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ABSTRACT

This facilitator's manual consists of guidelines and materials for use in conducting a workshop dealing with the professionl and personal development of minority women. Included in the first half of the manual are the following pieces of information pertaining to implementation of the workshop: background on the need for and development of the workshop, a workshop outline and time schedule, an explanation of the logistics of the workshop, a prelude to the workshop, lesson plans for its four sessions, and a suggested reading list. The second half of the manual consists of a participant's notebook that contains various forms and information, including a workshop outline; a pre-workshop questionnaire; an overview; an introductory exercise; a definition of minority women; materials for use in self-appraisal; lists of basic human rights with respect to work; unwritten rules in business; rules for dressing for success; information on assertiveness; networks; key laws and agencies; sample resumes; and a workshop evaluation form. (Related facilitator's manuals dealing with career planning and management basics for minority women are available separately--see note.) (MN)

MINORITY WOMAN'S SURVIVAL KIT

Personal and Professional Development for Minority Women

Facilitator's Manual

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Women's Educational Equity Act Program
U.S. DEPARTMENT OF EDUCATION
T. H. Bell, Secretary

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PREFACE

Minority women are faced with both racial and sexual discrimination in the world of work. They have been at least partially excluded from the benefits of the thrust of the civil rights movement of the 60's and the women's movement of the 70's. Although minority workers have had increased opportunities in the last two decades, they have still not caught up with the mainstream of American workers.

According to statistics from the U.S. Department of Labor, the proportion of minority women in the labor force exceeds that of white women in all age groups 25 years and older. However, because of occupational segregation due to racial and sexual discrimination, many minority workers remain clustered in low-paying occupations.

Studies have also shown, for example, that Black women start their careers in lower-status jobs than white women do. And with the exception of some professional positions such as teacher, Black women remain concentrated in the less desirable jobs.

The median wage or salary income of minority women, like that of white women, is substantially less than the income of men, whether white or minority. Fully employed minority women continue to earn less than white women, although the earnings gap is narrowing. In 1974, women of minority races who worked year round at full-time jobs had a median income of $6,611--94% of that of white women, 73% of that of minority men and 54% of that of white men. These earning gaps may be partially attributed to occupational segregation. A case in point is the fact that the largest number of Black women are employed in service occupations and in private household work, the lowest paying of all occupations.

Statistics also indicate that lack of education is not a predominate factor in the underemployment of minority women. In fact, minority women workers have 12.4 median years of schooling, with 65% having high school diplomas and 12% having 4 or more years of college. Although this is comparable to 12.6 median years of schooling for white women, research shows that Black women do less well in the labor market than white women of comparable education and experience.

Although many businesses and industries conduct training and upgrading programs, women and minorities have not fared well in being chosen to participate in these programs. Thus, these types of programs have had little impact on lower-wage workers.

In summary, the pattern of the above information indicates that minority women are seriously underemployed. One response to this problem is the development by minority women of specific professional skills and personal knowledge that can raise both their actual status within the work force and their expectations.

The Division of Women's Programs in the College for Continuing Education at Drake University, Des Moines, Iowa, has been in existence for 10 years.

During that time, it has developed extensive continuing education programs, including career planning courses, management training, counseling on education and careers, and training in communication skills and assertiveness. The Division has also worked cooperatively with numerous organizations such as NOW, AAUW, Iowa Department of Public Instruction, Iowa Commission on the Status of Women, Des Moines Job Service, and Northwestern Bell Telephone.

Drake University's Division of Women's Programs is recognized as having the most extensive program of continuing education services for women in Iowa. Because of this experience, the Division has been requested to consult with other colleges.

Originally, the Division of Women's Programs was concerned with designing programs that would be relevant for all women, regardless of race, class or status. Such programs included the establishment in 1974 of a Job and Educational Referral Service to provide free education and employment counseling to women on a one-to-one basis. This service was the basis for the establishment in 1976 of a Community Career Planning Center for Women, in cooperation with the Des Moines Junior League.

It became apparent that minority women were not fully utilizing the available services of the Division of Women's Programs or the services of any of the other educational institutions in the greater Des Moines area. Even workshops and seminars in career planning that were offered specifically for and promoted among minority women had difficulty recruiting participants.

In an effort first to understand and then to alleviate this problem, the Division of Women's Programs submitted a proposal for an $18,000 Title I grant to fund a specialized outreach program aimed at assessing the needs of and developing training models for employed minority women. The one-year grant, which was awarded in December 1976, was to be conducted at the Community Career Planning Center for Women.

The project was staffed by a Director, who was Black and female. She was assisted by an extensive Advisory Committee, composed of a wide representation of minority and nonminority officials professionally involved in educational training, employment services, personnel work and equal opportunity services. The project was faced with several tasks:

1. Discovering why minority women were failing to take advantage of the resources and educational programs in the Des Moines area.
2. Designing and implementing a survey for employed minority women to assess their needs in the area of career development.
3. Designing and implementing career development workshops in response to the indicated needs of minority women.

A needs assessment survey was developed by Yvonne Gates, Project Coordinator, and Richard Brooks, a Drake University Professor of Education. The survey was administered to a 10% sample population of the 3,100 employed minority women in the Polk County area.

The survey indicated that the reasons minority women in the Polk County area were not utilizing career planning centers and continuing education programs were as follows:

input from the seminar, in addition to feedback received locally from minority women who participated in the workshops, was utilized in developing what we feel to be very relevant, useful information and exercises.

At this point, we want to share some of the knowledge we have acquired in the two years of this project.

First, through trial-and-error efforts, we have discovered that the following are important characteristics for workshop facilitators to possess:

1. Facilitators must be minority women.
2. Facilitators must be competent and confident professional women who can serve as role models for workshop participants.
3. Facilitators should have good contacts and rapport with the local business community.
4. Facilitators should also have good contacts and rapport with the local minority community and social organizations.
5. Facilitators should have good workshop leadership and/or teaching skills.
6. Finally, facilitators should have a good historical and sociological understanding of American minority relations.

We have also found that the workshops should be limited to minority women, both as participants and as facilitators.

These manuals have been designed so as to allow an opportunity for facilitators to share their own personal knowledge and expertise in career development with participants, and also to allow participants to share their own thoughts and ideas about the subject matter. It helps to establish a confidentiality policy for all personal sharing among facilitators, participants and role models. This encourages the development of a high level of confidence and trust that valuable information can be shared freely.

Recruitment of potential participants is also an important factor in the success of the workshops. Support by local business, industry, and community and social organizations is imperative and requires that facilitators and/or project coordinators personally and thoroughly explain the purpose of the program. It is always a good idea to design and print flyers and/or brochures explaining the workshops and to distribute these to employers, minority women and other interested people. Make use of public service announcements and radio and TV spots, as well as other media resources such as newspapers, to publicize your workshops. Once you have successfully conducted one workshop, participants' word of mouth will also provide your program with good publicity.

Stanlie M. Jackson

Stanlie M. Jackson
Editor

1. Because the recruiters, trainers or counselors in existing programs were, with few exceptions, white, middle-class women.
2. Because most of the publicity was geared to white women.
3. Because most of the institutions offering the services were seen as too much a part of the white, middle-class establishment and were not perceived as understanding the unique problems facing minority women.
4. Because the cost was prohibitive.
5. Because the women had problems related to child care and transportation.

Another significant and related factor was that the primary focus for minorities in general, as well as for minority women, was simply to get a job, rather than to develop potential or to plan careers.

The survey also indicated that the major obstacles in the attempts of employed minority women to advance were:

1. lack of education
2. lack of opportunity
3. personality conflicts
4. discrimination

Minority women felt that their most important educational needs were:

1. career planning
2. assertiveness training
3. supervisory management skills
4. basic management skills

Based on the information gained in the needs assessment survey, three career development workshops were designed:

1. Minority Woman's Survival Kit: Personal and Professional Development for Minority Women
2. Career Planning for Minority Women
3. Management Basics for Minority Women

These workshops were implemented locally during 1977-78 under the Title I grant.

The Division of Women's Programs received a one-year Women's Educational Equity Act (WEEA) grant during 1978-79 to refine, validate and develop training manuals for these workshops. A significant part of this process was conducting a national seminar for personnel involved in the area of career development for minority women. The purpose of the seminar was to introduce the three workshops nationally and to have them critiqued by others in the field. The

ABOUT THE AUTHOR

Stanlie M. Jackson, editor of the career development manuals, was Coordinator of the Women's Educational Equity Act (WEEA) grant. She is a Black woman who holds a B.A. degree in Sociology and History from Spelman College in Atlanta, Georgia. She has studied at the University of Ghana in Ghana, West Africa. She also holds an M.A. degree from the Area Studies: West African History Program at the School of Oriental and African Studies (SOAS) at the University of London, London, England.

Ms. Jackson's previous employment experiences include 5 years of teaching as an instructor in Sociology and Afro-American History at Des Moines Area Community College and later as a Sociology Instructor at Central State University in Wilberforce, Ohio. She was also employed as a Case Manager with the Polk County Department of Social Services.

Her duties as Coordinator of the WEEA grant included the development and refinement of the three career development workshops; the facilitation of workshops; and the editing of workshop manuals. She also supervised and coordinated the planning and implementation of the national career development seminar conducted under the auspices of the WEEA grant.

NOTE TO THE FACILITATOR

This manual contains materials for participants as well as for facilitators of the Minority Woman's Survival Kit workshop. Those materials intended solely for use by facilitators are so labeled. All other materials (the sheets not marked "Facilitator") are intended to be photocopied in quantity for use by participants during the workshop.

It is recommended that facilitators provide each participant with a notebook made up of copies of the relevant pages of this manual. Facilitators should prepare these participant notebooks well in advance of the workshop and distribute them during Session I.

INTRODUCTION

The Minority Woman's Survival Kit is a four-session (10-hour) workshop designed for minority working women. Its purpose is to assist the minority woman to achieve more meaningful employment. The rationale behind this workshop is the realization that minority women have been at least partially excluded from the benefits others have derived from the civil rights and women's movements. Although both movements have been instrumental in bringing about great social change in American society, the minority women has not fully benefited from either movement. This workshop, then, is a tool to be used by the minority woman in her efforts to begin to:

1. assess her personal worth, skills and abilities
2. evaluate the realistic opportunities available for advancement and job satisfaction
3. recognize and assert her rights as an individual

The Minority Women's Survival Kit workshop addresses the following areas of importance:

Self-appraisal

Basic human rights in employment

Dressing for success

Communication and assertiveness skills and interviewing techniques

Support networks and successful role models

Legal techniques to cope with racial and sexual discrimination

The goals of the workshop are to provide participants with:

1. An opportunity to learn how better to understand themselves and the people they work with.
2. An understanding of their basic human rights with respect to work.
3. Information on dressing for success in employment.
4. An introduction to basic information on communication skills, assertiveness and interviewing techniques.
5. An opportunity to meet other minority women and to discuss common problems, thus encouraging the development of a minority women's support network.
6. Information on legal resources helpful in coping with racial and sexual discrimination.

Following is an outline for each session of the workshop. Please note that some sessions may appear to be more complete than others; however, each session should easily run the allotted 2 1/2 hours. Each session contains time for interpersonal sharing and/or exercises that seek to provide experiential activities related to the theory-based material. Processing of this material is time-consuming but essential to ensure maximum learning.

It should be noted here that there may be times when facilitators should accommodate the needs of participants. If necessary, parts of the workshop format should be changed or deleted in order to do this. Thus, one criterion for good facilitation is flexibility.

You will want to provide participants with a copy of the workshop outline so that they can follow the presentation and be prepared for their homework assignments.

WORKSHOP OUTLINE

Session I

Welcome and Introduction

- Faculty introduction
- Administrative details
- Pre-workshop questionnaire
- Workshop expectations and ground rules
- Introductory exercise
- Workshop goals and objectives

Definition of a Minority Woman

- Disadvantages
- Advantages

Self-Appraisal Exercise

(If necessary, complete the self-appraisal exercise as homework)

Session II

Self-Appraisal Exercise: Discussion

Basic Human Rights in Employment

- Basic human rights with respect to work
- Important unwritten rules in business

Dressing for Success

Communication and Assertiveness Skills

- Assertiveness
- Interviewing techniques
- Job-finding hints
- Resume writing

Session III

Support Networks

- Self-support
- Support from others (friends, relatives, co-workers, other professionals, other women, and/or other minorities)
- Dependency networks

Role Models (Panel discussion on preparing for job satisfaction)

Education
Competence and confidence
Continued professional enrichment
Communication skills

Session IV

Feedback: Panel Discussion of Session III

Legal Techniques to Cope with Racial and Sexual Discrimination

Workshop Evaluation and Wrap-up

WORKSHOP TIME SCHEDULE

Session I

Welcome and Introduction (50 minutes)
Definition of a Minority Woman (40 minutes)
Self-Appraisal Exercise (60 minutes)

Session II

Self-Appraisal Exercise: Discussion (30 minutes)
Basic Human Rights in Employment (20 minutes)
Dressing for Success (20 minutes)
Communication and Assertiveness Skills (1 hour 20 minutes)

Session III

Support Networks (1 hour)
Role Models (Panel discussion on preparing for job satisfaction)
(1 hour 30 minutes)

Session IV

Feedback: Panel Discussion of Session III (45 minutes)
Legal Techniques to Cope with Racial and Sexual Discrimination (45 minutes)
Workshop Evaluation and Wrap-up (1 hour)

THE LOGISTICS

What follows is a brief list of things to be done by facilitators in preparation for the workshop. Be sure to see the note on page 1 regarding the preparation of participant notebooks.

Six Weeks to One Month Before:

Mail brochure and application forms to potential participants and/or personnel officers of major businesses and organizations in your community.

Contact local newspapers, radio and TV to publicize the upcoming workshop.

Contact professional minority women to ask if they would serve as role models for a panel discussion (see Session III).

Two Weeks Before:

Mail confirmation letters to participants. Include a reminder about dates, time and place.

Compile workshop materials:

- Workshop outline
- Participant notebooks
- Background reading material
- Name tags
- C.E.U. registration forms (if applicable)
- Pre-workshop questionnaire
- Workshop evaluation form
- Newsprint, tape, markers and/or pens

One Week Before:

Compile a participants' list, which should include names, addresses, phone numbers, payment information and a place to note attendance. (It is important to note attendance if C.E.U. certificates are to be awarded at the completion of the workshop. Participants should attend at least three of the four sessions to receive a C.E.U. certificate.)

Suggested Number of Participants:

One facilitator works most comfortably with a maximum of fifteen participants.
Two facilitators work most comfortably with a maximum of twenty-five participants.

First Week of the Workshop:

Mail confirmation letters to role models. Include a reminder about dates, time and place. Reiterate the purpose of the role models' remarks. (See Session III.)

Third Week of the Workshop:

If applicable, prepare C.E.U. certificates for workshop participants.

Prepare a list of participants' and facilitators' names, addresses and home and office phone numbers. Make enough copies to give to participants during the fourth session of the workshop.

One Week Following the Workshop:

Facilitators meet to share workshop evaluations and to discuss the workshop format and any changes (additions or deletions) that should be made.

Send thank-you notes to the role models, along with an honorarium for their services (see Session III).

Make contact with participants, if possible (see Note, p.66).

WORKSHOP PRELUDE

If you are like most trainers/facilitators, you will find yourself excited about the challenge of beginning a new workshop. By now you will have invested a good deal of time on preparation--reading, taking notes, compiling participant notebooks, and tending to publicity and other administrative details. You are probably wondering if you remembered to do everything or if you should have done something else. You may also be a bit nervous about such unknown variables as who the participants are and how they will respond to you and the workshop.

We have found that it can be reassuring for facilitators to be on hand early for the first session of the workshop. This will provide you with an opportunity to be sure that the room is comfortably arranged and to put on the coffee pot (if one is available). But most important, you will be there to greet participants warmly as they arrive. Ask each participant to put on a name tag as she comes in. It is helpful to remember that participants are probably just as nervous, if not more so, than you are.

SESSION I

WELCOME AND INTRODUCTION

Facilitators should begin Session I by welcoming all participants in a manner that will encourage the development of a relaxed atmosphere for the workshop.

Introduce yourself to participants by telling them who you are and something about your background. Then spend a few minutes taking care of administrative details, such as distributing participant notebooks and, if applicable, filling out C.E.U. registration forms (necessary for awarding C.E.U. certificates). Ask participants to fill out the pre-workshop questionnaire (included with the participant materials), and collect these forms as they are completed.

You should then spend a few minutes establishing workshop expectations or ground rules. For example, you will want to stress the importance of beginning all sessions on time; let participants know that, if they are unavoidably detained, they should enter quietly so as not to disturb the session. This is the time to set a policy for smoking and a policy for breaks, to discuss parking accommodations, and (if a coffee pot is available) to let participants know they are free to get coffee or tea whenever they wish. This is also the time for facilitators to express the hope or expectation that each session will generate questions and ideas from participants. Encourage participants to share their responses, and indicate that the workshop can be augmented or modified to meet their needs.

At this time, ask participants to complete the Introductory Exercise (see participant materials). Using the information on that form, each participant should introduce herself to the group. Facilitators, too, should participate in this exercise so as to help set participants at ease and encourage a relaxed atmosphere.

Next, ask participants to share their expectations for the workshop. Ask them to consider questions such as the following:

1. Why did I decide to attend this workshop?

2. What do I hope to learn from this workshop?

3. Is there any particular subject area that I want to spend time on?

Facilitators should then share their own expectations of the workshop, briefly describing the workshop format, subject matter, and objectives (see Overview in participant materials).

DEFINITION OF A MINORITY WOMAN

At this point, it is time to begin a discussion of the definition of a minority woman. Introduce this segment of the session by asking each participant to

think about how she would define the phrase minority woman. (Remind participants that since they are all members of a minority group, they might think of this as a way of defining themselves.) As each participant shares her personal definition, try to summarize it and write it on the chalkboard (or newsprint).

When each person has contributed to the definition, summarize what has been said. Ask participants to look at the definition of a minority woman in their notebooks. Give them a few minutes to read the definition and to compare that definition with their own. Discuss the similarities and differences, and reach a consensus on the definition of a minority woman.

Then ask participants to consider two questions:

1. What are the disadvantages of being a minority woman?

   (Many of the answers to this question may evolve from the way participants have defined the term, but they should not be limited to this.)

2. What are the advantages of being a minority woman?

   (This question may require a great deal of thought by both participants and facilitators.)

Answers to the above questions should initiate a free-flowing discussion. Responses will vary from group to group, and this part of the session can be termed brainstorming.

SELF-APPRAISAL EXERCISE

The last part of this session should be devoted to the Self-Appraisal Exercise. The purpose of this exercise is to provide participants with an opportunity to think about such questions as who they are and what their goals, their strengths and weaknesses, and their dreams and motivations are.

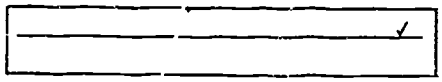
Ask participants to refer to the first page of the self-appraisal exercise in their notebooks. One facilitator should read the introductory paragraph aloud while participants follow along. Read the first instructions and allow participants to draw their lines and place their check marks. Turn to the next page and ask participants to respond to the phrases: "I drew the line in this way because..." and "I put the check mark where I did because..."

Next, ask each participant to go to the chalkboard and draw her line and check mark, while she explains to the group what the drawing means to her. When all participants have done this, facilitators should share with the group the following self-appraisal exercise, reassuring participants that there is no right or wrong way to do this exercise.

SAMPLE SELF-APPRAISAL EXERCISE

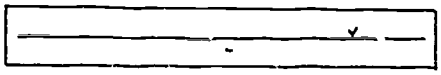
COMPARISON LIFELINES

Person No. 1



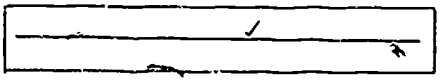
"I feel I've made my contributions. From here on, it's all downhill. I expect to retire and enjoy my grandchildren."

Person No. 2



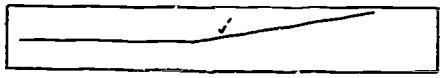
"I'm making plans to change my career. I feel I still have time to make a contribution. 'm not through yet."

Person No. 3



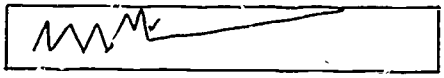
"I'm in mid-career, not moving as fast as I had hoped. I want to reexamine my objectives; my choice of career was a good one, but I'm not utilizing my opportunities."

Person No. 4



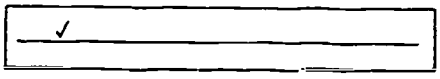
"I didn't grow up until I was 29. Now life gets better every year."

Person No. 5



"Things have been terribly confused with no direction. Now I'm straightening things out and setting goals."

Person No. 6



"Agewise, I should have checked the other end, but I'm just learning to live, and I've got a lot of living left."

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*Reprinted from George A. Ford and Gordon L. Lippitt, Planning Your Future: A Workbook for Personal Goal Setting (La Jolla, Calif.: University Associates, 1976), Appendix A: Comparisons, p. 37. Used with permission.

If time permits, ask participants to turn to the next page of the exercise, read the questions and begin answering them. If participants are unable to complete their self-appraisals before the end of the session, ask them to finish the exercise at home before the beginning of Session II. Sample responses are included on the following three pages for the facilitator's use in presenting this part of the exercise and in discussing its results (see Session II).

COMPARISON LIFE INVENTORIES*

(These are just samples; they are not in priority order.)

THINGS I DO WELL

work with people

write

make things with my hands

plan

administer

teach

paperwork

cook and keep house

make love

my job

sing

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*Reprinted from George A. Ford and Gordon L. Lippitt, Planning Your Future: A Workbook for Personal Goal Setting (La Jolla, Calif.: University Associates, 1976), Appendix A: Comparison Life Inventories, pp. 41-42. Used with permission.

COMPARISON LIFE INVENTORIES (continued)

THINGS I DO POORLY

speak in front of groups
write clearly
manage money
relate to influential people
take orders
be a parent
play tennis
sew
be friendly with others
say no
remember names
use time well
be intimate

THINGS I WOULD LIKE TO STOP DOING

eating, smoking, and drinking too much
trying too hard and burning myself out
a nervous habit.
seeking attention
holding back in a group
talking so much
shuffling so much paper
letting people walk over me
feeling anxious and inadequate
wasting time
living with my spouse
yelling at my family
feeling depressed

25

COMPARISON LIFE INVENTORIES (continued)

THINGS I WOULD LIKE TO LEARN. TO DO WELL	THINGS I WOULD LIKE TO START DOING NOW
use words	more reading
get along with my boss	goofing off
paint	start painting
organize	find a girl [boyfriend]
not take life so seriously	lose weight
not shoot my mouth off so much	stop feeling inadequate
sail a boat	be myself
play golf	
be intimate with my family	
love	
my job	

PRE-WORKSHOP QUESTIONNAIRE

Please complete the following questionnaire.

NAME_____ DATE_____

ADDRESS_____ ZIP CODE_____

HOME PHONE_____ WORK PHONE_____

AGE_____ MARITAL STATUS (check one): never married_____ divorced_____
married_____ widowed_____
separated_____

WHERE ARE YOU PRESENTLY EMPLOYED?_____

WHAT IS YOUR WORK?_____

EDUCATIONAL LEVEL ATTAINED (check one): high school_____ 2-year college or certificate_____ 4-year college_____ Master's_____ Ph.D._____

COMPARE YOURSELF TO THE AVERAGE PERSON IN OUR SOCIETY (e.g., "MUCH LIKE A PERSON WITH A HIGH SCHOOL EDUCATION") IN THE FOLLOWING AREAS:

Low		Average		High
1	2	3	4	5

1. Verbal ability:
2. Math ability:
3. Artistic talent:
4. Organizational ability:
5. Writing ability:
6. Athletic ability:

WHAT KINDS OF KNOWLEDGE DO YOU HAVE, DIFFERENT FROM THOSE OF THE AVERAGE PERSON?

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WHAT HAVE YOU MADE A THOROUGH ATTEMPT AT DOING, ONLY TO DISCOVER YOU'RE NOT GOOD AT IT?

HOW DID YOU FIND OUT ABOUT THIS WORKSHOP?

Please write a personal statement expressing why you want to take this workshop. Please include in your statement where you feel you are now and how you think the self-assessment and training will be helpful to you.

OVERVIEW

Minority Women's Survival Kit: Personal and Professional Development for Minority Women is an introductory workshop. It has been designed to introduce the minority woman to basic information that should be of value in her efforts to achieve more meaningful employment.

This workshop addresses the following areas of importance:

Self-appraisal

Basic human rights in employment

Dressing for success

Communication and assertiveness skills and interviewing techniques

Support networks and successful role models

Legal techniques to cope with racial and sexual discrimination

The goals of the workshop are to provide participants with:

1. An opportunity to learn how better to understand themselves and the people they work with.

2. An understanding of their basic human rights with respect to work.

3. Information on dressing for success in employment.

4. An introduction to basic information on communication skills, assertiveness and interviewing techniques.

5. An opportunity to meet other minority women and to discuss common problems, thus encouraging the development of a minority women's support network.

6. Information on legal resources helpful in coping with racial and sexual discrimination.

INTRODUCTORY EXERCISE

1. Name, occupation, family status, etc.

2. Describe yourself as best you can in one sentence.

3. If you could choose the one thing you'd like to do for the rest of your life, what would it be?

4. Do you consider yourself to be an activist or a traditional woman?

5. Why are you attending this workshop?

DEFINITION OF A MINORITY WOMAN*

> Minorities...are any culturally or physically distinctive and self-conscious social aggregates with hereditary membership and a high degree of endogamy, which are subject to political, or economic, or social discrimination by a dominant segment of an environing political society.

The above summarizes five characteristics that are the core of the definition of a minority:

1. Minority: "Social group whose members experience disabilities in the form of prejudice, discrimination, segregation or persecution (or any combination of these) at the hands of another group."

   Unequal Power: The dominant group has more power by virtue of superior technology (especially weapons) and control of critical economic, social and political institutions. Because they have a large share of power, they are able to lay claim to an unequal and larger share of the socially defined good things.

   This advantaged group is called the dominant group. (They are the dominant group rather than the majority group because the term minority is not a numerical or statistical category. In fact, there are instances when the minority group is a numerical majority; its members still occupy a disadvantaged position and experience various disabilities due to unequal power.)

2. Disabilities experienced by minorities are related to special characteristics shared by their members--physical, cultural or both--which the dominant group holds in low esteem.

   This disapproval can range from ridicule or suspicion to hatred.

3. Minorities are a self-conscious unit. Members of a minority group recognize their membership in a group, and this affects their behavior. These common traits can often lead to a shared feeling of being in the "in group," which is distinct from the dominant group.

4. Generally, a person does not volunteer to be a member of a minority group; instead, she or he is born into the group.

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*Adapted from James W. Vander Zanden, American Minority Relations (New York: John Wiley & Sons, Inc., 1972), pp. 10-12.

5. Members of a minority group, by choice or by necessity, tend to marry within their own group. Sometimes marriage within a group is enforced by the dominant group, sometimes by the minority group and sometimes by both. This serves to perpetuate the physical and cultural differences between dominant and minority groups as well as the inequality in status.

The following definitions of the phrase minority woman and the disadvantages and advantages listed thereunder are the result of a brainstorming exercise that occurred during a 3 1/2-day national seminar on Career Development for Employed and Underemployed Minority Women. The seminar, held under the auspices of the Women's Educational Equity Act (WEEA) Program, took place in Des Moines, Iowa, on April 24-27, 1979. It was conducted by the WEEA grant recipient: the Division of Women's Programs, College for Continuing Education, Drake University.

Definitions of a Minority Woman

1. Someone who holds membership in a specialized group in terms of activities, philosophies, etc.

2. Unequal access to political power.

3. Anyone who is not an Anglo-male, handicapped, gay, Christian, WASP or member of the 3% power elite.

4. A racially ethnic group whose members have not had equal access to or control of the political, economic and social power within the United States.

5. People who are not able to gain full benefits in American society because of their ethnicity, and who have little or no political or economic power.

6. General membership in a race or culture that is not white dominant.

7. Blacks, Hispanics, Native Americans, Asians.

Disadvantages of Being a Minority Woman

1. Inability to get jobs or promotions, education, housing, financial independence, medical care, equal justice, political clout or influence.

2. Self-concept is ego debilitating.

3. Negative connotations associated with the word minority. For example:

"culturally inferior"
"disadvantaged people"
"culturally deprived"

DEFINITION OF A MINORITY WOMAN (concluded)

4. Unequal knowledge and access to political and economic power.

5. Lack of leadership in efforts to develop cohesiveness and coalitions among all ethnic and racial minority groups.

6. Extremely slow movement toward unity.

Advantages of Being a Minority Woman

1. Getting it together--sharing information.

2. Potential for solidarity.

3. Slowly developing awareness of individuality as opposed to stereotyping by both minorities and members of the white dominant group.

SELF-APPRAISAL*

All of us, throughout our lives, have been setting goals or objectives and striving to accomplish them. Some of these goals are conscious and clearly defined, but many are below our level of awareness. The one-year-old's striving to get on his (or her) feet and walk and the ninety-year-old's efforts to live to see the sun rise another day are examples of human goals at the extreme ends of the continuum of life. Our goals or expectations--conscious or unconscious--determine our actions and how we spend the minutes in our days. To focus your thinking for the task of goal setting, complete a simple diagram for yourself.

1. Let the left edge of the page represent the beginning of your life, and the right edge of the page represent the end of your life. Using the pattern of a business progress chart, draw a line on the page that depicts your past, present and future. After you have drawn the line, place a check mark (✓) to indicate where you are now.

*Reprinted from George A. Ford and Gordon L. Lippitt, Planning Your Future: A Workbook for Personal Goal Setting (La Jolla, Calif.: University Associates, 1976), Lifeline, pp. 3-4.

Now that you have a graphic representation of the aspects of your life that you consciously and subconsciously considered when you drew the line, write a few brief statements.

I drew the line in this way because . . .

I put the check mark where I did because . . .

2. THINGS I DO WELL

Boast about yourself and focus on your strengths. Some of the things you do well will be things that are very meaningful to you; others may bore you to death. List all that you can think of quickly.

3. THINGS I DO POORLY

These are things that you do not do well, but for some reason you want to, or have to, do them. Do not list things that you have no interest in doing or do not need to do.

4. THINGS I WOULD LIKE TO STOP DOING

All of us know of things we would like to stop doing. They might or might not be things that for some reason you have to do. Friends, family, and close associates also can suggest some things they think you should stop doing.

5. THINGS I WOULD LIKE TO LEARN TO DO WELL

These are things that you must do well and things that you want to do well.

6. THINGS I WOULD LIKE TO START DOING NOW

List those things that come to mind as you write. Do not censor anything.

7. Am I happy at what I'm doing?

8. What is my primary source of motivation?

9. Where am I going?

10. What major dissatisfactions do I have with myself?

11. What are the ways I can improve?

12. Where would I like to be in the next year?

13. Where would I like to be in the next 5 years?

14. Where would I like to be in the next 10 years?

15. How am I going to get there?

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SESSION II

Facilitators should begin this session, as well as the remaining two sessions, by asking participants if they have questions or comments they wish to share from Session I If they do, spend a few minutes answering their questions and encouraging a brief general discussion.

SELF-APPRAISAL EXERCISE: DISCUSSION

At the conclusion of Session I, participants were asked to complete the self-appraisal exercise. Ask them to turn to the exercise in their notebooks and encourage them to share their feelings about it. If facilitators feel that participants are reticent, they might begin by sharing their own responses to the questions. Facilitators (and participants) should be sure to encourage a supportive atmosphere.

In an effort to encourage a free-flowing discussion, ask participants to consider some of the following questions:

Why do I do these things well?
Why do I do these things poorly?
What do I need to do to stop doing something?
Do I really wish to stop doing this?
What is stopping me from doing the things I would like to learn to do well?
Is it possible for me to overcome these obstacles?
Why am I happy (or unhappy)?
How is the knowledge of what motivates me useful?
If I have major dissatisfactions, is there anything I can do to change this? Do I want to change?
Am I serious about working to achieve my goals for the next year? Five years? Ten years?

At the conclusion of this discussion (allow about 30 minutes), encourage participants to keep their self-appraisals. Suggest that they look at their responses again in 3 to 6 months to see if anything has changed. They might also wish to answer the questions again at that time. If they wish, participants might also share their self-appraisals with someone who is very close to them; however, they should be careful about allowing the appraisal of others to override their own careful appraisal of themselves.

BASIC HUMAN RIGHTS IN EMPLOYMENT

Facilitators should next begin a discussion of basic human rights in employment. One way to initiate the discussion is to ask participants to define the phrase human rights. Other questions that might enhance the discussion are as follows:

1. Do you feel that you have any human rights with respect to work?

2. What types of things would you categorize as being your rights?

3. Where did (or where do) these rights come from?

Then ask participants to read the list entitled "Basic Human Rights with Respect to Work" (see participant materials). When they have read the list, ask them the following questions:

1. Do you agree with the statements on the list? Why or why not?

2. What could be added to or deleted from the list? Why?

3. How do you feel about these rights?

4. Do you think these rights are applicable to you? Why or why not?

Move on to the list entitled "Important Unwritten Rules in Business" and spend a few minutes discussing this topic.

DRESSING FOR SUCCESS

Facilitators should now discuss dressing for success. The basis for this discussion should be John T. Molloy's The Woman's Dress for Success Book.[1] Also, included with participant materials is an article entitled "Dressing for Success: How to Achieve a Professional Appearance" by Carol M. Dana.

It is suggested that one facilitator be dressed inappropriately and one appropriately for this session. After discussing the guidelines for successful dressing, ask participants to choose which facilitator is more appropriately dressed. Ask them to explain why the choice was made. (Facilitators should be careful to handle this topic with tact so that participants are not embarrassed by their mode of dressing. At the same time, be sure the information is presented in a manner that will encourage participants to think about developing a professional appearance.)

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[1]See John T. Molloy The Woman's Dress for Success Book (New York: Warner Books, 1976). Unfortunately, Molloy's book provides very little specific information on successful dressing for minority women. It is therefore recommended that minority women read this book, as well as any other information that can be found, carefully. Each woman should then consider carefully the colors most flattering to her skin tone and dress accordingly.

COMMUNICATION AND ASSERTIVENESS SKILLS

The last 80 minutes of this session should be devoted to basic communication and assertiveness skills as they relate to interviewing techniques and job-finding hints. This discussion should be enhanced by reference to an article entitled "Getting a Job," from the January 1977 issue of Working Women, and a book entitled Woman's Workbook by Karen Abarbanel and Connie McClung Siegel. Facilitators should also refer to the "Job-Finding Hints" section of this manual, which includes a "Job Search Pyramid."

It is suggested that facilitators begin this lecturette by briefly defining the term assertiveness. Following is one simplified definition that might be used by facilitators:

> Assertiveness is a communication skill for expressing and mediating different viewpoints. It is a way to express thoughts, feelings and beliefs in direct, honest, open and appropriate ways.

Lange and Jakubowski, in their book Responsible Assertive Behavior, have described assertiveness in the following way:

> The goal of assertion is communication and mutuality; that is, to get and give respect, to ask for fair play, and to leave room for compromise when the needs of two people conflict. In such compromises neither person sacrifices personal integrity and both get some of their needs satisfied. The compromise may be one in which one person gets [his or her] needs taken care of immediately while the other person gets taken care of later. When personal integrity is at stake a compromise is inappropriate and non-assertive.[1]

Ask participants to turn to the page entitled "Assertiveness," and spend a few minutes discussing this information.

Facilitators could then quickly improvise a role-playing situation, as follows: One facilitator plays the role of an employee who has made an appointment with her supervisor, while the other facilitator plays the role of the supervisor. The employee comes into the supervisor's office with the intention of discussing some problems she is having with her work. Although an appointment has been made, the supervisor continually interrupts the meeting by answering the telephone and explaining that she is not very busy and has plenty of time to talk. The employee becomes more and more frustrated and angry, but is unwilling to express, and/or fearful of expressing, her feelings.

At this point, facilitators should ask participants for ideas on how to handle this problem. Encourage them to relate ways in which they may have handled

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[1]Arthur J. Lange and Patricia Jakubowski, Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers (Champaign, Illinois: Research Press, 1976), pp. 8-9.

similar situations. Also, remind them of the "Basic Human Rights with Respect to Work." Be sure to help participants identify the suggestions as being assertive, aggressive or passive. Then, if time permits, encourage two participants to role play the situation again--but this time, the employee should incorporate the assertiveness tips in requiring the supervisor's undivided attention.

Spend a few minutes discussing assertiveness and its relationship to a successful job interview. Conduct a role-play situation in which the facilitators play the roles of interviewer and interviewee: The interviewee is late for the appointment and unsure of herself, and she does a poor job of recounting her previous work experience and detailing her skills. Ask participants to identify any problems they see during the interview, and then ask them to discuss ways of improving through preparation and the use of assertiveness techniques.

At this point, facilitators should summarize the information found in the article "Getting a Job." Try to encourage a discussion incorporating some of the helpful hints on interviewing techniques found in the article. Ask participants to make suggestions to improve the role-playing interview. Then ask two participants to volunteer to conduct a revised role play, using the above information. Be sure they clearly understand the appropriate ways to conduct an interview.

Facilitators should then briefly discuss resume writing, as follows: A resume is a written document that provides an individual with the opportunity to emphasize her strong points and minimize her weak points, thus presenting her candidacy for a job in the most favorable light. Resumes should be written in logical fashion and should include information on an individual's education, work experience, personal background and interests. A resume should stress accomplishments, but also account for all major work and educational activities. It should be short and concise. (Two examples of resumes are included in the participant materials and can be used for the discussion.) Finally, resumes can serve as an introduction to prospective employers. A resume should be written in such a way that prospective employers will ask the individual to supply additional information, either through a written application or through an interview.

Complete this session by asking participants if they have any questions or comments they wish to make. Also remind participants of the upcoming panel discussion planned for Session III.

JOB-FINDING HINTS

1. HANDLING OPEN APPLICATIONS

Your bargaining position as a job applicant becomes much stronger when you receive your first job offer.

If you have not heard from other organizations of particular interest, you may wish to call these other employers to (a) explain that you have an offer, but like their job better, and (b) ask when a decision on your application will be made.

2. THE SALARY QUESTION

Although many jobs have a definite salary range, try to learn the going rate for persons with your background in your field. And rather than listing your salary requirements, try getting the employer's interest first.

To avoid asking for less money than the employer is willing to pay, try to get the employer to cite a figure; then you can respond to it.

3. THE RESUME VERSUS THE APPLICATION

Application forms are employer-oriented, requesting general information on all aspects of your background.

By contrast, the resume is <u>your</u> document, providing the opportunity for you to emphasize your strong points and minimize your weak points. For example, one person may stress academic honors, while another may emphasize related work experience. By this principle of "slanting your qualifications," you can present your candidacy for a particular job in the most favorable light.

4. THE INTERVIEW RULE OF THREE

One good way to prepare for a job interview is as follows:

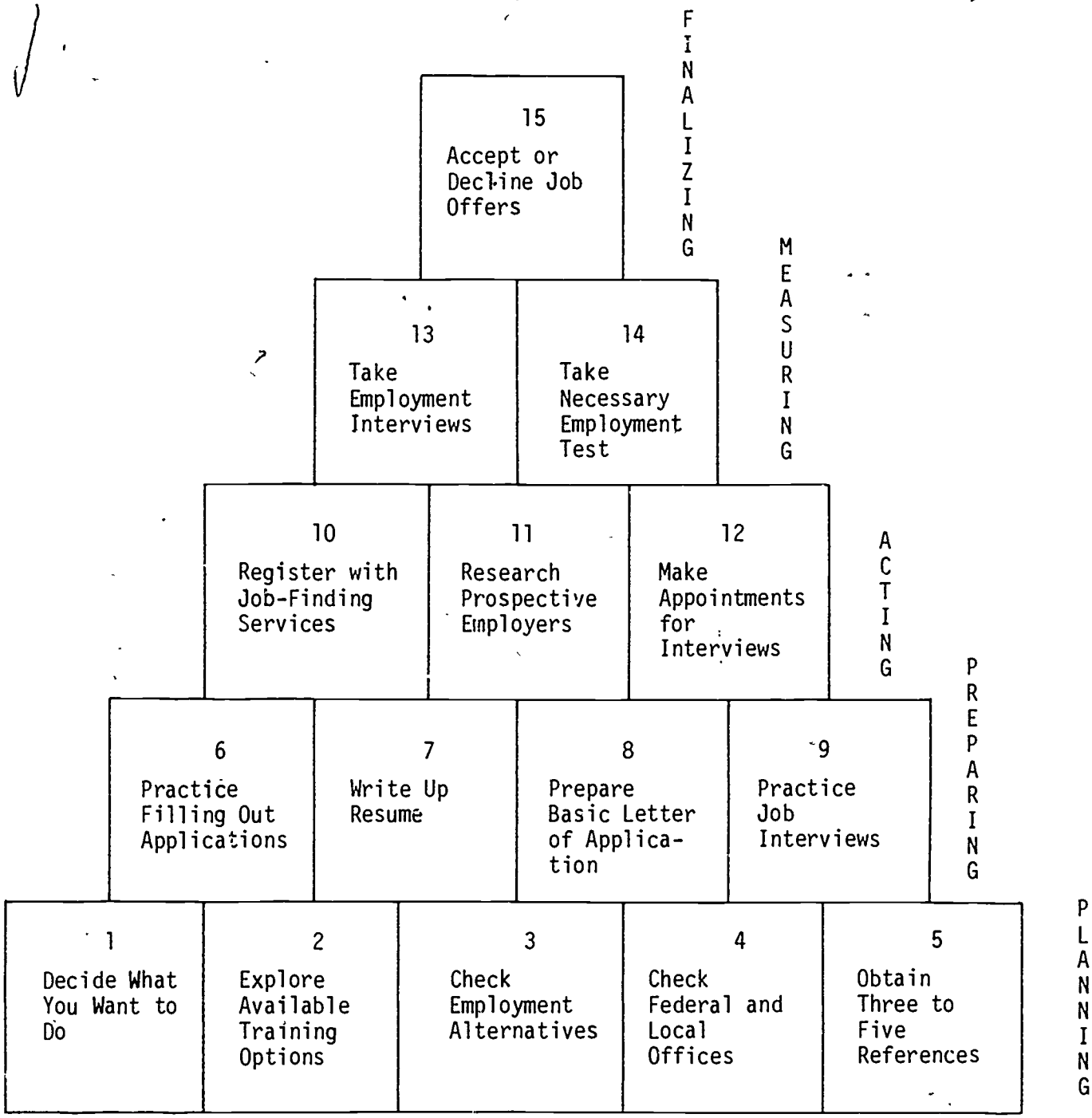
a. Know three reasons why you particularly like the employer.

b. Know three reasons why the employer should want to hire you rather than other candidates.

c. Have three good questions to ask the employer.

JOB SEARCH PYRAMID:*

15 Steps To Career Planning



*Copyright by the Garrett Park Press and reproduced by permission. This is one of a set of 25 charts sold for $29.95 by the Garrett Park Press, Garrett Park, Maryland 20766.

PLANNING

1. DECIDE WHAT YOU WANT TO DO

What do you do most well? Least well? What do you like to do? Dislike? Where do you want to live?

How important to you are such things as security, responsibility, money, challenge, freedom, service, status, overseas work, time for hobbies or sports, frequent relocations?

2. EXPLORE AVAILABLE TRAINING OPTIONS

Apprenticeships.
Military service as a means of acquiring a job skill.
Further education (either full- or part-time) in a trade school, college or university.
Job corps or neighborhood youth corps.
Employer on-the-job training (OJT).
Manpower development training programs.

3. CHECK OUT EMPLOYMENT ALTERNATIVES

State and local government jobs.
Federal civil service positions.
Business and industrial jobs.
Nonprofit organizations, such as hospitals, schools, clinics and religious agencies.
Self-employment or obtaining a franchise.

4. CHECK FEDERAL AND LOCAL OFFICES

Obtain a Social Security card. Contact the nearest Social Security Office, listed in the telephone directory under "U.S. Government."

If you are under age 18, check with the Board of Education or State Employment Service for local laws on child labor.

5. OBTAIN THREE TO FIVE REFERENCES

Select references from teachers, school administrators, counselors, summer employers, part-time-work supervisors, local business leaders, community leaders and professional people who know you well. You may be judged by whom you know, as well as by what they say about you.

Ask permission to cite these people as references. Do not ask for "To Whom It May Concern Letters" to give to employers.

PREPARING

6. PRACTICE FILLING OUT APPLICATION FORMS

Obtain blank application forms from local employers or educational institutions.

Practice filling these forms out, to learn what information is requested and what information you will need to provide.

If you have had relatively little work experience, use part-time and summer jobs, volunteer work and/or hobbies to demonstrate your skills and interests.

For references, list accurately each person's name, job title (if any), complete address and phone number. Be sure you have cleared the use of each reference (see number 5).

Ask the most experienced person available to examine your sample applications and to offer criticisms.

7. WRITE UP YOUR RESUME

Organize, in a logical fashion, information on your education, experience, personal background, interests and references. Strive for a tone of "modest self-confidence." Keep your resume to one page, if possible.

If you cite job goals, keep them broad enough so as not to eliminate any employers whose organizations may be of special interest to you.

Stress your accomplishments, but account for all major work and educational activities.

Prepare a draft of your resume and ask the most experienced person available to suggest how it may be improved.

Don't try to save money here. Get the best possible typing and reproduction job.

8. PREPARE A BASIC LETTER OF APPLICATION

Draft a general letter of application, detailing your career interests, your background and your date of availability.

Stress what you can do for the employer, rather than the fact that you may need a job. Take a generally positive approach. Employers are apt to be more interested in persons who have successfully adjusted to other situations.

Avoid using too many "I's" in your letter.

Adapt your letter to specific jobs by adding sections that carefully relate your experience and interests to available openings or employment possibilities that are of special interest.

9. PRACTICE JOB INTERVIEWS

Think of questions you may be asked in the interview and plan how you will answer them.

What are your greatest strengths? What is your most pertinent experience? How can you introduce these into the interview conversation?

How can you express your liabilities as assets? For example, if you are inexperienced, you also are flexible.

Ask a family member, a friend or (even better) employers you know to role play a practice interview with you.

Have the same person (or a third person) critique your practice interview.

ACTING

10. REGISTER WITH JOB-FINDING SERVICES

School counselors, teachers or placement officers.

State Employment Service and private employment agencies.

Coordinators of work-study programs.

Parents, other relatives and family friends.

Recent graduates of your school.

Professional associations.

School or community career fairs or carnivals.

Former employers from summer and part-time jobs.

Classified newspaper and magazine ads.

Youth agency leaders and counselors.

Civil service officers of local, state or Federal government.

11. RESEARCH PROSPECTIVE EMPLOYERS

Before you contact employers by letter or go for an interview, find out all you can about the organization. What does it do, how is it changing, and what are its greatest successes and problems?

Ask friends, relatives and even strangers (customers, persons in related organizations, etc.) about the potential employer and his or her organization's products or services.

If copies are available, read the most recent annual report of the organization. Obtain copies of relevant literature when you are visiting the employer's office. Know why the employer is of particular interest to you.

If you are uncertain about an organization, check with the Better Business Bureau about it.

12. MAKE APPOINTMENTS FOR INTERVIEWS

Contact employers through a letter of application or by phone to ask for an appointment.

Learn the name, title or job function of the person or persons with whom you will be talking.

Clarify where the interview will be held. If necessary, learn exactly how to get there.

If you schedule several interviews in a single day, allow a good margin of time between each. Otherwise, you may get off schedule because an interview began late, took longer than anticipated or was followed by other interviews within the same organization. The best rule (unless organizations are very close geographically) may be to schedule no more than one interview each half day.

MEASURING

13. GO TO EMPLOYMENT INTERVIEWS

Arrive about 5 minutes early for the interview (and certainly never be late). Do not treat the reception area as a dating bureau. Check again to learn with whom you will be talking.

Be neatly dressed and attentive, and address the interviewer by name.

Listen carefully to all questions, respond fully to them and present your qualifications in the most favorable light for the job under discussion.

If your particular strong points do not come up early in the conversation, try to work them into the interview. Without overdoing it, demonstrate that you have done some research on the employer; this will show your interest.

Before you leave, clarify what the next step will be and who will take it. If you can be sincere, thank the interviewer for his or her time and express your interest in the job.

Immediately afterward, use cards or an interview log to record the date, the person with whom you talked, what was discussed, the outcome and the next steps.

14. TAKE THE NECESSARY EMPLOYMENT TESTS

If employment tests are required, learn what kinds of tests will be administered. These might be interest (to see if you are like persons who are successful in the field), aptitude (to measure your skills), achievement (to measure your knowledge about a particular thing), or intelligence (to obtain an indication of mental quickness).

Know where and when the test or tests will be given and what you are expected to bring with you. Be prepared for both paper and pencil tests and for other types of "tests," such as requests for work samples. What must you bring to the testing room?

If there will be a timed test, learn if you should guess when you are uncertain about an answer, or if incorrect answers will be deducted from the total score of correct answers.

If a standardized test, such as a civil service examination, is to be given, get a test-preparation book and practice on the kinds of questions you will encounter.

Work quickly and accurately, as even a few correct answers can make a significant difference in your score.

FINALIZING

15. ACCEPT OR DECLINE JOB OFFERS

Evaluate all job offers that you receive in terms of the type of work, opportunity for advancement, reputation of the employer, training you will receive, salary offered and prospects for the future, outlook for the industry as a whole and location.

Accept by letter, phone or in person the best available offer. Write to all other employers who have offered jobs to express your thanks for the opportunity and to explain that you have decided to accept another job. Handle all such rejected job offers as if they were from potential future employers.

Learn where and when you are to report for work.

BASIC HUMAN RIGHTS WITH RESPECT TO WORK*

1. Right to feel and express healthy competitiveness and achievement drive.
2. Right to strive for self-actualization through whatever channels one's talents and interests find natural.
3. Right to use one's own judgment in deciding which needs are the most important for one to meet.
4. Right to make mistakes.
5. Right to have one's opinions given the same respect and consideration that other people's opinions are given, even when they are different.
6. Right to be treated as a capable human adult and not to be patronized.
7. Right to consider one's own needs to be as important as those of other people.
8. Right to decide how one will take care of one's own responsibilities.
9. Right to tell someone else of one's needs.
10. Right to be independent.
11. Right to work and raise a family at the same time.
12. Right to aspire to a career.
13. Right to feel and be useful.
14. Right to change your mind.
15. Right to offer no reasons or excuses for justifying your behavior.
16. Right to say "I don't understand."
17. Right to be treated fairly, without discrimination due to sex, race, age or previous experience.
18. Right to seek as much information as is necessary about the job in order to make a good decision.
19. Right to express cultural preferences without shame.

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*Items 1-11 of this list of rights are taken from P. Jakubowski, Self-Assertion Training Procedures for Women; items 12-13 are from P. Caretta, A Program Utilizing Assertion Training Methods Via Preparing Women for Employment Interviews; items 14-16 are from M. Smith, When I Say No, I Feel Guilty; items 17-18 are from Britton et al., Assertion Training for Job Interviews.

IMPORTANT UNWRITTEN RULES IN BUSINESS*

1. Know your duties and perform them well.

2. Don't attempt to do everything or be a Jill of all trades.

3. Never criticize or challenge your boss at meetings where others are present; instead, express your well-developed opinions in pre- or post-meeting sessions.

4. Don't let anger or fear drive you to impulsive actions that you may regret.

5. Don't become discouraged or depressed when you fail. Learn from mistakes and put-downs. Figure out better tactics for the next attempt.

6. Take advantage of the "psychological moment," press your advantage and capitalize on your opportunity. Don't disparage any success you achieve. Publicize and promote yourself at every opportunity.

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*Adapted from Betty Lehan Harragan, Games Mother Never Taught You: Corporate Gamesmanship for Women (New York. Rawson, Wade Publishers, Inc., 1977), pp. 91-92.

DRESSING FOR SUCCESS*

How to Achieve a Professional Appearance

Standard job-hunting manuals tend to give minimal attention to the effect of appearance on getting a job or moving up the corporate ladder. Women are told to dress "neatly," comb their hair and cross their legs at the ankle.

But, according to two Washington consultants, the "image" you project at work or on a job interview may make the difference between stagnating in the typing pool or moving into the executive suite.

"Most people like to believe that who they are matters above all else, but unfortunately, your personhood can't stand alone out in the job market," says Joan Silberman. "Like it or not, the fact is that people use visual cues to form an impression of you within the first 30 seconds of meeting you. In a competitive job market like this, you can't afford to let an interviewer's first impression work to your disadvantage."

Appearance also affects how co-workers view you, points out Barbara Blaes, a partner with Silberman in a new firm which offers guidance to women who want to achieve a more professional appearance.

"There are subtle differences in appearance between professionals and non-professionals--differences that people pick up without being aware of it," she says. Chances are, if you're sending out signals that you're a professional, people around you will tend to give more weight to what you say and do.

Blaes and Silberman have drawn from their own research and from the studies of John Molloy, an authority on the psychology of male dress, to identify the wardrobe, hairstyle and make-up approaches that together add up to a "professional" look. Recognizing that hiring and promotion decisions are still, for the most part, being made by older, conservative males, they tend to look to male dress for clues to achieving a professional appearance, but do make some concessions to "femininity."

In general, Blaes and Silberman recommend well-tailored, conservative clothing that is made from quality fabrics. While suits and blazers are probably the most important items in a professional woman's wardrobe, they say that dresses, tunics and jumpers are also acceptable.

Skirts, according to the two women, are more acceptable in the business world than pantsuits. A recent study by Molloy bears that out. When he asked 500 executives "Would a woman in a pantsuit fit into your executive office?" a total of 402 said no.

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*From Women's Work, Volume III, Number 1, January/February 1977, by Carol M. Dana. Reprinted with permission of Women's Work, Inc.

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In a separate study, people were shown photos of the same woman wearing two versions of the same suit; in one photo she wore pants, in the other a skirt. People taking the test were asked to judge which "twin" was smarter, earned more, had a better education and a better job. Male executives assigned the positive attributes to the woman in the skirt 94 percent of the time, while female executives made the positive association with the skirted suit 88 percent of the time. Molloy's research on pants further revealed that people think the "[pants] wearer does not expect to be taken seriously, unless (surprisingly) it is in a sexual manner."

Color is also an important aspect of appearance. Studies have found that in general, the darker the apparel, the more authority it transmits. Blacks, blues, grays, beiges and pinstripes, the strongest authority colors, are good choices if you're seeking more power. However, Blaes cautions women not to overdo it. A person with a big body build or assertive personality can overwhelm co-workers if she starts dressing in black, she says.

Silberman also points out that "the color scheme you choose should depend on your job. If you're a social worker and need to establish rapport in your work, we'd advise you to steer away from strong authority colors. Instead, you should dress in warm colors like reds and oranges that encourage communication."

There are other ways a woman can enhance her professional demeanor. Blaes and Silberman recommend sparing use of jewelry, lightly-applied, natural-toned makeup and professionally-cut blow-dry haircuts. Too much jewelry and makeup and a stiff, intricate hairstyle can undermine professionalism by making a woman look more decorative than effective, they say.

While these dress, makeup and hairstyle suggestions form the basis of a professional appearance, Blaes and Silberman say modifications may be in order to fit a specific position or organization. One Washington job hunter said that she routinely made pre-interview visits to organizations to discover the "tone" of the office. Using the excuse of picking up background information on the organization, she'd take note of the dress styles of male and female executives. Then she'd plan her interview outfit to "look like someone who worked there."

Another way to dress to fit your organization, Blaes and Silberman say, is to study the "image" that your boss projects, then dress in a similar manner. But, they warn, be careful not to outdress your immediate supervisor unless you're really after his or her job.

Lisa Gibbs, a government researcher, said she got an unexpected response when she started to consciously adopt a more professional image. "In the past, when I wore something new, my boss would usually comment favorably. But when I started turning up in black dresses and wool suits, suddenly she didn't say anything. And if she did, it would be something snide. On days when I'd show up in some of my dowdier clothes or put a shirt and jumper together in a way that didn't quite match, however, she'd say how nice I looked. I began to realize that she was trying to 'reinforce' an unprofessional look, because my new image was threatening her."

Blaes and Silberman claim that if professional dress is done right, it can be effective. In one experiment the women used to test their theories, Silberman applied for 33 different jobs in her field wearing pre-selected "professional" or "unprofessional" outfits. When she adopted the "professional" appearance, she was offered the job in every case but one. She received no job offers wearing the "unprofessional," more traditionally feminine dress. "And, interestingly enough, when I had adopted a professional appearance for an interview, the interviewer never asked me about my children," she says.

Others have also found that concern about image pays off. Knowing that women aiming for high political office are still, to a degree, treated as "untraditional" candidates, Margaret Heckler used appearance to help establish herself as a serious contender in her first campaign for the House of Representatives. She frequently wore tailored gray suits--but always with a skirt--to suggest to voters that she had the same professionalism as a man.

While the professional dress concept appeals to some, it enrages others. Molloy, advocate of the pinstripe suit, has been charged with encouraging the "executive herd instinct" by pushing clothing that is frankly snobbish, conservative, bland and conformist. In Dress for Success, he pleads guilty, but adds, "my research documents that, in matters of clothing, conservative, class-conscious conformity is absolutely essential to . . . individual success . . . . Executives in particular do constitute a herd, and those who understand how to cope rather than fight are much more likely to emerge as leaders than casualties."

Blaes and Silberman are not as rigid as Molloy in their professional prescriptions, allowing room for individual taste and style. But they, too, have encountered hostility, chiefly the charge that they are concerned with the appearance of competence, not competence itself. They respond that they are not trying to put well-dressed manikins in the President's chair, and that professional appearance must accompany education and skill. But, points out Blaes, "inappropriate dress is keeping many otherwise intelligent and well-qualified women from reaching their full career potential."

Furthermore, says Silberman, outward changes can have inward effects. "If a woman looks good, she feels good about herself, and usually acts more confident. And only when you're confident yourself will you be able to convince others of your abilities."

ASSERTIVENESS

Assertiveness provides a format whereby you can ask for what you want. If you have a want that is unfulfilled:

1. Speak up while your want is current. Don't wait until it's too late.

2. Object to specific behavior that infringes on your rights. Avoid over-generalizing.

3. Be brief and to the point.

4. Avoid bringing up the past. Deal with the present.

5. Never apologize for asserting your rights. You have the right to ask for what you want, but you may not always get it.

6. When you do not get what you want, avoid using threats and aggressive behavior. That would infringe on the other person's rights.

7. When someone steps on your rights, you are free to tell the person how her or his behavior affects you. Be sure to share how you feel.

8. Be assertive with your body, your eyes, your facial expressions and especially your voice tones.

9. Be friendly and firm initially. If necessary, increase your intensity (e.g., voice volume) or seek assistance from someone with more power or authority (e.g., a supervisor or a lawyer).

10. Remember that unless you have made a contract that says otherwise, <u>your rights are equal to those of the other person</u>. Check to see if you are being more considerate of the other person than you are of yourself.

RESUME

PERSONAL INFORMATION

Name: Stanlie M. James Jackson
Address: 944 29th Street, Des Moines, Iowa 50312
Telephone: 515-255-2937 (Office: 515-271-2525)

EDUCATIONAL BACKGROUND

Spelman College, Atlanta, Georgia: B.A., Sociology and History, 1967-71
University of Ghana, Legon, Ghana, West Africa: Summer School, 1969
School of Oriental and African Studies, University of London, London, England: M.A., Area Studies Program: West Africa, 1971-72

WORK EXPERIENCE

Coordinator, Women's Educational Equity Act Program grant, "Career Development for Employed Minority Women": August, 1978-present

Case Manager, Polk County Department of Social Services: January 1977-August 1978

Instructor, Sociology Department, Central State University, Wilberforce, Ohio: September 1973-December 1976

Instructor, Urban Campus, Des Moines Area Community College: December 1972-August 1973 (also part-time instructor, January 1977-present)

MISCELLANEOUS

Licensed Cosmetologist, State of Iowa

WORKSHOP FACILITATION

"Personnel and Professional Development for Employed Minority Women"
"Career Planning for Employed Minority Women"
"Management Basics for Employed Minority Women"

COURSES TAUGHT

Introduction to Sociology
Afro-American History
Roots (correspondence and television class)
Race Relations
Social Problems
Population Problems
Urban Problems
Courtship and Marriage
Marriage and the Family
Medical Sociology
Collective Behavior
Introduction to Social Work

CONFERENCES ATTENDED

1975: "Blacks and Aging," Southern University, New Orleans, Louisiana

1976: "Women and Aging" (International Women's Year), University of Chicago, Chicago, Illinois

"The Black Family" (Pan-African Department), University of Louisville, Louisville, Kentucky

"The Black Woman and the Bicentennial," University of Arizona, Tempe, Arizona

1977 Black Social Workers Annual Conference, New Orleans, Louisiana

1978 Women's Educational Equity Act Conference, Washington, D.C.

"Burnout: Stress Management for Social Workers," Ankeny, Iowa

1979 Women's Educational Equity Act Conference, Washington, D.C.

Polk County Mental Health Center Symposium on Androgyny, Des Moines, Iowa

COMMUNITY INVOLVEMENT

Advisory Committee to Community Career Planning Center for Women, 1978-79

Citizens Advisory Committee to ADASI (Alcohol and Drug Abuse Services of Iowa), 1978-79

Des Moines, Iowa, YWCA Financial Committee (1979-present)

FELICIA LEON MULLIN
1916 Nash Drive
Des Moines, Iowa 50314
Telephone: (515) 243-3988

December 1981

EDUCATION

B.A., Education, Marycrest College, June 1961, Davenport, Iowa
Graduate School, Administration, Loras College, 1965-66, Dubuque, Iowa
Ecumenical Institute, Summer 1968, Chicago, Illinois
Graduate School, Education/Theology, Mundelein College, 1969-70, Chicago, Illinois

PROFESSIONAL EXPERIENCE (19 years, from 1953 to 1972)

Teaching: Elementary and Junior High, 12 years, in Iowa, Minnesota, and Illinois
Administration, 3 years, in Marshalltown, Iowa

Adult Religious Education Director, 4 years, Des Moines/Davenport, 1968-71
Field Investigator, Iowa Civil Rights Commission, 1972-73
Education Director/Staff Development, Iowa Civil Rights Commission, 1973-76
Financial Consultant/Insurance Agent, 1976-present

PROFESSIONAL SKILLS

Communication skills--with individuals, couples, and groups
Staff development and training
Administration and implementation of programs
Discrimination consultancy for minorities and women
Affirmative action program development
Curriculum development
Publications development
Bilingual (Spanish) consultancy

LEADERSHIP EXPERIENCES

Youth encounter weekends
Chicano culture programs
Open marriage weekends
Human sexuality workshops
Working women seminars throughout the state of Iowa
Minority delegate to National Women's Political Caucus, Boston, Massachusetts
Minority delegate to International Women's Year conferences, Houston, Texas

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CONTINUED EDUCATION AND TRAINING

Communication skills workshops, Des Moines, Iowa
Life planning workshops, Des Moines, Iowa
Career planning workshops, Des Moines, Iowa
Perceptions of Third World workshop, Lawrence, Kansas
Housing and Urban Development workshops, Kansas City, Kansas
Equal employment workshops (EEOC), Albuquerque, New Mexico
Affirmative action workshops, Baltimore, Maryland
La Jolla program (Carl Rogers Institute), Center for Studies of the Person, La Jolla, California, 17-day scholarship
Career school planning in insurance, Newark, New Jersey

COMMUNITY DEVELOPMENT EXPERIENCE

Board Member for 5-State Regional Committee for the Spanish-Speaking
Advisory Board Member, Clarinda Mental Health Clinic
YWCA Board Member
Spanish-Speaking Center Board Member

PERSONAL

Married, one child, Des Moines resident since 1971. Enjoy swimming, music, sports, sewing, and people.

REFERENCES

Furnished upon request.

SESSION III

The first few minutes of this session should be spent reviewing Session II and attending to any "old business" participants might wish to discuss from previous sessions.

SUPPORT NETWORKS

Next, begin the segment of this session devoted to support networks (see participant materials). Support networks can be defined as two or more people who formally or informally provide each other with encouragement, information or help in attaining, maintaining or advancing in employment. A support network could include, for example, friends, relatives, co-workers, other professionals, other women and/or other members of a minority group.

One important aspect of support networks is the concept of self-affirmation. This is the ability to recognize and express the good qualities each person possesses. It is important for people to recognize these qualities within themselves, because doing so is a form of self-support. Support networks cannot develop effectively without individuals' also being self-supportive.

Exercise:

This exercise is designed to provide participants with an opportunity to list their positive qualities in a supportive atmosphere.

Ask participants to form groups of two or three persons each, and have each person tell the others three things she likes about herself. (These things do not necessarily have to be job-related.) Ask each participant to think about how she feels when she does this. Also, ask the others to be aware of what is said and of what body language is used.

After this has been done in small groups, come back to the larger group. Discuss how it felt to say these things and how it felt to hear others say positive things about themselves.

In many cases, support networks can be a reciprocal arrangement. Following are a few examples of ways in which support networks can operate:

1. One person can provide another person with some important information (a new job opening, a contact person, etc.). The second person might previously have provided the first person with some important information.

2. A mentor arrangement can occur when one person in a superior position (and possibly older) takes another person "under her wing" and guides that person in appropriate career decisions.

3. A professional breakfast club can be formed to meet periodically and to share any information that may be of interest or help to members of the group.

Ask participants to consider the possibility that they may already have developed their own support networks. If they have done so--formally or informally--ask them to share how it operates. If participants feel that they do not have a support network, encourage them to think about the type of support they need and the type of support they could provide for others.

Exercise:

Ask participants to spend a few minutes writing responses to the following statements:

I feel supported at work when . . .

The people who support me at work are . . .

I feel supported at home by my family when . . .

I feel I support others when . . .

When I provide support for others, I feel . . .

Then ask participants to share their responses to these statements with one another. Try to encourage a free-flowing, brainstorming discussion on the issue of support networks and their importance.

At this point, facilitators may wish to introduce the concept of a dependency network. A dependency network is the opposite of a support network. It can be defined as the excessive demands or requests for favors placed on the capable person who is "making it" in the white business world. The person who is caught in this kind of network is chronically concerned with and involved in the problems of others, to the detriment of her own career and/or family situation. This kind of network can be psychologically and emotionally damaging to the people involved and could require assertiveness training or even some intensive one-to-one counseling.

Complete this segment of the session by suggesting to participants that they think about their own networks--are they supportive or dependent? Participants should be able to identify the people who make up their networks and be able to analyze the type of support they provide for each other. Encourage participants to consider the possibility of augmenting, changing or maintaining their support networks.

ROLE MODELS

The last 90 minutes of this session should be devoted to a panel discussion on preparing for job satisfaction. Members of the panel should include successfully employed minority women from your community. Panelists should

be carefully chosen; they should be confident and competent and able to express themselves well orally. A panel of from four to six women is a comfortable number.

Be sure to contact potential panelists several weeks in advance, as they will need to make arrangements in their busy schedules to accommodate you. Call panelists about a month in advance to schedule a tentative time; then follow up by sending a letter confirming the plans. The following is an example of a letter that could be sent to panelists:

> We are currently conducting a four-session workshop on Minority Women's Survival Kit: Personal and Professional Development for Minority Women. Its purpose is to assist minority women to achieve more meaningful employment. This workshop is a tool to be used by the minority woman in her efforts to begin to:
>
> Assess her personal worth, skills and abilities
>
> Evaluate the realistic opportunities available for advancement and job satisfaction
>
> Recognize and assert her rights as an individual
>
> We hope your schedule will permit you to be our guest for a panel discussion on (date and time). Members of the panel will include (list panelists, along with their job titles).
>
> We are particularly interested in having you address the area of preparing for job satisfaction. This would include such topics as education, competence and confidence, continued professional enrichment and communication skills. Questions you might consider while preparing your remarks could include:
>
> What problems have you encountered because you are a woman and/or a member of a minority group?
>
> What methods have you devised to cope with these problems effectively (and what methods have you found to be ineffective)?
>
> What advantages and disadvantages do you have as a member of a minority group and/or as a woman?
>
> What advice can you give to a minority woman?
>
> If possible, please limit your remarks to 5 to 8 minutes. A question-and-answer period will follow, allowing participants an opportunity to gain additional insights.

Conclude your letter by providing the address for the meeting place and a number to call in case of scheduling problems or for further information.

It is impossible to provide specific information about this session. Its success is dependent upon the competence of the panelists and the responses of the participants. The role of the facilitator is to encourage discussion

by judiciously adding pertinent comments and by making sure all are at ease. Be sure to alert panelists and participants to the confidentiality surrounding any sharing of information. In field testing, this session of the workshop has proven to be informative and exciting, not only for participants, but also for panelists.

(Note: Because the panelists have arranged their schedules to accommodate you in an information-sharing session, try, if possible, to provide them with a small honorarium. This expression of gratitude--depending on your budget--could range from $10.00 to $25.00 The panelists will appreciate this small token of thanks.)

NETWORKS

Support Network:

Two or more people who formally or informally provide each other with encouragement, information or help in attaining, maintaining or advancing in employment. A support network could include, for example, friends, relatives, co-workers, other professionals (male or female) and/or other members of a minority group. In many cases, support networks can be a reciprocal arrangement.

Dependency Network:

The opposite of a support network. A dependency network can be defined as the excessive demands or requests for favors placed on the capable person who is "making it" in the white business world. The person who is caught in this kind of network is chronically concerned with and involved in the problems of others, to the detriment of her own career and/or family situation. This kind of network can be psychologically and emotionally damaging to the people involved and could require assertiveness training or even some intensive one-to-one counseling.

SESSION IV

FEEDBACK: PANEL DISCUSSION OF SESSION III

Begin Session IV by allowing approximately 45 minutes for feedback on the panel discussion. This provides participants with an opportunity to ask questions or share thoughts about the panel discussion after they have had some time for reflection.

LEGAL TECHNIQUES TO COPE WITH RACIAL AND SEXUAL DISCRIMINATION

Facilitators should begin a discussion of the term discrimination by asking participants to share the first word that comes to mind when they hear the word discrimination. (Possible responses might be "minority," "education," "cheated," "prejudice" and "wrong.") Briefly define the term discrimination: an overt action in which people receive unfavorable treatment on the basis of their racial, ethnic, religious or sexual membership in a group.

Be sure to differentiate between the terms prejudice (a state of mind) and discrimination (an overt action). Explain that discrimination has occurred in four major areas--employment, education, public accommodations and housing--and that for this workshop, emphasis is being placed on discrimination in employment.

Follow this by presenting a lecturette on the legal techniques available to minority groups and women to cope with problems of discrimination. Use as a basis for your lecturette the participant materials entitled "Key Laws and Agencies." Spend a few minutes summarizing each law and its complaint-filing process and each key agency and its function.

As the facilitator, you can better prepare yourself for giving this lecturette by first contacting the local and/or state civil rights commission to obtain informational materials on local, state and Federal anti-discrimination laws. The civil rights agency should be able to provide you with ample copies of free, bilingual pamphlets and brochures that you can insert in participant notebooks. If you are able to get these materials, briefly indicate their contents to participants and encourage participants to read the pamphlets thoroughly at their convenience.

Be sure, too, to give participants an opportunity to ask questions or to make comments about the lecturette; their responses may well be relevant to their own work situations.

WORKSHOP EVALUATION AND WRAP-UP

Ask participants to spend a few minutes reading and filling out the workshop evaluation form (included with participant materials). Collect the forms as people complete them.

Next, allow time for participants to discuss the workshop and share their thoughts orally: Has the workshop been useful? What could be done to improve it? In general, what are the participants' feelings about the workshop? Has it met their needs?

Facilitators should here reiterate the purpose and goals of the workshop, expressing their own feelings about it and summarizing any accomplishments that have been achieved.

In keeping with the concept of support networks, provide each participant with a list of the names, addresses and telephone numbers of all participants and facilitators. Encourage the women to keep in touch with one another and to provide support for one another after the workshop.

If applicable, give C.E.U. certificates to participants. Encourage recipients to put copies of the certificate in their personnel files at work as an indication of their interest in and commitment to career development.

(Note: Facilitators should meet within a week or two following the last session of the workshop to share the workshop evaluation forms and to discuss the design and format of the workshop, including any additions or deletions that might be helpful for future workshops. This is the time, too, to send a thank-you note and honorarium to each role model who participated in the panel during Session III. Further, you might wish to write a short note to each participant, personally validating one or two characteristics or behaviors you noted during the workshop and encouraging her in her efforts toward career development.)

KEY LAWS AND AGENCIES

Key Laws

Title:	Prohibits Discriminatory Hiring on the Basis of:	Applies to:
Civil Rights Act Title VII	General statutory prohibition against employment discrimination by covered employers, employment agencies and unions on grounds of race, color, religion, sex or national origin.	All employers with four or more employees; state, local government; employment agencies; corporations.
Title VI, Section 60	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 education program or activity receiving Federal financial assistance.	
Title IV	Classification and assignment are prohibited on the basis of race, color, religion, sex or national origin.	
Executive Order 11246	All covered contractors with the Federal government agree--as a condition of their contracts--not to discriminate on grounds of race, color, religion, sex or national origin. Executive Order 11246 further requires that affirmative action be taken to ensure nondiscrimination.	Any employers having a Federal contract of $10,000 or more--virtually all major U.S. corporations.
Revised Executive Order #4	Defines the details of affirmative action requirements and includes provisions for goals and timetables to project the proper utilization of minorities and women.	

Title:	Prohibits Discriminatory Hiring on the Basis of:	Applies to:
Equal Pay Act (1963) (Education Amendments of 1972)	No employer shall discriminate among employees on the basis of sex by paying wages to employees at a lower rate than the rate at which the employer pays wages to employees of the opposite sex for equal work on jobs requiring equal skill, effort and responsibility which were performed under similar working conditions. There are exceptions made for seniority systems, merit systems and production systems, and where the differential is based on any other factor than sex.	All private and public employers.
Title IX of the Education Amendments of 1972	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 education program or activity receiving Federal financial assistance.	
Equal Employment Opportunity Act (1972)	Sex, race.	All employers having fifteen or more employees.
The Rehabilitation Act of 1973 for the Handicapped	No otherwise qualified handicapped individual in the United States ... shall, solely by reason of his [or her] handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.	

Key Agencies

Agency:	Functions:	Regulates:
Office of Federal Contract Compliance (OFCC)	Reviews affirmative action plans of individual employers; may cancel or suspend Federal contracts for non-compliance.	All Federal contractors and sub-contractors.
Equal Employment Opportunity Commission (EEOC)	Reviews employment practices and charges of discrimination in recruitment, training and advancement. May bring suit directly in cases of discrimination.	All employers.

WORKSHOP EVALUATION FORM

Date_____

The questions below have been designed to aid us in the evaluation of various aspects of this workshop. We are interested in obtaining your honest evaluation so that this information can be used to plan future workshops that will provide maximum benefit to participants.

Section I:

For each question, please rate your response on a 5-point scale, according to the definitions at the top of each column. A space (#20) at the end of the first section is provided for any explanation of your responses you may want to provide.

Please circle the number on the scale most closely matching your response to each question.

	Not at All	Very Little	Some	Quite a Bit	A Great Deal
1. Did you like the structure of the workshop?	1	2	3	4	5
2. Did the workshop succeed in meeting the stated goals and objectives?	1	2	3	4	5
3. Did the workshop fulfill your personal goals and expectations?	1	2	3	4	5
4. Did you feel there was enough time for discussion?	1	2	3	4	5
5. Did you feel discussions were instructive and relevant?	1	2	3	4	5
6. Did you find the contact with minorities from other companies helpful and instructive?	1	2	3	4	5
7. Did you feel there was enough time for informal meetings with the workshop leader(s) and with other participants?	1	2	3	4	5

	Not at All	Very Little	Some	Quite a Bit	A Great Deal
8. Was the level of the workshop too advanced?	1	2	3	4	5
9. Was the level of the workshop too basic?	1	2	3	4	5
10. Do you feel you learned something in this workshop that you will try out on your present job?	1	2	3	4	5
11. Do you anticipate using the things you learned in future jobs?	1	2	3	4	5
12. Did this workshop alter your career plans in any way?	1	2	3	4	5
13. Do you feel more capable of handling problems with a manager or a supervisor after having attended this workshop?	1	2	3	4	5
14. Did the workshop leader(s) lecture in an interesting and understandable way?	1	2	3	4	5
15. Did the workshop leader(s) seem informed about the subject matter?	1	2	3	4	5
16. Did the leader(s) seem willing to teach and to share knowledge with the group?	1	2	3	4	5
17. Did the leader(s) use the time provided in the most effective way?	1	2	3	4	5
18. Did the leader(s) facilitate the group in sharing ideas and in learning from each other?	1	2	3	4	5
19. Did the leader(s) encourage questions and group discussions?	1	2	3	4	5

20. Please use this space to qualify or explain any of your responses to the above questions.

Section II:

Please indicate, in your own words, the weak and strong points of the workshop.

1. Please describe the idea, concept, feeling, etc., that you learned or experienced in this workshop which you were the most impressed by and which you will use or would like to use in the future.

2. What did you most enjoy about the workshop?

3. What did you least enjoy about the workshop? What suggestions do you have to improve it?

4. Do you have complaints concerning the physical aspects of the workshop (the room was too hot/cold; there was too much outside noise; etc.)?

5. Did you miss any part of the workshop? Yes_____ No_____ If yes, which part(s) and why?

6. Would you like to receive any additional job-related training? If so, please indicate the type of training (business skills, budgeting and problem solving, organizational skills, assertiveness training, career planning, interviewing skills, etc.).

7. Additional comments concerning the workshop:

SUGGESTED READING LIST

Books:

Abarbanel, Karen and Connie McClung Siegel. Woman's Workbook. New York: Warner Books, 1977.

Cheek, Donald K. Assertive Black . . . Puzzled White. San Luis Obispo, Calif.: Impact Publishers, 1976.

Ford, George A. and Gordon L. Lippitt. Planning Your Future: A Workbook for Personal Goal Setting. La Jolla, Calif.: University Associates, 1976.

Harragan, Betty Lehan. Games Mother Never Taught You: Corporate Gamesmanship for Women. New York: Rawson, Wade Publishers, Inc., 1977.

Lange, Arthur J. and Patricia Jakubowski. Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers. Champaign, Illinois: Research Press, 1976.

Molloy, John T. The Woman's Dress for Success Book. New York: Warner Books, 1976.

Vander Zanden, James W. American Minority Relations. New York: John Wiley & Sons, Inc., 1972.

Articles:

Dana, Carol M. "Dressing for Success: How to Achieve a Professional Appearance," Women's Work, Vol. III, No. 1, January/February 1977. (This is reprinted in Session II.)

Pelligrino, Victoria. "Getting a Job," Working Woman, January 1977.

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