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ABSTRACT

This guide is intended for use in conducting a two-day inservice program to train school administrators, counselors, and teachers in identifying and eliminating sex bias and stereotyping. Lesson plans are provided for addressing the following objectives: develop an awareness of personal values related to sex bias and stereotyping, identify manifestations of sex discrimination and bias, review data on sex patterns in participation in the paid work force, discuss major legislation related to sex discrimination, assess the progress of efforts to implement Title IX and II legislation, identify influences on vocational choices, identify barriers to recruiting students into nontraditional programs, strengthen skills in identifying sex bias and discrimination in vocational education, discuss reasons for sex-affirmative programs, increase skills in formulating sex equity programs, and develop action plans for placing nontraditional students. Each lesson plan includes training and enabling objectives, a list of materials needed, and an information outline. Appendixes contain 18 handouts (including a survey of sex role attitudes, sample pro and con situations, guidelines for assessing sex equity in vocational education programs, a knowledge quiz, information on the influences on the educational choices of males and females, guidelines for developing a plan to recruit students into vocational training programs that are nontraditional for their sex, information on sex-fair supervising, and guidelines for mutual action planning to enhance the placement of nontraditional students); 17 transparency masters; 6 role play situations; a sample agenda; an evaluation form; and references. (MN)

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ELIMINATING SEX BIAS AND SEX STEREOTYPING
INSERVICE PROGRAM FOR
ADMINISTRATORS, COUNSELORS, AND TEACHERS

Funded by:
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Abstract

Eliminating Sex Bias and Sex Stereotyping in Vocational Education is a two day inservice directed toward an examination of unconscious sex bias and sex stereotyping which is commonly exhibited by teachers, parents, counselors and school administrators. The program logically begins with having participants develop an awareness of their own attitudes relating to sex biasing and sex stereotyping and then progresses to discussions relating to the status of women in the workplace, current legislation, factors that influence career choices and recruiting and maintaining non-traditional students. By the conclusion of the workshop, participants are able to develop individual action plans for enhancing placement of non-traditionals within their place of employment. The inservice plan that follows includes the program objectives, agenda, narrative, handouts, transparency masters, as well as, a list of references indicating where films utilized in this program can be obtained.

(NOTE: The above program was approved by the Kentucky State Department of Education for 12 contact hours of training for instructional leaders. It was presented nine times throughout the state of Kentucky during the period January to June, 1986.)

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Terminal Objective:

Participants will develop an awareness of their own values relating to sex biases and sex stereotyping.

Enabling Objectives:

1. Define sex bias, sex stereotyping and sexism.
2. Complete survey of sex-role attitudes.
3. Discuss various hypothetical situations to assess attitudes regarding roles of men and women.
4. Categorize words that typically describe men and women.

Materials needed:

--HO 1,2,3
--Trans. 1,2,3
--overhead projector

Time needed: 45 minutes

I. Introduction--define sex bias and sex stereotyping

It is important to realize that we all have sex biases i.e. we assume that one sex is better than another, and sex stereotyping tendencies, i.e. we expect men or women to act a certain way because of their sex.

What we will be doing in this section is to complete various exercises that will enable us to sort out or discover so to speak some of these inclinations that we may or may not be aware. We will develop an awareness of some of our own values that relate to sex biasing and sex stereotyping.

II. Survey of sex-role attitudes HO 1 (15 min.)

Give participants 10 to 12 minutes to individually complete and score the survey. Take a few minutes to discuss the significance of the score. i.e. 100 indicates role flexibility--the ability to accept women in traditionally male roles and men in traditionally female roles. Examples, men in clerical jobs, women in welding. Scores below 100 indicate there is room for improvement. THAT'S WHY WE ARE HERE!

(2)

(Note: This activity could also be used as a measuring instrument. Participants could take this test at the beginning of the inservice and again at the conclusion. Change in attitude could then be assessed.)

III. Discussion of Pro or Con Situations, HO #2 (15 min.)

Have participants break up into groups of 3-5 to discuss and answer the questions.

Return to whole group discussion.

Whole group discussion questions:

Did trends develop in the conversations? Did males and females tend to prefer men and women in traditional roles?

IV. Relationship between language and attitudes. (15 min.)

1. HO #3--Which words best describe? (individual activity)

Whole group discussion questions:

Can the qualities apply to both men and women?

When a word that is usually used to describe a man in a complimentary or acceptable fashion is used to describe a woman, is it interpreted the same? Example, when a man is described to be aggressive, he is usually being complimented. However, when a woman is said to be aggressive, it many times is a derogatory remark. Why is this?

Answer: It is because of sexism in language. Defined as behavior, conditions, or attitudes that foster stereotypes of social roles based on sex. In other words, as you probably discovered, certain words made you immediately think of a particular sex. Many of you probably checked woman next to the word "talky".

Other examples--

2. Show transparencies 1,2 and 3 and discuss.

(3)

Terminal Objective:

Participants will identify manifestations of sex discrimination and sex bias in vocational education programs.

Enabling Objectives:

1. Define sex equity.
2. Assess sex equity in vocational education programs.

Materials Needed:

--HO #4
--Overhead Proj. and blank transparency with pen or chalkboard and chalk.

Time needed: 20 minutes

I. Introduction

Explain purpose--to identify manifestations of sex discrimination and sex bias in vocational education programs.

II. Define sex equity

According to Webster's Dictionary, equity is defined as freedom from bias or favoritism; fair; equal.

When one refers to sex equity he/she is referring to equal and fair treatment and valuing of men and women. In other words, one sex should not be favored over another.

School admissions, job offers etc. should be based on a person's qualifications related to skills and abilities NOT on whether or not the person is male or female.

III. Assessing Sex Equity in Vocational Education Programs (15 min.)
HO.#4

Have participants individually complete HO #4. Facilitator should then take a few minutes to have participants share some of their responses with the entire group.

Terminal Objective:

Participants will assess their knowledge and review data regarding women's and men's participation in the paid work force and in vocational education programs.

Enabling Objectives:

1. Assess current knowledge pertaining to women's and men's participation in the work force and vocational education programs.
2. Review data pertaining to same.
3. View and discuss a film that explores myths regarding women in the work place and in non-traditional roles.

Materials Needed:

- HO 5 and 6
- Trans. 4, 5a, 5b, 5c, 5d and 6
- Overhead projector
- Women's Prejudice Film 16mm
- 16mm projector

Time needed: 1.25 hours

I. Introduction

Since the turn of the century, women have been entering the paid work force at a steadily increasing rate and this trend is expected to continue. For this reason, it is necessary that we seriously consider the status of women as compared to men in the paid work force and in vocational education programs. The next hour and fifteen minutes will be devoted to completing activities that will sharpen our awareness of these changes.

II. Complete HO #5 Quiz--"What Do You Know About Work?" and HO # 6 Quiz--"Female and Male Participation in Vocational Education Programs" Individual activities (15 min.)

III. Review HO 5 & 6. (15 min.)

A. See answer sheet HO #5 and Trans. #4

B. To review HO 6, show trans. 5a, 5b, 5c and 5d.

Ques. What generalizations can be made about the overall change in M/F enrollments?

Ans. Most occupational areas remain traditional with some exceptions.

(5)

Ques. What programs did women make up the largest percentage?

Ans. Distribution of apparel/accessories, health occupations, typing and related fields and home economics.

Ques. What can be said about the pay in these occupations?

Ans. Traditionally lower than men's.

C. List Major Occupations Employing Men and Women--Trans. #6

The fact that women are a majority in the occupational groups that tend to have lower pay rates explains only partially the difference in the M/F earnings gap. Women's earnings rarely approach men's even in the same occupational group, except in jobs with narrowly defined skill levels in the same establishment.

Some examples:

In occupations that are traditionally female, such as most clerical jobs, men's earnings have been consistently higher than women's.

In 1984, women sales workers' weekly earnings were only 52% of men's weekly earnings in the same field. One explanation is the difference in areas of sales: men are more likely than women to be selling expensive items such as cars, large appliances, and jewelry, and thus make larger commissions; women are largely employed in sales of nondurables such as apparel and food products. In 1984 over a third of men in sales but less than a tenth of women in sales earned \$500 or more per week.

Despite an increase in the proportion of women in managerial occupations, since 1970 their salaries in relation to men's have remained at about the average earnings differential for all women workers compared with that for all men workers. In 1984, the average weekly earnings for women in executive, administrative, and managerial occupations was 63 percent of that for men employed in similar jobs.

Though women make up only a small proportion of workers in farming, forestry, and fishing occupations, they have the lowest wage differential, earning 86 percent as much as men in 1984.

IV. Women's Prejudice Film (30 min.)

Introduce--explores myths about women and work and show women in non-traditional jobs.

Show Film

Ques. What implications does this film have for vocational educators?

Ans. By opening minds about women's roles and the kinds of jobs women

(6)

are capable of doing, individuals may be more willing to accept and encourage women in non-traditional roles.

Terminal Objective:

Participants will review, identify, discuss and contrast major legislation relating to sex discrimination in educational and work settings.

Enabling Objectives:

1. Define terms: sex fair, sex affirmative, sex discrimination, sex bias and sex stereotyping.
2. Review, discuss and contrast major legislation as it relates to sex discrimination.
3. Complete worksheet "Sex Discrimination: What Does the Law Say?"
4. Review Office of Civil Rights (OCR) guidelines for eliminating sex discrimination in vocational education.

Materials Needed:

- Transparencies 7,8,9,10,11
- HO # 7
- overhead projector

Time needed: 60 minutes

3. Introduction

The passage of equal rights legislation has increased employment options, altered organization patterns and policies and expanded educational and training procedures for both men and women. However, legislation by itself does not eliminate discriminatory practices. The continuing gap in earnings between women and men since the passage of the Equal Pay Act is a reminder of that fact.

It is important for vocational educators to be familiar with the legislation that applies to educational and work settings. We need to educate our students about their rights and often must remind potential employers of these laws. It is for these reasons that we will take the next hour to review and discuss relevant legislation.

II. Define terms

Before beginning our discussion of the legislation, it will be helpful to define and in some cases review the following terms:

1. Sex fair--treating people alike, regardless of whether they are male or female.
2. Sex bias--assuming one sex is superior to another.
3. Sex stereotyping--expecting men or women to act a certain way because of their sex.
4. Sex affirmative--an active effort to improve employment or educational opportunities of men or women.

III. Review of legislation (30 min.)

A. Equal Pay Act & Civil Rights Act (trans. #7)

1. Equal Pay Act

Prohibits discrimination on the basis of sex in the payment of wages for equal work on jobs that require equal skill, effort, and responsibility and are performed under similar working conditions. Equal Pay for Equal Work.

2. Civil Rights Act

Prohibits discrimination in employment based on sex, race, color, religion, and national origin. Extension of this coverage to include state and local government agencies and public and private schools was included in a 1972 Equal Employment Opportunity Act Amendment to the original legislation.

Prohibits discrimination in hiring and firing, wages and fringe benefits; classifying, referring, assigning and promoting of employees; extending and assigning use of facilities; training, retraining, apprenticeships or any other terms, conditions, or privileges of employment.

Guidelines for Title VII specify that this law supersedes any state laws that prevent women from working at certain kinds of jobs, working more than certain hours and other "protective" legislation. Classification of jobs as "men's jobs" and "women's jobs" are banned by the EEOC guidelines. (EEOC, Equal Opportunity Commission-- responsible for enforcement of Title VII). Exceptions to the law are narrowly defined under "bona fide occupational qualifications (BFOQ)". BFOQ are defined by skills necessary to meet the minimum qualifications rather than personal attributes.

Ques. What are some examples of BFOQ?

Ques. What are some examples of things that are not BFOQ?

B. Title IX and Title II (trans. #8)

Title IX states that "no person in the US shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or subject to discrimination under any education program or activity receiving Federal financial assistance.

Comparison of Title IX and Title II

Title IX regulations apply directly to local educational agencies and institutions. Title II applies directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies. This, in turn, affects State funding of various vocational education programs and institutions.

Title IX specifies a variety of forms of discrimination in educational policies, programs, or practices which are prohibited. Title II complements the specific prohibitions of sex discrimination established by Title IX with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and authorization to States to use Federal monies for this purpose.

Ques. What is the trend of legislation up to this point?

Ans. Begins with small efforts to promote sex fairness (eliminate sex discrimination) with the Equal Pay Act and increasingly improve on the requirements for sex fair practices with each law. The legislation eventually gets to the point that requires sex affirmative practices-- Title II. In other words the legislation has gone from good to better to best.

Ques. Why is sex affirmative better than sex fair.

Ans. Affirmative behavior suggests active behavior. Essentially sex affirmative behavior is an extension of the sex fair concept--it provides guidelines for sex fair practices.

C. Complete HO #7 "Sex Discrimination in Vocational Education: What Does the Law Say?" (individual activity--allow 15 min. to complete and review. See answer sheet HO #7)

D. Job Training Partnership Act (JTPA) trans. #9

Under JTPA, the role and responsibilities of the States in job training programs were greatly increased. The States are now the primary recipients of Federal job training funds, and have the principle responsibility for the outcomes of participants enrolled in their programs.

The act establishes two major performance goals for local employment and training programs: reduced welfare dependency and increased employment earnings.

Note that the JTPA is SEX AFFIRMATIVE.

E. Carl Perkins Vocational Education Act--trans. #10

Note that it is also SEX AFFIRMATIVE.

IV. Review of Office of Civil Rights (OCR) Guidelines for Eliminating Discrimination in Vocational Education. (15 min.) trans. #11

The Office of Civil Rights of the Department of HEW has published final "Guidelines for Eliminating Discrimination and the denial of services on the basis of sex..." (Review trans. #11)

Ques. How do your schools comply with these requirements?

Ques. What suggestions would you have for improving your schools compliance with these requirements?

Terminal Objective:

Assess the progress of efforts to implement Title IX and the sex equity provisions of Title II in their own programs.

Enabling Objective:

Complete a worksheet designed to assess sex equity in their vocational education programs.

Materials needed:

--HO 8a, 8c, 8i

Time needed: 15 minutes

Introduction--For the next 15 minutes you will assess the progress of your efforts to comply with the provisions outlined in Title IX and Title II by completing a worksheet. While you are completing this worksheet note that this activity accomplishes two purposes: enables you to assess your progress in compliance with the law and provides guidelines as to how you could better comply with the law.

Complete HO 8 (Note: There is a different worksheet for instructors, administrators and counselors--8i, 8a and 8c respectively.)

Encourage participants to keep worksheet and use as a reference guide.

Terminal Objective:

Identify various influences which may affect the educational and vocational choices of males and females.

Enabling Objectives:

1. View the film "Fable of He and She".
2. Complete and discuss handouts pertaining to "Influences on the Educational and Vocational Choices of Females and Males:..."
3. Discuss communication cycle.
4. View and Discuss the film "When I Grow Up"

Materials needed:

- Trans. 12,13,14,15 & blank sheet with pen
- HO 9,10
- film projector (16mm)
- film "When I Grow Up"
- overhead projector
- "When I Grow Up" Discussion Guide
- Film "Fable of He and She"

Time needed: 2 1/2 hours

Introduction.

This next section will focus on identifying some of the factors that influence the educational and vocational choices of males and females.

I. View film "Fable of He and She" (10 min.) This film takes a lighthearted look at how society influences our attitudes about what should be men's and women's work. (No follow-up discussion is necessary.)

II. Influences on the Educational and Vocational Choices of Females and Males... HO 9 & 10 (30 min.)

First, have students break up into small groups of 3-5 to complete HO 9 and 10 in that order.

Second, total group discussion. The facilitator should make two columns on the overhead or blackboard, one entitled Benny and the other Benita. With a show of hands record how many said yes or no to each of the questions noted on the handouts and list some reasons for each.

Discuss the following questions:

Are there patterns in the responses for Benny?

How are the two sets of responses similar?

How are the two sets of responses different?

What do the differences between the two sets reflect?

Ans. sex stereotypes and differences in psychological, societal, or institutional conditions for females and males?

What do participants consider to be the most important influences on both students?

What important influences do participants identify which may affect one sex more than the other?

In discussing the questions, the following points may be raised:

Societal norms regarding appropriate occupations for women might discourage Benita's pursuit of the auto mechanics program.

Psychological factors make it less likely for Benita to complete the program than Benny. Research shows that girls of high school age show a marked drop in career commitment, correlated with their perception that boys disapprove of working women.

It is unlikely that sex differences in ability would cause one student to succeed in the program and the other to fail. Data collected from the General Aptitude Test Battery (GATB) show that of the seven areas related to success in the skill trades, two reveal no sex differences. Women excel in four--form perception, clerical perception, motor coordination, and finger dexterity--while men excel in one--spatial reasoning. It is important to note that aptitude differences within either sex are greater than differences between the two sexes. Most researchers agree that the difference in intellectual functioning and vocational aptitudes are so minimal that they have little or no practical significance.

Marriage and children are more likely to be a positive influence on educational participation for males than females. Research suggests that if Benny marries and fathers children, he is likely to pursue his education further than a single male. The opposite is true for women.

III. Communication patterns (35 min.)

The next thing we need to do is examine the components of the communication cycle. You may ask, what does the communication cycle have to do with influencing vocational and educational choices? The reason we want to examine the communication cycle is because students are very much influenced by attitudes and opinions exhibited by authority figures--instructors, administrators, counselors, parents etc. We need to think about the types of messages, verbal and non-verbal, conscious or unconscious, we are sending our students. And, are we "hearing" the messages our students are sending to us? Are our biases and sex-role stereotyping getting in the way?

A. Via trans. 12 explain communication cycle

1. Sender--person who sends the message.
2. Message--information the sender intends to get across.
3. Channel--the mode of transmission. Example verbal or non-verbal.
4. Noise--anything that interferes with the transmission of the intended message. Noise can be physical e.g. actual noise in the room--the receiver can't hear or it can be non-physical e.g. biases or assumptions of the receiver.
5. Feedback--completes the cycle. It is what is necessary for the sender to know if his/her communication effort was successful e.g. sender waves hello, the receiver waves back (feedback).

Note: The sender and the receiver take turns. i.e. sometimes the sender is the receiver.

Now let's look closely at some examples of non-verbal communication.

B. Discuss non-verbal communication trans. 13 and 15.

Note each type of non-verbal communication and discuss examples of each as they are covered. Example: What are some examples of the way body posture communicates something? Ans. A slumped posture may indicate disinterest.

Show an example of non-verbal communication trans. 15. Ask participants to take several minutes and describe the scene in a brief paragraph. Discuss the responses. The responses should bring out that women generally have the passive role and men the more dynamic role. Also, messages (especially non-verbal) can be interpreted many different ways. Therefore, it is very important to consider the receiver's perspective.

C. Discuss Verbal communication trans. 14

Cover as in the previous section B and supplement with the following material.

Sending skills:

1. Own your own statements--Saying I statements clarifies messages. If you substitute words such as "some people", "everyone", or "we" the listener could become confused as to who really owns the idea or feeling. An example is, "I feel nervous about my new job" rather than "It's nerve-racking to work here."
2. Describe, don't judge--Judgements tend to antagonize the receiver. It is better to describe and let the receiver make his/her own judgement. Judgements say more about the speaker than the object being discussed. An example is "June interrupted the person talking to her" rather than "Isn't it awful the way June's always interrupting?"
3. Keep it clear and concise--Make messages easy for the receiver to understand. This helps avoid misunderstandings that may mean greater efficiency and fewer costly mistakes. Example, "The two causes of the accident were speed and bad breaks."
4. Describe your relationships as you see them; don't judge for others--This guideline is similar to the first guideline. Relationship statements are useful in clarifying how two persons are getting along with each other. Such statements should focus on describing the relationship, not the persons involved, and the speakers should speak only for themselves. An example is "I'm confused by you" rather than "You're confusing."
5. Consider the listener's perspective--Misunderstandings often result from a speaker's assumption that everyone holds the same perspective. Perspectives determine the meaning given to what is said. An example is "I am looking for a job I can be committed to" (said to a prospective boss).

Receiving Skills:

6. Listen attentively--Helps the receiver understand the message more accurately. It also communicates to the speaker that you are interested and you want to understand what is said.
7. Paraphrase, don't judge--Restating in one's own words what the speaker says on occasion helps avoid making judgements and inaccurate inferences. It also gives the speaker feedback as to how well you

understand what was said. It may help the receiver empathize with the speaker--e.g. "I hear you saying that you don't want to go."

8. Give appropriate feedback--It is important to let the speaker know whether you understand what was said and share your reactions. This rule is similar to the sixth one, but is always verbal rather than sometimes non-verbal. An example response "I have trouble understanding the idea" rather than "You don't say."

9. Ask questions--An important kind of feedback when a message is not understood, or needs clarification, is to ask questions. An example is "Can you explain this task to me?"

10. Hear the speaker out--avoids jumping to conclusions before all the data is available

END DAY 1

IV. View and discuss film "When I Grow Up" (90 min.)

A. Introduction

We will now view a film entitled "When I Grow Up". Although the main purpose of viewing this film is to show how sex-role stereotyping practices of teachers, administrators, and counselors influence the occupational choices of males and females, keep in mind also the communication cycle, verbal and non-verbal behaviors. Concentrate on what the teachers, administrators etc. are really communicating to their students i.e. How would the receiver interpret the informational cues?

B. View film

C. Discuss film (Follow the discussion guide that accompanies the film)

D. Summarize film

Sex role expectations are restrictive. Research studies have shown that rigid sex-role stereotyping limits the psychological development of all persons. Socialization begins in early childhood and continues through adulthood. Cultural stereotypes and symbols are conveyed in a multitude of ways--through the behaviors of significant others such as parents, teachers, counselors, and school administrators, through examples set by neighbors and friends and, particularly through the pervasive influence of mass media. The socialization process exerts a powerful, subtle, and sometimes not-so-subtle, influence on the occupational choices and lifestyles of all persons.

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We viewed this film in the hope that it would heighten your awareness of ways in which sex-role expectations are transmitted and maintained and to focus an awareness of how we communicate with our students. Do we realize our actions (communication styles) could be communicating something that we do not wish to communicate? Are we unconsciously limiting the vocational and educational choices of our students?

Terminal Objective:

Participants will identify barriers to recruiting students for courses that are non-traditional (NT) for their sex.

Enabling Objectives:

1. Discuss examples of barriers to recruiting non-traditional students.
2. Prioritize barriers for individual schools.
3. Review factsheet on nontraditionals.

Materials needed:

--HO 11,12,13

--Trans. 15B

Time needed: 60 min.

I Introduction:

We will now spend approximately the next 60 minutes identifying some barriers to recruiting non-traditional students.

II Identify and discuss barriers to recruiting students for courses that are nontraditional for their sex. (30 min.)

Have students get into groups of 3-5 and have them review HO 11. Ask them to write down why each practice is a barrier and generate some examples of each. (one list from each group) (15 min)

Have each of the groups share their examples with the entire group. (15 min)

III. Prioritize barriers for their schools.

Have participants return to small groups and complete HO 12. (15 min.)

Discussion leader should tally responses on trans. 15B and assist participants in arriving at a group consensus as to which barriers are the most obstructive. (10 min.)

IV. Review HO 13 (5 min.)

Terminal Objective:

Participants will strengthen their skills in the recognition of manifestations of sex bias and sex discrimination in vocational education.

Enabling Objectives:

1. Discuss examples of manifestations of sex bias and sex discrimination in vocational education.
2. Recognize sexist and non-sexist behaviors in situations familiar to vocational educators via role playing and a worksheet.

Materials needed:

- HO 14, 15a, 15i, 15c
- Overhead projector
- Trans. 15C
- Role play cards

Time needed: 60 min.

I. Introduction

The purpose of the next few activities will be to strengthen your skills in the recognition of manifestations of sex bias and discrimination in vocational education.

II. Manifestations of sex bias and sex discrimination in vocational education HO 14 (15 min.)

Participants should form role groups of administrators, instructors, and counselors with 5 or 6 in each group. Ask them to take about 8 minutes to identify examples from their own experience for each category listed. They should first address the categories in their own role group and then if there is time begin generating examples from the other groups. The discussion leader might provide them with an example to get them going. (See Examples HO 14)

Participants should spend a few minutes sharing their examples with the entire group.

III. Recognizing sexist and nonsexist behaviors HO 15a, i, c. (40 min.)

Introduction:

This activity is designed to help participants assess their skills in

recognizing the kinds of sex bias and discrimination discussed in the previous activities.

A. Have participants work individually and complete HO 15 a, i, or c for administrators, instructors and counselors respectively. (approx. 8 min.) Then, give a few minutes to check answers against the answer sheet.

After clarifying basic questions about the worksheet, the discussion leader should ask for volunteers to describe how they determined whether something is sex-fair or sex-affirmative. These two concepts are important to the planning of sex equity efforts. The following should be understood:

--that because of past bias, a sex-fair policy may not eliminate differential participation by females and males in various programs (i.e. if females have never been permitted to take trade and industrial courses, suddenly removing the discriminatory prohibition on their admission to these courses is not likely to result in immediate changes in female enrollments.)

--active efforts may be necessary to overcome the effects of past discrimination and bias (i.e. special recruitment programs stressing opportunities for women in trade and industrial occupations may be necessary if females are to recognize that trade and industrial courses are viable educational options for them.)

B. Role play activities (25 min)

Have participants break up into groups of 5 or 6 and provide each group with a role play situation. Two participants will need to volunteer to be active and those remaining in the group will observe and evaluate the role-play. The two active participants should take a few minutes to think about their roles and then take about 5-10 minutes to carry out the role play. (The observers should not be aware of the personal specifics given on the role play cards.)

The groups should then be asked to discuss the following amongst themselves.
(Trans. 15C)

--Describe the personal characteristics of the student. (traits, problems, etc.)

--Describe the personal characteristics of the authority figure.

--Evaluate the appropriateness of both characters behaviors. Should the behaviors be changed? if so, why? if not why not?

Terminal Objective:

Discuss "why have sex affirmative programs?"

Enabling Objectives:

1. Discuss six reasons to recruit non-traditional (NT) students.
2. Discuss what's in it for vocational educators.

Materials needed:

- Trans. 16
- overhead projector

Time needed: 30 min.

I. Introduction

For the next 30 minutes or so we will be discussing why we should have sex affirmative programs and policies.

II. Six reasons to recruit nontraditionals. (15 min.)

Review trans. 16 --the discussion leader may want to solicit examples of each and supplement with the following information as necessary.

Non traditional jobs that pay more encourage good work.

Remember the statistics regarding women and work that were discussed earlier. Financial responsibilities for many women exceed salaries received from traditional female jobs. Many women are aware of the myths that obstruct their opportunities to work in NT fields and are willing to work hard to prove these myths false in order to receive the incomes they need.

Job satisfaction leads to productivity.

Aside from financial necessity, many women are seeking NT jobs because of interest.

Sex equity is the responsibility of vocational educators.

If vocational educators are truly concerned about providing the best education possible, they will open all fields to all people according to their interests, abilities and needs--not according to their sex. In other words, it is a vocational educator's moral responsibility to treat students fairly.

The law requires sex equity.

Remember the two major laws requiring sex equity in education--Title IX mandating sex fair practices and programs in all schools and Title II going one step further to encourage affirmative action in vocational education to overcome sex discrimination, sex bias and sex stereotyping.

Higher enrollments are possible for sex fair administrators.

The WW II "baby boom" has passed the secondary educational market, causing enrollments to drop and schools searching for new groups of students. Providing opportunities for non NT students encourages enrollments of students who might otherwise have attended another agency or decided not to go to school at all because of the difficulties faced in trying to pursue their educational interests.

Humane practices generate community goodwill.

Equity and human rights, equal access, and freedom to choose career goals are important public issues today. School officials should not overlook the good public relations it can generate for the schools--the media carry reports about women carpenters molding doors and male nurses bathing infants. Taking advantage of this kind of free publicity will certainly benefit the school. In addition, industry leaders appreciate receiving trained NT students as applicants because they too are mandated by the federal government to have a representative number of females in NT positions if they seek federal monies. Communities prepared to provide them with qualified NT's will have a better chance of attracting the new industry. An investment in equity is an investment in good business.

III. What's in it for vocational educators? (15 min.)

The discussion leader should lead an entire group discussion based on the following :

1. Identify NT students with whom they are familiar. Have them evaluate these students' performances. What were these students' professional and financial needs. See if participants can identify the first two points just discussed--NT jobs that pay more encourage good work and job satisfaction leads to productivity.

2. Does good community relations have a positive effect on recruitment for their schools. (Solicit examples).

3. What are the benefits of increasing sex fair practices in vocational education?

Terminal Objective:

Participants will increase their skills in the formulation of program plans for implementing sex equity efforts in vocational education with an emphasis on recruiting students into courses non-traditional (NT) for their sex.

Enabling Objectives:

1. Discuss activities that will help make students aware of choices available to them.
2. Develop a plan for recruiting students into programs that are non-traditional for their sex.

Materials needed:

- trans. 17
- HO 16, 17
- overhead projector
- butcher block paper, marker, tape

Time needed: 1.25 hr.

I. Introduction

For the next hour or so we will be focusing on increasing skills in the formulation of program plans for implementing sex equity in vocational schools with an emphasis on recruiting and maintaining non-traditional students.

II. Discuss recruiting and supporting NT students. (30 min.)

A. Review trans. 17 briefly at first

Recruiting students for vocational courses that are NT for their sex and providing emotional support to them in unfamiliar classes should be an integrated set of activities undertaken by all school personnel. When choosing courses, students are often guided by strong school and family traditions, by rumors about personalities and teaching practices of teachers and by the expectations of their peers. Now I will present some ideas that will help you to help students make their choices based on their individual interests and abilities rather than based on sex. (stress interests and abilities)

(Leave transparency on overhead while completing the following activity)

B. Small group activity --brainstorming (15 min)

Explain that the purpose of the activity is to help them identify or "brainstorm" as many suggestions, examples, reasons for implementing the procedures suggested in the previous transparency.

Review basic principles of brainstorming--generate as many ideas as possible within a short period of time and no evaluation of ideas. Evaluation tends to reduce the number of ideas. What may seem at first to be an inappropriate idea might actually stimulate another's thoughts.

Provide paper & pens to each group.

C. Total group discussion (15 min.)

Tape each groups' ideas to the wall and ask each group to explain. If not brought up in the discussion, supplement with the following:

Inform counselors, parents' etc. of training options...

How? one-to-one contact, developing and disseminating brochures, advertising in school papers, doing workshops with staff or graduating students, speaking to high schools about options, scheduling open houses.

Write non-sexist course descriptions, titles etc.

Avoid "girls" workshop or "bachelor cooking"--are illegal. Examine own course listings and rewrite as necessary. The trick is to make the course titles and descriptions interesting to students who might not have otherwise been interested.

Make course content interesting to all.

Males who want to learn sewing as a skill may be turned off by a teacher who has students sewing aprons but turned on by a teacher who has students sewing camping gear.

Schools should use terms listed in the Dictionary of Occupational Titles such as "draftsperson" and "salesperson" and try to develop language patterns that are non-sexist.

Increase the number of positive role models.

Ask workers in non-traditional fields to speak to students about their jobs and conducting field trips to places where women and men are doing non-traditional work.

Implement sex-affirmative counseling policies, etc.

Only in the past several years have the Kuder Preference Test and Strong Vocational Interest Blank been revised to reflect non-sexist attitudes. Even Holland's Self-Directed Search seems sexist since it appears to measure socialization as much as individual interests. These tests must be used and interpreted with a critical eye.

Provide up-to-date information regarding the availability of financial aid.

Examples include professional and trade associations and job openings in non-traditional areas.

Provide support services for non-traditionals.

Students in non-traditional courses will benefit from special instruction and counseling including opportunities to talk with others who are having the same new experience. Counselors and vocational education personnel should encourage mentoring (the buddy system) by pairing a person already in the NT job with a student training for a like position. The mentor would serve as a peer counselor. Develop a file of names of people willing to participate as peer counselors or mentors.

Encourage several students to try a NT program rather than placing a student alone in a NT course.

Develop job placement and follow-up procedures.

Vocational educators need to have a working relationship and knowledge of apprenticeship programs and the people who run them. Make it a point to meet with these people as well as personnel people from companies likely to hire your graduates and maintain a relationship with the affirmative action officers in the corporations in your area.

Assist students with effective self-presentation techniques. Help them with resume writing, cover letters, etc.

Have students use the same buildings and facilities.

This prevents the NT from feeling "special"

Summary:

The attitudes of vocational educators towards achieving sex equity are crucial to the success of sex affirmative programs and implementation of school policies that comply with federal legislation. These suggestions, ideas and activities won't work for an automotive teacher

who believes that girls in his program would be a safety hazard because they'll distract the boys. Counselors who screen out students for NT programs because they lack the prerequisites and reapply are also sabotaging effective sex equitable programs.

Energetic support of all vocational educators needs to be enlisted. Programs will need to be thoughtfully planned, implemented and evaluated. Individual responsibilities and timelines will need to be carefully delineated. Money as well as human resources will be needed and Title II has provided funds for the development of sex affirmative programs in vocational education.

The worksheet we will be completing in the next several minutes will give you an opportunity to begin thinking of plans to implement sex affirmative programs in your school.

III. Develop action plans

- A. Small group activity--review case study HO 16 (25 min.)
- B. Have groups share 4 or more plans with the total group. (5 min.)

Optional: HO 17--review briefly or encourage participants to review at a later time and use as a reference.

Terminal Objective:

Develop mutual action plans for enhancing placement of non-trationals.

Materials needed:

--HO 18

Time needed: 30 min.

I. Introduction

For the conclusion of the inservice, we will develop personal action plans for enhancing placement and retainment of non-traditional students. Remind participants that their workshop experience depends on the extent to which they can apply information that they have learned to develop personal action plans for their own program.

II. Complete HO 18 Mutual Action Plan--individual activity (15 min.)

III. Ask volunteers to share their plans with the entire group. (15 min.)

A P P E N D I X

SURVEY OF SEX-ROLE ATTITUDES

Directions: Please react to each statement, using the following scale:

SD--Strongly disagree (strong, negative feeling about the statement)

MD--Mildly disagree (less concern, but still a negative feeling about the statement)

EAD--Equally agree and disagree (an ambivalent feeling about the statement)

MA--Mildly agree (less concern, but still a positive feeling about the statement)

SA--Strongly agree (strong, positive feeling about the statement)

- | | | | | | |
|---|----|----|-----|----|----|
| 1. Nurturance and concern for others are equally important for men and women. | SD | MD | EAD | MA | SA |
| 2. A girl's college education is more often wasted than a boy's | SD | MD | EAD | MA | SA |
| 3. Nothing can be more satisfying to most women than a well-kept home, clean and neatly dressed children, and a good meal ready for their husbands. | SD | MD | EAD | MA | SA |
| 4. Men are meant to lead, and women, except in extreme circumstances, to follow. | SD | MD | EAD | MA | SA |
| 5. Choice of college is not as important for a girl as for a boy. | SD | MD | EAD | MA | SA |
| 6. Many women have a responsibility to put their humanizing talents to work outside the home. | SD | MD | EAD | MA | SA |
| 7. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation. | SD | MD | EAD | MA | SA |
| 8. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school boys. | SD | MD | EAD | MA | SA |

- | | | | | | |
|--|----|----|-----|----|----|
| 9. Most women tend to lose their femininity when they perform jobs usually executed by men | SD | MD | EAD | MA | SA |
| 10. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls. | SD | MD | EAD | MA | SA |
| 11. Sex stereotypes impede logical career involvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount. | SD | MD | EAD | MA | SA |
| 12. Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks. | SD | MD | EAD | MA | SA |
| 13. A choice between being a wife and mother and working full-time is no longer necessary as the two can be workably integrated. | SD | MD | EAD | MA | SA |
| 14. Boys need to be educated so that they will be more cognizant of the broader role of today's women. | SD | MD | EAD | MA | SA |
| 15. Few women have the fortitude and ability to compete in a man's world, such as in economics and politics. | SD | MD | EAD | MA | SA |
| 16. The difficulties involved in women supervising men have been exaggerated. | SD | MD | EAD | MA | SA |
| 17. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman. | SD | MD | EAD | MA | SA |
| 18. Girls are overly protected in our culture. | SD | MD | EAD | MA | SA |
| 19. Women are less competitive, ambitious, and self-confident than men. | SD | MD | EAD | MA | SA |
| 20. Women are less able to make decisions easily than men. | SD | MD | EAD | MA | SA |

Most of the questions in this survey were taken from a survey developed by Patricia Englehart and was published as part of a package, Women and the World of Work, developed for counselors by the Minnesota State Department of Education and the Departments of Education, Counseling and Student Personnel Psychology, and Distributive Education at the University of Minnesota.

SURVEY OF SEX-ROLE ATTITUDES

Responses to the survey should be scored as follows:

- I. SD = 1
- MD = 2
- EAD = 3
- MA = 4
- SA = 5

(For these item numbers only: 1, 6, 8, 11, 13, 14, 16, 18)

- II. SD = 5
- MD = 4
- EAD = 3
- MA = 2
- SA = 1

(For these item numbers only: 2, 3, 4, 5, 7, 9, 10, 12, 15, 17, 19, 20)

*A score of 100 indicates role flexibility

PRO OR CON SITUATIONS*

Directions: Read and discuss each of the situations provided below. React to the following questions: How do you feel about the main character? Do you support his/her action? Are you against his/her action? Do any of the situations touch you personally? Would you react the same way if this was one of your friends or relatives? Do you feel the characters are unconsciously or consciously reacting the way they are because they are influenced by old fashioned ideas about what is right for women or right for men?

- A. John and Mary are graduating from college and plan to marry. Both have excellent job offers, but both wish to seek advanced degrees. They can only afford to finance one education, so they decide to flip a coin. The winner will go to graduate school, and the loser will go to work to support them both. How do you feel about John and Mary and their decision?
- B. Sylvia and Harry decide that they would like to have a child. They agree that they prefer that one of them care for the child full time at home for the first two to three years. Both have good jobs and want to continue in their careers. They decide that the mother's influence on the child will be most important in the early years. After all, Harry does have a responsibility as "breadwinner" and provider. So, Harry keeps his job and Sylvia quits to become pregnant. How do you feel about Sylvia and Harry's actions?
- C. Grace and Kelley both work and have three children. Kelley has always supported Grace's career pursuits. Grace had a chance for a promotion which would be a good opportunity for her professionally. The job, however, would require her to travel several times per month and be gone overnight. Kelley rebelled and refused to support the job promotion with the rationale that Grace had gone far enough professionally and she should consider her family first. How do you feel about Kelley's reaction?
- D. Emily and Stuart have been married for ten years. Emily has never worked. Stuart began as a teacher and through the years advanced to a high level administrative position. It brought him much more money but also an ulcer. Stuart has decided that he would really like to go back to teaching for only nine months of the year. Due to their current family financial situation (a nice home with a nice mortgage, two cars, two kids in college and one still at home), it would be necessary for Emily to work to help meet the bills. Emily doesn't want to work. How does Emily's reaction make you feel?

*Reprinted from: Warren Hall, Sex-Equity Awareness Activities. Decatur, Illinois: Richland Community College, 1978.

WHICH WORDS BEST DESCRIBE?

Directions: Place a check by the words which best describe what women and men are like.

WOMEN	MEN		WOMEN	MEN	
_____	_____	1. aggressive	_____	_____	11. excitable
_____	_____	2. gentle	_____	_____	12. competitive
_____	_____	3. independent	_____	_____	13. insecure
_____	_____	4. talky	_____	_____	14. logical
_____	_____	5. emotional	_____	_____	15. home-oriented
_____	_____	6. objective	_____	_____	16. adventurous
_____	_____	7. neat	_____	_____	17. decisive
_____	_____	8. submissive	_____	_____	18. tactful
_____	_____	9. quiet	_____	_____	19. ambitious
_____	_____	10. scientific	_____	_____	20. good with children

Can the qualities above apply to both men and women?

Which of the qualities describes you?

**ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION PROGRAMS:
AN INTRODUCTORY ASSESSMENT**

Think about the policies, practices, and programs relating to vocational education in your institution or agency and the behavior of staff members.

1. List as many examples as you can identify of differential opportunity or treatment of female and male students and employees.

2. What efforts have been taken to eliminate sex differentiation in opportunity or treatment of students or employees?

3. What, in your opinion, are the primary barriers to eliminating differential opportunities and treatment of female and male students? Of female and male employees?

4. What do you think will be the most important results or outcome of efforts to achieve sex equity in your vocational education programs?

KNOWLEDGE QUIZ: WHAT DO YOU KNOW ABOUT WORK?

Directions: The following are either true or false statements about women in the work force. Please circle the T for each statement you believe is true and F for each you believe is false.

- T F 1. A majority of women work because of economic need.
- T F 2. Today, more than half of all young women between 16 and 64 years of age are in the labor force.
- T F 3. More men are entering the civilian labor force than are women.
- T F 4. The average male worker is better educated than the average woman worker.
- T F 5. Less than half of all mothers with children under 18 years old were in the labor force in 1984.
- T F 6. The average woman worker earns only about three-fifths of what a man does, even when both work full-time, year-round.
- T F 7. Fully employed women high school graduates have less income on the average than fully employed men who have not completed elementary school.
- T F 8. Women with four years of college have more income than men with only an eighth grade education.
- T F 9. The number of families maintained by women has remained about the same in the last ten years.
- T F 10. Women workers constitute about half of the labor force.
- T F 11. Women workers are concentrated in low-paying, dead-end jobs.
- T F 12. The more education a woman worker has, the more likely she is to join the labor force.
- T F 13. On the average, a working man and a working woman can expect to have about the same length of work life.
- T F 14. About one out of seven families with children in the U.S. is maintained by a woman.
- T F 15. White men workers have the best employment rate.

(35)

Answers HO #5--Knowledge Quiz: What Do You Know About Work?

1. T The majority of women work because of economic need. Nearly two-thirds of all women in the civilian labor force in 1984 were either single (26 percent), divorced (11 percent), widowed (5 percent), separated (4 percent), or had husbands whose incomes in 1983 were less than \$15,000 (19 percent).

2. T By 1984, 54 percent of all women 16 years of age and over were working or looking for work. In the prime working age group 25 to 54, nearly 70 percent were in the labor force.

3. F From 1975 through 1984, the United States civilian labor force grew by 21 percent. Women contributed more than 62 percent of the total growth as their numbers rose from 37 million to 50 million.

Women accounted for approximately 50 percent of all persons in the civilian labor force in 1985 compared with 40 percent in 1975. (Show trans. #4)

The labor market activity of women varied substantially according to age. The participation rate of teenage and young adult women increased over the decade, from 57 percent in 1975 to 63 percent in 1984.

The dramatic growth in the female segment of the labor force occurred among women age 25 to 54, the primary childbearing and family building years. By 1984 their labor force participation rate reached nearly 70 percent, an increase of about 15 percentage points over the decade.

The labor force participation rate of women age 55 to 64 remained at about 41 percent despite the impressive gains for women. The women who were not in the labor force either chose not to enter, chose to retire, or withdrew permanently for reasons such as job dislocation or discouragement at not obtaining employment.

Much of women's recent occupational mobility may be attributed to factors such as the availability of better pay and more appealing work. These factors are consistent with women's increased participation in the labor force, greater educational attainment, some improvement in earnings relative to men, and broadened occupational opportunities.

4. F The average woman worker is as well educated as the average male worker, both having completed a median of 12.6 years of schooling. (1980 stat.)

5. F Among the most notable trends in the employment of women was the dramatic rise in the number of working mothers--both single and married--reaching nearly 20 million in 1984. Most employed mothers worked full time, even when their youngest child was under 3 years of age. About 56 percent of all children under age 18 had mothers in the labor force in 1984 compared with 44 percent in 1975.

(36)

6. T Although there was a slight narrowing of the earning differential during the past ten years, women workers did not approach earnings parity with men, even when they worked in similar occupations. In 1975, the median earnings of women who worked at full-time jobs throughout the year were only 59 percent of the amount similarly employed men earned. In 1983, women earned 64 percent.

7. T Fully employed women high school graduates earned an average of \$9,769 in 1978. Fully employed men who had not completed elementary school earned an average of \$10,474.

8. F Women with four years of college earned an average of \$12,347 in 1978. Men with only an eighth grade education earned an average of \$12,965.

9. F The number of women who maintain families (10.3 million in 1984) continued to increase during the decade. The proportion in the labor force also increased--from 54 percent in 1975 to 61 percent in 1984.

In 1983 more than 1 out of 3 families maintained by a woman was poor, compared with 1 out of 13 other types of families.

Women who maintain families face special obstacles which when combined tend to account for the fact that almost half of all poor persons live in families headed by women. These obstacles include: generally lower earnings for all women compared with men, lower than average educational attainment, often a lack of skills required for higher paying jobs, and frequently, a lack of flexibility concerning work hours due to family responsibilities.

In 1984, the unemployment rate for women who maintain families stood at 10.4 percent, almost a full 3 percentage points above the national average of 7.6 percent.

10. T Remember from answer 3, women accounted for nearly 50 percent of all persons in the civilian labor force in 1984.

11. T There is general agreement that women's lower earnings are attributable, in part, to their concentrated employment in the lower paying industries and occupations. As increasing numbers of women move into jobs that offer higher pay for higher levels of skills and responsibilities, the earnings differential is expected to shrink further.

12. T The unemployment status of women is greatly affected by their educational attainment. The more education they have, the greater the likelihood that they will be in paid employment. The median years of school completed by women workers in 1984 was 12.7 compared with 12.8 years for similar men workers.

(37)

Women now account for more than half of the enrollments in institutions of higher education. More women also are pursuing advanced degrees. In the 1981-82 school year, women earned over 50 percent of the bachelor's and master's degrees, one-third of the doctor's degrees, and more than one-fourth of the first-professional degrees.

13. F On average, men have longer job tenure (years on the same job) than women. This is primarily because uninterrupted labor force participation has been common for men, but a more recent practice for women. The median job tenure for young women and men is similar. At age 35 and older, however, tenure for men becomes significantly longer than for women. In 1983, the median tenure for men age 35 to 44 was 7.7 years, compared with 4.6 years for women in the same age group.

Differences in labor force attachment, or the frequency and length of work interruptions, are often cited as one reason women earn less than men. However, a recent study by the Bureau of the Census reports that work interruptions explain only a small part of the earnings disparity between women and men. The bureau found that if women had the same education, experience, and work interruptions as men, the earnings gap would be reduced only 14.6 percent. Based on that study, a woman in 1979 would have earned 69 cents (instead of the actual 64 cents) for every dollar earned by a man.

14. F A record 6.2 million families with children were maintained by mothers in 1984 and they accounted for one in five families with children. In 1975 there were about half as many such families and they constituted only one in seven of the families with children.

Poverty in families headed by women is a source of increasing public concern. Almost half of the poor people in the United States live in such families. The number of families maintained by women grew more than 84 percent between 1970 and 1984.

15. T For 1979, adult white men (20 and over) were observed to have the lowest unemployment rate. Young black women (16 to 19) had the highest.

Female and Male Participation in Vocational Education
Programs

Circle the letter that best answers the following questions.

1. In 1982, women comprised _____ of the total enrolled in agricultural programs as compared with 5% in 1972.
 - a. 10%
 - b. 15%
 - c. 21%
 - d. 51%

2. In 1982, women comprised _____ of the total enrolled in the distribution of apparel/accessories as compared with 67% in 1972.
 - a. 20%
 - b. 40%
 - c. 50%
 - d. 85%

3. In 1982, women comprised _____ of the total enrolled in the distribution of real estate as compared to 32% in 1972.
 - a. 10%
 - b. 25%
 - c. 45%
 - d. 52%

4. In 1982, women comprised _____ of the total enrolled in the distribution of automotive goods as compared with 14% in 1972.
 - a. 5%
 - b. 14%
 - c. 25%
 - d. 40%

5. In 1982, women comprised approximately 85% of the total enrolled in _____ programs.
 - a. trade and industry
 - b. technical
 - c. health occupations
 - d. distribution

6. In 1982, women comprised _____ of the total enrolled in typing and related programs as compared to 79% in 1972.
- a. 50%
 - b. 60%
 - c. 80%
 - d. 90%
7. In 1982, women comprised _____ of the total enrolled in home economics programs as compared with 86% in 1972.
- a. 32%
 - b. 45%
 - c. 75%
 - d. 80%
8. In 1982, women comprised _____ of the total enrolled in technical programs as compared with 10% in 1972.
- a. 7%
 - b. 22%
 - c. 35%
 - d. 40%
9. In 1982, women comprised _____ of the total enrolled in auto mechanic programs as compared to 2% in 1972.
- a. 1%
 - b. 5%
 - c. 10%
 - d. 15%
10. In 1982, women comprised _____ of the total enrolled in drafting programs as compared to 5% in 1972.
- a. 5%
 - b. 10%
 - c. 21%
 - d. 30%

The above data was taken from the Changes in Enrollment of Women in Vocational Education Occupationally Specific Programs from 1971 to 1981 which was obtained from the National Center for Research in Vocational Education, Ohio State University.

Answers Handout #6 (Also see Transparencies 5a, 5b, 5c and 5d)

1. c
2. d
3. c
4. b
5. c
6. c
7. d
8. b
9. b
10. c

**SEX DISCRIMINATION IN VOCATIONAL EDUCATION:
WHAT DOES THE LAW SAY?**

Directions: Listed below are twelve items which relate to sex discrimination/sex equity in vocational education policies, programs, and practices. Please read each item and make a determination as to how the requirements of the Title IX regulation apply to each. Mark the items in the following way in the blanks provided:

P--if you believe it is prohibited by Title IX

R--if you believe it is required by Title IX

NA--if you believe that Title IX is not directly applicable to the item

1. Requiring females to demonstrate basic mechanical proficiency before admitting them to an auto mechanics class: not requiring such a demonstration by males _____
2. Maintaining single sex vocational clubs: for example, denying females entrance into Future Farmers of America _____
3. Developing programs to recruit both females and males into vocational education programs not traditional for either sex _____
4. Developing curriculum materials on the changing roles of women and men and women's entry into the work force for use in home economics courses _____
5. Assigning students to work experience programs according to an employer's preference for either male or female students _____
6. Requiring females in trades and industry programs to produce a guarantee of future employment before admission; making no such requirement of males _____
7. Developing publicity programs related to the elimination of sex bias in vocational education _____
8. Reviewing all vocational education course enrollments to identify courses in which enrollments are 80 percent male or 80 percent female; ensuring that these enrollments are not the result of sex discrimination in counseling _____

9. Providing special programs for homemakers who, as a result of divorce or separation, must seek employment

10. Revising recruitment materials for vocational education programs to ensure that they do not imply, either in texts or photographs, that certain programs or occupations are more appropriate for one sex than for the other

11. Refusing to hire a qualified male to teach child development because most students in the program are females and he "might cause problems"

12. Refusing to admit females to a technical program because there is only one restroom in the building where the program is housed and this restroom is used by males

**SEX DISCRIMINATION/SEX EQUITY IN VOCATIONAL EDUCATION:
WHAT DOES THE LAW SAY?--Ans. HO #7**

1. P Sex differentiation in criteria or procedures related to courses or program admissions is prohibited under Title IX.
2. P Sex segregation in extracurricular activities is prohibited under Title IX.
3. NA Special recruitment efforts are not required under Title IX, but might be undertaken as a remedial step to correct the effects of past discrimination in course or program admissions.
4. NA Title IX makes no requirements for curriculum content.
5. P Title IX prohibits making employment or work program assignments to students on the basis of sex; schools may not provide assistance to employers or facilities which so discriminate.
6. P Sex differentiated criteria or procedures related to course or program admission is prohibited under Title IX.
7. NA Title IX makes no requirements for publicizing efforts to eliminate sex discrimination in programs, although publicity programs might be undertaken as a remedial step to correct the effects of past discrimination.
8. R Title IX requires all education agencies and institutions to take steps to ensure themselves that disproportionate female/male course enrollments are not the result of sex discrimination in counseling or counseling materials.
9. NA Title IX makes no requirements for curriculum content.
10. R Title IX provides that education agencies and institutions may not use recruitment or other materials which imply different treatment of students or employees on the basis of sex.
11. P Refusing employment to a qualified person on the basis of sex, or the predominant sex of the students to be taught, is in violation of Title IX requirements.
12. P Refusing to admit students to a course or program because of lack of available facilities is prohibited under Title IX; schools are required to make some provision for nondiscriminatory use of existing facilities.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR ADMINISTRATORS

Listed below are a number of five-point scales which relate to administrators' responsibilities for ensuring non-discrimination and sex equity in student access to courses. The far left point of the scale (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

- | | | | | | |
|----|------------------------------|---|---|---|--|
| 1. | 1 | 2 | 3 | 4 | 5 |
| | No action taken in this area | | Issued a policy directive on the implications of Title IX and requirements for nondiscrimination for vocational education to all appropriate staff? | | Issued a policy directive on the implications of the Education Amendments and the need to overcome bias and stereotyping to all appropriate staff and encouraged them to submit ideas for program development? |
| 2. | 1 | 2 | 3 | 4 | 5 |
| | No action taken in this area | | Reviewed policies governing access to vocational education courses and made modifications as necessary to ensure that they do not discriminate on the basis of sex? | | Developed specific policies and programmatic guidelines for implementation of these policies to ensure sex equity in access to vocational education courses? |

(44)

1	2	3	4	5
No action taken in this area		Asked staff to submit information on instances of sex discrimination in vocational education policies, practices, and materials?		Asked staff, students and parents to submit information in instances of sex discrimination, sex bias, and sex stereotyping in vocational education policies, practices, and materials and suggestions for their elimination?

1	2	3	4	5
No action taken in this area		Mandated compliance with Title IX provisions related to vocational education courses/programs through administrative directive?		Held mandatory inservice training for all vocational education staff on procedures for providing sex equity in vocational education?

1	2	3	4	5
No action taken in this area		Reviewed all descriptive materials related to student access to courses and modified them as necessary to ensure that they do not imply, either in text or in pictures, differential treatment of students on the basis of sex?		Developed and implemented special recruiting procedures and materials designed to attract and interest students in enrolling in vocational training nontraditional to their sex?

(45)

1	2	3	4	5
No action taken in this area.		Examined procedures, criteria and testing instruments used in admitting or assigning students to vocational training and modified them as necessary to ensure that they do not discriminate on the basis of sex?		Notified parents and students of the procedures, criteria and testing instruments used and the ways that they ensure equal access to courses on the basis of sex? Made available special educational services to students to assist them in meeting these criteria?

1

2

3

4

5

No action taken in
this area

Identified all vocational
education courses/programs
with enrollments of 80 %
or more of one sex and made
sure that any such dis-
proportionate enrollments are
not caused by sex discrimina-
tion in counseling services?

Identified all courses/programs
with enrollments of 65% or
more of one sex and developed
and implemented action plans
for reducing those discrepancies
in the numbers of males and
females enrolled?

1

2

3

4

5

No action taken in
this area

Reviewed all vocational
education courses and
curriculum outlines and
modified them as necessary
to ensure nondiscrimination
on the basis of sex?

Made curricular and programmatic
changes, including provision of
support services, which will
ensure females and males entering
and completing courses/programs
nontraditional to their sex?

(46)

total equity score _____ (Compute total for all scales and divide by 8.)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your score is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR COUNSELORS

Listed below are a number of five-point scales which relate to counselors' responsibilities for ensuring nondiscrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken to ensure nondiscrimination in the areas considered on the scales. The mid-point of the scales (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scale (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/program and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

	1	2	3	4	5
1.	No action taken in this area		Familiarized yourself with the implications of Title IX regulatory requirements regarding nondiscrimination in student access to courses as they pertain to counseling services?		Familiarized yourself with the Education Amendments of 1976 regarding the elimination of sex discrimination, sex bias, and sex stereotyping in student access to vocational education; identified their implications for counseling services; and made suggestions for your programs?

	1	2	3	4	5
2.	No action taken in this area		Reviewed your counseling policies, practices, and materials to assess their compliance with Title IX and made modifications as necessary?		Adopted counseling policies, practices, and materials, that are not only sex fair but sex affirmative (designed to overcome the effects of past discrimination and bias)?

(47)



	1	2	3	4	5
3.	No action taken in this area		Notified students that all vocational education courses/programs are open equally to females and males?		Implemented special programs so that students electing to enroll in vocational training are making informed choices based on an understanding that not only are all courses open to both females and males but that nontraditional courses may be viable options appropriate to their individual needs and interests?
4.	No action taken in this area		Examined all tests, testing procedures, and criteria used in assigning students to vocational courses/programs to ensure that they do not permit or require differential treatment of students on the basis of sex?		Implemented efforts to identify tests which do not differentiate on the basis of sex and provided/participated in training regarding the nonbiased use of sex differentiated tests?
5.	No action taken in this area		Have you demonstrated that any testing materials which have a disproportionately adverse effect upon students of one sex validly predict success and that other materials which do not have such effect are unavailable?		Eliminated all tests which have a disproportionately adverse effect upon students of one sex, regardless of whether they predict success for assignment purposes, and developed alternative materials or procedures which are sex fair?
6.	No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 % or more of one sex?		Examined all course enrollments by sex to identify those courses with 65% or more of one sex?

(48)

	1	2	3	4	5
7.	No action taken in this area		Taken steps to assure yourself that sex discrimination in counseling is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in the number of females and males in courses in which you've found disproportionate enrollments?
8.	No action taken in this area		Given your supervisor information regarding any instances of discrimination you have identified in counseling policies, practices, or materials relating to student access to vocational education?		Developed and implemented a monitoring system for determining the effectiveness of action plans to eliminate existing sex bias, stereotyping, and discrimination in counseling services to identify instances of new discrimination that might arise?

Total equity score: _____ (Compute total for all scales and divide by 8)

If your total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle column to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates that you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your State vocational education agency under funds authorized by the Education Amendments of 1976.

ASSESSING SEX EQUITY IN VOCATIONAL EDUCATION: FOR INSTRUCTORS

Listed below are a number of five-point scales which relate to instructors' responsibilities for ensuring non-discrimination and sex equity in student access to courses. The far left point of the scales (1) indicates that little or no action has been taken in the areas considered on the scales. The midpoint (3) identifies action steps which should be taken to ensure implementation of the Title IX requirement for nondiscrimination in student access to courses. The far right point of the scales (5) indicates some of the measures which could be taken to overcome sex discrimination, sex bias, and sex stereotyping and to implement programs consistent with the mandates of the Education Amendments of 1976.

As a guide, think of the left side as possible noncompliance with Title IX, the midpoint as effective implementation of Title IX, and the right side as active efforts to eliminate the effects of sex discrimination and sex stereotyping in providing access to courses. Read each scale, then determine the point which you think best describes the efforts undertaken in your agency/classroom and circle the appropriate number. Remember that similar assessments regarding employment, student policies, and other areas covered by the Title IX regulation should be completed.

HAVE YOU DONE THE FOLLOWING?

- | | | | | | |
|----|------------------------------|---|---|---|--|
| | 1 | 2 | 3 | 4 | 5 |
| 1. | No action taken in this area | | Familiarized yourself with the regulatory requirements of Title IX and their implications for your program area? | | Familiarized yourself with the requirements of the Education Amendments of 1976 and/or considered actions which might be taken in your courses/programs to overcome sex bias and stereotyping? |
| 2. | No action taken in this area | | Made sure that all vocational and related courses and programs for which you have responsibility are open to both males and females according to the same criteria? | | Made curricular and programmatic changes, including provision of support services, which will assure males and females entering and remaining in courses/programs nontraditional to their sex? |

1	2	3	4	5
No action taken in this area		Reviewed all course descriptions and curriculum guides to ensure that females and males are treated equally in all courses/programs for which you're responsible?		Examined all course descriptions and curriculum guides to ensure that females and males needing supplemental education in your area because of past sex bias or discrimination receive such help?

1	2	3	4	5
No action taken in this area		Reviewed all course enrollments by sex to identify those courses with 80 % or more of one sex?		Examined all course enrollments by sex to identify those courses with 65% or more of one sex?

1	2	3	4	5
No action taken in this area		Taken steps to assure yourself that sex discrimination is not a causative factor if you've found courses with disproportionate enrollments?		Developed and implemented an action plan for reducing the discrepancy in number of females and males enrolled if you've found courses with disproportionate enrollments?

(51)

1	2	3	4	5
No action taken in this area		Submitted information to your supervisor regarding any instances of discrimination you've identified in policies, practices and materials related to student access to courses/programs?		Developed and implemented a personal monitoring system for determining the effectiveness of action plans to eliminate sex bias, stereotyping, and discrimination and to identify instances of new discrimination that might arise?

Equity score: _____ (Compute total for all scales and divide by 6.)

If total equity score falls below 3, you may need to undertake the kinds of procedures suggested in the middle to ensure that your program is in compliance with Title IX. If your total is above 3, it indicates you have made efforts to overcome sex bias and stereotyping; continuing efforts might be funded by your vocational education agency under the funds authorized by the Education Amendments of 1976.

INFLUENCES ON THE EDUCATIONAL CHOICES
OF MALES AND FEMALES: WHAT HAPPENS TO BENNY

Today

Benny Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. His only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which he did very well. His scores on the GATB are well within acceptable ranges, and the results of an interest survey show that he has a high interest in mechanical work.

Other known information about Benny includes the following:

- *His high school grades are erratic
- *On occasion he has been in violation of school rules for wearing tank tops and smoking inside the building
- *His attendance is irregular
- *He's the oldest of five children in a single-parent family

The Future

Do you think that Benny will complete the auto mechanics program?

What influences will encourage him to complete the program?

What influences will discourage him from completing the program?

Do you think that Benny will be successfully employed as an auto mechanic?

What influences make it likely that he will be successfully employed?

What influences make it unlikely that he will be successfully employed?

INFLUENCES ON THE EDUCATIONAL CHOICES
OF MALES AND FEMALES: WHAT HAPPENS TO BENITA?

Today

-Benita Churzio, a sophomore at Central High School, wants to enroll next fall in the two-year auto mechanics program. Her only industrial preparation is a junior high practical arts course consisting of nine weeks of art, home economics, and industrial arts in which she did very well. Her scores on the GATB are well within acceptable ranges, and the results of an interest survey show that she has a high interest in mechanical work.

Other known information about Benita includes the following:

- *Her high school grades are erratic
- *On occasion she has been in violation of school rules for wearing tank tops and smoking inside the building
- *Her attendance is irregular
- *She's the oldest of five children in a single-parent family

The Future

Do you think that Benita will complete the auto mechanics program?

What influences will encourage her to complete the program?

What influences will discourage her from completing the program?

Do you think that Benita will be successfully employed as an auto mechanic?

What influences make it likely that she will be successfully employed?

What influences make it unlikely that she will be successfully employed?

BARRIERS TO RECRUITING STUDENTS FOR COURSES
THAT ARE NON-TRADITIONAL FOR THEIR SEX

For vocational educators to simply wait for students to ask for enrollment in non-traditional programs is like the situation a few years back when educators in all-white schools "waited" for black students to seek admission--unasked and unencouraged.

Congressional hearings in 1975 identified some practices that are barriers to achieving sex equity in vocational education. These practices include:

- *School policies allowing teachers to choose which students they will accept in their classes.

- *Physical isolation of classes so that traditionally female courses are taught in one building and traditionally male courses in another.

- *Recruitment methods which fail to reach women who have temporarily left the education or employment markets.

- *The absence of women/men role models in faculty or administrative positions.

- *Tests which are sex biased used to channel students into traditional courses.

- *Counselors not properly informing parents and students of the wide range of courses and careers that are non-traditional and should be considered.

- *Course titles and course descriptions which exclude one sex.

- *Course content and materials that do not reflect the interests of both sexes.

- *Job placement procedures that do not support students preparing for non-traditional employment.

- *Lack of support for students enrolled in non-traditional courses from peers, parents, etc.

- *Failure of schools to act affirmatively to encourage students to enroll in courses that are non-traditional.

While the official policy may be that all courses are open to both sexes, unofficially students know not to enroll in a course that is non-traditional for their sex.

WORKSHEET ON IDENTIFYING BARRIERS TO ENROLLMENT
OF STUDENTS IN COURSES NON-TRADITIONAL FOR THEIR SEX

Think about the barriers that have been listed on the preceding handout. Add any specific problems you are encountering with recruitment of students into non-traditional courses in your school.

Prioritize the barriers for your school by placing a #1 next to the condition that you feel is most obstructive to increasing enrollment in courses non-traditional for each sex, then a #2, etc.

- ___ school policies
- ___ teacher attitude
- ___ physical isolation
- ___ failure to do proper outreach in the community
- ___ absence of non-traditional women/men role models
- ___ biased tests
- ___ counseling practices
- ___ course title and descriptions
- ___ job placement procedures
- ___ lack of support from parents, peers, etc.
- ___ (barriers at your school) _____
- _____
- _____

FACTSHEET ON NONTRADITIONALS

**WHAT PROBLEMS ARE WOMEN HAVING IN
NONTRADITIONAL OCCUPATIONS?**

According to one state study:

1. Difficulty or inability of male coworkers to adjust to women employed in nontraditional jobs
2. Harassment from foremen or supervisors
3. Difficulty with the physical aspects of the work
4. Sex discrimination in pay
5. Lack of acceptance by male coworkers (coldness and hostility)
6. Sexual harassment and propositioning by male coworkers
7. "Dirty tricks" played on women workers by coworkers
8. Unwillingness of male workers to teach women skills needed for the work
9. "Survival testing" or assigning women much more difficult work than is normally assigned in an effort to get them to quit
10. Verbal disrespect by male coworkers
11. Lack of separate toilet and shower facilities for women
12. Lack of deserved promotions for women
13. Inaccurate evaluations of work by supervisors

Source: Bureau of Women. *Forty-six pioneers: Louisiana women in nontraditional jobs.* Baton Rouge: Louisiana State Department of Health and Human Resources, 1977, pp. 25-26. (ED 150 432)

**WHAT PROBLEMS ARE MEN HAVING IN
NONTRADITIONAL OCCUPATIONS?**

According to *U.S. News & World Report*:

1. A male flight attendant gets wolf whistles from male airline passengers.
2. A male hotel maid's father laughed when he heard about his son's job.
3. After a male nurse was admitted to nursing school, there was a tendency at first among other nurses to treat him like an orderly.
4. A male elementary teacher says men are still denied elementary school positions and are placed in the upper-grade classrooms to provide help with discipline.

Source: Now men are going for "women's jobs." *U.S. News and World Report*, October 16, 1978, 85, pp. 97-98.

According to *Glamour*:

5. A male nurse is kidded because of the assumption that he is homosexual.
6. A flight attendant receives a cool reception from passengers.
7. A male receptionist is not respected because the job is not considered vital for a man.

Source: When the secretary (or the receptionist or the nurse) is a man. *Glamour*, September 1980, 78, pp. 178-182.

HOW DOES NONTRADITIONAL WORK EXPERIENCE DIFFER FOR MEN AND WOMEN?

According to a study reported by *Psychology Today*:

1. Women nontraditionals wanted to be viewed as equal in ability to their male coworkers. Men nontraditionals wanted to be viewed as superior in certain stereotypical ways to female coworkers.
2. Ninety-two percent of the male nontraditionals discussed future expectations and plans for advancement with someone in the company compared to 24% of the female nontraditionals.
3. Traditional male coworkers thought that female nontraditionals might need special help. Traditional female coworkers frequently wondered why any man would choose such work as theirs.

Source: Pink-collar men and blue-collar women. *Psychology Today*, June 1979, 13, pp. 31-32.

ADMINISTRATORS

COUNSELORS

INSTRUCTORS

ADMINISTRATIVE POLICIES AND PRACTICES

COUNSELING PROCEDURES AND PRACTICES

INSTRUCTIONAL PRACTICES

PRINT AND NONPRINT MATERIALS USED FOR
COMMUNICATION WITH COMMUNITY, STAFF,
OR STUDENTS

COUNSELING MATERIALS AND TESTS

TEXTS AND INSTRUCTIONAL
MATERIALS

INTERACTION WITH STAFF AND STUDENTS--
VERBAL AND NON-VERBAL

INTERACTION WITH STUDENTS--VERBAL AND
NON-VERBAL

INTERACTION WITH STUDENTS--
VERBAL AND NON-VERBAL

ADMINISTRATORS

COUNSELORS

INSTRUCTORS

BEHAVIORAL EXPECTATIONS SET FOR STAFF
AND STUDENTS

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

BEHAVIORAL EXPECTATIONS SET
FOR STUDENTS

EVALUATION OF STAFF

EVALUATION OF STUDENTS

EVALUATION OF STUDENTS

*List examples which demonstrate sex bias or sex discrimination which might be classified under each category.

MANIFESTATIONS OF SEX BIAS AND SEX DISCRIMINATION IN VOCATIONAL EDUCATION - Examples NO 14

ADMINISTRATORS

COUNSELORS

INSTRUCTORS

ADMINISTRATIVE POLICIES AND PRACTICES

COUNSELING PROCEDURES AND PRACTICES

INSTRUCTIONAL PRACTICES

- excluding males from home economics and females from industrial arts
- scheduling classes in home economics which are made up of all male or all female students
- assigning males to administrative tasks

- suggesting to males that they enroll in industrial arts; females, in home economics
- channeling students into sex traditional vocational classes/programs on the basis of data from sex biased interest inventories

- dividing students into single sex groups for instruction
- giving male and female students different assignments solely on the basis of their sex

PRINT AND NONPRINT MATERIALS USED FOR COMMUNICATION WITH COMMUNITY, STAFF, OR STUDENTS

COUNSELING MATERIALS AND TESTS

TEXTS AND INSTRUCTIONAL MATERIALS

- showing only photographs of instructors in sex-traditional instructional areas in a staff recruiting brochure
- using sexist language such as generic "man" (as in "chairman" or shop "foreman")

- showing photographs of students only in sex-traditional areas in program recruiting brochures
- using sexist language such as the generic "man" in occupational titles such as repairman, fireman, salesman

- showing photographs of students only in sex-traditional areas or roles in texts and instructional materials
- sexist language such as the generic "man" as in "student foreman," "service man," "insurance man"

INTERACTION WITH STAFF AND STUDENTS--VERBAL AND NON-VERBAL

INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL

INTERACTION WITH STUDENTS--VERBAL AND NON-VERBAL

- complimenting female staff primarily for their appearance; male staff, for job performance
- using flirting behavior (winking, touching, joking) in an attempt to establish rapport with staff members of the opposite sex

- praising students for sex stereotypic behaviors: males for being "mechanical;" females for being neat
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with students of the opposite sex

- supporting female students primarily for positive social behavior and appearance while supporting males for academic and vocational achievement
- using flirting behaviors (winking, touching, joking) in an attempt to establish rapport with students of the opposite sex

(60)

ADMINISTRATORS

BEHAVIORAL EXPECTATIONS SET FOR STAFF AND STUDENTS

-expecting male instructors to be better disciplinarians, therefore assigning only males to monitor situations in which trouble might develop

-expecting female instructors to be emotional under pressure; male instructors, to be stoic

EVALUATION OF STAFF

-evaluating male and female instructors using different criteria (e.g., evaluating males for initiative, females for ability to take directions)

-showing preference for staff of one sex by giving them more positive evaluations (e.g., recommending only males for administrative training)

COUNSELORS

BEHAVIOR EXPECTATIONS SET FOR STUDENTS

-expecting males to be more career oriented than females, therefore deemphasizing career decision-making for females

-expecting female students to be emotional under pressure; male students, to be stoic

EVALUATION OF STUDENTS

-drawing different conclusions from identical data for female and male students (females should consider dental hygiene; males, dental lab technician work)

-making different recommendations regarding need for student support services solely on the basis of sex (e.g., recommending only males for cooperative employment programs)

INSTRUCTORS

BEHAVIORAL EXPECTATIONS SET FOR STUDENTS

-expecting males to be more able than females to handle responsibility therefore assigning more leadership roles to male students

-expecting female students to be emotional under pressure; male students to be stoic

EVALUATION OF STUDENTS

-using different criteria for grading female and male students (e.g., grading males for initiative, females for neatness)

- showing a preference for students of one sex simply by giving them higher grades for comparable performance

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR ADMINISTRATORS

Directions: Listed below are a number of situations which are familiar to vocational education administrators. Under each situation three or four responses are provided. Please read each situation and response and determine how the response would be described according to the following categories.

- D--Discriminatory behavior-- violates Title IX or other Federal nondiscrimination laws
- B--Sex-biased behavior-- reflects bias or stereotyping but it is not a violation of Title IX or other Federal non-discrimination laws
- F--Sex-fair behavior-- treats both sexes in equal or similar ways
- A--Sex-affirmative behavior--attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: You are interviewing a female candidate for a position as head of the home economics department. In the course of the interview you ask the following questions:

- Responses: ___ A. "Do you intend to have any more children?"
- ___ B. "What does your husband do for a living?"
- ___ C. "What happens if one of your children gets sick? Will you take illness-in-the-family leave?"
- ___ D. "Are you in a position to stay after school for administrative planning sessions, or do you have to get home to fix dinner for your family?"

2. Situation: As a male administrator, you demonstrate the following patterns of non-verbal behavior:

- Responses: ___ A. In mixed groups, such as staff meetings, you maintain eye contact primarily with other male staff members; you look directly at women only when responding to or addressing them.

- B. In the halls, staff lounge, and other informal settings you stand or sit near female and male staff members with approximately the same frequency and feel comfortable doing so.
- C. You use touch to indicate support, gently grasping a hand or arm of both females and males, being sensitive to those who may dislike being touched.

3. Situation: You receive information related to an administrative intern training program. You:

- Responses:
- A. Distribute the information only to male teachers.
 - B. Distribute it to all teachers.
 - C. Conduct a special recruitment effort to attract more female teachers into the intern program.

4. Situation: Your school utilizes the following forms:

- Responses:
- A. An application for employment which asks for the applicant's marital status, spouse's name, and number of children.
 - B. A report card form which begins "Dear Mr. and Mrs."
 - C. A report card which begins "to the family of _____." (student's name)
 - D. A data form completed by employees after they are hired which asks for marital status for insurance purposes.

5. Situation: Your school has developed the following administrative procedures for students entering vocational programs nontraditional to their sex:

- Responses:
- A. Females must secure from an employer a statement guaranteeing that they will be hired pending successful completion of the training program; males are accepted without such a statement.

B. Students of either sex who want to enroll in a program with prerequisites which they have not had may take a proficiency test to demonstrate relevant basic skills. Based on the results of that test, they may or may not be admitted.

C. Students of either sex who want to enroll in nontraditional programs and who, as a result of past discrimination, have neither had the prerequisites nor acquired the basic skills may receive supplemental instruction. This intensified instruction can qualify them to enter the program within a short period of time.

6. Situation: Your school is adding a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking programs. This course will cover nutrition, food preparation, wardrobe planning, clothing care, consumer education, and apartment living from an individual rather than a family point of view. Your curriculum committee has made the following suggestions for a course title:

- Responses: A. Survival for Singles
 B. Bachelor Living
 C. Living Alone and Liking It
 D. Basic Home Economics for Boys

7. Situation: One of your trades and industry teachers has made it clear that he doesn't approve of having young women in welding and anyone who enrolls in his program probably won't last for very long. Six weeks into the school year a young women welding student comes to you indicating that she's being harassed both by the teacher and students. You say to her:

- Responses: A. "It sounds as if you're having a rough time in that class. Let's see about getting you transferred to Mr. Jeffrey's class. That might be a little more inconvenient for your schedule, but it will solve the problem."

- B. "I'm disappointed to hear that you're having such a difficult time. That shouldn't be the case. Give me a day to check this out, and to talk with Mr. Clements and some of the students. See me tomorrow morning and we'll discuss some options. The one thing I want to stress is that you are entitled to be in any vocational program of your choice without harassment, and it's my responsibility to see that your rights are protected."
- C. "It's all part of the game. Since you're the first female, you're going to have to put up with some kidding. Don't take it too seriously."

8. **Situation:** Your work experience coordinator informs you that one of your most supportive and cooperative employers (a construction company) has refused to take a female trainee in carpentry. You:

- Responses:**
- A. Check the facts, find out that they are correct, and decide to try to make a deal with the manager of the construction company. The two of you agree that you won't send him any female carpenters or craft trainees in exchange for his starting to take business/office occupations students whom he hasn't used before.
 - B. Tell your placement coordinator to keep the situation quiet. You'll continue to send the company male trainees but find someplace else for female trainees.
 - C. Confirm the facts and tell the manager that you can no longer send him male trainees if he refuses to accept female trainees.

9. **Situation:** You are thinking about the use of rough or obscene language and various terms of address for males and females. You:

- Responses:**
- A. Avoid using rough or obscene language in front of females but use it freely with males.
 - B. Try to avoid using rough or obscene language around females and apologize when you slip.

- ___ C. Refer to males on the staff as "men" and the women as "gals."
- ___ D. Have signs on the restroom doors that say "Men" and "Ladies"

10. Situation: There's only one restroom facility in your agricultural building. Since no females have been in agriculture until this year, the single facility has never created a problem. Now the four young women are objecting to having to go to another building to use the restroom. You:

- Responses:
- ___ A. Tell the students that since their restroom is in the other building, that's the one they'll have to use.
 - ___ B. Decide that since the number of students using the restroom is small, you'll have a lock put on the door and allow both sexes to use it.
 - ___ C. Instruct the teacher to let the females use the restroom in emergency situations.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR ADMINISTRATORS

1. d A
d B
d C
d D

2. b A
f B
f C

3. d A
f B
a C

4. d A
b B
f C
f D

5. d A
f B
a C

6. f A
d B
f C
d D

7. d A
f B
d C

8. d A
d B
f C

9. b A
b B
b C
b D

10. d A
f B
d C

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS:
FOR COUNSELORS

Directions: Listed below are a number of situations which are familiar to vocational education counselors. Under each situation three or four possible responses are provided. Please read each situation and determine how each of the responses would be described according to the following categories:

D--Discriminatory behavior--	Violates Title IX or other Federal nondiscrimination law
B--Sex-biased behavior--	reflects bias or stereotyping but is not a violation of Title IX or other Federal nondiscrimination laws
F--Sex-fair behavior--	treats both sexes in equal or similar ways
A--Sex-affirmative behavior--	attempts to compensate for the effects of past discrimination

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. Situation: As a counselor you believe that part of your responsibility is to support students for their academic achievement, career aspirations, and social behavior. You make the following comments to female and male students:

- Responses: ___ A. "Jimmy, that's great that you asked for some information on careers in computer science. There are several brochures on top of my file cabinet. Let me know what you think about all that."/"Melissa, you finally got your hair cut. You look so much more attractive.
- ___ B. "It appears that office education may not really be the best place for you, Marguerita. What about taking the GATB and an interest inventory? Based on that information, we could "start looking at some other options for you.

___ C. "Andrea and Carl, I understand that the two of you are interested in using the computer terminal to find information on technical schools offering programs in environmental technology. It's great that you found out about the computer program and decided to use it.

2. **Situation:** You demonstrate the following patterns of non-verbal behavior in your counseling situations:

- Responses:**
- ___ A. You maintain direct eye contact with same-sex students and indirect eye contact with opposite sex students.
 - ___ B. You stand and sit as close to students of one sex as you do students of the other sex.
 - ___ C. You use touch to indicate support, gently grasping the arm or shoulder of both males and females, being sensitive to students who may dislike being touched.

3. **Situation:** A 16-year old student who is pregnant comes to you for assistance in deciding whether or not she should stay in her pre-vocational program in distributive education. You say:

- Responses:**
- ___ A. "Trying to go to school and take care of a baby at the same time will be extremely difficult for you."
 - ___ B. "You can continue in school. There's no reason for you to leave unless you want to."
 - ___ C. "You'll probably find it very embarrassing to stay in school here. There's a special school for girls in your condition. That would be the best place for you. See Mrs. James to sign up for that program."
 - ___ D. "There's no reason whatsoever why you can't complete your program in distributive education. Why don't we explore the various options open to you and see what might work out best both before and after the baby is born."

4. **Situation:** You overhear a colleague making the following comments to students:

Responses: ___ A. "It's apparent that you're really angry about being accused of breaking into Dirk's locker. Why don't we talk about that first, William, and then we'll explore possible options for getting the situation settled once and for all."/"Now, Cathy, there's no point in getting angry about the accusation. We all know that you didn't do it. We just have to figure out who did."

 ___ B. "I know that you're very hurt by Angela's giving you your ring back, but there's no point crying about it. It's not the end of the world. Pull yourself together and ask Debbie if she would like to go to this week's game with you."/"It's obvious that you're really hurt by David's asking for his ring back. Why don't you go ahead and cry. Get it all out of your system and then we'll talk about how you can get another boyfriend."

 ___ C. "You appear to be really disturbed about not getting into the program. I didn't know that you were counting on it that much, Pat. Are you angry or hurt and disappointed? Do you know what triggered those feelings? Let's talk about that for a while before we start exploring options."

5. **Situation:** The following are items on a vocational interest survey:

Responses: ___ A. Would you like to build model cars and fix a bike or solve crossword puzzles and learn carpentry?

 ___ B. Would you like to babysit and bake a cake or crochet and watch television?

 ___ C. Would you like to read a novel and play tennis or join a club and take a biology course?

6. **Situation:** Ellen, a high school senior, needs summer work to help pay tuition to computer technology school in the fall. She comes to you to ask about summer work. You ask what she likes to do, and she replies that she likes to fix things. You suggest that she:
- Responses:**
- A. Investigate the "openings for girls" listed on the "jobs for summer" board.
 - B. Call a temporary agency which has opportunities for light office work (filing, answering the phone) during the summer.
 - C. Join a group of students doing minor home repairs and lawn and garden work during the summer.
 - D. Investigate a new city-sponsored program attempting to find jobs for young women in nontraditional fields.
7. **Situation:** The following are excerpts from career education materials distributed from your school's job placement center:
- Responses:**
- A. "Our supervisory candidates, women and men who are young in years and mature in attitudes, are chosen annually; most will be in responsible positions within five years."
 - B. "All the girls wear attractive uniforms, have interesting jobs, and are surrounded by men."
 - C. A pamphlet entitled, "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security"
8. **Situation:** Mike, a high school junior, would like to enroll in the child development class given by the home economics department. He has always enjoyed babysitting, and last summer he worked as a counselor at a day camp. He thinks he might eventually like to be a preschool or elementary school teacher, but he's afraid he'll be the only boy in the class and that the other students will make fun of him. You say to him:

- Responses: ___ A. "In this school you have the right to take any class you want."
- ___ B. "Why don't you get some friends to sign up for the class with you? There's safety in numbers, you know. You shouldn't be there alone."
- ___ C. "Well, you're probably right about being the object of a few jokes. Why don't you continue your summer activities, if you're really interested in working with young children? Select some other elective such as business law."

9. Situation: Mary, a high school sophomore, comes into your office to talk about enrolling in auto body shop next fall. She indicates that she is very interested in taking the course but is afraid that she won't be able to participate in work placement activity that accompanies the course because she's heard that cooperating auto shops exclude females. You say to her:

- Responses: ___ A. "Well, you know there are still many employers who are reluctant to hire females in this kind of a job. Maybe we'd better look at some other vocational program for you."
- ___ B. "You're really interested in this class but are afraid you'll be excluded from the work experience. Under Title IX the school cannot participate in a co-op program that won't take female students. If we find that this program is discriminating, the school can't continue to use it."
- ___ C. "Under Title IX students are assured the right to nondiscrimination in all education programs. Although some employers are reluctant to accept females in certain job placements, they are required to do so if they are to be involved in school programs. I think you'll find that many attitudes are beginning to change. You may want to talk to Sara Benavidez about her experiences entering the auto body work placement."

10. **Situation:** The following are excerpts from student scheduling forms which parents must sign:

- Responses:**
- A.** "Dear Mr. and Mrs."
 - B.** "A student in Stevens High School has many options open to him. He may"
 - C.** "The family of (student's name)"

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR COUNSELORS

1. $\frac{b}{a}$ A
 $\frac{f}{f}$ B
 $\frac{f}{f}$ C

2. $\frac{b}{f}$ A
 $\frac{f}{f}$ B
 $\frac{f}{f}$ C

3. $\frac{b}{f}$ A
 $\frac{f}{d}$ B
 $\frac{d}{a}$ C
 $\frac{a}{a}$ D

4. $\frac{b}{b}$ A
 $\frac{b}{f}$ B
 $\frac{f}{f}$ C

5. $\frac{b}{b}$ A
 $\frac{b}{f}$ B
 $\frac{f}{f}$ C

6. $\frac{b}{b}$ A
 $\frac{b}{f}$ B
 $\frac{f}{a}$ C
 $\frac{a}{a}$ D

7. $\frac{f}{b}$ A
 $\frac{b}{a}$ B
 $\frac{a}{a}$ C

8. $\frac{f}{b}$ A
 $\frac{b}{d}$ B
 $\frac{d}{d}$ C

9. $\frac{d}{f}$ A
 $\frac{f}{a}$ B
 $\frac{a}{a}$ C

10. $\frac{b}{b}$ A
 $\frac{b}{f}$ B
 $\frac{f}{f}$ C

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS
FOR INSTRUCTORS

Directions: Listed below are a number of situations which are familiar to vocational education instructors. Under each situation three or four possible responses are provided. Please read each situation and response and determine how each of the responses would be described according to the following categories:

- | | |
|-------------------------------|--|
| D--Discriminatory behavior-- | Violates Title IX or other Federal nondiscrimination legislation |
| B--Sex-biased behavior-- | reflects bias or stereotyping but it is not a violation of Title IX or other Federal non-discrimination laws |
| F--Sex-fair behavior-- | treats both sexes in equal or similar ways |
| A--Sex-affirmative behavior-- | attempts to compensate for the effects of past discrimination |

Indicate your description of each of the responses and label them by placing the appropriate letters in the blanks.

1. **Situation:** As an instructor you believe it's important for you to support students as appropriate for their academic achievement, career aspirations, and social behavior. You make the following comments to students:

- Responses:**
- A. "You finally got your hair cut. Melissa, you certainly look much more attractive."/
"Greg, you did a really great job on putting in the 220 wiring! You'll be ready for an apprenticeship soon."
 - B. "Kathy and Louie, both of you did an excellent job on planning those doors. That's really good work."
 - C. "Marguerita, I noticed yesterday that you're handling the power saw much more confidently now than you were two weeks ago. You may end up being the best power tool operator we've got around here."

2. **Situation:** You observe the following non-verbal behavior patterns of a male welding instructor:

- Responses:**
- A. He visits the work stations of males and females with approximately the same rate of frequency.
 - B. He uses touch as an indicator of support by gently grasping both females and males on the arm or shoulder, being sensitive to those who may dislike being touched.
 - C. He maintains direct eye contact with male students while establishing eye contact with female students only when specifically responding to or addressing them.

3. **Situation:** You run a floristry lab which sells students' arrangements at cost to people in the community. Your school has no student dress code other than the requirement that students may not wear anything which would "disrupt the educational process." However, as an instructor you:

- Responses:**
- A. Require students working behind the counter waiting on customers to wear unisex jackets.
 - B. Make a point to encourage young women and young men to wear comfortable clothing which allows them freedom of movement for stooping, lifting, carrying heavy items, and sitting on high stools.
 - C. Allow male students to wear T-shirts and tan tops but not females.

4. **Situation:** As a home economics instructor, you encourage your students to be in good physical and mental health by:

- Responses:**
- A. Maintaining a bulletin board with pictures of males lifting weights, jogging, and playing baseball and handball, while females (in leotards) are pictured doing exercises and riding bikes.

- B. Conducting a unit on "taking care of myself" in which all students formulate objectives for themselves in all of the following areas: nutrition, exercise, and rest, preventive medical and dental care, and neat and attractive physical appearance.
- C. Inviting a cosmetics consultant in to demonstrate use of makeup to females in your class: showing males a movie on aerobics.
5. **Situation:** In your marriage and family class students are building a diorama on family roles and responsibilities which will be placed on the school's main display area. It shows:
- Responses:**
- A. both adult males and females taking care of and playing with children
- B. females caring for children and males playing with children
- C. males doing yard work; females doing laundry and cleaning
- D. females doing yard work; males doing laundry and cleaning; both doing cooking
6. **Situation:** The following are excerpts from career education materials distributed in your school's job placement center.
- Responses:**
- A. "All girls wear attractive uniforms, have interesting jobs, and are surrounded by men."
- B. "Our supervisory candidates, women and men, who are young in years but mature in attitudes, are chosen annually; most will be in responsible positions within five years."
- C. (a pamphlet entitled) "Women in Protective Service: Jobs in Law Enforcement, Fire Fighting, and Security."
7. **Situation:** You want to offer a semester course which, although it does not exclude females, is specifically designed to attract more males into consumer and homemaking. Such a course would cover nutrition, food preparation, wardrobe planning, clothing care, personal care, consumer education, and apartment living from an individual rather than a family perspective. You decide to call this course:

- Responses: ___ A. Survival for Singles
___ B. Bachelor Living
___ C. Living Alone and Liking It
___ D. Basic Home Economics for Boys

8. Situation: In making assignments, you:

- Responses: ___ A. Require males to make a bookcase: females, a cheese board
___ B. Tell students that you need two volunteers: a male to run the film projector and a female to take attendance.
___ C. Select males to head student work teams on the assumption that males need to have more responsibility than females.

9. Situation: You undertake extracurricular responsibilities:

- Responses: ___ A. As advisor of the newly integrated Future Farmers of America, you give students the option of choosing a blazer or a windbreaker as a club jacket.
___ B. As Vocational Industrial Clubs of America (VICA) advisor, you're concerned about student leadership positions being held by males since the group began. You share your concern with students and discuss what possible options are available to increase females' leadership opportunities.
___ C. As advisor for the Future Homemakers of America, you allow female students to earn club credits through babysitting for you. That option isn't open to males in the group.

10. Situation: Students in your cosmetology class are boycotting the presence of the first male student by ignoring him, hiding materials and supplies from his station, and slipping nasty notes in his locker. You:

- Responses: ___ A. Ask the counselor to remove him from your class.

- B. Ignore the students' behavior on the premise that they'll come to accept him in time so there's no point in making an issue of it now.
- C. Establish and enforce strict rules against harassment of any student.
- D. Establish and enforce strict rules against harassment while at the same time helping all students to explore sex stereotyping and its implications for them.

11. **Situation:** In your coed gourmet cooking class, the females often take responsibility for cleaning up after the males. While they do this, the males sit, finish off the food, chat, or do their homework. You:

- Responses:**
- A. Ignore this behavior since the females are doing it on their own and the males aren't causing any problems.
 - B. Praise the females for being so considerate and helpful.
 - C. Clarify responsibilities so that both sexes clean up after they've finished cooking.

12. **Situation:** You're a home economics instructor introducing a sewing machine to a coed class. One of your concerns is how to present the machine to the young men in the class, most of whom have had no previous experience at all. You:

- Responses:**
- A. Present the sewing machine as you might introduce any other power tool.
 - B. Team males and females in the class so that females can give the males assistance in learning how to use the machine.
 - C. Divide the class by sex so that you can spend more time with the males.

RECOGNIZING SEXIST AND NONSEXIST BEHAVIORS: FOR INSTRUCTORS

1. $\frac{b}{f} \frac{A}{B}$
 $\frac{a}{c}$

2. $\frac{f}{f} \frac{A}{B}$
 $\frac{b}{c}$

3. $\frac{f}{a} \frac{A}{B}$
 $\frac{d}{c}$

4. $\frac{b}{f} \frac{A}{B}$
 $\frac{d}{c}$

5. $\frac{f}{b} \frac{A}{B}$
 $\frac{b}{a} \frac{C}{D}$

6. $\frac{b}{f} \frac{A}{B}$
 $\frac{a}{c}$

7. $\frac{f}{d} \frac{A}{B}$
 $\frac{f}{d} \frac{C}{D}$

8. $\frac{d}{b} \frac{A}{B}$
 $\frac{d}{c}$

9. $\frac{f}{a} \frac{A}{B}$
 $\frac{d}{c}$

10. $\frac{d}{d} \frac{A}{B}$
 $\frac{f}{a} \frac{C}{D}$

11. $\frac{b}{b} \frac{A}{B}$
 $\frac{f}{c}$

12. $\frac{f}{b} \frac{A}{B}$
 $\frac{d}{c}$

DEVELOPING A PLAN FOR RECRUITING STUDENTS INTO VOCATIONAL
TRAINING PROGRAMS NON-TRADITIONAL TO THEIR SEX

Directions: In this activity, you'll have the opportunity to develop a specific plan for recruiting students into courses/programs nontraditional to their sex and assuring their successful completion of such programs and courses. In developing this plan you'll be using data generated in the "How to Recruit" activity.

The following steps are involved in completing this activity:

*Form a group of three persons. Where possible, make sure your group includes persons from different professional roles--e.g., an administrator, a counselor, and an instructor.

*Review individually the following sections of this worksheet:

- Background Information
- Current Male/Female Enrollments
- Sample Recruiting Plan

*Decide within your group the area on which your recruiting plan will focus. It may be a course (singles living), a program (carpentry), or an area (health occupations). You may also select two programs (floristry and ornamental horticulture, for example) if a grouping of two or more programs is basic to your recruitment plan. The area(s) you select may be those you are most familiar with, those that show the greatest discrepancies in male and female enrollments, or those chosen on the basis of other criteria that you establish.

*Feel free to make any assumptions about the courses/programs that you believe to be appropriate (e.g., that the curriculum has not been adapted to meet the interests and needs of both sexes).

*Using the attached form, develop a recruiting plan for enrolling and ensuring the successful completion by students of courses nontraditional to their sex. The ultimate goal will be to balance male/female enrollments in vocational education areas, courses, or programs so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. As part of the plan, develop specific objectives and a timetable and work activities for achieving those objectives. Use a separate form for each course/program area you select. Do as many as you can in the time allotted.

BACKGROUND INFORMATION

You are on the staff of a two-year vocational high school (Stivers High) which serves a district of 25,000 adjacent to a major metropolitan area. Students come to Stivers for their last two years to school, during which they complete a vocational training program, finish basic academic requirements for graduation, and participate in a work experience program. Before coming to Stivers, some students have completed a pre-vocational program; others have not. Stivers offers a full range of extracurricular activities for students.

The board of education of the district has enacted a policy of nondiscrimination on the basis of sex and compliance with Title IX. It has also disseminated guidelines for implementation of that policy. In accordance with these guidelines, Stivers is developing an affirmative program designed to ensure Title IX compliance and to achieve sex equity in vocational education. One of the long range goals of this program is to balance the female and male enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points. This would mean that all course enrollments would be within the 35 percent--65 percent range of one sex or the other. In this activity you will focus on developing a recruiting plan to increase the numbers of students in courses/programs atypical to their sex and ensuring their continuance in these courses/programs as one means of achieving the long-range goal.

Current Male/Female Enrollments in Stivers High School
Vocational Education Courses

<u>Agriculture</u>	<u>Male</u>	<u>Female</u>
Ornamental Horticulture	75%	25%
<u>Marketing and Distribution</u>		
Distributive Education	52%	48%
Food Merchandising	65%	35%
Fashion Merchandising	34%	66%
Floristry	30%	70%
<u>Consumer and Homemaking</u>		
HomeEconomics	0%	100%
Family Living	0%	100%
Clothing and Textiles	0%	100%
Food and Nutrition	2%	98%
Home Furnishings and Housing	0%	100%
Marriage and Family	60%	40%
Singles Living	75%	25%

100

<u>Occupational Home Economics</u>	<u>Male</u>	<u>Female</u>
Care and Guidance of Children	8%	92%
Food Management	25%	75%
Occupational Sewing and Fashion Design	5%	95%
<u>Office</u>		
Business Data Processing	51%	49%
Clerk-Typing	15%	85%
Stenographer, Secretarial	4%	96%
Business Law	75%	25%
Consumer Education	48%	52%
<u>Health</u>		
Health Assistant	0%	100%
Practical Nursing	0%	100%
<u>Trades and Industry</u>		
Heating/Air Conditioning	100%	0%
Auto Mechanics	90%	10%
Auto Body and Fender	90%	10%
Carpentry	100%	0%
Electricity	100%	0%
Graphic Arts	60%	40%
Cosmetology	28%	72%
Photography	60%	40%
Upholstery	100%	0%
Custodial Services	100%	0%

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Sample Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: Auto mechanics and auto body/fender

3. Why did you select this program area(s)? So few females enrolled historically; area presents excellent opportunities for women

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: Stivers High School will increase the number of females enrolled in auto mechanics/auto body by 20% within three years

Objective #2: Stivers High School will maintain a successful completion rate of females and males in auto mechanics/auto body of 75% over the next three years

Objective #3: _____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or instructors) and a timeline for completion of the task.

Objective #1
Work activity #1: In conjunction with graphic arts, the automotives department will produce a brochure on opportunities for women in automotives

Person(s) responsible: Automotives dept. head; graphic dept. head

Completed by: November 1986 100



Work Activity #2: _____ (85)

Person(s) responsible: _____

Completed by: _____

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work Activity #1: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #2: Teachers will hold individual conferences
with each student once every six weeks to review progress.

Conferences will follow a procedure developed jointly by
counselors and instructors designed to discover early any potential
problems students may be experiencing

Person(s) responsible: Counseling dept. head; voc. ed. program dir.

Completed by: September 1987

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work Activity #1: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #2: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

The Recruiting Plan:

1. Goal: To balance male/female enrollments in vocational education areas, programs, or courses so that students of both sexes are represented in proportion to their representation in the total student body, plus or minus 15 percentage points.

2. Program area(s) covered in this recruiting plan: _____

3. Why did you select this program area(s)? _____

4. List up to three objectives leading to the achievement of the above goal for the selected program area(s). Indicate a timeline for the completion of each.

Objective #1: _____

Objective #2: _____

Objective #3: _____

5. List up to three specific work activities for achieving your objectives. Also, designate the person who has primary responsibility for the implementation of each activity (administrators, counselors, or instructors) and a timeline for completion of the task.

Objective #1

Work activity #1: _____

Person(s) responsible: _____

Completed by: _____

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Work Activity #2: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #2

Work Activity #1: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #2: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

Objective #3

Work Activity #1: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #2: _____

Person(s) responsible: _____

Completed by: _____

Work Activity #3: _____

Person(s) responsible: _____

Completed by: _____

(90)

SEX-FAIR SUPERVISING GUIDELINES

Assertiveness training for managers is useful to consider in supervising nontraditional and traditional coworkers. The added tension likely to accompany the initiation of these work situations makes it all the more important that supervisors incorporate assertiveness in their management style to be both firm and flexible, respectful and responsive. Taetzsch and Benson (1978) list basic guidelines for assertive supervision that can be adapted as follows to sex fairness:

1. Put your efforts into changing behavior, not attitudes. You can't expect quick changes in attitudes and beliefs.
2. Let your traditional and nontraditional employees know exactly what you expect of them in working together.
3. When someone harasses a nontraditional, or a nontraditional does something counterproductive, tell the person about it right away in a tactful but firm manner.
4. Have a clear idea of your own sex equity goals before asking subordinates to follow them.
5. Treat nontraditionals and traditionals consistently. At the same time, remember to give a new worker lots of support.
6. Never belittle a nontraditional employee for making a mistake, or a traditional employee for not knowing how to be sex fair. Adjusting to new work roles noses fear for both men and women. If people fear the reality facts show them, they tend to try to discredit those facts. So concentrate on correcting mistakes, not pointing them out.
7. Be generous with positive feedback.
8. Give employees room to grow in sex-fair behavior as they show the capability of dealing with it.
9. If traditional employees persist in undesirable behavior toward nontraditional employees, persist in confronting them with the problems and mutually seek a solution to the root cause.
10. Involve employees in problem solving whenever their input may be useful in maintaining a positive work relationship between nontraditionals and traditionals.

Source: Adapted from Taetzsch, L., & Benson, E. In R. Freiberg (Ed.), *Taking charge on the job: Techniques for assertive management*. New York: Executive Enterprises Publications Company, 1978.

If, despite careful preparation for nontraditionals to join the work setting, coworkers fail to respond with sex-fair behavior, additional guidelines adapted from Fournies (1978) are useful in turning the situation around.

1. Define what the traditional employee must do differently so a sex-fair environment will develop.
2. Involve the traditional employee in face-to-face discussion—intentions to change need to come from the employee's mouth, not just the supervisor's.
3. Remember that approximately 50 percent of nonperformance problems occurring in business can be related to feedback problems.

4. The need for change must be clearly identified for the traditional employee.
5. Traditionals and nontraditionals alike must understand that they are responsible for their own behavior.
6. Traditionals must perceive that sex-fair behavior is in their interest as well as the nontraditional's.
7. Supervisors must be committed to the same things they want traditional employees to do.
8. In acknowledging and praising traditional coworkers' progress in developing sex-fair behavior, remember that achievement is both winning and losing by less than before.

Source: Adapted from Fournies, F.F. *Coaching for improved work performance*. New York: Van Nostrand Reinhold Company, 1978.

In laboratory settings vocational educators are both trainer and supervisor. As such, the guidelines provided so far apply, in addition to the following statements adapted from Marks, Stoops and King-Stoops (1978):

1. Establish a healthy working relationship with traditional and nontraditional students by approaching problems on a democratic and cooperative basis.
2. Strive to enhance each person's growth in sex fairness by delegating responsibility for the improvement of the class's awareness and behavior.
3. Evaluate continuously your own sex-fair behavior, if not attitudes.
4. Be aware of the students' changing needs and develop steps to continue growth in sex-fair behavior.
5. Encourage traditional students to talk to others about their positive experiences working with nontraditionals.
6. Don't ask students to do something in the interest of sex equity that you are unwilling to do yourself. Supervisors are subject to the policy they help to create.
7. Express concern for sex equity and the welfare of the class through action, not just verbalization, in order to maintain high morale.
8. Don't belittle traditional or nontraditional students' dissatisfactions or give them ready-made solutions.
9. Look at a degree of internal disagreement as an opportunity for future growth.
10. Solve a sex equity problem, rather than sell a sex-fair solution.
11. Stress what is right in sex equity, rather than who is right.
12. Allow time for consensus regarding sex equity to develop.
13. Recognize individual differences in students' behavior regarding nontraditionals, and capitalize on them.

Source: Adapted from Marks, Sir J.R., Stoops, E., & King-Stoops, J. *Handbook of educational supervision: A guide for the practitioner* (2nd ed.). Boston: Allyn and Bacon, 1978.

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MUTUAL ACTION PLANNING FOR ENHANCING PLACEMENT OF NONTRADITIONALS

I. Establishing Improvement Objectives

What three improvements related to placement implications of recruiting/interviewing, training, supervising, or support services would you most like to see accomplished during the next year?

- 1.
- 2.
- 3.

Select one of the improvements that is most important to you and write it as an objective. Make sure it answers the following questions:

- *What* is to be improved?
- *Who* is going to improve or be improved?
- *How* will they improve?
- *Where* will the improvement occur?
- *When* will the improvement occur?

II. Identifying Barriers to and Supports for Improvement

A. What are the important barriers that you will encounter in your effort to achieve the improvement you've selected?

B. What supports will you have in your effort to achieve the improvement?

III. Reevaluating Your Improvement Objective

Now that you've identified barriers to and supports for your improvement objective, think about the following questions:

Is attainment of the improvement objective *possible*?

Is attainment of the improvement objective *probable*?

Is the objective stated in behavioral and concrete ways?
Is it *observable* and measurable?

Have you set a *timeline* for achieving the objective?

Do you believe your improvement objective is the *best available alternative* for achieving your change goals?

Is this something you *really* want to achieve?

IV. Planning for Accomplishing the Objective

A. Improvement Resources

What resources (knowledge, skills, money, people, materials, training) will you need to achieve your improvement objective?

knowledge/materials:

money:

people:

skills/training:

B. Action Steps

List below the necessary first steps that you will have to take to meet your improvement objective, and the timelines you will set for their completion.

<i>Action Step</i>	<i>Time Completed</i>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

C. Evaluation

List below the way(s) you will know whether you have accomplished the improvement objective.

1. _____
2. _____
3. _____

Source: Adapted from McCune, S., & Matthews, M. Implementing Title IX and attaining sex equity: A workshop package for elementary and secondary educators. Washington, DC: Resource Center for Sex Roles in Education, 1978.



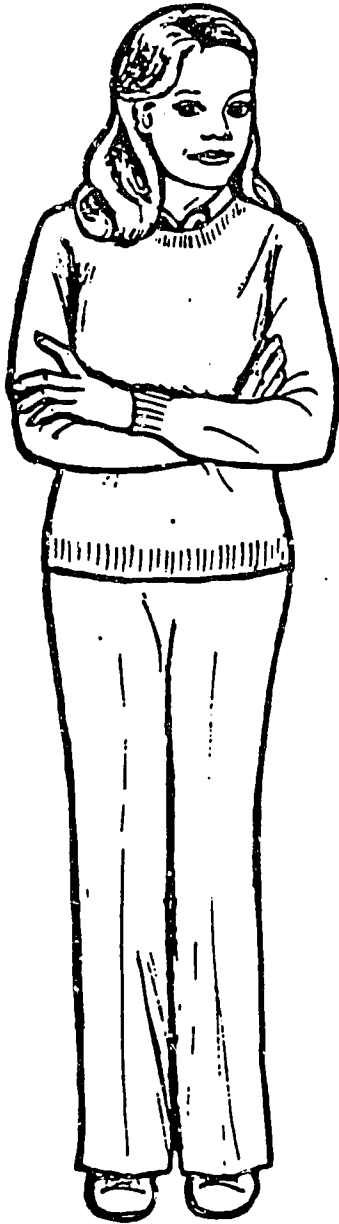
• Why is it that when men talk together it is called conversation but when women talk together it is called gossip?

• Why are women who are thoughtful called considerate while thoughtful men are called over-sensitive?

• Why are lighthearted men called easygoing but the same type of women are called frivolous?

* Because of Sexism in Language

Source: Adapted from Project Awareness, and quoted by James Good and Mary Ann Devore, Creating Awareness in Sex Equity: An Instructional Unit in Sex Equity (Columbia, Missouri: University of Missouri, not dated), pp. 13-15.



- Why are men who are forgetful called absentminded when forgetful women are called scatterbrained?
- Why are men who are interested in everything referred to as curious but women of the same type are called nosy?
- Why are angry men called outraged while angry women are called hysterical?
- Why is it that men of ordinary appearance are called pleasant-looking when ordinary women are called homely?

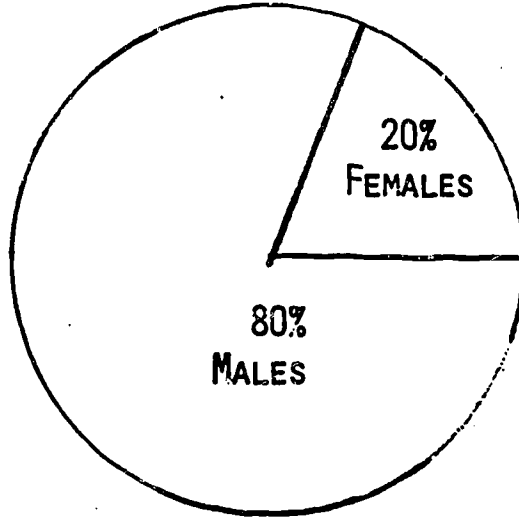
*Because of Sexism in Language



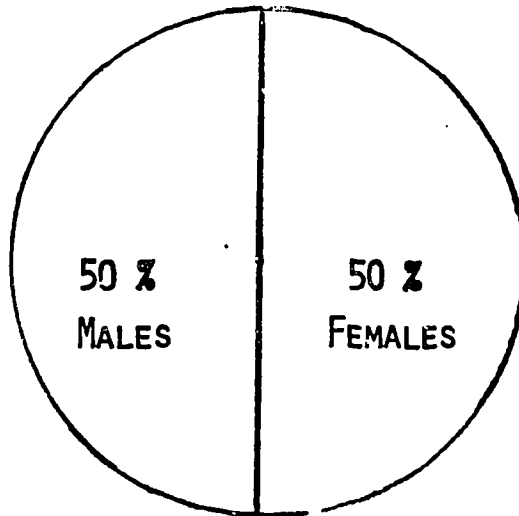
“The postman delivered the mail to the housewife.”

WORK FORCE PARTICIPATION

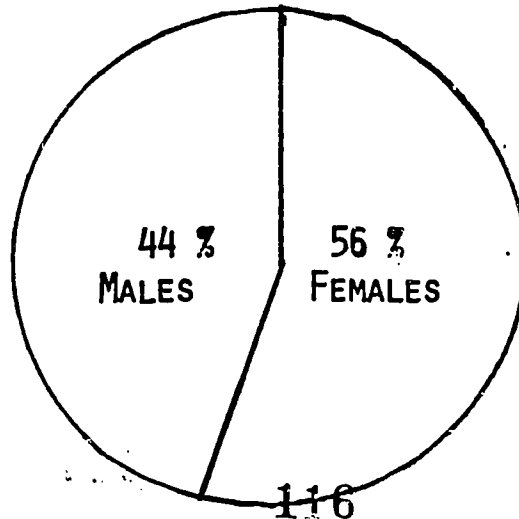
1900



1985



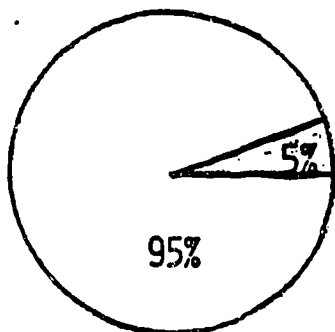
2000



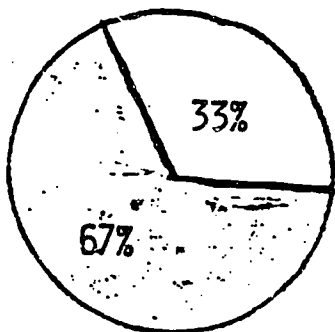
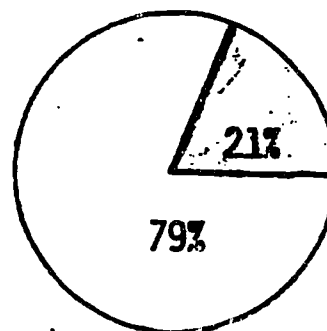
FEMALE AND MALE PARTICIPATION IN VOCATIONAL- EDUCATION PROGRAMS

1972

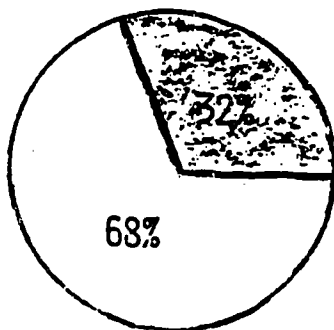
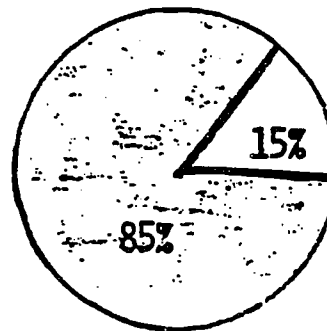
1982



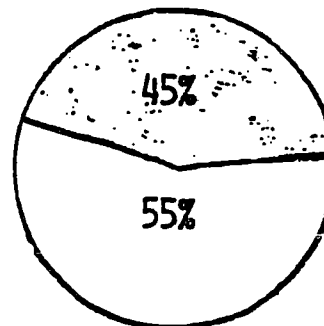
AGRICULTURE



DISTRIBUTION
APPAREL/ACCESSORIES



DISTRIBUTION
REAL ESTATE



FEMALE

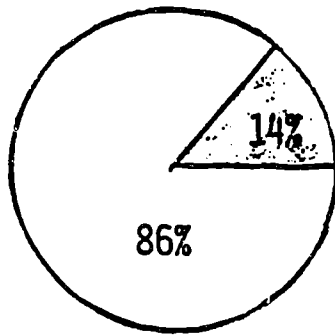


MALE

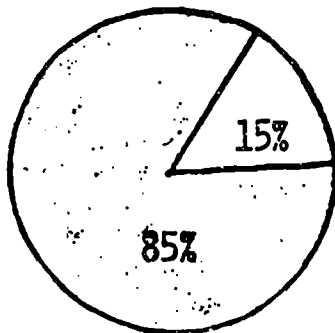
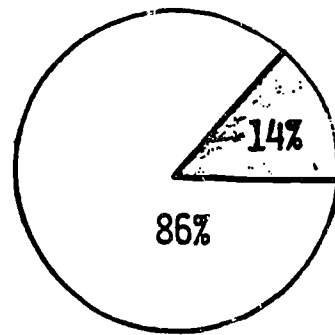
FEMALE AND MALE PARTICIPATION IN VOCATIONAL EDUCATION PROGRAMS

1972

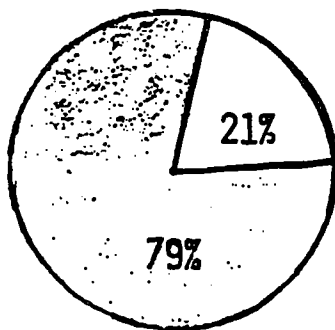
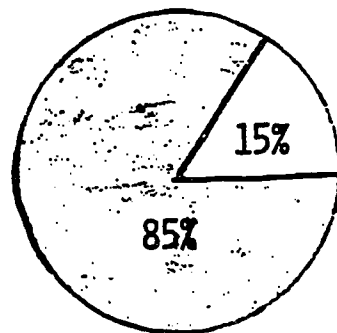
1982



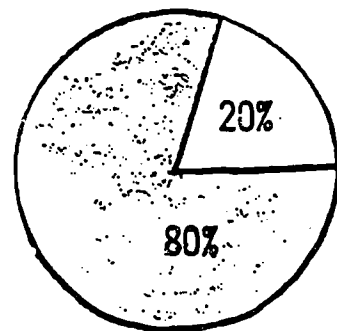
DISTRIBUTION
AUTOMOTIVE GOODS



HEALTH
OCCUPATIONS



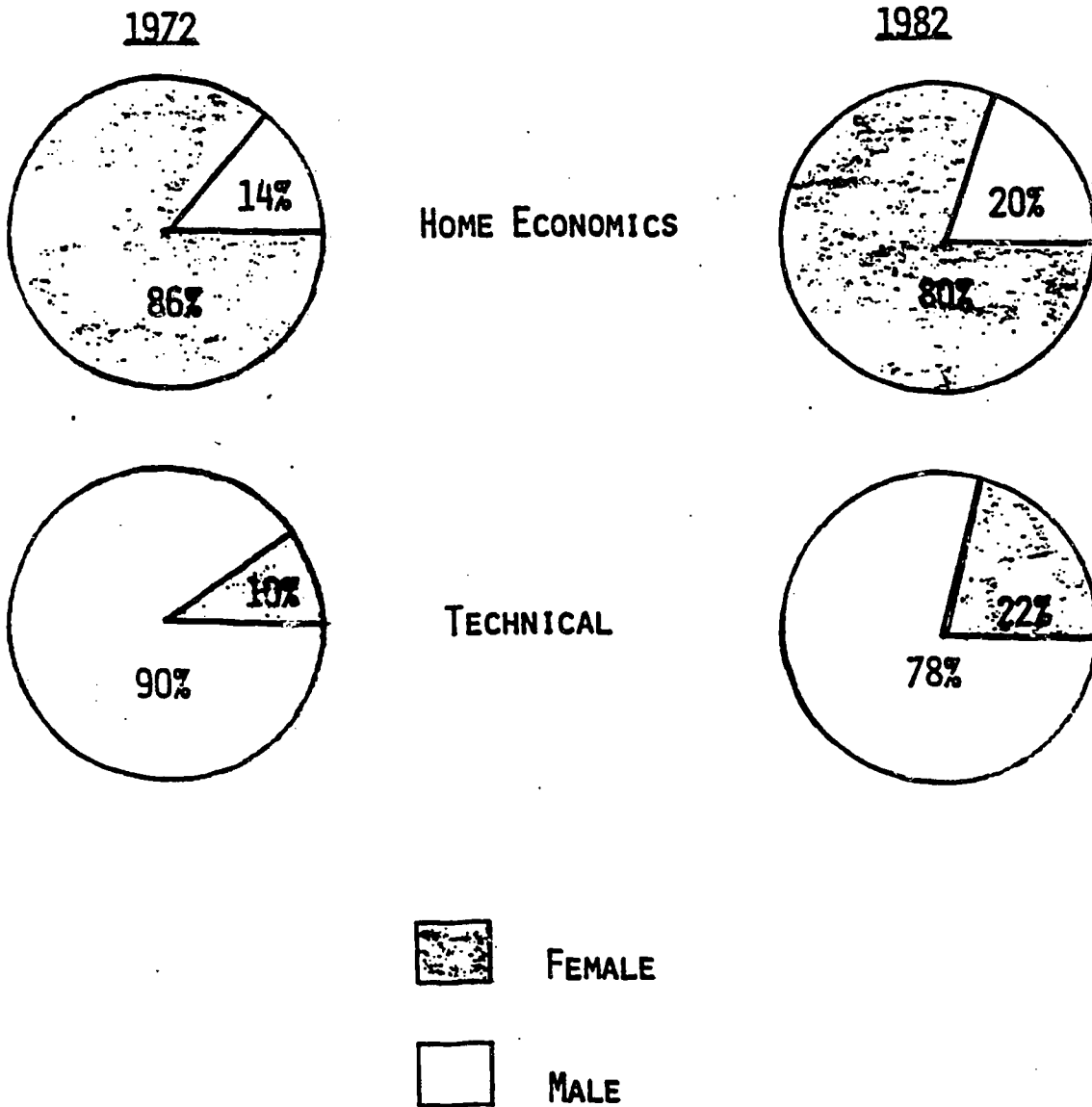
TYPING AND RELATED



FEMALE

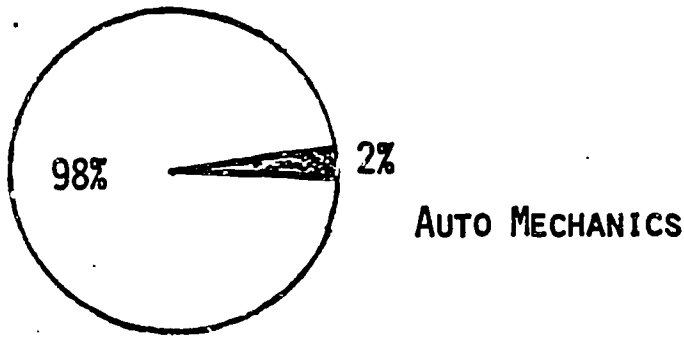


FEMALE AND MALE PARTICIPATION IN VOCATIONAL EDUCATION PROGRAMS

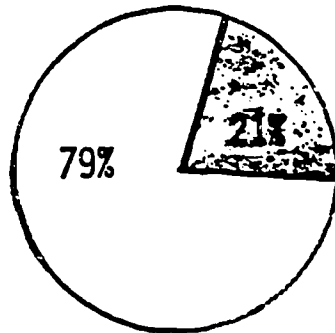
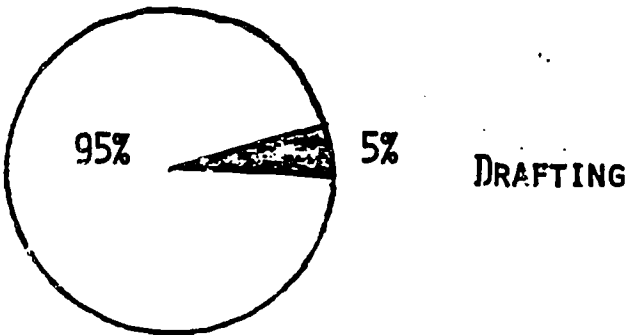
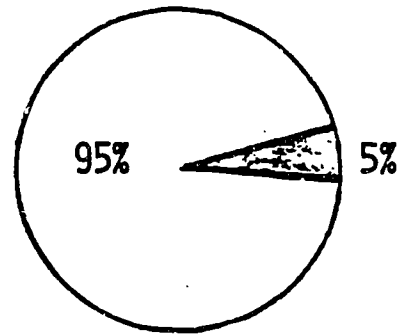


FEMALE AND MALE PARTICIPATION IN VOCATIONAL EDUCATION PROGRAMS

1972



1982



 FEMALE

 MALE

MAJOR OCCUPATIONS EMPLOYING MEN AND WOMEN

TEN MAJOR OCCUPATIONS
EMPLOYING WOMEN

SECRETARIES

FOOD SERVICE WORKERS

TEACHERS (EXCEPT COLLEGE
AND UNIVERSITY)

SALES CLERKS

BOOKKEEPERS

HEALTH SERVICE WORKERS
(DENTAL ASSISTANTS, PRAC-
TICAL NURSES, NURSING AIDS)PERSONAL SERVICE WORKERS
(HAIRDRESSERS, CHILD CARE
WORKERS, ATTENDANTS)NURSES, DIETICIANS,
THERAPISTS

CASHIERS

PRIVATE HOUSEHOLD WORKERS

TEN MAJOR OCCUPATIONS
EMPLOYING MEN

ENGINEERS

CARPENTERS

AUTO MECHANICS

MECHANICS (EXCEPT AUTO)

BLUE COLLAR WORKER SUPERVISORS

TRUCK DRIVERS

CLEANING WORKERS

FOOD SERVICE WORKERS

FARM OWNERS AND TENANTS

PROTECTIVE SERVICE WORKERS
(FIRE, POLICE, ETC.)

LEGISLATION AS IT RELATES TO SEX EQUITY

EQUAL PAY ACT OF 1963

AFFECTS: MOST FEDERAL, STATE AND LOCAL GOVERNMENT EMPLOYEES
EXECUTIVE, ADMINISTRATIVE, PROFESSIONAL AND SALES

PROHIBITS: DISCRIMINATION ON THE BASIS OF SEX IN THE PAYMENT
OF WAGES

CIVIL RIGHTS ACT OF 1964, TITLE VII

AFFECTS: STATE AND LOCAL GOVERNMENT AGENCIES AND PUBLIC AND
PRIVATE SCHOOLS WITH 15 OR MORE EMPLOYEES

PROHIBITS: DISCRIMINATION IN EMPLOYMENT BASED ON SEX...

EDUCATION AMENDMENTS

TITLE IX (1972)

TITLE II (1976)

ADDRESSES EDUCATION

ADDRESSES ONLY VOCATIONAL
EDUCATION

ADDRESSES SEX DISCRIMINATION

ADDRESSES SEX DISCRIMINATION
AND SEX BIAS AND SEX
STEREOTYPING

PROHIBITS DISCRIMINATION IN:

OUTLINES ACTION TO OVERCOME
SEX BIAS AND SEX STEREOTYPING
USING FEDERAL FUNDS

ADMISSION

ACCESS TO COURSES

FACILITIES

TREATMENT OF STUDENTS

STUDENT EMPLOYMENT

EMPLOYMENT OF EDUCATIONAL

PERSONNEL

TITLE IX _____ SEX FAIR

TITLE II _____ SEX AFFIRMATIVE

JOB TRAINING PARTNERSHIP ACT (JTPA) -- 1983 -

AFFECTS: FEDERALLY FUNDED VOCATIONAL EDUCATION INSTITUTIONS

PROVIDES: ASSISTANCE IN PREPARING ECONOMICALLY DISADVANTAGED PERSONS (TARGETS WOMEN) TO ENTER THE PAID WORKFORCE.

REQUIREMENTS THAT STIPULATE THAT PROGRAMS BE DEVELOPED TO OVERCOME OCCUPATIONAL SEX STEREOTYPING.

CARL D. PERKINS VOCATIONAL EDUCATION ACT -- 1984

**AFFECTS: FEDERALLY FUNDED VOCATIONAL EDUCATION INSTITUTIONS
STATE AND LOCAL.**

**PROVIDES: QUALITY VOCATIONAL EDUCATION PROGRAMS FOR
INDIVIDUALS ENTERING NON-TRADITIONAL OCCUPATIONS.**

**ASSISTANCE IN PROVIDING A FULL RANGE OF SUPPORTIVE
SERVICES INCLUDING GUIDANCE COUNSELING AND PLACEMENT.**

**AID TO REDUCING THE LIMITING EFFECTS OF SEX
ROLE STEREOTYPING.**

**SPECIAL CONSIDERATION TO HOMEMAKERS AND SINGLE
PARENTS NEEDING TO PREPARE FOR PAID EMPLOYMENT
WHEN DISTRIBUTING FINANCIAL AID.**

OCR GUIDELINES FOR ELIMINATING SEX DISCRIMINATION
IN VOCATIONAL EDUCATION

AFFECTS: STATE AGENCY RESPONSIBLE FOR ADMINISTERING
VOCATIONAL EDUCATION PROGRAMS.

REQUIREMENTS:

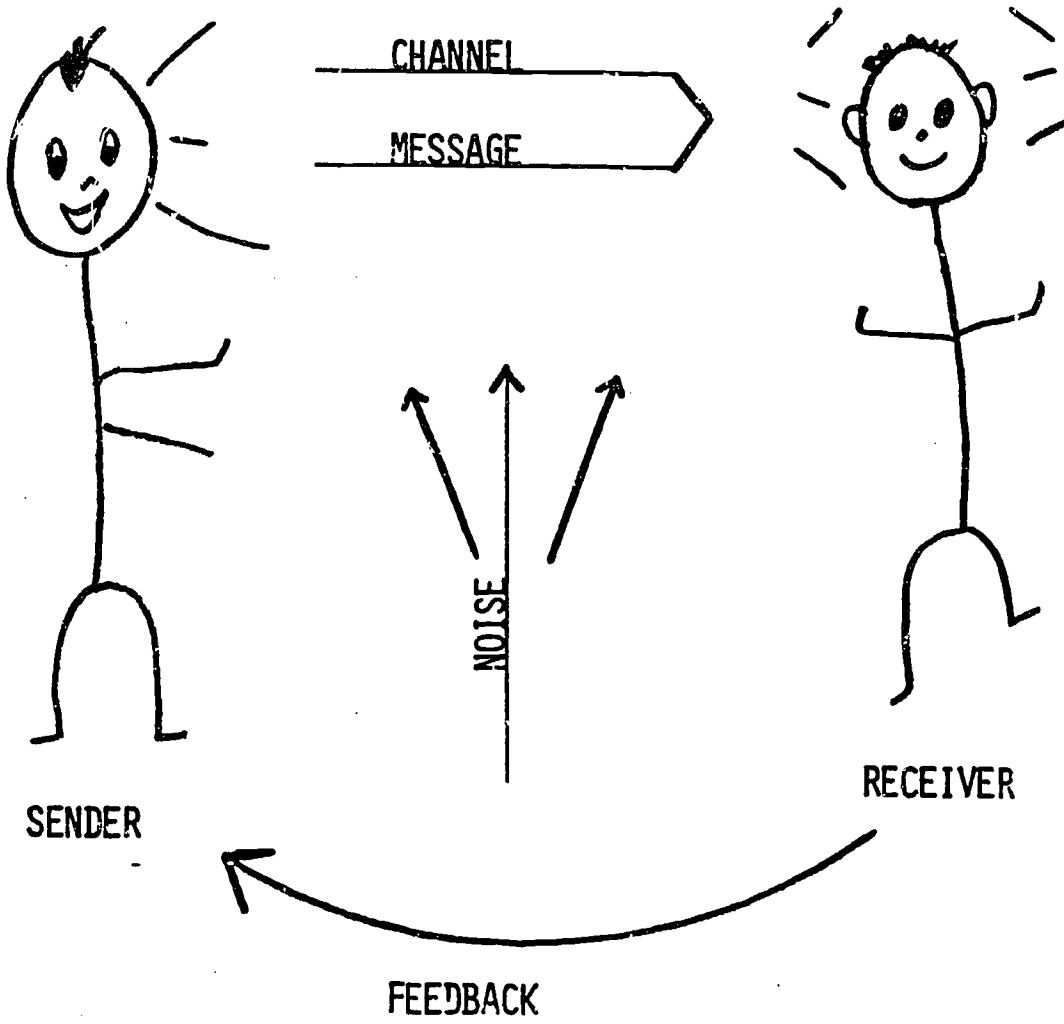
- ___ CONDUCT PERIODIC COMPLIANCE REVIEWS
- ___ NOTIFY THE AGENCY OR CENTER OF STEPS IT MUST TAKE TO
CORRECT DISCRIMINATORY PRACTICES.
- ___ PROVIDE TECHNICAL ASSISTANCE UPON REQUEST
- ___ REPORT ACTIVITIES AND FINDINGS TO THE OFFICE OF CIVIL RIGHTS

AFFECTS: LOCAL VOCATIONAL EDUCATION AGENCIES

REQUIREMENTS:














- ___ STUDENTS, PARENTS, EMPLOYEES AND GENERAL PUBLIC MUST BE
AWARE OF NON-DISCRIMINATORY PRACTICES.
- ___ PROVIDE PROOF THAT A DISPROPORTIONATE EMPLOYMENT OR
ENROLLMENT OF MALES OR FEMALES DOES NOT RESULT FROM
DISCRIMINATORY PRACTICES.
- ___ RECRUITMENT ACTIVITIES DOES NOT LIMIT OPPORTUNITIES TO
FEMALES OR MALES.
- ___ ANY EMPLOYER'S REQUEST FOR STUDENTS OF A PARTICULAR SEX
CANNOT BE HONORED.

COMMUNICATION CYCLE



REVIEWING NONVERBAL COMMUNICATION

HOW TRADITIONALS AND NONTRADITIONALS GIVE NONVERBAL MESSAGES:

-  BODY POSTURE
-  MOVEMENT
-  FACIAL EXPRESSION
-  GESTURES
-  TEARS
-  TOUCHING
-  EYE CONTACT
-  USE OF SPACE
-  USE OF TIME
-  TONE OF VOICE
-  RATE OF SPEECH
-  CLOTHING
-  OVERALL APPEARANCE

WHAT NONVERBAL MESSAGES DO YOU GIVE?

(111)

REVIEWING VERBAL COMMUNICATION

WHETHER YOU'RE A TRADITIONAL OR A NONTRADITIONAL,
THESE VERBAL SKILLS CAN HELP YOU IN JOB INTERVIEWS
AND WORK SITUATIONS:

SENDING SKILLS

- ✓ OWN YOUR OWN STATEMENTS
- ✓ DESCRIBE; DON'T JUDGE
- ✓ KEEP IT CLEAR AND CONCISE
- ✓ DESCRIBE YOUR RELATIONSHIPS AS YOU SEE THEM; DON'T JUDGE FOR OTHERS
- ✓ CONSIDER THE LISTENER'S PERSPECTIVE

RECEIVING SKILLS

- ✓ LISTEN ATTENTIVELY
- ✓ PARAPHRASE; DON'T JUDGE
- ✓ GIVE APPROPRIATE FEEDBACK
- ✓ ASK QUESTIONS IF YOU DON'T UNDERSTAND
- ✓ HEAR THE SPEAKER OUT; DON'T INTERRUPT

WHAT VERBAL MESSAGES DO YOU GIVE AS A SENDER OR RECEIVER?



DESCRIBE THIS SCENE

GROUP

1	2	3	4	5	6	7	8

BARRIERS

SCHOOL POLICIES

TEACHER ATTITUDES

PHYSICAL ISOLATION

IMPROPER OUTREACH

ABSENCE OF ROLE MODELS

BIASED TESTS

COUNSELING PRACTICES

COURSE DESCRIPTIONS

JOB PLACEMENT PROCEDURES

LACK OF SUPPORT

OTHERS

ROLE PLAY DISCUSSION QUESTIONS

1. DESCRIBE THE PERSONAL CHARACTERISTICS OF THE STUDENT.
(TRAITS, PROBLEMS ETC.)

2. DESCRIBE THE PERSONAL CHARACTERISTICS OF THE AUTHORITY
FIGURE, (TRAITS, PROBLEMS ETC.)

3. EVALUATE THE APPROPRIATENESS OF BOTH CHARACTERS'
BEHAVIORS. SHOULD SOME BEHAVIORS BE CHANGED? IF SO,
WHY? WHAT RECOMMENDATIONS WOULD YOU HAVE FOR CHANGING
THE INAPPROPRIATE BEHAVIORS?

WHY RECRUIT NONTRADITIONALS?

Nontraditional jobs that pay more encourage good work.

Job satisfaction leads to productivity.

Sex equity is the responsibility of vocational educators.

The law requires sex equity.

Higher enrollments are possible for sex-fair administrators.

Humane practices generate community goodwill.

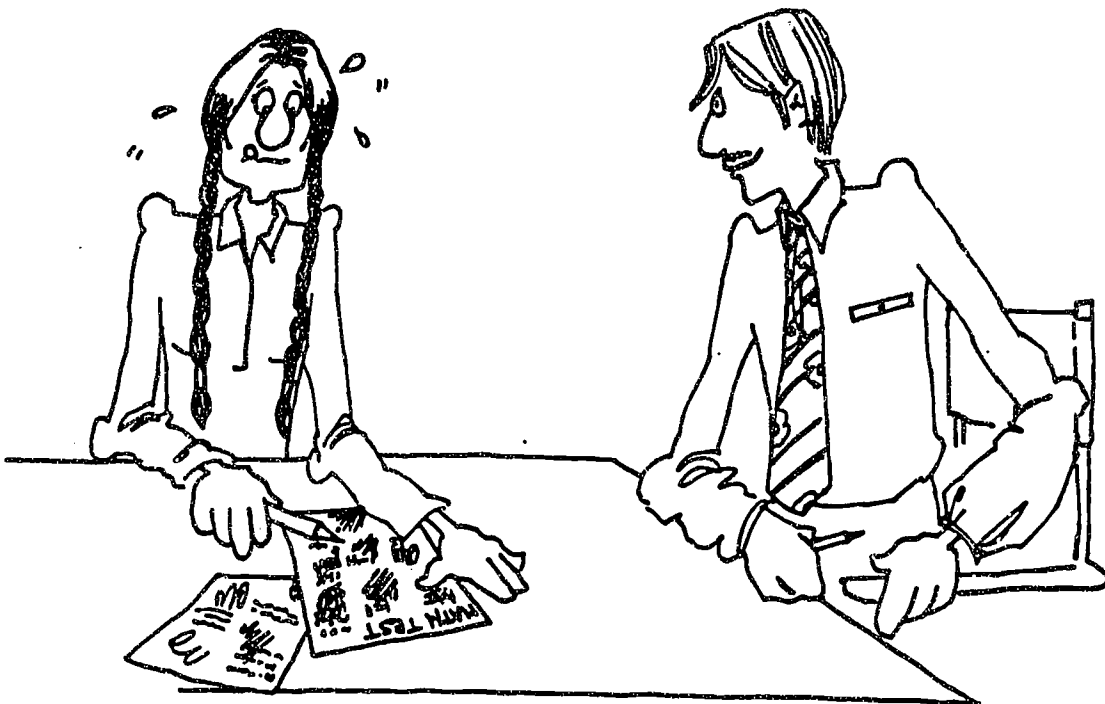
RECRUITING NON-TRADITIONAL STUDENTS

- * INFORM COUNSELORS, PARENTS' ETC. OF TRAINING OPTIONS
- * WRITE NON-SEXIST COURSE DESCRIPTIONS, TITLES ETC.
- * MAKE COURSE CONTENT INTERESTING TO ALL
- * INCREASE THE NUMBER OF POSITIVE ROLE MODELS
- * IMPLEMENT SEX-AFFIRMATIVE COUNSELING POLICIES, ETC.
- * PROVIDE UP-TO-DATE INFORMATION REGARDING THE AVAILABILITY OF FINANCIAL AID
- * PROVIDE SUPPORT SERVICES FOR NON-TRADITIONALS
- * DEVELOP JOB PLACEMENT AND FOLLOW-UP PROCEDURES
- * HAVE STUDENTS USE THE SAME BUILDINGS AND FACILITIES



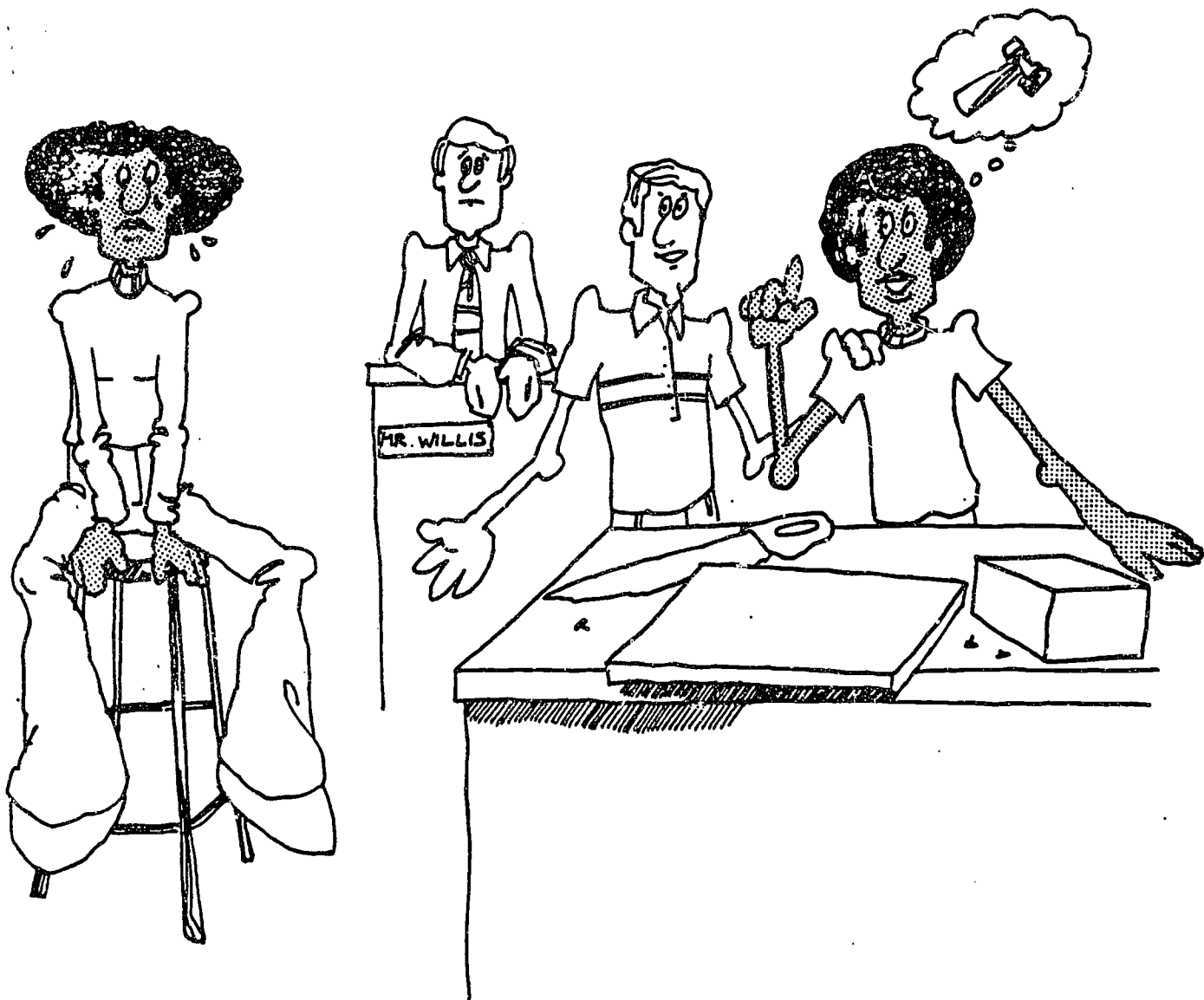
ROLE PLAY #1

Roger is studying to become a secretary. His lack of personal self-confidence is evidenced in always demanding perfection of himself. Toward that end, he constantly asks Ms. Dimetri for directions and shows his work to her for approval.



ROLE PLAY #2

Trudy quit school to get married five years ago. Now a divorcee with two children to support, she wants very much to get training to become a machinist. She seems to have a knack with machines and has good hand dexterity. But she's failed her first test because of poor math skills. Mr. Cozad, her instructor, invites her to a conference to discuss her problem.



ROLE PLAY #3

Justine is enrolled in a preapprenticeship program for construction trades. Mr. Willis, the instructor, has observed that Justine is isolated from her male classmates. They seem unwilling to teach her the simplest tips that would help her get acquainted with tools and assume an equal role in teamwork efforts.



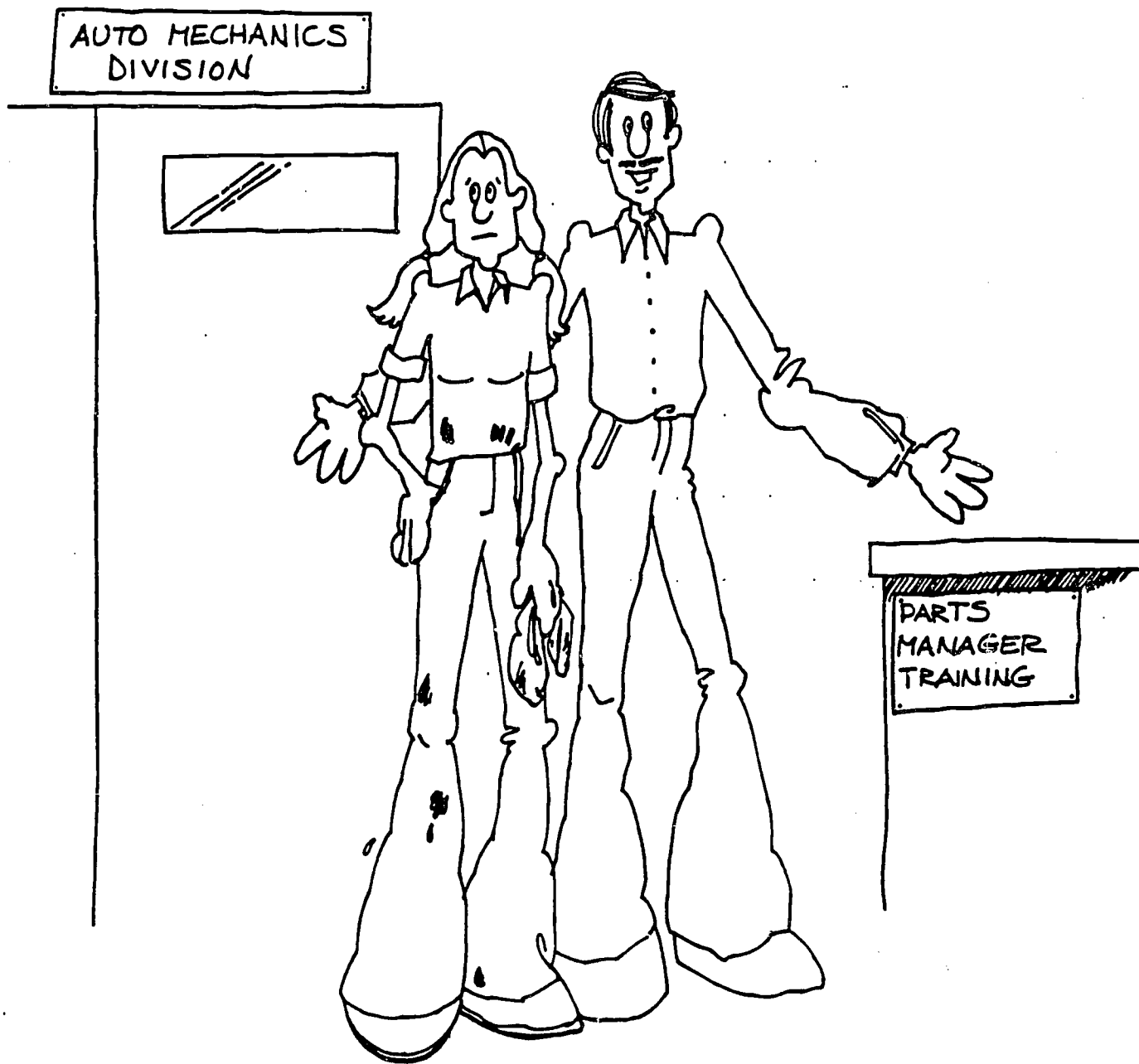
ROLE PLAY #4

Frank is studying to become a dental technician. When he cleaned a patient's teeth as part of a class demonstration but failed to use dental floss, his instructor, Dr. Phillips, corrected him in front of the patient and class. Frank turned red, pointed at a shelf of missing supplies, and said it wasn't his fault. After the patient left, Frank met with Dr. Phillips for an evaluation.



ROLE PLAY #5

Harry is enrolled in home economics with an ambition to become a fashion designer. From the start he has excelled over the young women in this class. As a result, some of Harry's classmates have become hostile towards him. Last week they started to harass Harry by hiding some of his pattern pieces and knocking his dish of straight pins all over the floor. Mrs. Hightower, the instructor, has asked Harry to a conference because of the problem.



ROLE PLAY #6

Doris is one of five women who signed up to study auto mechanics. Mr. Sanchez, the instructor, notices that Doris is not so strong as the other women. Mr. Sanchez meets with Doris to discuss training to be a parts manager.

Directions for Facilitators:

For each role-play participant, cut the character's role-play tasks apart and distribute.

ROLE PLAY NO. 1 – ROGER

Task A: Your class is about to take a typing speed test. Speed tests always make you nervous because it's hard to avoid mistakes. You aren't sure you understand the directions Ms. Dimetri gave. You try to get her help before she sets the timer.

Task B: Same as Task A.

ROLE PLAY NO. 1 – MS. DIMETRI

Task A: Role play a scene between you and Roger. You are weary of Roger's need for attention. But when Roger comes for help, you grudgingly put up with it because he's a male. You believe females naturally surpass males in finger dexterity and attention to detail. You feel put upon that you have to have Roger in class.

Task B: Role play again the scene between you and Roger. You want the class to take their daily typing speed test. Since you're starting a new unit today, the class time is planned to the brim. Now Roger is trying to get your attention again. You are weary of this behavior, so be determined to deal with it in a way that helps Roger and you.

Role play activities 1-6 taken from the Sex Equity Training package

ROLE PLAY NO. 2 – TRUDY

Task A: You have failed your first test in machine shop. This depresses you because you desperately need a good job to support your children. Now Mr. Cozad, your instructor, has asked you to a conference. Try to convince him to give you extra help with the math. You don't think you can make it without help.

Task B: Same as Task A.

**ROLE PLAY NO. 2 –
MR. COZAD, MACHINE SHOP INSTRUCTOR**

Task A: Role play your conference with Trudy. You want to put her in her place. If she's determined to be a machinist, she's going to have to pay the price. Sure you'll give her some extra help—if she'll agree to some sex. You're not going to let any woman manipulate you. We'll see how badly she wants a man's job.

Task B: Role play again your conference with Trudy. You're open-minded about her ability because you understand that she hasn't had much exposure to math. Unfortunately, you have a tight schedule that doesn't allow much time to work with Trudy. Help her deal with her discouragement and discover ways to solve her career problems without giving up on the machine trade.

ROLE PLAY NO. 3 – JUSTINE

Task A: You aren't happy in the preapprenticeship program for construction trades. The trouble is that your male classmates ignore and exclude you. Now, Mr. Willis wants to talk to you. Now's your chance to ask for his advice. You wonder whether you should drop out—will it always be like this as a woman carpenter?

Task B: Same as Task A.

ROLE PLAY NO. 3 – MR. WILLIS

Task A: Role play the conversation you request with Justine. You want to tell Justine that you expect the same performance from her as from the males in the class. Don't be very sympathetic because your philosophy, especially where nontraditionals are concerned, is sink or swim. After all, that's the way it is in the work world.

Task B: You are aware that Justine seems isolated from her male classmates. Meet with her now to discuss the problem. Offer suggestions to her for getting along and propose what steps you're prepared to take to help her improve the situation.

ROLE PLAY NO. 4 – FRANK

Task A: In your evaluation with Dr. Phillips, talk over the incident that just happened in class. Try to communicate why you wish Dr. Phillips had treated you differently. Ask him for clarification of your responsibilities.

Task B: Same as Task A.

ROLE PLAY NO. 4 – DR. PHILLIPS

Task A: You don't think there's any excuse for Frank's performance during the class demonstration. On the job a man simply doesn't behave that way. First of all, a man must speak up when something's wrong with supplies or take the initiative to get the needed supplies. Secondly, a man is tough and can take criticism. No wonder Frank's chosen a woman's occupation.

Task B: You believe Frank is too defensive about criticism. In your evaluation, discuss with him the need to take things in stride so that patients won't get the best of him. Remind him that you correct all the students publicly so that others can learn from their mistakes. Encourage Frank to distinguish between comments about his work and his own self-worth. Explore ways that will help Frank build his self-confidence to speak up when he needs supplies and not overreact when something goes wrong.

ROLE PLAY NO. 5 – HARRY

Task A: You try not to lose your temper. But you have almost run out of patience with the harassment from classmates. Mrs. Hightower has asked to talk to you, but you're reluctant to complain. That would be unmanly. You'd rather drop out first.

(There is no Task B for this role play.)

ROLE PLAY NO. 5 – MRS. HIGHTOWER

Task A: Role play the scene between you and Harry. You want to help Harry, but you're aware that he's a very private person. You're afraid it would embarrass him to lecture the class on their behavior. In your meeting with Harry, offer suggestions to him for what to do and propose what steps you're prepared to take. You are concerned to deal with this problem and encourage Harry's talent.

(There is no Task B for this role play.)

ROLE PLAY NO. 6 – DORIS

Task A: You are determined to work on cars. Try to convince your teacher Mr. Sanchez that there are ways to compensate for your size. Remind him that so far you've excelled in class.

Task B: Same as Task A.

ROLE PLAY NO. 6 – MR. SANCHEZ

Task A: You're afraid that having Doris in auto mechanics will create extra problems for yourself and the class. Tell her that she's not strong enough to be a mechanic and that the only way you'll accept her as a student is in training to be a parts manager.

Task B: You don't want to see Doris get hurt. Therefore, ask her to consider training to be a parts manager. At the same time you're aware that she has shown ability and genuine interest, and you don't want her to think you're discriminating against her. Be prepared to reach a compromise solution that will enable her to do the course work if she decides to enroll (e.g., special tools, collaborative assignments).

Eliminating Sex Bias and Sex Stereotyping in Vocational Education

A G E N D A

Day 1

- 8:30 - 9:00 am Registration
- 9:00 - 10:15 am Introduction
Develop an awareness of values relating to sex biases.
Identify manifestations of sex bias and discrimination in vocational education programs.
- 10:15 - 10:30 am Break
- 10:30 - 11:45 am Review data regarding women's and men's participation in the paid work force and in vocational education programs.
- 11:45 - 12:45 pm Lunch
- 12:45 - 2:00 pm Discuss and contrast major legislation relating to sex equity in vocational education and assess the progress of efforts to comply with the provisions in your own institutions.
- 2:00 - 2:15 pm Break
- 2:15 - 3:30 pm Review and discuss communication patterns in terms of how they relate to influencing career choices.

Day 2

- 8:30 - 10:00 am Continue discussion and identification of influences which may affect career choices.
- 10:00 - 10:15 am Break
- 10:15 - 12:15 pm Identify barriers to recruiting non-traditional students.
Strengthen skills in identifying manifestations of sex bias and discrimination in vocational education.
- 12:15 - 1:15 pm Lunch
- 1:15 - 3:00 pm Discuss why have sex affirmative programs--what's in it for vocational educators.
Increase skills in formulating program plans designed to promote sex equity in vocational education.
- 3:00 - 3:15 pm Break
- 3:15 - 4:00 pm Develop mutual action plans for enhancing placement of non-traditionals.
Evaluations

Eliminating Sex Bias and Sex Stereotyping in Vocational Education

Evaluation Form

Please (✓) the category on each line that expresses your evaluation of the item discussed.

	Above Average	Average	N/A	Below Average
Self-Appraisal of meeting the objectives:				
1. Develop an awareness of your values relating to sex biases.				
2. Identify manifestations of sex discrimination and bias in voc. ed.				
3. Review and discuss the present status of men and women in the paid work force.				
4. Review, discuss and contrast major legislation relating to sex discrimination in educational and work settings.				
5. Identify various influences which may affect the educational and vocational choices of males and females.				
6. Identify barriers to recruiting students for courses non-traditional for their sex.				
7. Develop personal action plans for working toward sex equity within your own institutions.				
Evaluate the program in terms of its contribution to your growth:				
8. Self-enrichment				
9. Improvement in present job performance				
10. Level of content appropriate for audience				
11. Opportunity for learner participation				
12. Relevance to present work setting				
13. The amount of time allotted to this program				

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