DOCUMENT RESUME

ED 178 837 CG 013 950

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TITLE Attaining Sex Equity in Counseling Programs and Practices. Application Booklet for Counselors.
INSTITUTION National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE Sep 78
CONTRACT 300-76-0456
NOTE 80p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Choice: Career Exploration: Counseling Effectiveness: Elementary Secondary Education; *Guidance Programs: Nondiscriminatory Education; *Personal Interests: *Sex Fairness: Workshops
IDENTIFIERS *School Counselors

ABSTRACT

This application booklet was designed to assist elementary-secondary education counselors to gain an understanding of the manifestations and effects of sex discrimination and sex bias in education, to gain an understanding of Title IX, and to attain skills and capability for the development and implementation of policies, programs and management systems to ensure educational quality. The information supplements that provided in the Title IX Workshop Package. Materials are presented as follows: (1) consequences of sex discrimination and stereotyping: (2) regulations and requirements of Title IX; (3) recommendations for a comprehensive sex-fair guidance program; and (4) recommendations for administering and interpreting career interest inventories. A bibliography and resource guide conclude the body of the booklet. Appendices include a table of federal laws and regulations prohibiting sex discrimination, a questionnaire for rating career guidance programs and a checklist for evaluating career interest inventories. (Author/BEF)

ATTAINING SEX EQUITY IN COUNSELING PROGRAMS AND PRACTICES

Application Booklet for Counselors

Linda Stebbins and Nancy L. Ames, Authors

Prepared for the
Title IX Equity Workshops Project
of the Council of Chief state School Officers

By the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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Office of Education

Ernest L. Boyer, Commissioner

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

DISCRIMINATION PROHIBITED

No person in the United States, shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

This publication was prepared for the Council of Chief State School Officers by the Resource Center on Sex Roles in Education. It was prepared under contract #300-76-0456 for the U. S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view stated, do not, therefore, necessarily represent official Office of Education position or policy.

Preface

This "Application Booklet for Counselors" is one supplementary component of a multicomponent workshop package developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). This package, entitled Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators, was designed to assist elementary-secondary education personnel to gain:

- an understanding of the manifestations and the effects of sex discrimination and sex bias in education
- an understanding of the requirements of Title IX and its implementing regulation, and of some of the steps required to achieve compliance
- skills and capability for the development and implementation of policies, programs, and management systems to ensure educational equity

Attaining Sex Equity in Counseling Programs and Practices was designed as a reference book which may be used by counselors to extend their understandings of issues of sex discrimination and sex equity in counseling and of the steps which counselors may take to achieve sex equity in their professional activities. The information in this booklet expands and highlights that provided to participants in the workshop sessions on "Implementing Title IX and Attaining Sex Equity: The Counselor's Role," as outlined in the Workshop Package.

The Resource Center on Sex Roles in Education and the Council of Chief State School Officers are indebted to Linda Stebbins and Nancy L. Ames of Abt Associates who prepared the booklet.

The CCSSO also gratefully acknowledges the sistance and advice of M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and Joan Duval, Director, Women's Program Staff, in the implementation of the Title IX Equity Workshops Project contract. Grateful acknowledgement is also given to Sarita G. Schotta, Senior Research Associate, National Institute of Education, for monitoring the contract which provided funds for the editing and printing of the field-test materials. Special gratitude is extended to the personnel of the 15 organizations who field-tested the Package in regional workshops for their efforts, their patience, and their support throughout the implementation of the Title IX Equity Workshops Project.

The coeditors also wish to express their appreciation to Byron Hansford, Executive Director, Council of Chief State School Officers; William Israel, Director of Special Projects Council of Chief State School Officers; and James Becker, Executive Director, National Foundation for the Improvement of Education, for their support of the project. Ann Baucom and Lois Jamieson of the CCSSO and Ann Samuel of the Resource Center on Sex Roles in Education receive special thanks for their tireless efforts in the production of materials for the Workshop Package.

Shirley McCune and Martha Matthews
Coeditors, Title IX Equity Workshops Project
September 1978

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Some Questions for Consideration*

Below are some questions designed to help you clarify some of your values with respect to sex-role stereotypes. Write down your answers and see how they may change after you have completed the booklet. Note that there are no right or wrong answers, nor is there a scoring mechanism. The questions are designed solely for your self-examination.

Indicate the extent of your agreement or disagreement with each of the following.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. A career is necessary for a woman to be truly satisfied.	_____	_____	_____	_____
2. A career is necessary for a man to be truly satisfied.	_____	_____	_____	_____
3. Being a wife and mother is necessary for a women to be truly satisfied.	_____	_____	_____	_____
4. Being a husband and father is necessary for a man to be truly satisfied.	_____	_____	_____	_____

Indicate your feelings about:	Strongly Support	Support	Oppose	Strongly Oppose
5. The Equal Rights Amendment to the U. S. Consitution designed to prohibit states and the Federal Government from passing laws which discriminate on the basis of gender.	_____	_____	_____	_____
6. The full implementation of Title IX of the 1972 Education Amendments which prohibit discrimination on the basis of sex in education, policies, practices and programs.	_____	_____	_____	_____

*Some of these questions are adapted from Warren Farrell, The Liberated Man, Beyond Masculinity: Freeing Men and Their Relations with Women. (New York: Random House, 1975).

	Strongly Support	Support	Oppose	Strongly Oppose
7. Equal responsibility by men and women for care of the home.	_____	_____	_____	_____
8. Equal responsibility by men and women for childrearing and child care.	_____	_____	_____	_____
9. Equal responsibility by men and women for "breadwinning."	_____	_____	_____	_____

If you were in a hiring position:

10. Would you hire a man as an auto mechanic before a woman if the woman were only slightly better qualified?

_____(a)yes _____(b)no _____(c)it would depend on(specify)

11. Would you hire a woman as secretary before a man if the man were only slightly better qualified?

_____(a)yes _____(b)no _____(c)it would depend on (specify)

Indicate below your answer(s) to the following:

12. Mr. and Ms. M. share all household tasks and the care of their two small children. Both work half-time, which reduces their income but allows them to maintain this family relationship. How do you feel about Mr. M.?

____(a) Think that Mr. M is probably somewhat lazy and unmasculine.
____(b) Feel Mr. M. is wasting his time and will never be successful.
____(c) Think it is great that Mr. M. has someone to share his economic responsibilities and permit him to spend more time with his family.
____(d) Admire Mr. M. but realize that you couldn't accept such an arrangement for yourself.
____(e) Have no particular feelings one way or the other.

12. Ms. K. has a three-year-old child. She works full-time because her career brings her personal satisfaction and helps supplement the family income. Her three-year-old is in a well run day care center. How do you feel about Ms. K.?

____(a) Think Ms. K. is probably somewhat aggressive and unfeminine.
____(b) Think Ms. K. is neglecting her three-year-old child and should either postpone her career or work part-time.
____(c) Think it is great that Ms. K. has the freedom to pursue her career interests and has found good care for her child.
____(d) Admire Ms. K. but realize that you couldn't accept such an arrangement for yourself.
____(e) Have no particular feelings one way or the other.

13. Which of the following attributes do you think characterize a healthy woman?

a. aggressive	( )	k. excitable	( )
b. gentle	( )	l. competitive	( )
c. independent	( )	m. insecure	( )
d. wordy	( )	n. logical	( )
e. emotional	( )	o. home-oriented	( )
f. objective	( )	p. adventurous	( )
g. neat	( )	q. decisive	( )
h. submissive	( )	r. tactful	( )
i. quiet	( )	s. ambitious	( )
j. scientific	( )	t. tender	( )
		u. assertive	( )

14. Which of these attributes do you think characterize a healthy man?

a. aggressive	( )	k. excitable	( )
b. gentle	( )	l. competitive	( )
c. independent	( )	m. insecure	( )
d. wordy	( )	n. logical	( )
e. emotional	( )	o. home-oriented	( )
f. objective	( )	p. adventurous	( )
g. neat	( )	q. decisive	( )
h. submissive	( )	r. tactful	( )
i. quiet	( )	s. ambitious	( )
j. scientific	( )	t. tender	( )
		u. assertive	( )

INTRODUCTION

Progress in resolving the problems of sex discrimination is being made, but very slowly. The reasons for lack of sufficient progress are multiple and of varying degrees of complexity. Some of those reasons are as follows:

- Many people do not recognize that sex discrimination and sex role stereotyping have serious consequences for both women and men.

- There is no single panacea; reductions in sex discrimination and sex-role stereotyping require the simultaneous efforts of parents, teachers, counselors, employers, and society in general.

- The legislation pertaining to elimination of sex discrimination is complicated; the regulations for implementing the legislation has been slow in being issued; and the enforcement of the legislation has encountered extensive delays both by the enforcement agencies and the courts.

- Even concerned professionals, such as counselors, are not totally aware of the consequences of their expectations, behaviors, and use of counseling and guidance materials in the perpetuation of sex discrimination and sex role stereotyping.

- To date, much more energy has been applied to identifying the issues contributing to the problem than to finding solutions.

This brochure is designed to provide a clearer understanding of the consequences of sex discrimination and sex role stereotyping; the requirements of Title IX of the Education Amendments of 1972 as they relate to guidance and counseling; some specific recommendations for counselors and guidance personnel to apply in developing a sex-fair approach to personal, academic, and career

counseling of students; and some additional resources which can aid in the successful implementation of the Title IX regulations.

CONSEQUENCES OF SEX DISCRIMINATION AND SEX-ROLE STEREOTYPING

Even though we are continuously acclimating to an age of rapid changes, particularly in terms of scientific and technological improvements, our contemporary society is perhaps having its greatest difficulties in adjusting to the need to provide equality of opportunity to all human beings. In recent years, there has been increasing national concern over a dual role system for women and men. Such a system is sex biased in that it serves to predetermine one's career and life choices solely on the basis of gender. In this section, we address the following questions: What is the dual role system? How does it affect both men and women? How do counselors and the materials they use reinforce the system?

Dual Role System

The dual role system, in its simplest form, is defined as: man's role is that of "breadwinner" and "woman's place is in the home." The arguments over the origins of the sex-stereotyped social system parallel the debate of nature ve sus nurture. Anthropologists like Margaret Mead have found considerable variability in the sex-role norms of different cultures. They infer from these findings that many sex-specific role expectations and related trait attributions are culturally determined and do not have a valid biological basis. Although basic biological differences between men and women do exist, society tends to emphasize these differences and exaggerate their importance. In many cases, the enormous degree of overlap between traits and abilities of both sexes is ignored or denied.

Stereotypical differentiation of the sexes is learned early in childhood and reinforced throughout the life span. Even before the age of three, children begin to learn sex stereotypes through observation and imitation of sex stereotyped behavior of grownups (Money, 1968); positive reinforcement by significant

others of behavior on the part of the individual that is consistent with prevailing sex stereotypes; and negative reinforcement of behavior contradictory to prevailing sex stereotypes (Goldberg and Lewis, 1969; Macoby and Jacklin, 1974). As soon as children enter school, they are segregated by sex for parts of the curriculum. Furthermore, stereotypical sex role images prevail in primers which teach that men "work" and women "mother." Jacobs and Eaton (1972), for example, found after reviewing 134 frequently used children's readers that none could be classified as free of sex-stereotyped content. Such sex stereotypes have important consequences for both women and men.

Effects on Women. The early socialization process proscribes the sphere of women's intellectual development. Whereas early socialization does not change the initial intellectual equality between the sexes--women are as intelligent as men--what does change are women's aspirations, preferences, and interests in specific fields of education and occupations. While the stereotypic appropriateness of certain careers is found at all age levels (Meyer, 1969), this appears to shift over time. Vocational goals, which are strong in young girls, tend to shift to marriage goals during high school (Matthews and Tiedeman, 1964). Even the educational aspirations of college women in their senior year decrease when the necessity to make firm plans is imminent (Horner, 1974). A related finding is the unrealistically small proportion of female adolescents who believe they will work outside the home. In a recent study of high school seniors over 23% of the girls and 39% of the boys believed that "most girls will become housewives and never work outside the home" (Patrick 1972, p. 42), whereas in fact, the current statistics indicate that 9 out of 10 of these women will work outside the home sometime during their lives.

Another aspect of sex stereotyping frequently internalized by women is the belief that they should not be as successful as men (Horner, Walsh, 1974). Some

researchers identify this fear of success as a primary obstacle to women achieving equal status with men and changing the current sex segregation in the world of work (Low, 1974).

Considerable evidence belies the notion that "woman's place is in the home." Currently, over 36 million women are in the labor force and their numbers are increasing rapidly. While 42% of married women are in the labor force, the majority of working women (60%) are there because they are either the sole support of their families or have husbands who earn less than $7000 per year. One in 10 of these women workers are heads of households. Clearly, women work because they need to work, yet the 1973 earnings for women working full-time averages only 57% of the earnings received by men in the same job categories (Women's Bureau, 1975). Trends indicate this difference in men's and women's earnings is increasing.

The average female worker, however, is as well educated as the average male worker (and the more education women have, the more likely they are to be in the labor market). Consequently, education level does not explain the earnings differential--in fact, the average working woman with a college degree earns less than the average male high school dropout (Women's Bureau, 1975). While earnings differentials can be explained to some extent by differences in level of skill, effort, and responsibility in a particular job, and by length of employment, these factors still do not explain the gap between the earnings of women working full-time and the earnings received by men in similar jobs.

The explanation of the earnings differentials appears to be most directly related to the types of occupations in which women are employed. Although women now hold jobs in all 250 occupations listed by the Bureau of the Census, more than 40% of the women workers are concentrated in 10 occupations in which women predominate. These occupations are frequently considered "feminine"--occupations which are generally perceived as extensions of work women do in the home, such as

caring for children, cooking, and cleaning. Whether professionals or non-professionals, most working women are employed in a nurturant capacity.

In summary, the changes in the dual role system for women are often more a matter of form than function. Women employed outside the home continue to carry on nurturing and service functions similar to those they perform at home. Thus, even though women are moving into the employment force, they are taking their "implied" roles with them. They are being prevented from or are not allowing themselves to select from among all jobs within the employment possibilities. And although their work is of value to themselves, their families, and society, they are not being fully compensated for it, either at home or on the job.

Effects on Men. The consequences for men are neither as evident nor as well documented. Although the dual role system does not penalize men economically in the same way it penalizes women, it has negative consequences for them, too. Men are generally expected to be the sole or at least the primary support of the family. Such an expectation causes men to limit their career and life choices and has psychological consequences as well.

Many men do not feel free to pursue career alternatives which pay little or entail great risks, even though such careers may provide a great deal of satisfaction. For example, the man who wishes to enter a helping profession may hesitate to become an elementary school teacher or nurse, not only because these are perceived as "feminine," but also because the salary schedules are relatively low. Yet these careers may be very rewarding to men who enjoy working with people but who do not desire to pursue other helping professions such as doctor or lawyer.

It is true that pay and status affect career decisions for both women and men. For men, however, being a "good provider" often defines not only

their sense of self-worth, but also the respect of their families, their status among peers, and their place in the community. Thus, some men are caught in a double bind: they fear failure because success at work often defines their masculinity; and Horner (1974) has found they fear success because they recognize that success is not always consonant with happiness and satisfaction in life.

The dual role system not only restricts men's choices in the ways described above, but often limits men's meaningful participation in family life. In recent years, as women have moved into the world of work, men have taken on increasing responsibility for care of the home. Even as attitudes toward traditionally feminine domestic tasks change, however, and acceptance of an increasingly egalitarian division of labor is adopted, elements of the dual role system remain. Male domestic involvement is regarded as a "helping" role, with the major responsibility for household management and child care still unquestionably being the women's primary role (Hartley, 1960). Indeed, the full-time house-husband ranks lower in status than any other male occupational group (Bose, 1973).

The following quotation (Hartley, 1960, p. 157) on male domestic participation echoes the feeling noted above regarding woman's participation in the world of work:

> The activity is subordinate in importance to the major responsibility of the sex involved...We are not witnessing an elimination of sex differences--only an amelioration.

Counselor Expectations and Behaviors

The evidence presented above indicates that parents, teachers, employers, and society in general, all play a role in perpetuating sex role stereotyping and sex discrimination. Counselors also play a role in this regard. But counselors, in general, have not been trained to consider the strong effects which sex role stereotypes have on their counseling practices, as recent studies illustrate.

One well-known study, for example, exposed a double standard of health for male and female clients on the part of clinicians of both sexes (Broverman, et. al., 1970). This study utilized a questionnaire consisting of 122 bipolar adjectives representing the extremes of masculine and feminine behavior. Clinicians, psychiatrists, and

social workers were asked to use the adjectives to develop a profile of three individuals: a healthy male, a healthy female, and a healthy adult. The findings revealed that the healthy adult and the healthy male were characterized similarly, while the healthy female was portrayed significantly differently. According to the respondents' profiles, healthy women should be more submissive, less independent, less adventurous, less objective, more excitable in minor crises, more emotional, more conceited about their appearance, and they should have their feelings more easily hurt. The choice for women appeared to be between being a "healthy adult" and not "feminine", or being a "healthy female" but not a "healthy adult." In addition, according to a companion social desirability study, the "healthy female" qualities were found to be less socially desirable than the "healthy male" or "healthy adult" qualities.

Studies of secondary school counselors reveal similar attitudes. For example, Thomas and Stewart (1971) asked counselors to listen and react to audiotaped self-descriptions of high school girls with either traditionally feminine or traditionally masculine goals. High school counselors of both sexes rated "feminine" goals as more appropriate for female students. Girls with "masculine" goals were rated as more in need of counseling.

The results of a study by Friedersdorf (1969) also reflect counselor bias. In this study, male and female counselors were asked to invent backgrounds and interests for college-bound and noncollege-bound women. Male counselors portrayed college-bound women as interested in traditionally "female" occupations at the semi-skilled level, while female counselors portrayed them as interested in occupations requiring a college education. In addition, male counselors did not consider any traditionally "male" careers for women.

Schlossberg and Pietrofessa (1973), however, found that both male and female counselors were biased against female college students entering a "masculine"

occupation. Lewis and Kaltreider's survey (1976) of attempts to overcome sex stereotyping in vocational education also concludes that counselors, while not central to female students' course decisions, do not encourage them to consider nontraditional occupations.

Counseling Materials and Career Interest Inventories

Many of the problems which occur in sex-biased counseling materials, particularly for careers, and career interest inventories are rooted in the perceived relationships between interests and occupational satisfaction. Prediger and Cole (1975) identify two hypotheses of this relationship:

- Socialization dominance hypothesis: Until the socially accepted activity and choice options of males and females become broadened during the developmental years, the occupations in which males and females will be satisfied will be restricted to those consistent with their early sex role socialization.

- Opportunity dominance hypothesis: When socially accepted activity and choice options broaden and nontraditional career opportunities increase, people will find satisfaction in a wider range of occupations, in spite of the limitations imposed by their earlier socialization.

The socialization dominance hypothesis does not question the status quo. It accepts current occupational preferences and employment distributions of women and men as given. The opportunity dominance hypothesis reflects the changing nature of contemporary society. It presumes that, as new opportunities emerge, preferences will also change and current employment patterns will be modified.

The position of those concerned with sex stereotyping in counseling materials in general is most closely aligned with the latter position. That is, counseling

materials such as a brochure on careers in engineering which pictures males only and refers to engineers as "he" is considered sex biased. Career interest inventories can also reinforce sex stereotypes but in more subtle ways.

Career interest inventories are ostensibly designed to help individuals obtain a systematic, long range view of their futures. They can, however, restrict individual choices rather than expand them. This can occur because:

- The client is influenced by years of socialization experiences which lead to a self-imposed restriction of options.
- The inventory itself offers limited options.
- The inventory is improperly administered or interpreted.

Figure 1 indicates how sex bias on the part of the client or the inventory produces a restriction of options with biased results.

Figure I
Career Interest Inventory

	Sex fair	Sex biased
Client freely selects options	Unbiased results(A)	Biased Results(B)
Client restricts selection of options	Biased results(C)	Biased results(D)

The results in (A) are the only unbiased results that can be obtained. All other alternatives lead to results that are biased in varying ways. The results in (B) are sex biased either because the client is responding to an inventory which is sex biased in content, or the responses of the reference group to which the client's scores are compared reflect stereotyping. The biased results in (C) occur because the client responds in a stereotypic manner. The biased results in (D) arise from a combination of the problems cited in (B) and (C).

Various studies have focused on issues pertaining to career interest inven-

tories. Harman (1973) states that these include the items themselves, the method of scale construction using homogeneous or external criteria groups, the availability of scales, the group norms, and the methods of reporting scores.

These types of technical problems with career interest inventories have been well documented by the Commission on Sex Bias in Measurement (AMEG, 1973), and by Diamond (1975) in an edited compilation of papers entitled Issues of Sex Bias and Sex Fairness in Career Interest Measurement.

There has been considerable progress in recent years in reducing bias in career guidance inventories. In response to the increase of women in the work force, as well as to recommendations made in the Association for Measurement and Evaluation In Guidance (AMEG) Commission Report on Sex Bias in Measurement (1973), several inventories have been changed to deal with the problems resulting from differences in ways males and females respond to inventory items. All problems, however, are not resolved. Sex-fair applications of counseling procedures and of counseling materials and career interest inventories are lagging behind. The time has finally come to consider seriously the implications of the following:

> (Counselors) must...make sure that one of the characteristics of the just society toward which we are working is differentiation: the possibility for people with different needs and abilities to find and pursue the life style that maximizes their contributions to society and the satisfaction of their lives--whether they are women or men.

TITLE IX: REGULATION REQUIREMENTS

Title IX of the 1972 Education Amendments, a comprehensive Federal law, prohibits sex discrimination in admission and treatment of students and in the employment policies and practices of all educational institutions receiving Federal funds. The law reads:

> No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

In June 1975, the Secretary of Health, Education, and Welfare issued the implementing regulation for Title IX. The provisions of the regulation were grouped into five major topics:

- general provisions outlining procedures to achieve compliance (Subpart A)
- provisions identifying educational institutions, programs, and activities within the jurisdiction of the law (Subpart B)
- provisions prohibiting discrimination in the recruitment and admissions of students (Subpart C)
- provisions regarding student treatment in educational programs and activities that specify standards for nondiscrimination in these programs (Subpart D)
- provisions pertaining to the requirements for nondiscrimination in employment (Subpart E)

Section 86.36 (Subpart D) prohibits sex discrimination in counseling and the use of appraisal and counseling materials, and reads:

> (a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* *A recipient who uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument of its application.*

(c) *Disproportion in classes.* *Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.*

Section 86.36(a) prohibits discrimination in counseling or the counseling process, such as:

- providing primarily career counseling and interest inventory testing to males while providing primarily personal counseling to females
- using career, academic, or personal counseling materials which stipulate or even suggest by omission or commission that some options are more appropriate for males and others more appropriate for females
- counseling females to take family nutrition and typing and males to take advanced math and science courses
- screening applications for admission using a quota for each sex

Section 86.36(b) prohibits actions which are less subjective than those above and more clearly based on the technical quality of the materials used, such as:

- using different forms of a career interest inventory for males and females
- using career interest inventories which contain gender-specific occupational titles
- interpreting career interest inventories in a manner which restricts the options available to males and females

Finally, Section 86.36(c) states that it a substantially disproportionate enrollment of one sex is found in any particular class or course of study, the educational institution must assure itself that the enrollment distribution is not a result of sex discrimination by counselors or the counseling materials. Although Section 86.36(c) is vague with regard to specific acceptable enrollment patterns, it encourages the identification of sex bias, if it exists, in the counseling system. It should be noted that this type of evidence of compliance is appearing frequently in more recent legislation (cf. the Higher Education Amendments of 1976). The intention underlying Section 86.36(c) is perhaps the ultimate goal of many of the Title IX provisions.

RECOMMENDATIONS FOR ACHIEVING COMPLIANCE AND PROMOTING SEX EQUITY

While counselors are professionally trained to meet the needs of individuals, they are limited in the extent to which they can influence the personal, academic, and career development process. Perhaps five percent of a class of students will seek out a counselor. The counselor can use this five percent as a bridge for reaching and understanding others. But even if the counselor's personality touched the lives of all potential clients, his or her impact might be small indeed. Choices are shaped by many forces and many people including vocational educators, academic teachers, administrators, parents, spouses, peers, employers, significant others in the individual's environment, others in the community at large, and the individuals themselves. Counselors can be most effective if they actively involve these persons in the guidance process, providing leadership and program coordination, as well as direct client contact.

Each counselor has a different view of the counseling process. For some, the decreasing status of women in the labor force, the ever-widening salary gap, and the continuation of women and men in occupations limited by gender alone call for activism on the part of counselors that goes beyond career, personal, or academic counseling (Schlossberg, 1972). According to this view, intervention in the decisionmaking process is not enough. Until decisions, particularly career decisions, can be made in a society which allows for their implementation, counseling to make free choices may be counseling for disappointment. Counselors who share this view consider it their responsibility to help eliminate sex bias wherever they find it; in textbooks, in career guidance inventories, in staffing and per-

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This section contains a summary of recommendations drawn from Stebbins, et.al., (1974), Sex Fairness in Career Guidance: A Learning Kit. More detail and additional exercises for use with clients or in workshops can be found in the Learning Kit.

sonnel policies, in curriculum offerings, in education and employment opportunities, and so forth.

While some counselors disagree with taking an activist role, they still raise questions about what they as individuals can do. A counselor who does not want to act as a social change agent can still practice sex fairness. By informing clients of equal opportunity laws, informal and formal recourse procedures, child care, legal aid, and other supportive services, counselors can help clients to help themselves. No matter which position a counselor takes, he or she should help clients take into account as many aspects of the social context as possible, while remembering that the ultimate responsibility for all decisions remains with the client.

Recommendations for a Comprehensive Sex-Fair Guidance Program

This portion of the brochure contains a series of recommendations which are designed to help counselors minimize sex bias in a career guidance or counseling program. The first set of recommendations is organized according to the elements of a comprehensive guidance program. Some deal with direct client contact, others involve interactions with parents and teachers, and still others are aimed at program coordination. The recommendations and accompanying suggestions are not meant to be exhaustive, nor are they parallel in depth or breadth. They are intended to serve as beginning steps on the path to sex fairness in a guidance program. In most cases, the focus of the recommendations is on career guidance. By extension, these recommendations also pertain to academic and personal counseling.

Recommendation 1: *Look carefully at your values with respect to sex role stereotypes and at how they influence your interaction with clients.*

Rationale: Every human being is capable of a variety of career alternatives. There are few, if any, intellectual or personal attributes of males and females which predetermine separate career options, e.g., why nurses should be women or engineers should be men. Thus, no person's aspirations need to be limited on the basis of gender (or race or age) alone.

Counselors' own value systems strongly interact with their treatment of clients. If counselors hold sex stereotyped attitudes, they may wittingly or unwittingly transmit them or reinforce biased attitudes already held by clients. Counselors need to recognize and free themselves of their own, often deeply held, biases before they can counsel others fairly.

Implementation: The attitude questionnaire at the front of this booklet was designed to help you examine your values with respect to sex bias. As you completed it, you may have hesitated between providing honest answers based on personal feelings and "right" answers based on what you as a professional thought you should feel. Such a conflict is not unusual. All of us have made certain choices in our own lives. All of us are products of our socialization experiences It is neither possible nor desirable for counselors to suddenly change either their personal attitudes or their mode of behavior. What is important is that counselors be in touch with their own values, and that they not impose them on their clients. Counselors need to be able to help clients explore their own values, be aware of the widest variety of alternatives available to them, and be knowledgeable about the consequences of each. In this way, they can help clients to make choices that are both rational and free. The questionnaire was designed to encourange self-exploration. The focus in the following suggestions is on three areas of values, because they have strong implications for counselor-client interactions.

Suggestion 1a: Family/Career Conflict. One set of values has to do with the primary roles of men and women in society. Despite increased awareness of current trends in the world of work, deeply held attitudes and beliefs about woman's and man's "rightful" place are often resistant to change. Four of the pretest questions introduced earlier and adapted below are designed to help you assess your value system in this regard.

- Do you consider a career to be necessary for a women to be truly satisfied?
- Do you consider a career to be necessary for a man to be truly satisfied?
- Do you consider it necessary for a woman to be a wife and mother to be truly satisfied?
- Do you consider it necessary for a man to be a husband and father to be truly satisfied?

If you answered yes to one or more of these questions, consider the following:

- With recent societal trends, the word "housewife" has become pejorative to some. If counseling is designed to help individuals make decisions that are truly free, a women, having fully examined the alternatives, would have the freedom to choose to be a housewife.
- For some who accept the value of a woman having a career, marriage and family are still seen as essential ingredients for a full and happy life. Yet, women and men should not be made to feel less than fulfilled if they choose not to marry or raise a family.
- An even more difficult problem has to do with male freedom and individuality. The work ethic pervades contemporary society, making achievement in a career the primary criterion of a man's success. Yet as we have pointed out previously, homemaking and childrearing need not be the exclusive domain of women. The assignment of the "mothering" role to women and the "breadwinning" role to men is a traditional phenomenon, not shared by all cultures and not

necessarily linked to biological differences between the sexes. If a man wishes to be a homemaker on a full- or part-time basis, he should be encouraged to do so.

Suggestion 1b: Maleness/Femaleness. Another set of attitudes has to do with the essence of "maleness" and "femaleness." Two of the items in the earlier questionnaire were designed to help you examine your attitudes with respect to a variety of attributes traditionally associated with one or the other sex. Do you feel that the attributes of a healthy male differ from those of a healthy female? If so, consider the following questions:

- Which attributes characterize a healthy adult?
- Can what is perceived as "masculine" or "feminine" change? Why or why not?
- In what ways do these perceptions influence your interaction with clients?

Suggestion 1c: Interactions with Clients. This suggestion is designed to help you better understand how your values may affect your interaction with clients.

First, consider one or two of your recent female clients. If they had been males, would you have counseled them differently? Would you have encouraged them to think about a wider variety of career options or more highly skilled professions? Would you have asked them about their marriage and child/family plans? Would you have explored their educational aspirations more fully?

Next consider one or two of your recent male clients. If they had been female, would you have encouraged examination of different career options?

If you find yourself saying yes, that gender has influenced your interaction with clients, you may want to do some reading of the items included in the Resource Guide. More importantly, you will want to translate your new awareness into more equal, unbiased treatment of your clients.

Recommendation 2: *Explore with clients their values with respect to sexual stereotypes and how these may influence career choices.*

Rationale: Counselors must recognize not only their own stereotyped attitudes and values, but also biased responses on the part of clients. While not all clients will come to the counseling setting with self-imposed, gender-linked restrictions on their career choices, many will. By encouraging clients to examine their present value system, as well as its origins, counselors can assist them to make decisions without regard to the group to which they happen to belong.

It is also important that a counselor be sensitive to a client's possible conflicts, particularly since these conflicts may not be in the client's current awareness. They might include a conflict between career choice and masculinity/femininity; a conflict between marriage and career plans; a conflict between child-rearing and career or educational plans, and so forth. These problems will not be eliminated if discussion of them is avoided.

For many young women, especially, such conflicts may be conspicuously absent. Society has provided them with a ready-made answer--they will be a loving wife and mother. There is no reason for them to ask any further questions. If, however, both women and men are to become fully functioning members of society, with their own personal identities, they must begin to question these answers (Bem and Bem, 1973).

Implementation. In helping clients to clarify values, there are some basic principles which counselors may want to follow:*

- Unconditional acceptance of the client. Whether or not a client freely chooses a traditional or a nontraditional course of action, the counselor must accept that decision. While the counselor will want to do everything she/he can to help the client explore alternatives, the client is ultimately responsible for all personal decisions.
- No imposing of advice, even upon request, but exposing of information.

The role of the counselor is to help the client better understand the bases

*These principles, as well as many of the suggestions which follow, are adapted from Raths, Harmin, and Simon (1966)

for his or her choice, the whole array of alternatives that are available, and the consequences that may be attached to each. The counselor must refrain from suggesting--however subtly--which alternative the client should select. It is important to recognize that the objective of career counseling is not so much to help the client make a perfect decision as to help the client learn processes of decisionmaking.

- Looking at the choice from the client's, not the counselor's vantage point.

Honesty is the key to the counseling process. This means that counselors must start by being honest with themselves. If counselors are aware of their own values and biases, they may be better able to resist imposing them on clients. Such resistance is consistent with a theory that stresses that:

> ultimately, all decisions, if they are truly to reflect values, must be made freely, after due reflection of all the available alternatives. (Raths, Harmin, and Simon, 1966, p. 151)

Suggestion 2a: Clarifying Responses. By their mode of responding in a counseling interview, counselors can help clients clarify their values. Raths, Harmin, and Simon (1966) offer several value-clarifying responses which are suggested by their theory of the decisionmaking process. Examples of questions which counselors may use to help clients explore their values are listed below:

- Choosing freely

  What do your parents (family) want you to be?

  Where do you suppose you first got that idea?

  For whom are you doing this?

- Choosing from among alternatives

  Did you consider another possible alternative?

  Are there reasons behind your choice?

  What's really good about this choice which makes it stand out from the other possibilities?

Did you consider alternatives that are usually thought of as "only for men" or "only for women?"

- Choosing thoughtfully and reflectively

  What would be the consequences of each alternative available?

  What assumptions are involved in your choice? Let's examine them.

  Just what is good about this choice? Where will it lead?

  Rank the other choices in order of significance.

  How does your choice fit in with the full pattern of your life?

- Prizing and cherishing

  How do you feel about your choice?

  How long have you wanted to do this?

  Is it something you really value?

- Affirming

  Then your decision is...

  Would you tell others of your choice?

- Acting upon choices

  I hear your choice; now, is there anything you can do about it? Can I help?

  What are your first steps, second steps, etc.?

  Have you examined the consequences of your choice?

  Have you done much reading on your choice?

  Have you made any plans to do more than you already have done?

- Following-up

  Have your plans changed?

  Did you run into any difficulty?

  What are your plans for the future?

Suggestion 2b: Thought-provoking questions. In addition to clarifying responses made by the client, counselors may want to stimulate exploration through the use of thought-provoking questions. The former questioning strategy may be incorporated into the regular counseling interview: the latter may be used as a part of the interview or as a written exercise preceding the interview. Several examples which may be used to encourage exploration are these:

- If you had three wishes, what would they be?
- If you could choose any career, which would it be?
- If you were a member of the opposite sex, would you choose differently?
- If you could be anyone at all, who would you choose to be?
- If you had a son/daughter, what would you want for him or her?

Suggestion 2c: Value Sheets. The techniques just suggested are designed primarily to help one client think more clearly and independently about her or his choices. The value sheet, on the other hand, is focused on the group. A value sheet, in its simplest form, consists of a provocative statement or scenario and a series of questions distributed to members of the group. The purpose of the statement or scenario is to raise an issue that the counselor thinks may have value implications. The purpose of the questions is to help each client clarify her or his values with respect to that issue. Since valuing is an individual matter, each client completes the value sheet alone, preferably by writing answers on a separate sheet of paper. Later, those answers may be used as the basis for group discussion.

The "Case of Pat" is one example of a value sheet which may be used to clarify values with respect to both sex bias and higher education.

Value Sheet 1: The Case of Pat

Pat is just graduating from high school. Five foot nine, trim and athletic, Pat has excelled in track, winning several intramural competitions. Pat is also a school leader, vice-president of the senior class, and extremely popular with both male and female students. With not too much effort, Pat has managed to graduate tenth in a class of 200. To the surprise of both friends and family, Pat has decided not to go on to college, but to work as an apprentice electrician instead.

Discussion questions which may accompany this value sheet are:

- How do you feel about Pat's decision?
- Did you consider Pat to be a male or a female? Why?
- If Pat had been a male (female) would you have responded differently?
- Do you think college is desirable for all males with the ability to complete a college curriculum? For all females?

The anecdotes below, used in Horner's studies (1972) of fear and success, may also be used to stimulate thought and discussion about sex role stereotypes and the work ethic. It is suggested that these value sheets be distributed simultaneously, and individuals asked to write stories in response to each item. Stories may then be read aloud to the group.

Value Sheet 2: The Cases of Anne and Peter

At the end of first term finals, Anne finds herself at the top of her medical school class. Write a story about Anne.

Peter's boss has been permanently transferred to the California branch of the company for which he works. The board of directors has chosen Peter above many of its other junior executives to take over this highly valued position. Write a story about Peter.

Discussion questions which may be used upon completion of the exercises are:

- Were there any negative consequences associated with Anne's/Peter's success: fear of being rejected, losing friends, being lonely or unhappy, etc.?
- Were there any direct or indirect expressions of conflict about Anne's/Peter's success: about femininity/masculinity, feeling guilty about success?
- Was there a denial of effort or responsibility about Anne's/Peter's success? Was it considered impossible?
- Were the consequences of success different for Peter?
- Were the consequences of success in the second setting different from those in the first setting? Were they negative for either Anne or Peter?
- In general, what problems are associated with success for women? for men?

Value Sheet 3: The Cases of John and Mary

At the end of first term finals, John finds himself at the top of his medical school class. Write a story about John.

Mary's boss has been permanently transferred to the California branch of the company for which she works. The board of directors has chosen Mary above many of its other junior executives to take over this highly valued position. Write a story about Mary.

Discussion questions which may be used upon completion of the exercises are:

- Were there any negative consequences associated with John's/Mary's success: fear of being rejected, losing friends, being lonely or unhappy, etc.?
- Were there any direct or indirect expressions of conflict about John's/Mary's success: about femininity/masculinity, feeling guilty about success?
- Was there a denial of effort or responsibility about John's/Mary's success? Was it considered impossible?

- Were the consequences of success different for John?
- Were the consequences of success in the second setting different from those in the first setting? Were they negative for either Mary or John?
- In general, what problems are associated with success for women? For men?

Counselors may want to develop other value sheets to meet the particular maturity level and concerns of their clients. Some provocative statements which may be used are these:

- Women who think or have ambition are not feminine.
- Men who value their homelife over their career are not masculine.
- Women have it easy--men do all the work.
- A woman who doesn't want children is not normal.
- It's okay for a woman to want to be a doctor but not for a man to want to be a nurse.
- A man needs to worry about choosing a career/a woman needs to worry about finding a man.

Recommendation 3: *Encourage clients to explore challenging, perhaps non-traditional career options.*

Rationale: With current equal opportunity laws, as well as heightened public sensitivity to issues of social equality, women can be foresters, linotype operators, welders, and telephone service personnel. Men can be nurses, elementary school teachers, dieticians, airline hosts, and secretaries. Counselors have a responsibility to help clients explore the full range of options available to them, irrespective of gender. For women deciding upon a college curriculum, there are many options in addition to nursing, teaching, and social work; for women without college degrees, there are many occupations currently employing primarily men which pay more than occupations currently employing primarily women. For men,

there are a number of traditionally "female" alternatives which might be considered.

Suggestion 3a: Group Exploration of "Appropriate" Careers. Originally designed as a classroom exercise, the following activity may be equally as useful in working with individual clients or small groups. If the group is sufficiently large, divide it into two subgroups by sex. Ask each male to respond in writing to the following questions:

As males, which occupations do you think are most appropriate for you?

As males, which occupations do you think are inappropriate for you?

Ask each female to answer the following questions:

As females, which occupations do you think are most appropriate for you?

As females, which occupations do you think are inappropriate for you?

Once everyone has had a chance to respond, have each group discuss their responses separately. Then have the groups elect a spokesperson to report to the full group. In the discussion which follows, the counselor may want to bring up the following points:

(1) Everyone has sexual stereotypes. The only way persons will be able to identify their real occupational interests is to keep in mind that nearly all of us--women and men alike--take it for granted that certain careers are open only or primarily to members of one sex. However, all careers can be pursued by both sexes. Therefore, persons must remember that they are free to express interest in any occupation or activity. They should not reject as inappropriate or unattainable certain so-called "male" or "female" careers in which they may, in fact, have a genuine interest.

(2) For women, one choice may be between family and career. Discussion may also involve the problem many women have of not only choosing among different careers, many of which are male dominated, but the antecedent problem of deciding whether to have a career at all. A career may be pursued instead

of raising a family, or before and/or after raising a family. If this family/career issue is raised, the various options for pursuing a career vis-a-vis raising a family may be explored. For men, the choice between family and career may be made by societal and/or financial pressures. This more subtle restriction should also be discussed.

(3) "Male" occupations typically pay more and have more opportunity for advancement. For example, plumbers, carpenters, and other unionized craftspersons typically make more money ($6-$7 per hour) than do office workers ($2.50 per hour) (Birk, 1973, p. 157). Moreover, many "female" occupations are entry level only, with little or no opportunity for career advancement.

(4) Times are changing. Finally, discussion may center around changing laws and societal standards. Many occupations which were formerly restricted to women or men are now, or may be in the near future, more accessible to members of the other sex. For example, there are many women who are politicians and many men who are telephone switchboard operators.

Suggestion 3b: Follow-up Exercise: Different Pay Scales. A follow-up activity for clients might be to obtain additional information on the differential pay scales for "male" and "female" occupations. The 1973-74 Occupational Outlook Handbook, published by the Government Printing Office, Washington, D. C., contains typical wage scales for a number of occupations. Have clients choose ten "male" and ten "female" occupations from those identified. Ask them to look up the wage scales for each occupation and then compute the average for each sex. The differential should reinforce the points made above.

Recommendation 4: *Arrange with clients group counseling sessions which utilize a shared leadership concept.*

Rationale: Many clients need encouragement to explore their attitudes with respect to sex role stereotypes. Such attitudes often place artificial limits

upon consideration of vocational and life choices. Group discussions can be extremely useful in bringing to light stereotypes and possible role conflicts that may be just beneath the level of consciousness.

For a number of reasons, group counseling may be a very effective supplement to one-to-one counseling. Group participants can gain communication skills and support as they share their perceptions, concerns, values, or ideas. In addition, participants can get reactions from a variety of people and thus expand their awareness of alternatives. Also, the counselor has a chance to see clients in a broader and more active social setting than individual sessions can provide and this can lead to more clarity regarding each client's interpersonal issues (Mahler, 1969).

If the objective of the group is not only to impart information but to enhance the interpersonal skills of all group members, the best pattern of group facilitation may be that of shared leadership. By asking members of the group to share its leadership, counselors can help clients explore their feelings fully, without looking to the counselor (or other group leader) for either support or criticism. Assuming responsibility for the direction and ultimate success of the group is one step toward autonomy and independent decisionmaking.

Suggestion 4a: Group Structure. A shared leadership group is a small group, structured to maintain a supportive, nonhierarchical atmosphere. In such a group, members may be helped to clarify their values and gain support and understanding towards some kind of decision. The rules for a shared leadership group which should be distributed to group members, describe how such a group might operate. These rules, which may be modified by group members, are designed to ensure that all members may fully participate. One modification may be to let members skip a turn, if they so desire.

Rules for a Shared Leadership Group

A shared leadership group is a small group, structured to help members explore their feelings fully. In such groups, members can begin to understand their own values, as well as societal values, and to apply this understanding to the decisions which they must make. The shared leadership process does not occur automatically!

The following rules are designed to help it occur:

1. Go around the circle allowing each member to talk without interruption on the debate. This is the kind of "free space" where members can talk about themselves in a way they never have before. It helps people to listen to each other, and it breaks down feelings of competitiveness. It enables members who are more reticent to have the same opportunity to talk as more aggressive members. It gives members a chance to compose themselves and their thoughts.
2. Always speak personally, subjectively, and specifically during this part of the meeting. Try not to generalize, theorize, or talk in abstraction; rather, speak directly from your own experience. There is bound to be someone in the group who feels she or he doesn't fit into a generalization and who will be alienated. We aren't all the same and we haven't all had the same experiences. We can learn from these experiences.
3. Don't interrupt, except to ask specific informational questions, i.e., When did that happen? How old were you at the time?
4. Never challenge anyone else's experiences. This may be the hardest rule to stick to, but it is also the most important. Try to accept what a member says, although it may seem all wrong to you, for it is true for her or him at that moment. Ask yourself why you want to challenge her or him. And remember that when it is your turn, no one will challenge you.

5. Maintain Confidentiality. No personal information about any group member should ever be discussed outside the group.

A shared leadership group does require a facilitator whose task is to keep the group running smoothly (get it started, keep the group on the topic, indicate whose turn it is to talk). The counselor may want to act as facilitator, as participant, or as observer. Indeed, once the group is under way, the counselor may not need to be present at all. If the counselor does not serve as facilitator, and the group meets for a long period of time or on several occasions, a rotating facilitator is desirable.

Suggestion 4b: Topics for Discussion. There are many possible topics for group discussion. Several of the implementation suggestions in the preceding recommendations offer ideas. For example, the four questions for consideration in Recommendation 1 may serve to stimulate group interactions. In addition, the following questions may prove useful:

- What does masculinity/femininity mean to you?
- What kinds of life styles are available to men/women?
- How was your education affected by your sex?
- Should women have a career? Wives? Mothers? Should women enter into economic competition with men? Do you want to increase or decrease competitiveness in society?
- What male/female traits are biologically determined as opposed to being socialized?
- What are the responsibilities of a father/mother for his/her children? Spouse? Rest of family? Self?
- What would you like to have (or did you want), a girl child or a boy child? Why?
- How would you feel as a woman/man about a wife earning less money than her husband? About earning more?

- **Should boys and girls be raised the same or differently?**
- **What occupations should be reserved for men? For women?**

In choosing from among these topics, counselors will want to consider where each may lead and what points may emerge from group discussion. Furthermore, they may want to have an informational base on which to draw during the summary and analysis session.

Suggestion 4c: Include Parents. Empirical evidence clearly shows that parents are the most important source of influence on career choice. Even college seniors' future plans are enormously affected by patterns of parental support (Baird, 1973). It would seem reasonable, therefore, for counselors to devote much more attention to parents, individually and within groups. Key concepts to be discussed and communicated are these:

- There is no necessary conflict between marriage and career.
- Females must plan as carefully as males for their future careers.
- There is no such thing as a"female" or "male" occupation.

Recommendation 5: *Be familiar with a wide variety of career opportunities and have on hand information about availability of occupations, wage scales, and equal opportunity laws.*

Rationale: Counselors should have on hand as much guidance material as possible so that they are able to share accurate information with the client in a timely and efficient manner. Information is needed to broaden the range of options to be explored, to describe specific occupations, and to provide feedback on tentative career choices. In this way, career planning may proceed on the basis of facts as opposed to assumptions.

Such a task is not easy. Times are rapidly changing and new opportunities are opening up daily for women and men. For example, the Atchison, Topeka and Santa Fe Railroad in El Paso, Texas, has recently hired the first woman railroad

engineer. She is a 22-year-old high school graduate with some work experience and 9 months of special training. She receives a salary of $1800 a month (see Redbook cover story, March, 1975). To keep up with such changes, counselors will want to enlist the support of librarians, teachers, other staff members, and clients.

Suggestion 5a: Primary Reference Materials. Examples of primary reference materials which should be available to counselors and their clients would include the following: (For U. S. Government documents, write to the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402).

- Dictionary of Occupational Titles, available from U. S. Employment Service, Bureau of Employment Security.
- Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics.
- NVGA Bibliography of Current Occupational Literature contains compilation of ratings of literature published in previous issues of Vocational Guidance Quarterly, along with new materials.
- The Encyclopedia of Careers and Vocational Guidance available from J. G. Ferguson Publishing Co., 6 North Michigan Avenue, Chicago, Illinois 60602. Describes major career fields and jobs.

Since these reference materials may reinforce sex role stereotypes (Birk et. al. 1973), counselors may want to screen them first, and if necessary interact with clients to ensure their sex-fair use.

In addition, subscription services periodically send occupational information plus summaries of other studies. They often include lists of occupational information produced by other sources. Examples are as follows:

- Employment Service Review, published by the U. S. Department of Labor, Bureau of Employment Security, U. S. Employment Services. Monthly journal of Federal-State programs and operations.

- Monthly Labor Review, published by the Bureau of Labor Statistics.
- Occupational Outlook Quarterly, published by the Bureau of Labor Statistics.
- Counselor's Information Service, published by B'Nai B'Rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036. This quarterly is an annotated bibliography of current literature on education and vocational guidance.
- Women's Bureau, Department of Labor, is perhaps the best source of information on women in the labor force.

Suggestion 5b: Client Involvement on Developing Occupational Information.

It is most desirable that clients be involved in gathering occupational information. One suggestion for involving clients is to have them analyze major industries in the local community including employment practices, wage scales, promotion policies, etc. This may be done by screening local "want ads" for jobs. This group or individual assignment can help counselors and clients obtain an up-to-date view of local job market schedules for a variety of occupations.

In addition, clients may be helpful in identifying local persons who could supply occupational information. Such persons might include the following:

- people associated with schools--staff, guest speakers, alumni, parents, and students themselves
- friends, relatives, and associates
- other community persons

A total list of persons who could supply information is practically inexhaustible.

Suggestion 5c: Equal Opportunity Laws. The counselor should be aware of these laws, what constitutes a complaint of discrimination, where to file complaints, and what procedures should be followed. The basic information is summarized in Table 1 in the appendix.

A Questionnaire for the Career Guidance Program: The questionnaire (Appendix B) is designed to help you assess what is currently being done in your career guidance program to ensure sex-fairness. It is also intended to help you formulate future plans. The questionnaire, which is built on the preceding recommendations plus some additional areas of concern, is by no means exhaustive. Space has been left for you to enter additional sex-fair activities or services that are presently being conducted or are planned.

Recommendations for Administering and Interpreting Career Interest Inventories

Given the wide range of opportunities actually open to them, individuals need some way of focusing their choices. This process requires viewing options and eventually reducing the number of fields that have the promise of bringing about satisfaction. Career interest inventories--specifically occupational and basic interest inventories--can be useful tools for helping individuals make choices likely to result in personal fulfillment. The term "career interest inventory" as used here refers to various formal procedures for assessing educational and vocational interests. It is important to note that career interest inventories are only one source of information useful to the career selection process. Clients' values, personality dynamics, aptitudes, achievements, aspirations, family and educational background, as well as the organization of the world of work, are also extremely important to decisionmaking.

Career interest inventories vary in the types of information they provide about a client's pattern of interests. It is important that counselors

understand these distinctions before they attempt to select appropriate inventories for each client's individual needs. In general, inventories are constructed with scales which indicate either:

- How the client's interests compare with the interests of samples of individuals employed in specific occupations; or
- How the client's interests on certain underlying basic interest dimensions compare with those of an average group of people.

The first type of inventory is usually referred to as an occupational inventory, a criterion referenced inventory (i.e., the criterion is the interest pattern of a specific occupational group), or an inventory constructed using external criteria (i.e., the interests of the occupational group) or heterogeneous scales. The scales within the occupational inventories are named for the occupation represented in the criterion group, such as engineer, YWCA director, or sales representative. These occupational scales are constructed of a variety of items which discriminate between a specific occupational group and a general reference group. Although the items in the resulting scale have internal consistency, the item content is frequently varied and difficult to interpret. For example, Campbell (1974) indicates that the Psychologist Occupation Scale contains subgroups of items, which are weighted for scoring purposes, representing the following areas of interests:

- Weighted positively
  - Science
  - Social Science
  - Arts
- Weighted negatively
  - Religion
  - Business
  - Military activities

Although a scale such as this provides information which distinguishes the pattern of interests of psychologists from the pattern of a general reference group, it is difficult to interpret the underlying basic interests measured by the scale.

The second type of inventory, historically, was developed to increase the understanding of the pattern of interests indicated by the items on the occupational scales (Campbell, 1974). This second type of inventory is usually called a basic interest inventory or an inventory constructed using internal criteria or homogeneous scales. These scales are developed using a method of clustering items that is based either on subjective judgment, on a theoretical model, or on an empirical approach such as factor analysis. Such scales, therefore, contain items which are highly interconnected, similar in content, and reflective of some specific area of interest. For example, a clerical scale might include such items as:

- Keep a record of pledges to the community chest
- Sort and mail for distribution
- Keep a record of customers entering a store

All of the above items can be recognized as homogeneous expressions of clerical interest.

There are two other important differences which are associated with the two types of inventories: occupational inventories are developed using procedures that maximize predictive validity, but basic interest inventories are developed to maximize construct validity. Therefore, the two types of inventories have very different purposes. Scores on occupational inventories are designed to predict future occupational satisfaction. Scores on basic interest inventories are intended to describe how a person's pattern of interests corresponds to the test constructor's model of interest dimensions.

Furthermore, the reference groups against which a respondent's scores are compared using an occupational inventory are generally heterogeneous with respect to age. On the other hand, the reference groups for basic interest inventories are typically restricted by age level. This occurs because, in the former case, a respondent's scores are compared with a variety of persons in a specific occupational group, while in the latter case, a person's scores are compared with those of her or his peers. The major differences between the two types of inventories are summarized in Table 1.

Table 1. Two Types of Career Guidance Inventories

Occupational Inventories	Basic Interest Inventories
Clients' interests are compared with interests of individuals employed in specific occupations	Clients' interests are compared with interests of an average group of people
Scales are based on external criteria (i.e., the interests of the occupational group)	Scales are based on internal criteria (i.e., the theoretical or empirical relationships among the items)
Items in a scale are heterogeneous	Items in a scale are homogeneous
Inventories are designed to have predictive validity	Inventories are designed to have construct validity

Both types of inventories have been considered in the preparation of this booklet. Some of the most widely used inventories include:

- Occupational inventories

  Kuder Occupational Interest Survey Form DD (Kuder, 1971)

  Strong-Campbell Interest Inventory (Campbell, 1974)

  Strong Vocational Interest Blank (Campbell, 1971)

- Basic interest inventories

  ACT Interest Inventory (American College Testing Program, 1974)

  Kuder General Interest Survey Form E (Kuder, 1971)

  Ohio Vocational Interest Survey (D'Costa, Winefordner, Odgers and Koons. 1970)

Self-Directed Search (Holland, 1971)

Strong-Campbell Interest Inventory Basic Interest Scales (Campbell, 1974)

Strong Vocational Interest Blank Basic Scales (Campbell, 1974)

As part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories, 26 guidelines were developed as standards for publishers so that users of such inventories could evaluate their sex fairness. These guidelines represent the diverse concerns of inventory users, respondents, authors, and publishers. Copies of the guidelines are available from the NIE. Stebbins et. al. (1975) also contains a thorough, not-too-technical discussion of NIE guidelines. In this booklet, we present a synthesis of the recommendations written for counselors to aid in minimizing the effects of sex bias in the use of career interest inventories.

The recommendations cover the three facets of career guidance inventories in which sex bias may occur:

- Administering inventories
- Reporting inventory results
- Interpreting interest inventories

Recommendation 1: *Administer career interest inventories only as part of a total program of career guidance which utilizes all available information.*

Ideally, counselors should select inventories which are sex fair in language and content. Whether or not the inventory itself is sex biased, however, clients may respond to it in a biased fashion. That is, regardless of the language of the items, clients may be reluctant to express interest in occupations which, in their minds, "belong" exclusively to men or exclusively to women. If career guidance materials are utilized as part of a comprehensive program of career guidance, clients may be more apt to respond in a manner that is free of sex role stereotypes.

The previous section presented recommendations for a comprehensive guidance program. Counselors may want to implement one or more of these suggestions before administering a career interest inventory.

Implementation suggestions can be incorporated into regular classroom routines, career education programs, and group or individual counseling sessions. As a minimum, an orientation session is recommended. Preferably, such activities should take place at least a week prior to inventory administration. The primary purpose of these orientation sessions should be to examine stereotyped values and to enforce the notion that persons of both sexes are free to express interest in any occupation or activity. No occupational interest should be rejected as inappropriate or unattainable simply because it has traditionally been pursued by members of the opposite sex.

The counselor will also want to discuss with the client his or her academic achievement, outside interests, family background and concerns, previous career experience, tentative plans, etc. Whether written records exist or not, the counselor may wish to include a general discussion of these background characteristics and their relationship to making choices. Such a discussion will help the client by providing a perspective in which to view the items on the inventory.

Summary of Steps for Recommendation 1: *Administer inventories only as part of a total program*

1. Utilize inventories as a tool in a comprehensive program of career guidance
2. Conduct orientation sessions at least one week prior to inventory administration
3. Help clients become aware of their own stereotyped attitudes and values, and the increasing occupational opportunities for both sexes
4. Familiarize yourself with clients' records prior to the orientation session
5. Obtain additional information in the orientation session

Recommendation 2: *Use an inventory that has a combined form for males and females wherever possible; if you must use an instrument with separate forms for males and females, try to administer both forms to each client.*

Given recent developments in the career guidance area, there should be no difficulty in finding a suitable instrument having a combined form for both sexes. All major inventories are currently available in single form. If an earlier instrument with separate forms for males and females must be used--due to a stockpile of materials, an ongoing research project demanding use of the same instruments over time, or some other reason--administration of both male and female forms to each client may reduce potential sex bias. It should be recognized that this recommendation, (i.e., administering both forms) is subject to speculation. There has been little empirical research concerning using male forms with female clients. Although it will take more time to administer both forms, the benefits in terms of stimulating exploration and expanding choices may be worth it. Otherwise, the use of a particular form may restrict a respondent's choices to those traditionally associated with the respondent's own sex.

Use of both forms may be especially beneficial for the career-oriented female. There is some evidence that the female form of an occupation inventory may now show good differentiation of interests for the majority of women (Super and Crites, 1962; Huth, 1973). There seems to be a commonality of interests among women--at least as measured by currently used inventories --that makes differentiation difficult in those cases in which women do not have clear-cut vocational preferences. All too often, the female inventory reflects a family versus career orientation rather than a well-defined occupational profile. For the career-oriented woman, the male form of the inventory, as well as the female form, may assist in providing an adequate differentiation of occupational interests. If there is not time to administer both, the male form may be preferable, particularly if it provides a wider range of occupational options when scored.

Summary of Steps for Recommendation 2: *Using a Combined Inventory Form*

1. **Use an inventory with a common form for men and women wherever possible.**
2. If you must use an inventory with separate forms, try to administer both, especially when counseling career-oriented women.
3. If there is not time to administer both, administer the male form.

Recommendation 3: *When scales cover different vocational areas for males and for females, scores on both sets of scales should be reported to ensure that all vocational areas are covered.*

There is a great deal of controversy over the appropriateness of using scales developed for one sex with persons of the opposite sex. While some recommend the use of opposite-sex scales, much more information is needed to definitely support this procedure. Those who disagree with this procedure generally question the accuracy or validity of scores based on opposite-sex scales where either no reference group of that sex is available or males and females have been found to respond differently to items making up the scales. For example, questions are raised about what to do if a woman scores lower on professional (opposite-sex) scales. Even though there are some judgmental approaches which can be applied, such as Recommendation 3b, the issue still remains. Harmon (1975) presents a detailed discussion of reasons for not using opposite-sex scales.

Despite these concerns, there are several reasons for recommending reporting of scores for each person on all scales:

- When male/female scales cover different occupational or interest areas, reporting of scores for one sex only may result in limiting the scope and/or levels of choices available to the client.
- Until sex is no longer a factor in the world of work, clients may need to know how their interests compare to those of persons in a primarily male or primarily female field.

- While concentrating on same-sex scores, by pointing out scores on opposite-sex scales the counselor may help bring an end to the consideration of sex in vocational choice. Clients may, perhaps for the first time, give at least passing thought to what it would be like to work in what has heretofore been an alien environment--an occupation dominated by the other sex. This kind of musing on the part of the individual is where societal change must start (Campbell, 1974, p. 20).
- Finally, there is some empirical evidence which suggests that, while the reporting of scores on opposite-sex scales is not totally justified, in most cases it is not as technically unsound as had been assumed (Cole, 1973; Hornaday & Kuder, 1961; Kuder, 1971; Darley and Hagenah, 1955; Laime & Zytowski, 1964; Campbell, 1974; Johansson, 1975).

For these reasons, the reporting of scores on opposite-sex scales is recommended. Note, however, that the recommendation includes an important point: the reference group must be clearly identified in the technical materials. Recommendations 3a through 3d offer four corollary suggestions which, if used properly, will help ensure that reporting opposite-sex scores serves to reduce sex bias in interest inventory results, rather than introduce distortion.

Recommendation 3a: *When both male and female scales cover the same occupational area primary focus should be placed on scores based on same-sex scales.*

While the research evidence suggests a great deal of similarity between scales developed on male and female criterion groups, such scales are not completely interchangeable. When both male and female scales cover the same area--such as law or engineering--scales based on male criterion groups will usually work best for males, and scales based on female criterion groups will usually work best for females. However, this does not preclude using scores based on opposite-sex scales to supplement the information provided to the client. Moreover, when only the opposite-

sex scale covers a given occupational area, such as nursing or electrical repair work, scores based on these scales should be reported if sexual restrictiveness is to be minimized.

Recommendation 3b: *In reporting scores on opposite-sex scales, focus more on the pattern of scores than on the intensity or level of scores.*

Research suggests that the pattern of interests for men and women may be similar and that a profile of scores based on scales developed for one sex may correspond fairly well to the profile of scores based on scales developed for the other sex. However, the level or intensity of scores may "differ considerably" (Kuder, 1971). For example, a female client's highest scores on an occupational inventory might be in the medical service area on both the female and male scales. The profile might look something like that in Table 2.

Table 2. Hypothetical female's occupational interest profile

Occupational Scales Female Norms		Occupational Scales Male Norms	
Physical therapist	.48	Physician	.37
Nurse	.47	Dentist	.35
Occupational therapist	.45	Optometrist	.35
Dental assistant	.40	Pharmacist	.32
Psychologist	.38	Psychology Professor	.30

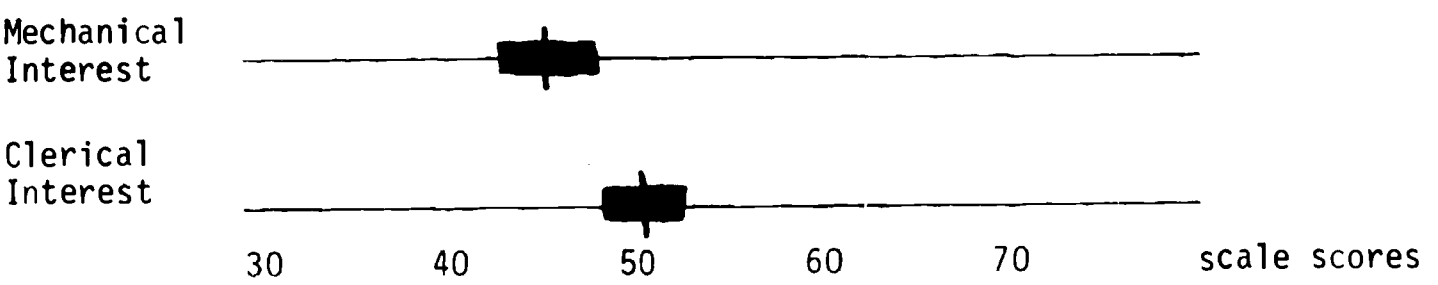
This client's five top scores are higher on the female scales--ranging from .38 to .48--than on the male scales--ranging from .30 to .37. Her interests are more consistent with those of the female reference group. Yet the pattern of scores is similar across both sets of scales. In both cases, her five highest scores are in the field of medicine. By looking at the pattern of interests on opposite-sex scales--how the scores rank in reference to each other--rather than the level of scores, one

may obtain a more accurate picture of a person's interests. That is, all ten occupations are worth this client's consideration.

Looking at a pattern of scores requires the counselor's knowing when a difference really makes a difference--e.g., how much higher a client's measured mechanical interest must be than her or his clerical interest before one can say she or he is more interested in one than the other. Essentially, the question here centers around the standard error, or reliability of measurement, for the inventory. In general, the more reliable the test, the smaller the error of measurement. Because tests are not absolutely reliable, we assume that the score a person obtains is not necessarily an exact or "true" score.

Consider the example in Figure 1, in which a client obtains a score of 45 on a "Mechanical" scale and 52 on a "Clerical" scale. The standard error of measurement is 10.

Figure 1



Each score in Figure 1 is represented by a bar instead of a point, the bar indicating the obtained score ± one standard error. Although the midpoint of the "Mechanical" interest bar is below the midpoint of the "Clerical" interest bar, the two bars overlap. The difference does not represent an important difference. Where there is considerable overlap of the bars, the difference is probably not significant.

The specific application of this recommendation to particular inventories will vary. Many inventories use a "band" or "bar" approach to score description.

Others provide the test interpreter with a ready-made gadget for determining the range of scores included within a specified number of standard error of measurement units. Counselors will want to be thoroughly familiar with both the report format and the technical and interpretive materials accompanying the inventories they utilize.

Recommendation 3c: *In reporting scores on opposite-sex scales, beware of spuriously high or low scores which may reflect sex role stereotypes rather than basic interest patterns.*

In order to follow this recommendation, the counselor must be extremely familiar with both the types of inventory items composing the scales and the client. We have proposed using opposite-sex scales primarily to identify client interest in those occupational areas not covered by scales for the appropriate sex. Such areas are typically those which have been traditionally restricted to one sex or the other, and the items making up such scales may well reflect sexual stereotypes. How a client responds to these items may be affected by early socialization experiences.

There is often a greater disparity between male and female scores on scales containing sex-linked items than on scales containing sex-free items. Males tend to score higher on female scales dominated by "male" types of items, such as the female scales for "Army Officer," than on the corresponding male scale, while females tend to score higher on male scales dominated by "female" types of items, such as the male scale for "Musician" (Campbell, 1974). "When these opposite-sex scales are used, they should be interpreted with sexual stereotypes, and their potential effect on scores, kept in mind" (Johansson, 1974).

[illegible] wing the potential effect of such influences on a client's scores is only [illegible] for the counselor. She or he must also understand the client in [illegible] whether these scores reveal more about sexual stereotypes or [illegible]. The reporting of scores is the first step in the coun- [illegible] potential bias and interpreting the scores in the

light of that bias is the second step. Interpretation involves many facets which will be explored more fully in Recommendations 4 and 5.

Recommendation 3d: *Instruct clients to fill in the appropriate sex code, or no sex code, on their answer sheets to maximize the information reported to them.*

Clients must often mark the sex code on the inventory answer sheet in a particular manner to ensure that they receive all scores available. For those inventories yielding only same-sex scores, filling in the client's sex in the appropriate space on the answer sheet will usually guarantee receiving the appropriate set of scores. For some of the inventories which provide scores based on both same-sex and opposite-sex norms, marking the sex code will result in the reporting of both sets of scores. For other inventories of this kind, however, failure to indicate the respondents' sex will yield both sets of scores.

The counselor must be familiar with the types of scores available for each inventory and the appropriate procedure to be followed to make certain that clients receive all of them. Explicit instructions should be given to the clients, who may be reluctant to fill in the sex code, as to how to mark his or her answer sheet to guarantee that maximum information is obtained.

At first glance, these instructions may appear to call unneccesary attention to differences between the sexes. Until such considerations no longer play a part in the development and reporting of results from career guidance inventories, however, such directions may be essential in ensuring that inventory results are maximally useful.

Summary of Steps for Recommendation 3:

1. When both male and female scales cover the same occupational/interest area, focus on the appropriate-sex scores, using opposite-sex scores as supplementary information only.

2. When an occupation area is covered by scales for one sex only, use opposite-sex scales to eliminate possible restrictiveness in the inventory.
3. Look at the pattern rather than the level of scores on opposite-sex scales.
4. Know the items in the scales and the client in order to avoid utilizing scores on opposite-sex scales which reflect sex role stereotypes rather than valid interest patterns.
5. Study Recommendations 4 and 5 which present additional suggestions for interpreting scores on both same- and opposite-sex scales.
6. Identify the types of scores available for the inventory.
7. Determine which coding procedure will maximize the information reported.
8. Instruct the client to fill in her or his answer sheet to maximize the information reported.

Recommendation 4: *Scores on occupational and basic interest inventories should be used to locate broad interest areas.*

In some instances in counseling a client, the counselor may find that, for a particular occupation or interest area, only a scale for the opposite sex or no scale at all is available. In such cases, a person may be limited from considering a career or a whole set of careers by the absence of the appropriate scale. This recommendation proposes that the counselor use the available scales from these inventories--both male and female--to locate the individual's broad interests, rather than specific careers.

The grouping of occupations or specific interests into broad interest areas is not an easy task. Occupations and interests can be grouped by level--professional, skilled labor, semiskilled, etc.--by industry, by job family, by broad interest area, on the basis of the personality traits involved, or on the basis of the Dictionary of Occupational Titles (DOT) classifications or other clustering schemes.

Certain occupational and basic interest inventories are based on a theory of vocational choice such as the sex categories proposed by Holland (1971). In these instances, identification of broad interest areas is facilitated. For example, occupations such as mathematician, physicist, optometrist, and physician may be grouped into a common interest area. These occupations include those with a strong scientific orientation and an ability to work independently, traits Holland labels "investigative." In other cases, inventories may provide scores on items or scales which may be easily cross-referenced with occupational classifications found in the DOT. Still other inventories discourage arbitrary grouping of occupations but provide a mechanism for respondents to build their own occupational classification based on their highest scores.

The counselor must be thoroughly familiar with the manual accompanying the particular inventory he or she is using in order to identify the broad interest areas reflected in the respondent's occupational or interest profile. Once these areas have been identified, it is possible to generalize to the full range of occupations corresponding to those interests. This leads to the following recommendation:

Once the counselor and client have located the broad areas in which the client's interests lie, the search for a suitable career may have only begun. Within an interest area, there may be several hundred occupations varying in both scope and level. All too often, the administration of an inventory ends in the tentative selection of one career option--the one with which the client first entered, or the one in which he or she scored the highest--rather than a range of options uninfluenced by the client's predisposition towards sex role stereotypes or by biases in the tests themselves. For example, a young woman client may score high on the following occupational scales, all of which are in the "artistic" area: artist, art teacher, interior decorator, musician, and librarian. The counselor should

point out that these occupations are but a sample of those to be found in her broad area of interest. There are several job families related to art, music, and literature:

- Creative arts, including art education; art history and appreciation; music history, composition, and performance; English literature; and creative writing.
- Applied arts (verbal), including journalism, broadcasting, foreign languages, comparative literature, linguistics, speech.
- Applied arts (visual), including architecture, interior design, advertising, commercial art, photography, clothing and textile design.

This expanded set of options is not restricted by gender--neither journalism nor advertising are traditionally "female" jobs--nor by the level of training required for entry.

Summary of Steps for Recommendation 4

1. Identify the broad interest areas in which the client's occupation choices lies.

2. Have clients consider all occupations in that interest area, regardless of traditional sexual stereotyping, using:

   - The inventory itself
   - The Dictionary of Occupational Titles
   - The 1974-75 Occupational Outlook Handbook
   - Any other vocational resource guides available

Recommendation 5: *In interpreting the results of career interest inventories, the counselor should be aware of the possible influence of age, ethnic group and social class, in combination with sex bias, on the respondent's scores.*

Just as it is important to provide an orientation to clients prior to administering the inventory, it is important to dispel myths and minimize the potential influence of sex role stereotypes in interpreting the results. The preceding recommendations have suggested specific steps the counselor may take to reduce restrictiveness in the reporting and interpretation of a person's scores. In many cases, however, sex bias will continue to play a subtle but persistent role in the counseling process. Although changing deeply held attitudes may not be possible in the vocational guidance setting, the counselor will want to bring these attitudes into the open for discussion.

If an orientation activity has not been conducted prior to administering the inventory, one may be used to stimulate discussion prior to interpreting the client's results. If one has previously been conducted, the counselor will want to review the major points made.

Further, the selection of appropriate inventories and reporting of suitable scores has important significance for clients with special backgrounds. Where appropriate inventories and reference groups (national or local) are simply not available, special care must be taken in interpreting results. This may be especially true in the case of "returning women" or older men changing careers, as age may be an important factor in measured interests.

Inventories based on external criteria usually have reference groups composed of a wide range of ages, because occupational status rather than age is used as the criterion for selection. Inventories based on internal criteria are often more restrictive in age span; high school and/or college reference groups are most often utilized. In using these inventories with older males and females, "an individualized order of preference among vocational dimensions without reference to norms...may be more useful than comparison which are potentially affected by age differences" (Johansson, 1974). This does not suggest that ranking raw scores is the most appropriate solution, however. Instead, there are two alternatives: (1) Rank raw scale scores

which have been adjusted by dividing the raw score by the number of items on the scale, or (2) rank normed scale scores which contain a reference to some normal group which may not be appropriate. In both cases, examination of the pattern--relative position--rather than the actual level of scores may be the most appropriate method of interpreting inventory results of special interest groups when suitable norms are not provided (see Recommendation 3b). That is, the interpretation is based on how the scales are ranked, not on the level of any particular scale. When either procedure is used, the counselor will have to exercise a considerable amount of judgment in the interpretation.

Summary of Steps for Recommendation 5: *Orienting clients to the Potential Influence of Sex Bias on Inventory Results*

1. Use an orientation activity to stimulate discussion if one has not been used before.

2. Review the major points covered if one has been used before.

3. Then, and only then, present the client's results.

4. Select an appropriate inventory.

5. Use and/or develop suitable norms.

6. When appropriate norms are simply not available, determine an individual's pattern of interest--ranking or interest relative to others--without reference to norms.

A Checklist for Evaluating Career Interest Inventories

The reader should recognize by now that there is no single best inventory, nor should career interest inventories be discarded. What is important is that you recognize sex bias so adjustments can be made. The checklist (Appendix C)

is designed to help you assess the career interest inventories you currently use or may consider using. The checklist, which is constructed from NIE guidelines, is by no means exhaustive, but offers an opportunity to apply some facets of the guidelines to existing instruments.

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RESOURCE GUIDE

This annotated list of resources is designed to provide additional information on Title IX of the 1972 Education Amendments and a broader perspective of the issues involved in complying with the regulations pertaining to counseling.

Title IX Resources

Buek, Alexandra Polyzoides and Orleans, Jeffrey H. "Sex Discrimination--a Bar to Democratic Education: Overview of Title IX of the Education Amendments of 1972." Connecticut Law Review 6 (Fall 1973): 1-27.

This article provides an analysis of each section of Title IX and a legal framework in which to evaluate sex discrimination in the activities to which Title IX applies. It is relevant to both elementary, secondary, and higher education institutions.

Dunkle, M.C. and Sandler, B. "Sex Discrimination Against Students--Implications of Title IX of the Education Amendments of 1972." Inequity in Education. Center for Law and Education, Harvard University, 18 (October, 1974): 12-35.

This article provides a comprehensive discussion of the provisions of the Title IX regulation. Focusing on all educational levels, special policies and practices which are discriminatory are discussed along with suggested modifications for achieving compliance.

Matthews, Martha and McCune, Shirley. Complying with Title IX: Implementing Institutional Self-Evaluation. Washington, D. C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th Street, N. W., 1976. 140 pp.

This brochure is one of a series designed to help local education agencies understand and implement the institutional self-evaluation required by Title IX

stages of interaction as the group works together in a series of meetings. The effects of the group on the counselor as well as counselor values and their effect on the group are considered along with a review of relevant research on the use of this counseling method.

Miles, M. B. Learning to Work in Groups: A Program Guide for Educational Leaders. New York: Teachers College Press, Columbia University, 1959. (Fifth Printing, 1967).

A training guide for persons who work with groups, the emphasis on the processes and procedures of group interaction. The book describes the role of the group leader, as well as the use of group aides such as role plays, films, and audio-tapes.

Raths, L. E.; Harmin, M.; and Simon, S.B. Values and Teaching. Columbus, Ohio: Charles E. Merrill, 1966.

Designed primarily for teachers, this book is also a good introduction to values clarification for counselors. The first part of the book presents a theory of values and valuing; the latter part provides a number of methods for clarifying values. The counselor may find "the value sheet," "the contrived incident," "the value continuum," and the other methods suggested especially useful for exploring values.

Recchert, R. Self-Awareness Through Group Dynamics: Insights and Techniques for the Personal Growth of High School Students. Dayton, Ohio: George A. Pflaum, 1970.

This book provides general instructions for running lively, useful groups. Offers several exercises to help clients analyze their values, including values with respect to sex bias, and prejudice in general.

Gelatt, H.B.; Varenhorst, B.; Carey, R.; and Miller, G.P. Decisions and Outcomes. New York: College Entrance Exam Board, 1973.

A series of activities and exercises designed to help clients make rational choices from the various options available to them.

Hoyt, K. et. al. Career Education: What It is and How To Do It. Salt Lake City, Utah: Olympus, 1974.

The authors see career education as a total concept permeating all education and as an integration of learning and doing. They stress various procedures both at the policy-making and classroom levels for implementing career education.

Luft, J. Group process: An Introduction to Group Dynamics. Palo Alto, California: National Press Books, 1973.

This book provides a basic orientation to interpersonal relations and group dynamics. Somewhat theoretical in nature, content includes a discussion of nonverbal interaction, influence and interaction values, informal groups in large organizations, the class as a group, and so forth. It synthesizes much literature on the social psychology of groups.

Maccoby, E. E. and Jacklin, C. N. The Psychology of Sex Differences. Stanford, California: Stanford University Press, 1974.

Presents research which distinguishes between mythical, real, and questionable differences between the sexes.

Mahler, C.A. Group Counseling in the Schools. Boston: Houghton-Mifflin, 1969.

This very useful book provides a rationale for group counseling in schools, detailing goals and a psychological framework--that of healthy development of ego-identity. The author also suggests steps toward group formation and

regulations. It provides lists of questions to consider and specific data to collect for determining the existence of sex discrimination.

Counseling Resources

Crystal, J.C. and Bolles, R.N. Where Do I Go From Here With My Life? New York: The Seabury Press, 1974.

This is a very useful workbook written for individuals seeking clarity in career and life planning, occupational decisionmaking and job hunting. Elements of the workbook include writing a work autobiography, identifying and studying the relationship between one's skills and interests, and deciding upon immediate job objectives and ultimate life goals. Attention is also paid to techniques useful in a job interview. This workbook is to be used in conjunction with What Color is Your Parachute: A Practical Manual for Job-Hunters and Career Changers Berkeley, California: Ten Speed Press, 1972.

Frazier, N. and Sadker, M. Sexism in School and Society. New York: Harper and Row, 1973.

A well-documented and thoughtful summary of the failure of schools to offer females equal educational opportunity and their failure to encourage female to step out of sex role stereotypes; outlines positive approaches to some of the problems faced by women.

[illegible] 1974 Women's Rights Almanac. Bethesda, Maryland: Elizabeth Cady [illegible] Planning Co., 1974.

[illegible] paperback for $4.95, this book is perhaps the single best [illegible] for information on national and state-by-state resources, [illegible] organizations, education, employment, and child care services.

Stacey, J.; Bereaud, D.; and Daniels, J., eds. And Jill Came Tumbling After. New York: Dell, 1974.

An anthology of forty-two articles about children and sex roles. Notable sections include "Sexism in High School" (six articles), "Are Colleges Fit for Women?" (five articles), and "The View From the Desk" (seven articles).

APPENDICES

Appendix A

Table I - Federal Laws and Regulations Prohibiting Sex Discrimination in Educational Institutions

	Equal Pay Act of 1963 amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972 Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment including hiring or firing, wages seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, pensions and retirement benefits and labor union membership on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions, receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment at educational institutions receiving grants, loans, contracts, interest subsidies available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons including labor unions, state and local governments, and educational institutions	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000 Contractors with over $50,000 in federal contracts must file affirmative action programs.	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of the Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract(OFC). OFC designates HEW as compliance agency for all contracts	Office for Civil Rights, HEW	Office for Civil Rights, HEW
HOW IS COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFC or Secretary of the Department of Health, Education and Welfare	Not specified. A letter to the Secretary of Health, Education and Welfare	Not specified. A letter to the Secretary of Health, Education and Welfare

Appendix B

A Questionnaire for Rating a Career Guidance Program

COMPONENT	check here if not applicable	RATING SCALE	FUTURE PLANS
I. Counseling Services			
A. General rating of sex fairness in the counseling services	( )	1 2 3 4 5 sex biased ... sex fair	
B. Individual counseling services	( )		
1. Clients are encouraged to clarify their values with respect to sex-role stereotypes.	(~)	1 2 3 4 5 never under special circumstances ... frequently	
2. Clients are encouraged to explore nontraditional career options.	( )	1 2 3 4 5 never under special circumstances ... frequently	
3. Clients are encouraged to fantasize about their career goals before considering current employment "realities."	( )	1 2 3 4 5 never under special circumstances ... frequently	
C. Group counseling services			
1. Group counseling sessions are conducted with clients in which sex-role stereotyping and its effects on career choices are discussed.	( )	1 2 3 4 5 never under special circumstances ... frequently	
2. Parents are included in the counseling process	( )	1 2 3 4 5 never under special circumstances ... frequently	
D. Describe other activities/services designed to ensure sex fairness in counseling.			
II. Information Services			
A. General rating of the sex fairness of the information services	( )	1 2 3 4 5 sex biased ... sex fair	

B. Reference materials

	check	RATING SCALE	FUTURE PLANS
1. Career guidance materials have been reviewed for potential sex bias	( )	1 2 3 4 5 no attempt has been made — informal review as it comes up — formal analysis conducted	
2. An attempt has been made to locate information that broadens the range of options.	( )	1 2 3 4 5 little or no attempt — sporadic efforts — a systematic attempt	
3. The following information sources have been utilized:		Yes / No	
Government agencies		( ) ( )	
Businesses and industries		( ) ( )	
Organizations and associations		( ) ( )	
Professional journals		( ) ( )	
Local employers or other interested persons		( ) ( )	
Commercial publishers		( ) ( )	
4. Clients are involved in the information process	( )	1 2 3 4 5 little or no attempt — sporadic efforts — a systematic attempt	

C. Legal services

1. The counselor is familiar with equal opportunity laws and their application.	( )	1 2 3 4 5 not familiar — vaguely familiar — very well informed
2. Procedure for filing informal or formal complaints are available to the client through the guidance office.	( )	1 2 3 4 5 little or no information is on hand — information is on hand clients must avail themselves of it — information is on hand; counselors provide assistance in understanding and using it
3. Resources in the community have been identified for obtaining legal help or representation.	( )	1 2 3 4 5 no resources have been identified — a few persons or groups are known to the counselor — active coordination between the counselor and appropriate community resources

		RATING SCALE	FUTURE PLANS
4. Counselors take an active role in ensuring that equal opportunity laws are implemented in education and employment.	( )	1 2 3 4 5 no social action is taken — in select cases, a counselor may intervene on behalf of a client — counselor attempts to influence admissions and hiring policies wherever discrimination is found	

D. Other support services	Identified Yes	Identified No	Communication established Yes	Communication established No
The following agencies offering sex-fair guidance services have been identified and communication links established:				
1. Other counseling agencies	( )	( )	( )	( )
2. Information services	( )	( )	( )	( )
3. Appraisal services	( )	( )	( )	( )
4. Placement services	( )	( )	( )	( )
5. Women's or men's groups	( )	( )	( )	( )
6. Day care services	( )	( )	( )	( )
7. Educational institutions including community colleges and colleges, universities, adult education programs	( )	( )	( )	( )
8. Community organizations such as (list):	( )	( )	( )	( )
9. Other				

E. Describe other activities/services designed to insure sex fairness in providing clients with information:

III. Career Education and Curriculum

A. General rating of efforts made to implement sex-fair curriculum policies.	( )	1 2 3 4 5 sex biased — sex fair

		RATING SCALE	FUTURE PLANS
A. Specific activities			
1. Efforts have been made to insure that textbooks and other curriculum materials have been reviewed for sex fairness.	( )	1 2 3 4 5 little or no effort — some effort — much effort	
2. Efforts have been made to insure that curriculum offerings are open to members of both sexes and students are counseled to choose from among all options irrespective of gender.	( )	1 2 3 4 5 little or no effort — some effort — much effort	
3. Efforts have been made to insure that staffing policies provide clients with role models of both sexes.	( )	1 2 3 4 5 little or no effort — some effort — much effort	
4. Efforts have been made to insure that career education courses included are designed to teach sex fairness in career choices--i.e., that all choices are available to both women and men, not just those traditionally associated with one's gender	( )	1 2 3 4 5 little or no effort — some effort — much effort	
5. Efforts have been made to insure that career education programs include experiential activities in non-traditional work settings.	( )	1 2 3 4 5 little or no effort — some effort — much effort	
6. Employers are involved in career education, and guidance activities	( )	1 2 3 4 5 little or no effort — some effort — much effort	
C. Describe other activities designed to institute sex fairness in the education process:			

	check if not applicable	RATING SCALE	FUTURE PLANS
IV. Staff Development, Research and Follow up, Placement			
A. Counselor works with other staff to help insure sex fairness in their relationships with clients through:	Yes	No	
1. Informal discussion	( )	( )	
2. Workshops	( )	( )	
3. Curriculum development	( )	( )	
4. Other (specify)	( )	( )	
B. The counselor is knowledgeable about current research on sex-role stereotyping and its effects on women and men.	( )	1 2 3 4 5 not familiar — somewhat familiar — very well informed	
C. Clients are followed up to assess their implementation of and satisfaction with their career and life choices.	( )	1 2 3 4 5 not followed up — informal follow-up — systematic follow-up	
D. Placement services are sex fair; clients are placed in a number of settings, irrespective of gender.	( )	1 2 3 4 5 sex biased — sex fair	
E. Describe other activities designed to insure sex fairness.			
V. Other			
A. Contact has been made with the greater community through workshops and other outreach activities.	( )	1 2 3 4 5 little or no effort made — some effort made — a great deal effort made	
B. Describe any other activities or plans designed to insure sex fairness.			

Appendix C

Checklist for Evaluating Career Interest Inventories

I. Inventory Name_____

II. Type of Scales

Basic Interest	yes	no
Occupational Interest	yes	no
Both	yes	no

	SEX FAIR	SEX BIASED
III. Item Pool		
1. Are occupational titles neutral?	yes	no
2. Is generic he/she used?	yes	no
3. Are item pools common or separate?	common	separate
4. If common, are items either gender neutral or balanced in popularity by sex throughout the inventory?	yes	no
IV. Scale Construction		
5. Is there a justification for common or separate scales by sex?	justified	not justified
6. Are items gender neutral or balanced within each of the common scales? (See 4 above)*	yes	no
V. Score Report		
7. Are same scale titles available for both sexes?	available	unavailable
8. Do both sexes rece. e the same report form?	yes	no

*Look at means for females and males for each scale.

VI. Interpretive Information

9. **Is there a discussion of the interpretation of sex differences?**

yes _____ no _____

10. Are included examples stereotypic?

no _____ yes _____

11. Is the language and tone of the discussions in 9 and 10 (above) sex biased?

no _____ yes _____

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