correlations for Female Participants

	1	2	3	4	5	6	7
1 Self-esteem pre measure	1						
2 Self-esteem post measure	.76**	1					
3 Positive metastereotypes male	.21**	.19*	1				
4 Positive metastereotypes female	.03	.08	.2*	1			
5 Negative metastereotypes male	.03	.01	.35	-.24**	1		
6 Negative metastereotypes female	-.20**	-.23**	-.42**	-.07	.25	1	
7 Differences in self-esteem	.60**	.60	.09	-.06	.02	-.03	1

Note. * $p < .05$. ** $p < .01$

Manipulation checks

We conducted ANOVA to see if our manipulation checks worked. The results showed that the manipulation was successful, since the main effect for job stereotypicality was

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

significant ($F(1,149)=21.86, p < .001, \eta_p^2 = .13$) The female job description was rated as more stereotypically female ($M = 3.1, SD = 0.8$) than the male condition ($M = 2.6, SD = 0.7$).

Main analysis

Meta-stereotyping.

We used an Analysis of Variance (ANOVA) to analyze the influence of job stereotypicality on female positive meta-stereotypes, which was relevant for the first hypothesis. The ANOVA, showed that women make more use of positive female meta-stereotypes in the female condition ($M = 4.2, SD = 0.5$) than in the male condition ($M = 3.8, SD = 0.5$); ($F(1,149)= 18.25, p < .001, \eta_p^2 = .11$). This result indicated that in female stereotypical condition, participants expected to be seen more in terms of positive female stereotypes than in the male stereotypical condition, which supports hypothesis 1.

Secondly, we looked at the influence of job stereotypicality on negative female meta-stereotypes. In line with previous studies (Juckoff et al., 2021; Wulf, 2019), there was no significant effect ($F(1,149) = .002, p = .965, \eta_p^2 = .00$).

Next, we also looked at the male meta-stereotypes. We found significant influence of job stereotypicality on both positive and negative ones. An ANOVA showed that women in male condition ($M = 2.1, SD = 0.7$) were more likely to apply negative male meta-stereotypes than those in female condition ($M = 1.7, SD = 0.6$), $F(1,149) = 11.591, p = .001, \eta_p^2 = .07$.

Moreover, women in male condition ($M = 4.1, SD = 0.6$) were also more likely to use positive male stereotypes than those in the female condition ($M = 3.9, SD = 0.5$), ($F(1,149) = 6.30, p = .013, \eta_p^2 = .04$).

Together this means that female stereotypic job description as compared to male stereotypic job description increases positive female meta-stereotyping, which is what we have hypothesized in hypothesis 1. Unexpectedly, we also found that in male condition women were more likely to use more positive and negative male stereotypes.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Self-esteem

We also conducted ANOVA to see if job description had an effect on self-esteem. We calculated the difference scale (post self-esteem minus pre self-esteem: $M = .14$, $SD = .6$). The difference in self-esteem was lower in male condition ($M = 0.1$, $SD = .6$) in comparison to female condition ($M = .2$, $SD = .6$), however the main effect was non-significant ($F(1,149) = .91$, $p = .342$, $\eta_p^2 = .01$). Hence, we did not find support for the second part of the first hypothesis.

Mediational analysis

We wanted to test whether meta-stereotypes that were triggered as a function of job stereotypicality influenced self-esteem in women. This would be done by conducting a mediational analysis, but since there was no effect of stereotypical job descriptions on self-esteem, and self-esteem is not correlated with positive female stereotyping, no support can be found for this hypothesis.

General Discussion

The current research revealed partial support for the first hypothesis, as female stereotypical job description increased more positive female meta-stereotypes. These results support previous findings (Wulf, 2019; Juckoff et al., 2021). Interestingly, we did find that women expected to be seen more in terms of both negative and positive male meta stereotypes after reading the male stereotypic job description compared to the female stereotypic description. The previous studies did not find this. This does not go in line with the idea of meta-stereotypes, since by definition these are stereotypes that members of one group have about the way in which they are stereotypically viewed by members of another group (Vorauer et al., 1998). Why do our results then show that women applied the stereotype of the outer group (males)? Even more, since the advertisement only included positive 'male' traits, why did women engage in positive as well as negative male meta-stereotyping? These are just

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

some of the questions that future researchers should try to answer. It could be that females are aware which traits are stereotypically portrayed as male. Thus when noticing these traits as requirements in job application and then later asked to think of other requirements of an applicant they think of other traits that are by society perceived as male one (both positive and negative).

All in all, the accumulation of this evidence suggests that using stereotypical female words in the job advertisement could make it more attractive for women and make them feel more comfortable and confident in applying for certain positions. However, it is not clear what is the effect of using stereotypical male words in the same scenario and this should be explored further.

On the other hand, we did not find the expected effect of job stereotypicality on self-esteem. The question is why self-esteem was not influenced. It could be that the measurements were not specific enough. The previous study by Juckoff et al. (2021) looked at self confidence which is more specific and they did find significant results. On that note, a better way to look at self esteem might be to focus on state self-esteem rather than trait one (which we did here). State self-esteem is a person's self-evaluation in a particular moment, due to a specific situation. Since it may be easier to influence how one feels at the moment, rather than to influence one's traits. Especially if we would have referred the questions to the job: e.g. After reading the job description, I feel that I have a number of good qualities; At the moment, I feel that I have a number of good qualities. In our study, we did a trait self esteem measure which was divided into a pre and post measure; it might be that when people answered the post measure they tried to stay in line with their first answers (pre measurements) (more about the issue regarding pre measurement later on). Due to this, asking specifically questions regarding state self-esteem concerning the job application might be better.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

On a more general level, this study suggests that one of many reasons for the gender gap in the working force are gender roles and stereotypes. Women do think they are positively stereotyped when reading female stereotypic job application.

In spite of the illusion of our society moving away from the idea of gender roles and working hard on gender equality we are still far away from a gender-balanced workplace. An aspect to consider is making job advertisements more appealing for female participants, so women are not left out of the work world, before even reaching in. The progress already made against gender stereotypes should not be minimized, however we also should not forget to still strive to find ways to reach gender equality in the workplace. Especially since studies have shown that women are just as qualified as male workers (Wyman, 2016), meaning a more diverse workplace would be beneficial to our society as a whole and not just the female population.

Theoretical and Practical Implications

The current research revealed partial support for the first hypothesis, as female stereotypical job description increased more positive female meta-stereotypes. These results support previous findings (Wulf, 2019; Juckoff et al., 2021). The accumulation of this evidence suggests that using stereotypical female words in the job advertisement could make it more attractive for women and make them feel more comfortable and confident in applying for certain positions.

However, we did not find the expected effect of job stereotypicality on self-esteem. The question is why no effects have been found. Future research could further explore the role of self-esteem. Perhaps the effect of stereotypic job description on meta-stereotyping and self-esteem in women differs as a function of having either a high or low state self-esteem (person's self-evaluation in a particular moment, due to a specific situation (Trait and State Self-Esteem, n.d.)). It might be good to look at it at least as the post measure. It is not easy to

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

influence one's traits, but might be easier to influence how one feels at the moment.

Especially if we would have referred the questions to the job: *e.g. After reading the job description, I feel that I have a number of good qualities; At the moment, I feel that I have a number of good qualities.*

On a more general level, this study suggests that one of many reasons for the gender gap in the working force are gender roles and stereotypes. Women do think they are positively stereotyped when reading female stereotypic job description. Interestingly, we did find that women expected to be seen more in terms of both negative and positive male meta stereotypes after reading the male stereotypic job description compared to the female stereotypic description. The previous studies did not find this.

In spite of the illusion of our society moving away from the idea of gender roles and working hard on gender equality we are still far away from a gender-balanced workplace. An aspect to consider is making job advertisements more appealing for female participants, so women are not left out of the work world, before even reaching in. The progress already made against gender stereotypes should not be minimized, however we also should not forget to still strive to find ways to reach gender equality in the workplace. Especially since studies have shown that women are just as qualified as male workers (Wyman, 2016), meaning a more diverse workplace would be beneficial to our society as a whole and not just the female population.

Limitations and Directions for Future Research

One important limitation of the current study may be that the questionnaire was given online, and therefore we could not control the environment in which participants have filled it out. Future research could try to better control the setting of the study. A possibility could be to give participants a survey in person, so they might feel more obliged to pay attention and put more effort into filling out the questionnaire.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Secondly, we included a pre-measure for self-esteem. This was also the main difference between this study and previous studies (Wulf, 2019; Juckoff et al., 2021) that did not find significant results. Questions such as: “I feel that I’m a person of worth, at least on an equal plane with others,” could have a strong impact on people, since it might make participants more focused on values they hold personally relevant to themselves and by that makes them less likely to be influenced by environmental information. As argued in self-affirmation theory (Steele, 1988), this could make them become less stressed when facing threats to their self-sense, such as when reading a stereotypic job description. Therefore, future research might use self-esteem measures only as a post-measure to avoid that potential influence of self-affirmations.

Thirdly, as said before, the issue might be the difference between state and trait self-esteem. We measured their general self-esteem, hence more representative of trait (or dispositional self-esteem). However, it might have been better to measure their state self-esteem, which represents their self-esteem at the moment. This might be more relevant when examining whether self-esteem is influenced by reading a job description. Future research should explore this direction, as it might be more relevant to the impact of the stereotypical wording, since it encourages the participant to state how they feel about themselves in that exact moment.

All in all, in the future, research should continue to examine stereotypical wording in job advertisements and how this can be applied to make the gender gap in the workplace smaller. In the future study could be conducted in a more controlled environment, with some changes in the survey (e.g. length and no pre-self-esteem measures). Important change could be to measure state instead of trait self-esteem.

Conclusion

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

The aim of the study was to demonstrate that stereotypical wording of job advertisements triggers meta-stereotypes, and has an effect on females' self-esteem. Our study found support that the female stereotypic job description as compared to male stereotypic job description increased positive meta-stereotyping. This shows that the wording of job advertisements does affect females. Although the results only gave support for the meta-stereotypes, there is still reason to believe that examining the impact of wording in job description could be important for self-esteem as well, however future studies should look at the state self-esteem, that is, one's self-esteem at a particular moment.

Based on these and previous findings, wording in job descriptions is an important issue to consider, when trying to answer the question why women are less likely to apply. Therefore, future jobs should be more careful when writing job advertisements and consider the consequences of including qualifications that refer to gender stereotypes.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

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Appendix A

Online questionnaire created with Qualtrics

Start of Block: Information Sheet

INFORMATION ABOUT THE RESEARCH – SOCIAL MEDIA VERSION

"Would you like to apply for this internship?"

Why am I receiving this information?

- You are being invited to participate in this research because you have been granted access to the invitation link to this online study.
- The start date of the research is 02.02.2022 and the end date of the research will be 01.06.2022
- The primary investigator of this study is Ernestine Gordijn. Marla Baisch, Alissa Müller, Pia Neza Sorli and Julian Ritterbach will also be conducting this research.

Do I have to participate in this research?

- Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research. If there are any questions, do not hesitate to ask.

Why this research?

- We want to examine the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. This information can be used to improve job advertisements.
- For this research we are looking for participants:
 - who are 16 or older
 - who are currently studying to obtain a Bachelor or Master's Degree.

What do we ask of you during the research?

- First, we will ask you for your consent to participate.
- When you agree to participate, you will be guided to the online questionnaire. In the questionnaire, you will first answer some demographic questions, such as your age and gender. After that, you will be asked questions about how you perceive yourself and others in society.
- After that, you will be presented with a job advertisement. Lastly you will be asked to answer some questions, for example, how likely you would be to apply for this job.
- The questionnaire will take approximately 15 minutes to complete.

What are the consequences of participation?

- Advantages are limited to gaining experience regarding participation in a scientific study.
- Disadvantages are limited to the time investment of an average of 15 minutes and having to read information, which may arouse a variety of feelings or thoughts.
- We believe there are little to no risks associated with participating in this study. However, it is possible that you may find some questions difficult to answer or would prefer not to

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

answer them. Please remember that you may always skip questions or even withdraw from the study, which does not have any negative consequences for you.

How will we treat your data?

- Your data will be used to write a Bachelor's thesis and a scientific paper.
- Your data is confidential. While no personal data is collected, some information may act as identifiers when combined (i.e., gender, age-range). Only the researchers of this study will have access to it. The data consists of your responses to the questions which will be collected using an online questionnaire. We collect this data for scientific purposes.
- If the data is published, we will anonymize information that could be used to identify individual participants.
- When the study is finished, the data will be stored on a safe University of Groningen server.

What else do you need to know?

- You may always ask questions about the research: now, during the research, and after the end of the research. You can do so by sending an email to m.baisch@student.rug.nl.

Do you have questions/concerns about your rights as a research participant or about the conduct of the research? You may also contact the Ethics Committee of the Faculty of Behavioural and Social Sciences of the University of Groningen: ec-bss@rug.nl.

Do you have questions or concerns regarding the handling of your personal data? You may also contact the University of Groningen Data Protection Officer: privacy@rug.nl.

As a research participant, you have the right to receive a copy of this research information. In case you would like a copy, we suggest you take a screenshot of this page.

Click the arrow below to proceed.

INFORMATION ABOUT THE RESEARCH – SONA VERSION

"Would you like to apply for this internship?"

Why am I receiving this information?

- You are being invited to participate in this research because you have been granted access to the invitation link to this online study.
- The start date of the research is 02.02.2022 and the end date of the research will be 01.06.2022
- The primary investigator of this study is Ernestine Gordijn. Marla Baisch, Alissa Müller, Pia Neza Sorli and Julian Ritterbach will also be conducting this research.

Do I have to participate in this research?

- Participation in the research is voluntary. However, your consent is needed. Therefore, please read this information carefully. If you decide not to participate, you do not need to explain why, and there will be no negative consequences for you. You have this right at all times, including after you have consented to participate in the research. If there are any questions, do not hesitate to ask.

Why this research?

- We want to examine the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. This information can be used to improve job advertisements.

What do we ask of you during the research?

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EFFECT OF META STEREOTYPES ON SELF-ESTEEM

- When you agree to participate, you will be guided to the online questionnaire. In the questionnaire, you will first answer some demographic questions, such as your age and gender. After that, you will be asked questions about how you perceive yourself and others in society
- After that, you will be presented with a job advertisement. Lastly you will be asked to answer some questions, for example, how likely you would be to apply for this job.
- The questionnaire will take approximately 15 minutes to complete.

What are the consequences of participation?

- Advantages are gaining experience regarding participation in a scientific study and receiving 0.4 SONA credits.
- Disadvantages are limited to the time investment of an average of 15 minutes and having to read information, which may arouse a variety of feelings or thoughts.
- We believe there are little to no risks associated with participating in this study. However, it is possible that you may find some questions difficult to answer or would prefer not to answer them. Please remember that you may always skip questions or even withdraw from the study, which does not have any negative consequences for you.

How will we treat your data?

- Your data will be used to write a Bachelor's thesis and a scientific paper.
- Your data is confidential. While no personal data is collected, some information may act as identifiers when combined (i.e., gender, age-range). Only the researchers of this study will have access to it. The data consists of your responses to the questions which will be collected using an online questionnaire. We collect this data for scientific purposes.
- If the data is published, we will anonymize information that could be used to identify individual participants.
- When the study is finished, the data will be stored on a safe University of Groningen server.

What else do you need to know?

- You may always ask questions about the research: now, during the research, and after the end of the research. You can do so by sending an email to m.baisch@student.rug.nl.

Do you have questions/concerns about your rights as a research participant or about the conduct of the research? You may also contact the Ethics Committee of the Faculty of Behavioural and Social Sciences of the University of Groningen: ec-bss@rug.nl.

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As a research participant, you have the right to receive a copy of this research information. In case you would like a copy, we suggest you take a screenshot of this page.

Click the arrow below to proceed.

End of Block: Information Sheet

Start of Block: Informed Consent

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Informed consent – SOCIAL MEDIA VERSION

"Would you like to apply for this internship?"

In this research we want to study the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. We will first ask for your consent to participate in this research. If you agree to participate in our study, you will automatically be redirected to the questionnaire. The questionnaire will take approximately 15 minutes to complete. More information about this study can be found in the information sheet.

This research is carried out by a group of four bachelor students at the University of Groningen in The Netherlands under the supervision of their professor, and meets the ethical guidelines of the University of Groningen. We believe there are little to no risks associated with participating in this study.

By agreeing to participate in this study you understand the following:

1. I have the right to receive a copy of this informed consent form by taking a screenshot.
2. **My participation is voluntary**, and I can withdraw from this study at any moment without having to give a reason and without any negative consequences.
3. **I may refuse to answer or skip any questions** that I do not wish to answer. I do not have to provide any reason for this, and this does not have any negative consequences.
4. My **responses are confidential** and will not be shared with anyone besides the research team.
5. All my responses will be **securely stored and are only accessible to the researchers**.
6. After completing the questionnaire, I will receive more information on the purpose of this research.

Do you agree to participate in this study (if you don't want to participate, click no and you will leave the questionnaire)?

- Yes, I agree (1)
- No (4)

Informed consent – SONA VERSION

"Would you like to apply for this internship?"

In this research we want to study the expectations that students have about an internship and the company when they are presented with an advertisement about the internship. We will first ask for your consent to participate in this research. If you agree to participate in our study, you will automatically be redirected to the questionnaire. The questionnaire will take approximately 15

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

minutes to complete. You will earn 0.4 SONA credits. More information about this study can be found in the information sheet.

This research is carried out by a group of four bachelor students at the University of Groningen in The Netherlands under the supervision of their professor, and meets the ethical guidelines of the University of Groningen. We believe there are little to no risks associated with participating in this study.

By agreeing to participate in this study you understand the following:

1. I have the right to receive a copy of this informed consent form by taking a screenshot.
2. **My participation is voluntary**, and I can withdraw from this study at any moment without having to give a reason and without any negative consequences.
3. **I may refuse to answer or skip any questions** that I do not wish to answer. I do not have to provide any reason for this, and this does not have any negative consequences.
4. My **responses are confidential** and will not be shared with anyone besides the research team.
5. All my responses will be **securely stored and are only accessible to the researchers**.
6. After completing the questionnaire, I will receive more information on the purpose of this research.

If you do not consent or want to withdraw you can quit the questionnaire now without any consequences.

End of Block: Informed Consent

Start of Block: Demographics

Part 1: Background questions

First, please answer the general questions below. These questions will not be used to identify you as an individual but they will help the researcher to describe the sample of participants.

Please indicate your gender:

- Male (1)
- Female (2)
- Other (3) _____
-

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Please indicate your age:

- Under 16 (1)
 - 16 - 18 (2)
 - 19 - 21 (3)
 - 22 - 24 (4)
 - 25 - 27 (5)
 - 28 - 30 (6)
 - Above 30 (7)
-

(Only asked in social media version)

Are you currently studying to obtain a master or bachelor degree?

- Yes (1)
 - No (2)
-

(Only asked in social media version)

Are you a Psychology Student?

- Yes (1)
 - No (2)
-

Page Break

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

End of Block: Demographics

Start of Block: Self-esteem pre-measure

Here we would like to know how you feel about yourself.

Please indicate to what extent you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (2)	Somewhat agree (4)	Strongly agree (5)
On the whole, I am satisfied with myself. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At times I think I am no good at all. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm a person of worth, at least on an equal plane with others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am inclined to feel that I am a failure. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Self-esteem pre-measure

Start of Block: Power perception

The following statements concern gender differences in high-ranking positions in companies and organizations.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Please indicate to what extent you agree with each statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I believe that there is gender inequality in high-ranking positions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that men hold most of high-ranking positions. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that women hold most of high-ranking positions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Power perception

Start of Block: Introduction

Part 2: Job advertisements

Thank you for taking part in this research about job application intentions of university students. We are working together with a company based in Amsterdam. This company is interested in how a job advertisement for their internship program is perceived by university students that are interested in making their first work experiences or are soon to do so after graduation.

We are particularly interested in the expectations that students have about the company. Further, we want to know about the feelings and thoughts of potential applicants when being presented with this job advertisement.

Therefore, we will present you with the job advertisement of the company and ask you several questions regarding: Your momentary feelings, whether you would consider applying for an internship like the one described, and your evaluations and expectations of the company.

The outcome of this study will be presented to the company. The resulting knowledge will be used to give the company advice on how to best develop their job advertisements in order to attract young and motivated job applicants.

End of Block: Introduction

Start of Block: First instruction

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

In the following you will be presented with the job advertisement of the company. Please read through this carefully and take some time to investigate the job advertisement. After this you will be asked several questions about it.

End of Block: First instruction

Start of Block: MC

TimingMC Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

ARE YOU OUR NEW STRATEGIC AND CAREER-MINDED PROJECT MANAGEMENT INTERN?

Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are strategic, willing to take risks, have strong analytical thinking skills, and you are career-minded. The internship requires you to be resistant to stress, and to be able to compete in a fast-developing international environment.

What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. We will need you to be able to be resistant to stress in an ever-changing work environment, work independently even within a team, and also have a strong sense for analytic and strategic thinking as the work is interconnected with the different departments and locations of the company. Depending on your interests and expertise, you can choose what you would like to focus on

What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

How to apply?

Interested? If you are the strategic and career-minded intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to projectmanagement.intern@work.eu before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

Corona-Note: As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!



MEDIA AT WORK

End of Block: MC

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Start of Block: FC

TimingFC Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

ARE YOU OUR NEW EMPATHIC AND SOCIALLY SKILLED PROJECT MANAGEMENT INTERN?

Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are empathic, responsible, and you have very strong social skills. You are able to communicate well with the other interns, our employees, as well as with our (often international) clients. The internship thus requires you to be a socially-minded team-worker and to relate easily to others in a fast-developing international work environment.

What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. For this, as well as for the development and understanding our new online media campaigns, you need very good social and communication skills, a high level of empathy, and a sense of responsibility. Depending on your interests and expertise, you can choose what you would like to focus on.

What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

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MEDIA AT WORK

End of Block: FC

Start of Block: RandomQuestion

Now, we would like you to rate the job advertisement for the internship that you just read. Here, we focus on the structure, colouring and information of the job advertisement. Please indicate to which extent you agree with the statements below.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

I like the choice of colours that was used in the job advertisement.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

The structure of the job advertisement makes sense considering the information that is presented.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Neither agree nor disagree (3)
 - Somewhat agree (4)
 - Strongly agree (5)
-

The job advertisement provides me with all the information that I need for writing an application letter.

- Strongly disagree (1)
- Somewhat disagree (2)
- Neither agree nor disagree (3)
- Somewhat agree (4)
- Strongly agree (5)

End of Block: RandomQuestion

Start of Block: Meta/self-stereotyping measurement

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Now that you have read about this internship and the company, you may have some expectations about how people in the company would think of you if you were to apply for it.

Additionally, we would like to know how such expectations relate to how you see yourself.

On the following pages you will read through short statements that focus on these possible expectations.

Please indicate to what extent you agree with the following statements.

Page Break

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Emotional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bitchy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm-hearted (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illogical (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Emotional (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bitchy (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm-hearted (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click Strongly agree (this is an attention check) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Illogical (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Aggressive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-minded (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreasonable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likely to pick a quarrel (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Aggressive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socially-minded (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unreasonable (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Likely to pick a quarrel (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Shy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click somewhat disagree (this is an attention check) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power-hungry (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependent (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Shy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrogant (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power-hungry (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependent (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

If I were to submit my application documents for this internship, I think that the **recruiters of the company** would expect that I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Not concerned about others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selfish (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timid (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincere (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submissive (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think I am...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Not concerned about others (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honest (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambitious (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selfish (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timid (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincere (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submissive (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EFFECT OF META STEREOTYPES ON SELF-ESTEEM



Page Break



EFFECT OF META STEREOTYPES ON SELF-ESTEEM

End of Block: Meta/self-stereotyping measurement

Start of Block: Self-confidence

Now we would like to learn more about the extent that you believe in your abilities to do this internship.

Please indicate to what extent you agree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I have confidence to handle the tasks mentioned in the internship description. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have what it takes to successfully finish the internship. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I have a number of good qualities that are needed for this internship. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the company would consider me for this internship. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Self-confidence

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Start of Block: Emotions

In this part of the questionnaire we would like to learn more about how you felt when reading about this company and the job advertisement.

Reading the job description of Media At Work made me feel:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Hopeless (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Angry (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Happy (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Annoyed (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depressed (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Emotions

Start of Block: Application intentions

Page Break

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Please indicate the degree to which you agree with the following statements:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I can imagine sending an E-mail to MediaAtWork and ask for more information about their internship program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I saw an internship like this in an advertisement, I would consider applying for it. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would actively look for an internship like the one described. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please click Somewhat agree (attention check). (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Application intentions

Start of Block: Self-esteem post-measure

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Please indicate the degree to which you agree with the following statements:

	Disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly Agree (5)
I feel that I have a number of good qualities. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I'm a person of worth, at least on an equal plane with others. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Self-esteem post-measure

Start of Block: check

Page Break

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

The following 2 statements concern the job advertisement that you just read. To what extent do you agree with the following statements?

	Stereotypically male (1)	Somewhat more stereotypically male (2)	Neutral (3)	Somewhat more stereotypically female (4)	Stereotypically female (5)
I think the company and the people working in it are... (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think the job description is... (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: check

Start of Block: Sexism

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Finally, we would like to know how you see relationships between men and women in our society. Please indicate to what extent you agree with each statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Many women have a quality of purity that few men possess. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be cherished and protected by men. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every man ought to have a woman whom he adores. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men are incomplete without women. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women, compared to men, tend to have a superior moral sensibility. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Sexism

Start of Block: End

You have almost reached the end of the survey.

Before you finish the survey, we would like to ask two more questions.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Was there anything language wise unclear, if yes, what?

Page Break

If you have any comments or thoughts about the study, which you would like to share with us, please write them in the box below. If not, please continue to the debriefing by clicking on the arrow below.

Page Break

Debriefing

Thank you for your participation in this study!

Please read the following information about this study very carefully.

What was the aim of our study?

We are interested in how people read job advertisements. For this purpose we created a job advertisement and we varied parts of the text to see whether people find the advertisement more or less attractive and whether it influenced their application intentions.

You were informed that the present research is about job application intentions of university students and that the research team is working together with a company to help them improve their job advertisements to target young professionals. However, this is not true. Further, please note that the company MediaAtWork and the job advertisement are fictional and do not exist. The researchers created them for the purpose of this research project. This was necessary to investigate the above-mentioned topic. It was important to hide the actual purpose of the study, otherwise it could have distorted the results.

EFFECT OF META STEREOTYPES ON SELF-ESTEEM

Control questions

Additionally, as you may have noticed, we used control questions in this study. It is important for the reliability and quality of our research to use control questions. This allows us to potentially exclude responses that have been given without full attention and active consideration.

Finally

We would like to thank you again for your participation. It is very meaningful for us and possibly helps to add new findings about the job market.

Also, we ask you kindly not to share the actual purpose of the study with others who might also participate. This could affect the results.

If you are interested in the results of this research, feel free to send an email to m.baisch@student.rug.nl. Please click on the arrow below to complete and submit the questionnaire.

End of Block: End

Appendix B

Female stereotypic job advertisements

ARE YOU OUR NEW EMPATHIC AND SOCIALLY SKILLED PROJECT MANAGEMENT INTERN?

Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are empathic, responsible, and you have very strong social skills. You are able to communicate well with the other interns, our employees, as well as with our (often international) clients. The internship thus requires you to be a socially-minded team-worker and to relate easily to others in a fast-developing international work environment.

What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. For this, as well as for the development and understanding our new online media campaigns, you need very good social and communication skills, a high level of empathy, and a sense of responsibility. Depending on your interests and expertise, you can choose what you would like to focus on.

What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

How to apply?

Interested? If you are the empathic and socially skilled intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to projectmanagement.intern@work.eu before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

Corona-Note: As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!

MEDIA AT WORK

ARE YOU OUR NEW STRATEGIC AND CAREER-MINDED PROJECT MANAGEMENT INTERN?

Who are we?

MediaAtWork is a company specialized in assisting several organizations all over the world with their online-media representation. Our clients include ministries and municipalities, as well as companies, such as L'Oreal, Volkswagen, and Apple. The departments in MediaAtWork are specialized in different processes related to perfect online advertisement. This involves research, IT, creativity and design, customer contact, and organizational management. During the internship, you have the unique chance to be part of each of these departments.

Who are you?

You are currently enrolled in or finished a Bachelor or Master degree in any given topic. You are motivated to learn and open to new experiences. You are strategic, willing to take risks, have strong analytical thinking skills, and you are career-minded. The internship requires you to be resistant to stress, and to be able to compete in a fast-developing international environment.

What will be your tasks?

You will support our employees in working on different media-related projects in the different departments and present your work at the end of your internship. You will work on online campaigns in a diverse team and for clients from all parts of the world. We will need you to be able to be resistant to stress in an ever-changing work environment, work independently even within a team, and also have a strong sense for analytic and strategic thinking as the work is interconnected with the different departments and locations of the company. Depending on your interests and expertise, you can choose what you would like to focus on

What do we offer?

We offer a paid internship (450€/month). Being a highly interconnected company, an internship at MediaAtWork gives you the opportunity to meet and connect to interesting people from all over the world. Once a month we organize team-building events, because a good atmosphere in the team is important for our company to excel. We put great emphasis on excellent training of our interns. Successfully completing the internship program may give you the chance to work with our company in future - either in our office or any other of our locations all around the world. The internship program is planned for a duration of 6 weeks.

How to apply?

Interested? If you are the strategic and career-minded intern we are looking for, do not hesitate to send your application documents (motivation letter, diplomas, CV, testimonials) to projectmanagement.intern@work.eu before 01st April, 2022. The internship is planned to start on June 01, 2022 - but the starting date is flexible between June and September due to different academic calendars. We are looking forward to hearing from you!

Corona-Note: As we do not know how the pandemic will develop within the course of this year, we are considering a hybrid or online alternative of the internship if necessary! However, it is our aim to make it as engaging as possible in order for you to gain a realistic experience during your time with us!

MEDIA AT WORK

EFFECT OF META STEREOTYPES ON SELF-ESTEEM