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AUTHOR   Soldwedel, Bette J.
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ABSTRACT
        This document, one of four staff training units in a
series designed to attack problems of sex bias in the counseling of
women and girls, is intended to help counselors and counselor
educators consider their knowledge of and attitudes toward the
sex-limited status of women. In this unit, a staff training workshop
strategy is presented to increase counselors' sensitivity to the: (1)
development of career aspirations among girls and women; (2) force of
sex-role socialization on occupational choice; (3) need to identify
and eliminate sex-role stereotyping in career guidance; and (4) need
to assist girls and women in the development of career plans
congruent with their capacity to achieve. Workshop objectives,
competencies, preparation, procedures, and time requirements are
listed. Examples of pre-tests, readings, and competency checks for
workshop participants are also provided. (Author/NRB)

ERASING SEX BIAS THROUGH STAFF TRAINING

UNIT IV: SEX STEREOTYPING: CAREER POTENTIALS

by

Bette J. Soldwedel, Ed. D.
Professor of Education

University of North Florida
Jacksonville, Florida 32216

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ERASING SEX BIAS THROUGH STAFF TRAINING

INTRODUCTION

As the struggle of women to achieve equal education and equal

employment opportunities has intensified during the last decade, the

need to directly confront prevailing sexist attitudes in the United

States culture has become apparent. Of particular consequence are the

biased attitudes of teachers, counselors, and school administrators who

have a direct influence on the way boys and girls come to think of them-

selves, on the way high school students make decisions about careers

and post-secondary education, on the way young men and women in schools

and colleges view their roles in the adult society.

Counselors, in their work with students in small groups or as

individuals, have a great opportunity to influence evolving perceptions

of self among girls and boys, women and men. Yet counselors themselves

may bring to their professional work those sex-role stereotypes which

reflect their own socialization.

Four staff training units have been developed as a part of the series

of publications ERASING SEX BIAS THROUGH STAFF TRAINING, designed to attack

problems of sex bias in the counseling of women and girls. These four

units, each of which contains workshop strategies, have the following

themes:

> WOMEN IN EMPLOYMENT - designed to increase counselors'
> knowledge of (1) myths and stereotypes surrounding

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women as workers; (2) facts related to participation of women in the labor force; (3) internal and external barriers to women's achievement in the world of work; (4) factors that influence career decisions among girls and women.

EDUCATION OF WOMEN - designed to increase counselors' knowledge of (1) the status of women in education as a profession; (2) sex-stereotyping practices in education; (3) support systems to combat sex-role stereotyping; (4) methods to identify and eliminate sex-role stereo-typing in educational policies and programs.

SEX STEREOTYPING: PERSONAL CHARACTERISTICS - designed to increase counselors' sensitivity to (1) the limiting nature of sex stereotyping in the society of America; (2) the influence of cultural expectations on the development of aspirations among children and young adults; (3) the need to identify and eliminate sex-role stereotyping in counseling practices and processes; (4) the need to assist girls and women in the development of self-concepts congruent with their full potential.

SEX STEREOTYPING: CAREER POTENTIALS - designed to increase counselors' sensitivity to (1) the development of career aspirations among girls and women; (2) the force of sex-role socialization in occupational choice; (3) the need to identify and eliminate sex-role stereotyping in career guidance practices and processes; (4) the need to assist girls and women in the development of career plans congruent with their capacity to achieve.

Counselors, and the counselor educators who prepare them for the profession, have an obligation to be knowledgeable about and sensitive to the changing roles of women in the United States. Their work with girls and women must show recognition of the "second revolution" as described in the frontispiece of the report of the Carnegie Commission on Higher Education OPPORTUNITIES FOR WOMEN IN HIGHER EDUCATION:

The second (revolution) is now occurring as women, no longer so concentrated on and sheltered for their child-bearing and child-rearing functions, are demanding equality of treatment in all aspects of life, are demanding a new sense of purpose.

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UNIT IV

SEX STEREOTYPING: CAREER POTENTIALS

UNIT IV

SEX STEREOTYPING: CAREER POTENTIALS

OBJECTIVES

. To increase counselors' sensitivity to the development
of career aspirations among girls and women.

. To increase counselors' sensitivity to the force of sex-
role socialization on occupational choice.

. To increase counselors' sensitivity to the need to
identify and eliminate sex-role stereotyping in career
guidance practices and processes.

. To increase counselors' sensitivity to the need to
assist girls and women in the development of career
plans congruent with their capacity to achieve.

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WORKSHOP

SEX STEREOTYPING: CAREER POTENTIALS

COMPETENCIES

1. Counselors will be able to describe socialization
   processes which contribute to sex stereotyping.

2. Counselors will be able to cite relationships
   between educational choices and later career options.

3. Counselors will be able to specify at least two
   strategies to assist girls and women in realizing
   their career potentials.

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PREPARATION

1. DUPLICATE COPIES OF EACH OF THE FOLLOWING FOR
   WORKSHOP PARTICIPANTS:

   a. Pre-Test: OPINIONNAIRE ON WOMEN

   b. Reading: SEX STEREOTYPING: CAREER POTENTIALS

   c. Competency Check Exercise

2. OBTAIN NEWSPRINT AND POST, IN ADVANCE, IN THE
   WORKSHOP MEETING ROOM.

   Allow sufficient writing space to display participants'

   reponses to the pre-test Opinionnaire on Women (at

   least twenty sheets).

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PROCESS

1. Explain the purposes of the workshop:

   TO INCREASE COUNSE'ORS' SENSITIVITY TO THE DEVELOPMENT OF
   CAREER ASPIRATIONS AMONG GIRLS AND WOMEN.

   TO INCREASE COUNSELORS' SENSITIVITY TO THE FORCE OF SEX-
   ROLE SOCIALIZATION ON OCCUPATIONAL CHOICE.

   TO INCREASE COUNSELORS' SENSITIVITY TO THE NEED TO IDENTIFY
   AND ELIMINATE SEX-ROLE STEREOTYPING IN CAREER GUIDANCE
   PRACTICES AND PROCESSES.

   TO INCREASE COUNSELORS' SENSITIVITY TO THE NEED TO ASSIST
   GIRLS AND WOMEN IN THE DEVELOPMENT OF CAREER PLANS CON-
   GRUENT WITH THEIR CAPACITY TO ACHIEVE.

2. Distribute copies of the pre-test: OPINIONNAIRE ON WOMEN.

   Allow 5-10 minutes for the participants to complete the
   pre-test.

3. ASK PARTICIPANTS TO SCORE THEIR OWN RESPONSES AND COMPUTE A
   TOTAL SCORE.

   > 2 points for each "Strongly Agree"
   > 1 point for each "Agree"
   > 0 points for each "Uncertain"
   > -1 point for each "Disagree"
   > -2 points for each "Strongly Disagree"
   >
   > Maximum total scores are + or - 20

   SUGGEST THE FOLLOWING INTERPRETATION OF SCORES:

20	-	extremely positive toward equality for girls and women
10-19	-	generally positive toward equality for girls and women
1-9	-	somewhat positive toward equality for girls and women
0	-	ambivalent about equality for girls and women
-1-9	-	somewhat negative toward equality for girls and women
-10-19	-	generally negative toward equality for girls and women
-20	-	extremely negative toward equality for girls and women

INVITE PARTICIPANTS TO EXPRESS FEELINGS ABOUT PRE-TEST ITEMS.

ASK A VOLUNTEER TO POST EXTREMES OF OPINIONS ELICITED FROM
THE GROUP DISCUSSION FOR EACH OF THE PRE-TEST ITEMS.

FOR EACH ITEM, ASK ONE VOLUNTEER "SA" AND ONE VOLUNTEER "SD"
TO ELABORATE THEIR OPINIONS. At this point, do not invite
additional comments or statements of opinion. The object
is to display for participants the extremes in opinions on
women's issues.

After extreme positions have been posted for each of the ten
items, ASK PARTICIPANTS TO IDENTIFY, BY RANK ORDER, THE ITEMS
THEY ARE INTERESTED IN DISCUSSING FURTHER. By a show of hands,
determine the interest, by rank order, in each item. INVITE
COMMENT ON THE MOST POPULAR ITEM. ENCOURAGE EXPRESSIONS FROM
BOTH "AGREEs" and "DISAGREEs".

ASK A VOLUNTEER "U" TO SUMMARIZE THE DEBATE ON THE ITEM AFTER
ABOUT 5 MINUTES. (If there are no volunteer Us, ask for a
volunteer from the total group.)

POST THE GIST OF SUMMARIES ON NEWSPRINT.

Move on to the next most popular item and repeat the procedure
until all items have been discussed.

Make summarizing remarks to reiterate the need for counselors
to be aware of their own strong biases and to be sensitive to
the impact of their biases in counseling and guidance practices.

Allow a minimum of 60 minutes for the Opinionnaire discussion.
Depending on the interests of the participants, discussions
can be extended.

NOTE: Workshop leaders may want to collect opinionnaires in
        order to compute group ratings for each of the items.
        In that case, ask participants to identify their sex
        by placing an "F" or "M" in the top left corner of
        the Opinionnaire.

4. Introduce Reading: SEX STEREOTYPING - CAREER POTENTIALS

ASK PARTICIPANTS TO READ THE MATERIAL CAREFULLY BEFORE THE
NEXT WORKSHOP.

SPECIFY COUNSELOR COMPETENCIES TO BE ACHIEVED:

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Be able to describe socialization processes which
contribute to sex stereotyping.

Be able to cite relationships between educational
choices and later career options.

Be able to specify at least two strategies to
assist girls and women in realizing their career
potentials.

5. Provide a mini-lecture on the reading SEX STEREOTYPING - CAREER
POTENTIALS to stimulate further interest in the subject.

   Allow about 10-15 minutes for your presentation.

6. Give participants an opportunity to comment on the workshop
objectives and process.

   INVITE PARTICIPANTS TO DESCRIBE THE DEGREE TO WHICH THE
   WORKSHOP INCREASED THEIR SENSITIVITY TO SEX-STEREOTYPING
   PROBLEMS; THE DEGREE TO WHICH THE WORKSHOP INCREASED
   THEIR SENSITIVITY TO THEIR OWN BIASES.

   Allow about 15-20 minutes for the discussion.

7. Distribute copies of the Competency Check Exercises. Ask
participants to complete the Competency Check and to
invite a peer to evaluate the degree of success achieved in
acquiring competencies.

8. Summarize workshop activities and relate remarks to the
objectives of the unit.

TIME: 2 HOURS

Pre-Test

OPINIONNAIRE ON WOMEN

Read each statement. Decide whether you <u>strongly agree</u> (SA), <u>agree</u> (A), are <u>uncertain</u> (U), <u>disagree</u> (D), <u>strongly disagree</u> (SD). Write your decision on the line to the left of each statement.

_____ 1. Women shouldn't have to wait to go to work until their children are grown.

_____ 2. Women should be encouraged to pursue non-traditional careers such as engineering, law, computer sciences.

_____ 3. Passage of the Equal Rights Amendment would benefit all Americans.

_____ 4. A woman's place is in the home only if she wants to be there.

_____ 5. Women have not achieved in the world of work to the same extent as men because of sex-role stereotypes held by employers and male workers.

_____ 6. Men should be willing to serve as mentors for girls and women.

_____ 7. Textbooks and school practices should be monitored regularly to ban sexism and sex-role stereotyping.

_____ 8. Girls in school should be actively recruited to enroll in mathematics and science classes.

_____ 9. It's as natural for women as it is for men to be ambitious for success and advancement.

_____ 10. If you had to have an operation, you would be just as confident to have a female as a male surgeon.

SEX STEREOTYPING: CAREER POTENTIALS

The erector-set-nurse's kit diversions of childhood have taken

their toll on countless girls and women, boys and men who were

"taught" to think that occupations especially earmarked for women

and for men actually existed. Those messages are learned early

and well. Juliet V. Miller (1978), reporting on data from the

National Assessment of Educational Progress Career and Occupa-

tional Development studies, found stereotypes already internalized

among nine-year-old children. There were consistent trends for

female nine-year-olds to score higher and male nine-year-olds to

score lower on household cluster skills. She found that by age 9,

for example, 73% of the girls had ironed clothes; 42% of the boys.

When maintenance-building skills were examined, the trend was re-

versed. Boys consistently scored higher than girls. Eighty per-

cent of the boys, but only 45% of the girls, had built something

from wood. When the 13-year-old population was asked to name

occupations which they were considering for the future, females were

much more prepared than males to name jobs, and their choices

followed stereotypes: teacher, educator, librarian, nurse, office

worker. (Aubrey, 1978)

Counselors and counselor educators have the opportunity to

function as significant "agents of change," in a very real sense,

as they work with youth to free themselves of cultural conditionings

which limit their career potential. :

The Magnitude of Stereotyping

Education and training have steered women, as girls, away from subjects which eventually lead to traditionally male careers. The Carnegie Commission on Higher Education (1973) views the problem as so significant that it lists the following as the number one priority:

> The first priority in the nation's commitment to
> equal educational opportunity for women should be
> placed on changing policies in pre-elementary,
> elementary, and secondary school programs that
> tend to deter women from aspiring to equality with
> men in their career goals. (p. 56)

Tibbetts (1979), in an extensive review of the literature, identifies factors that affect women's choices of career roles: sexist socialization of both males and females, less encouragement, outright discouragement - which has the effect of women internalizing their "inferiority," fear of rejection, and the so-called motive to avoid success. She discusses other elements that relate to career potentials: sex typing of jobs, negative concepts of a "woman boss," lack of support from male peers, lack of an "Old Girl" network, pay discrepancies between men and women, and prejudicial evaluations. She concludes:

> When one considers the factors that can affect a
> woman's choice of a career role, it should be
> clear that one cannot dismiss the apparent lack of
> feminine ambition by indicating that the responsi-
> bility for her own motivation lies with the woman.
> To do so is to ignore the sexist socialization
> which has taught both males and females that women
> are incompetent to lead. One cannot say that a

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woman who elected not to apply for a leadership
position has chosen freely. Her options have
been made clear to her by a society that has
selected them for her. (p. 9)

Educational Choices and
Effects on Career Options

Harway and Astin (1977) point out relationships between educa-

tional choices and later effects of these choices on career options

open to both women and men. They analyze the available data on high

school preparation, college enrollments by major field of study and

attainment of degrees. Among their observations and conclusions are the

following: (1) channeling, at the high school level, into courses which

are traditionally sex stereotyped (such as English and foreign languages

for girls; mathematics and sciences for boys) results in a narrowing of

options for women, limiting them to traditionally "female" fields;

(2) choice of a college major closely corresponds to the traditional

"male" and "female" occupations; (3) affirmative programs for girls and

women (such as high school level recruitment of girls for tutorials or

remediation in mathematics and sciences; recruitment of girls to enroll

in advanced mathematics and science courses) should be initiated to over-

come stereotypes as girls and women make educational decisions affecting

career options. (36-60)

G. F. Epstein and A. L. Branzaft (1974) studied aspirations of

freshmen women toward careers and found that 52% hoped to have careers,

but the overwhelming occupational choice was "teacher." In addition, few

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indicated that they aspired to post-baccalaureate education. Moore and Veres (1976), in a study of traditional and innovative plans among two-year college women, found that role innovativeness was expressed by only 20% of the sample. They also report that over 40% of those who planned to work continuously also plan to marry and have a family of two or more children. Almquist (1974) studied sex stereotypes in occupational choice among college women. She found that women who choose male-dominated occupations differ from women who select feminine occupations. The differences were notable in the areas of family influence, work values, work experience, role model influences, and, to some extent, in the influence of collegiate activities.

Epstein (1970) asks: "Why (do women typically fail) to fulfill their promise -- especially when that promise has been made explicit by liberal tradition and education?" (p. 3) She goes on to point out that "our best women -- those in whom society has invested most heavily - under-perform, under-achieve, under-produce." The answer, she feels, lies in the contradictory and ambiguous cultural expectations of women which are at least limiting and at worst sources of considerable strain. The American girl is faced with an image of the ideal woman which includes attributes of personal warmth and empathy, sensitivity, and emotionalism, grace, charm, compliance, dependence, and deference. At the same time, she is faced with the All American values of equality, achievement, and full self-development. The career woman, Epstein observes, faces conflict in that the attributes considered successful in professional

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importance of mathematics as a background, not only
in engineering and the natural sciences, but also in
other fields, such as the social sciences and business
administration. (p. 57)

The Commission also notes:

> From the age of about 15, or perhaps earlier, every
> young woman becomes aware of the personal conflicts
> that must be resolved over the relative roles that
> marriage, motherhood, and career are likely to play
> in her future. As she attempts to work out these
> conflicts, counselors can perhaps be most helpful in
> encouraging her to aspire to a career that is con-
> sistent with her abilities. (p. 47)

Women's goals and aspirations are indeed changing, and they are re-
flected in new trends observable in the educational choices they are
making. An Associated Press story recently released (June 18, 1980)
reports on a new Census Bureau study. The study shows a shift
of women away from traditional "female" fields, such as education,
and toward a new emphasis on business. The study notes that "between
1966 and 1978, the number of college women majoring in business
jumped 300 percent, from 204,000 to 819,000." This increase re-
presents a shift in the proportion of women students majoring in
business (from 9% to 17%) and a decline in the number of women
majoring in education (from 33% to 13%). The news release also
states that women are increasing their numbers in other nontraditional
fields such as geology and engineering. In the face of that positive
report, it is discouraging, however, to read that:

> Reflecting the trend among all students, the number
> of women studying mathematics and statistics declined.

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The Census Bureau found that women increased their numbers in the physical sciences but also in the traditionally "female" subjects of social sciences, English, journalism, and the humanities.

Thoughts on Counseling Girls and Women

Cynthia Fuchs Epstein (1975) suggests that women be assigned "sponsoring professors who will be responsible for their advancement and have a vested interest in their survival." She suggests that they ought to be denied grants unless they are training women students as well as men. (p. 11) Adopting her idea, perhaps counselors should be held responsible for decisions made in the selection of programs of study; decisions which hold open a variety of career options for both girls and boys! Perhaps they should be required to submit semester reports on the numbers of girls they have recruited for mathematics, science, and traditional "male" trades programs. As Fuchs suggests: "Let's motivate the gatekeepers to bring women in."

Counselors need to be agents of change. They must insure that limitations are not placed on the range of opportunity for learning made available to girls and women. If one accepts the notion that the human mind knows no boundaries except as boundaries are imposed by opportunity or lack of it, then it is clear that the chance to learn is basic to the ability of any individual - girl or boy, woman or man - to ever come close to realizing full

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career potentials. Girls, as well as boys, should be encouraged
to pursue mathematics, science, mechanical drawing. Children in
elementary schools should be encouraged, by exposure to class-
room instruction and counseling, to explore all basic educational
subjects, and they should be helped to remediate - immediately -
when their achievement falls below acceptable norms.

Counselors can provide both wise counsel and good advice.
Girls and women need to be challenged about their attitudes toward
themselves as potential workers when those attitudes reflect fears
of failure, fears of success, or assumptions about "a woman's
place."

Girls and women need a counselor's help in assessing their
skills and interests. They need help in relating their skills
and interests to a wide range of future occupations, both
traditional and non-traditional.

Girls and women need facts about the world of work on
which to base decisions, and counselors can help them acquire new
knowledge about the vastness of the career options open to them.

Leona Tyler (1972) summarizes all of the issues involved in
counseling and guidance as she remarks:

> What we must do in counseling women and girls
> is to open up for them ways in which they can
> make a maximum contribution. The right we must
> insist on above all others is the right to con-
> tribute, or, to put it more specifically, the
> right to make a first class rather than a second-
> class contribution. (p. 96)

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COMPETENCY CHECK EXERCISES

Complete one of the following activities and invite a peer to evaluate the degree of success you have achieved in acquiring competencies discussed in this unit.

1. Outline special guidance materials or instructional strategies for use in elementary schools to offset socialization processes which contribute to sex stereotyping.

2. Design a unit of instruction for secondary schools to help girls increase their appreciation of dual roles: family and career.

3. Outline special guidance strategies to increase the interest of elementary school or secondary school girls in non-traditional careers.

4. Design a course for counselors on the subject of counseling girls and women.

5. Outline counseling strategies to free girls or women from stereotypes which inhibit their full self-actualization.