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ABSTRACT

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and senior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The module contains workshop games and activities designed to help participants overcome personal biases and learn strategies for exploring career options. (Author/BP)

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ED140202

Career Guidance Staff Development

Providing Career Guidance for Young Women

U.S. DEPARTMENT OF HEALTH,
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CG 011809

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PROVIDING CAREER GUIDANCE FOR YOUNG WOMEN

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December 1976

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TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| INTRODUCTION | |
| Module Goal and Objectives ----- | 1 |
| Module Outline ----- | 2 |
| Glossary ----- | 3 |
| TEXT AND ACTIVITIES | |
| Personal Biases ----- | 4 |
| Meeting the requirements of Objective 1 ----- | 8 |
| Problem-Solving Game ----- | 10 |
| Meeting the requirements of Objective 2 ----- | 19 |
| Career Options Exploration Strategies ----- | 24 |
| Meeting the requirements of Objective 3 ----- | 34 |
| APPENDIX | |
| "When I Grow Up I'm Going to be Married" ----- | 36 |
| References ----- | 51 |

INTRODUCTION

MODULE GOAL AND OBJECTIVES

Module Goal

The module is directed at personnel working or planning to work in the areas of guidance, counseling, placement, and follow-through* in junior and senior high school settings, grades 7-12. Guidance personnel include counselors, teachers, administrators, directors of guidance, graduate and undergraduate students, participants in preservice or inservice training programs, and others currently or planning to be responsible for providing career guidance to junior and senior high school students, particularly females.

The module topic is career guidance for young women of junior and senior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. Career will be defined as overall lifestyle, including education, work, leisure, marriage, and family. Career guidance will thus pertain to guidance in all the areas that comprise overall lifestyle. Participants will learn to identify personal attitudes which affect the career guidance they provide to young women and will learn skills which they can use in facilitating young women's consideration of the full range of career options.

Module Objectives

On successful completion of the module, you will be able to do the following:

1. Describe at least one personal bias, myth, or sex-role stereotype related to career options for women, and its possible effects on the career guidance you provide to young women in your setting.
2. Describe a problem-solving game for use with young women which involves elements of values clarification, decision making, goal setting, risk taking, and predicting outcomes.
3. Design a career options exploration strategy for use with the young women in your particular setting.

*From here on, the word "guidance" will be used alone but will be assumed to include all four subareas of guidance, counseling, placement, and follow-through.

MODULE OUTLINE

Approximate

| <u>Time</u> | <u>Activity</u> | <u>Objectives</u> |
|-------------|--|-------------------|
| ¼ hour | <u>Introduction</u> Module coordinator will explain module purposes and structure. | |
| 4½ hours | <u>Text</u> Text, activities, and discussions related to each of the module objectives. Achievement of each objective focuses on applying to your own setting the knowledge and skills you acquire from the module. | 1-3 |

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and use of leisure time.

Career development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities

Career guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Young woman - A female person of junior high or high school age

PERSONAL BIASES

Personal Biases

Whether we are aware of them or not, most of us probably hold at least one or two biases, myths, or stereotypes about behaviors, attitudes, or feelings which we associate more with one sex than with the other. Or, if we are relatively free of biases about "typically feminine" or "typically masculine" characteristics, we probably hold biases of other types, e.g., feeling very strongly that women can successfully combine the responsibilities of marriage, family, and a challenging job outside the home.

Biases related to career options for women are not necessarily negative in nature. However, whether our biases are positive or negative, they influence the way we interact with members of both our own and the opposite sex. As guidance personnel, we should be particularly sensitive to our own biases and to the effects they may have on the guidance we provide to young women and young men. Our primary concern in counseling should be to provide young people with assistance which will enable them to make their own thoughtful, well-informed decisions and to take responsibility for them, rather than to try to shape their decisions on the basis of our own opinions, however well-intentioned.

The following activity is designed to help you meet the requirements of Objective 1 of this module. The purpose of the activity is to help you examine your own personal biases about career options for women, consider how those biases may influence the career guidance you provide to young women, and determine how you can keep them from interfering with your attempts to facilitate young women's consideration of the full range of life/career options.

Instructions

Following are selected excerpts from the interview titled "Did You Ever Hear the One About the Farmer's Daughter?" from *Working* by Studs Terkel. The passages which

have been underlined and numbered contain examples of commonly held biases, myths, or stereotypes related to women in the world of work. Read through the entire selection. Then, as a group select certain of the numbered passages and discuss the implications of the attitudes or behaviors described in them. Also discuss any other attitudes you can think of which are related to career options for women, how the various attitudes might affect the career guidance services you yourself provide to young women in your setting and how you can attempt to keep those attitudes from influencing the career guidance you provide to young women.



"Did You Ever Hear the One About the Farmer's Daughter?"

Introduction:

She is thirty; single. Her title is script supervisor/producer at a large advertising agency; working out of its Los Angeles office. She is also a vice president. Her accounts are primarily in food and cosmetics. "There's a myth: a woman is expected to be a food writer because she is assumed to know those things and a man doesn't (1). However, some of the best copy on razors and Volkswagens has been written by women." She has won several awards and considerable recognition for her commercials.

Interview:

"Men in my office doing similar work were being promoted, given raises and titles (2). Since I had done the bulk of the work, I made a stand and was promoted too. I needed the title because clients figured that I'm just a face-man. A face-man is a person who looks good, speaks well, and presents the work. I look well, I speak well, and I'm pleasant to have around after the business is over with (3)--if they acknowledge me in business. We go to the lounge and have drinks. I can drink with any man but remain a lady.

On first meeting, I'm frequently taken for the secretary (4), you know, traveling with the boss. I'm here to keep somebody happy. Then I'm introduced as the writer. One said to me after the meeting was over and the drinking had started, 'When I first saw you, I figured you were a--you know. I never knew you were the person writing this all the time.'

I'm probably one of the ten highest paid people in the agency. It would cause tremendous hard feelings if, say, I work with a man who's paid less (5). If a remark is made at a bar--'You make so much money, you could buy and sell me'--I toss it off, right? He's trying to find out. He can't equate me as a rival (6). They wonder where to put me, they wonder what my salary is.

Buy and sell me--yeah, there are a lot of phrases that show the reversal of roles. What comes to mind is swearing at a meeting. New clients are often very uptight. They feel they can't make any innuendoes that might be suggestive (7). They don't know how to treat me. They don't know whether to acknowledge me as a woman or as another neuter person who's doing a job for them (8).

The first time, they don't look at me. At the first three meetings of this one client, if I would ask a direct question, they would answer and look at my boss or another man in the room (9). Even around the conference table. I don't attempt to be--the glasses, the bun, and totally asexual. That isn't the way I am. It's obvious that I'm a woman and enjoy being a woman. I'm not overly provocative either.

I've developed a sixth sense about this. If a client will say, 'Are you married?' I will often say yes, because that's the easiest way to deal with him if he needs that category for me (10). If it's more acceptable to

him to have a young, attractive married woman in a business position comparable to his, terrific. It doesn't bother me. It makes me safer. He'll never be challenged. He can say, 'She'd be sensational. I'd love to get her. I could show her what a real man is, but she's married.' It's a way out for him.

Or there's the mistress thing: well, she's sleeping with the boss (11). That's acceptable to them. Or she's a frustrated, compulsive castrator (12). That's a category. Or lesbian (13). If I had short hair, wore suits, and talked in a gruff voice, that would be more acceptable than what I do. If someone wants a quick label and says, 'I'll bet you're a big women's libber, aren't you?' I say, 'Yeah, yeah.' (14) They have to place me."J

From *Working: People talk about what they do all day and how they feel about what they do*, by Studs Terkel. Copyright ©1972, 1974 by Studs Terkel. Reprinted by permission of Pantheon Books, a Division of Random House, Inc.

MEETING THE REQUIREMENTS OF OBJECTIVE 1

Objective 1

Describe at least one personal bias, myth, or sex-role stereotype related to career options for women, and its possible effects on the career guidance you provide to young women in your setting.

Successful achievement of this objective will require writing a paragraph describing (a) one example of a bias, myth, or sex-role stereotype related to career options for women which you have identified in yourself; (b) how that bias, myth, or stereotype may influence the career guidance you provide to young women; and (c) how you plan to keep that bias, myth, or stereotype from influencing the career guidance you provide to young women in the future. Acceptability of your paragraph will be determined by the module coordinator or a co-participant, who will certify that your paragraph contains the three elements specified above.

You will have ten minutes to write the paragraph. When the time is up, exchange papers with a co-participant, who will use the following checklist to certify that you have successfully fulfilled the requirements of the objective.

Objective 1 Checklist

Writer of paragraph: _____

Instructions: Use the following checklist to certify that the participant named above has successfully fulfilled the requirements of Objective 1.

The paragraph contains the following three elements:

- _____ 1. One example of a bias, myth, or sex-role stereotype related to career options for women which the participant has identified in her/himself.
- _____ 2. A description of how that bias, myth, or stereotype may influence the career guidance the participant provides to young women.
- _____ 3. A description of how the participant plans to keep that bias, myth, or stereotype from influencing the career guidance s/he provides to young women in the future.

Checked by: _____

Date: _____

PROBLEM-SOLVING GAME

Certainly *both* young women and young men can benefit from clarifying their values and developing a wide range of decision-making and problem-solving skills. However, since women bear children and men do not, the number and types of life roles and choices to be considered by young women today are more complex than those to be considered by young men. Since statistics indicate that most young women now in school will marry and have children in addition to working outside the home, young women must be prepared to handle multiple life roles, whether simultaneously or sequentially.



Guidance personnel can play a vital role in helping young women clarify their values, develop decision-making skills, and establish priorities for themselves. Guidance personnel can help young women build the self-confidence they need to handle multiple responsibilities and to make effective responses to changes in time and circumstances.

*Helping Young
Women Develop
Skills*

The next activity is a game which can be used to help young women develop skills in all of these areas. Titled "When I Grow Up I'm Going to be Married," the game illustrates how time and circumstance affect women. It is designed to be played by a group of ten young women with an adult leader and is appropriate for classroom, counseling, or other group use. This game is an example of the type of activity which guidance personnel can use to help young women develop crucial life skills. It is fun as well as thought-provoking and challenging and has been used by school guidance personnel in a variety of settings.

By going through the game yourself, you will become familiar with the instructions and will gain practice in going through the steps involved. More important, you will gain experience in considering the implications of the problems presented and in determining realistic alternative solutions. You will thus generate ideas which you can use in leading the game with young women in your own setting. You will also be able to anticipate areas in which questions or problems may arise, and you can plan ways to deal with them. You may even decide to make adaptations in the game for use in your own setting.

*The Value of
Practice*

The game is prepared by the California Commission on the Status of Women and has been edited for use in this module. It is presented in the Appendix in its entirety for your use as a package when you return to your own setting. On the next few pages we have also included the following items for you to use as aids in leading the activity in your own setting and in successfully meeting the requirements of Objective 2 of this module:

1. A list of suggested *Goals Which the Game Can be Used to Help Meet*
2. A list of the *Advance Preparations Required of the Leader*
3. A highlighted outline of the *Steps to Follow in Leading the Game*

4. *Suggested Adaptations of the Game*

(You need not refer to these items until after you have gone through the game.)

The module coordinator will now lead you through the game.

GOALS WHICH THE GAME CAN BE USED TO HELP MEET

The California Commission on the Status of Women has identified the following three goals for this game:

1. To give young women greater *awareness* of the realities of women's lives
2. To give young women *experience* and self-confidence in planning for ways to deal with unexpected hardship or altered circumstances
3. To motivate young women to *alter* their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives

After going through the game, you may be able to think of additional goals which it can help meet with young women in your setting. Examples of other goals include the following:

1. To motivate young women to consider the number and *different types* of roles they may play during their lives, whether by deliberate choice or due primarily to factors outside of their control
2. To help young women clarify their *personal values* related to education, employment, marriage, and childbearing
3. To give young women *practice* in problem solving, decision making, predicting outcomes, and risk taking
4. To help young women realize that life is complex and that the different activities and areas of our lives *interact* and influence each other in many ways
5. To give young women simulated practice in making major life decisions and taking *responsibility* for them

ADVANCE PREPARATIONS REQUIRED OF THE LEADER

1. Familiarize yourself with the *purposes* of the activity.
2. Familiarize yourself with the *statistics* upon which the profiles used in the game are based.
3. Familiarize yourself with *implications and possibilities* related to the statistics, particularly as they relate to young women in your own setting. If your state has a Commission on the Status of Women or a similar organization, its reports and publications can be helpful to you in this. Publications available from the Women's Bureau of the U.S. Department of Labor can also serve as sources of information. Your knowledge of local marital and child-bearing patterns and educational and employment opportunities for women will also be helpful.
4. Familiarize yourself with the *steps* to follow in leading the activity.
5. Prepare the ten numbered *profiles* to be distributed to the participants by folding up and stapling the bottom of each so that the Chance Factors are covered from view.
6. Prepare a *duplicate* set of profiles for your own use in jotting down key details which each young woman states in describing what kind of life, based on her own personal aspirations and plans, might be built given the four facts on the profile she receives.

STEPS TO FOLLOW IN LEADING THE GAME

Number of participants: Ten plus an adult leader

Introduction

1. Leader introduces the game by explaining that it illustrates how *time and circumstance* affect women.
2. Leader reads *background and statistics* aloud.
3. Leader explains that *profiles* to be distributed are representative of the statistics s/he has just read.

Phase One of Game

1. Leader gives each young woman *one* of the numbered profiles which have been folded and stapled so that the Chance Factors on the bottom half of the sheet are covered from view. Showing on the top half of the sheet are four facts related to the *marital, childbearing, employment, and college* statistics upon which the game is based.
2. Starting with Profile 1, each young woman takes a turn reading her four facts aloud and describing her projections of what kind of *life*, based on her own personal aspirations and plans, might be built with the four facts on her particular profile. The time spent on this part of the game should be around *two to three minutes* per young woman. As each young woman takes her turn, the leader jots down key details of her description on a *duplicate* set of profiles.

Phase Two of Game

1. After each young woman has had a turn describing her projected life, the leader draws attention back to Profile 1. Leader asks the young woman with this profile to *un staple* it and read aloud her Chance Factors at the bottom of the sheet.
2. Leader explains that it is now the responsibility of *the entire group* to work on solving the problem presented in the Chance Factors for Profile 1. The values of doing this as a group include the following:
 - a. Makes discussion easier
 - b. Generates more ideas
 - c. Creates a mutual helping atmosphere

- d. Puts no one young woman "on the spot"
 - e. Gives all young women the chance to have ten experiences in problem solving and identification with ten possible lives
3. With the leader serving as facilitator, the group goes through the following steps related to Profile 1:
- a. *Solving the problem* presented in the Chance Factors for that profile. Leader should intrude as little as possible in this but should help with suggestions if necessary.
 - b. After the problem presented in the Chance Factors is solved to the group's satisfaction, or as far as possible, leader refers to notes s/he took earlier on the real young woman's projected life aspirations and asks if they can *realistically* be attained, given the Chance Factors for Profile 1. Group discusses answers to this. (This step can be omitted if it does not seem relevant to the particular young woman's projections and profile.)
 - c. Leader then asks group to discuss the following:
 - (1) How *early planning or action* might have prevented the problem presented in the Chance Factors
 - (2) How the real young woman's projected life aspirations could most easily have been reached, given her Chance Factors
4. Procedure outlined in 1-3 above is repeated for each young woman in turn until the group has worked on all ten profiles.

Ways to Extend the Game

1. Each young woman can do research on topics appropriate to the situation of the woman in the profile she received, e.g.:
 - a. Costs and availability of various kinds of *child care* in the area
 - b. Types of *employment* opportunities available for women locally
 - c. Types, availability, and costs of local *public transportation*
 - d. Types of *educational* opportunities available for women locally, including related costs, requirements, availability of financial aid and child care, and types of programs offered
 - e. Types and costs of *housing* and apartments available locally
2. The young women can discuss and clarify their own *personal values* which were reflected in the lives they projected in the game's first phase. They can try to rank those values in order of importance and rank those

of the hypothetical women presented in the profiles.

3. *Panels or discussions* can be arranged with local adult women who can talk about the effects that time and circumstance have had on their lives, how they have dealt with them, and (if appropriate) how early planning or action might have prevented certain problems.

SUGGESTED ADAPTATIONS OF THE GAME

1. The leader reads the background and statistics upon which the game is based but does not hand out any profiles. Each young woman takes a few minutes to describe for the group her "ideal" life, based upon her own goals and aspirations. The young women then draw straws, spin a wheel, or choose from a "hat" for profiles. Each young woman now describes for the group any adjustments in her "ideal" life which her profile necessitates. Then group members choose Chance Factors at random and proceed with the problem solving from there.

2. The leader reads the background and statistics but does not hand out any profiles. Each young woman describes her own "ideal" life. For this adaptation of the game, the leader should prepare a number of slips of paper, each containing only one Chance Factor, e.g., "You marry at age 19 and drop out of college;" "At age 35, with two children, you discover to your surprise that you are pregnant again." There can be several different "rounds" of Chance Factors, e.g., the first round could contain factors that would be appropriate for women ages 18-25, the second for ages 26-35, etc. Happy as well as depressing Chance Factors should be included. After each "round," the young women take turns describing how the factors they have drawn would affect their ideal lives.

MEETING THE REQUIREMENTS OF OBJECTIVE 2

Objective 2

Describe a problem-solving game for use with young women which involves elements of values clarification, decision making, goal setting, risk taking, and predicting outcomes.

Successful achievement of this objective will require (1) taking part in the group problem-solving game presented in the module and (2) preparing a written outline which includes these three items: (a) a description of two of the goals presented in the module which the game can be used to help meet with young women, (b) the steps to follow in leading a group of young women through the game, and (c) descriptions of and rationales for any adaptations you would make in leading the game with young women in your setting. Your successful achievement of this objective will be determined by the module coordinator or a co-participant, who will certify that you have participated in the group problem-solving game and that your outline includes all of the elements specified above.

You will have 20 minutes to complete the outline on the following pages. When the time is up, exchange papers with a co-participant, who will use the checklist following the outline to certify that you have successfully fulfilled the requirements of the objective.

Outline for Successful Achievement of Objective 2

A. Description of two goals presented in the module which the game can be used to help meet with young women:

1.

2.

B. Steps to follow in leading a group of young women through the game (fill in the blanks):

Steps to Follow in Leading the Game

Number of participants: _____ plus an adult leader

Introduction

1. Leader introduces the game by explaining that it illustrates how *time and circumstance* affect women.
2. Leader reads *background and* _____ aloud.
3. Leader explains that _____ to be distributed are representative of the statistics s/he has just read.

Phase One of Game

1. Leader gives each young woman _____ of the numbered profiles which have been folded and stapled so that the Chance Factors on the bottom half of the sheet are covered from view. Showing on the top half of the sheet are four facts related to the *marital, childbearing, _____ and college* statistics upon which the game is based.
2. Starting with Profile 1, each young woman takes a turn reading her four facts aloud and describing her projections of what kind of _____, based on her own personal aspirations and plans, might be built with the four facts on her particular profile! The time spent on this part of the game should be around _____ per young woman. As each young

woman takes her turn, the leader jots down key details of her description on a *duplicate* set of profiles.

Phase Two of Game

1. After each young woman has had a turn describing her projected life, the leader draws attention back to Profile _____. Leader asks the young woman with this profile to *un staple* it and read aloud her _____ at the bottom of the sheet.

2. Leader explains that it is now the responsibility of _____ to work on solving the problem presented in the Chance Factors for Profile 1. The values of doing this as a group include the following:

- a. Makes discussion easier
- b. Generates more ideas
- c. Creates a mutual helping atmosphere
- d. Puts no one young woman "on the spot"
- e. Gives all young women the chance to have ten experiences in problem solving and identification with ten possible lives

3. With leader serving as facilitator, the group goes through the following steps related to Profile 1:

- a. *Solving the problem* presented in the _____ for that profile. Leader should intrude as little as possible in this but should help with suggestions if necessary.
- b. After the problem presented in the Chance Factors is solved to the group's satisfaction, or as far as possible, leader refers to notes s/he took earlier on the real young woman's projected life aspirations and asks if they can *realistically* be attained, given the Chance Factors for Profile 1. Group discusses answers to this. (This step can be omitted if it does not seem relevant to the particular young woman's projections and profile.)
- c. Leader then asks group to discuss the following:
 - (1) How *early* _____ or action might have prevented the problem presented in the Chance Factors
 - (2) How the real young woman's projected life aspirations could most easily have been reached, given her Chance Factors.

4. Procedure outlined in 1-3 above is repeated for each young woman in turn until the group has worked on all _____ profiles.

C. Descriptions of and rationales for any adaptations you would make in leading the game with young women in your setting (use additional space if necessary):

1. Description of adaptation:

Rationale for adaptation:

2. Description of adaptation:

Rationale for adaptation:

Objective 2 Checklist

Name of participant being checked: _____

Instructions: Use the following checklist to certify that the participant named above has successfully fulfilled the requirements of Objective 2.

____ 1. The participant took part in the game presented in this objective.

____ 2. The participant's outline contains the following three elements:

- ____ a. A description of two of the goals presented in the module which the game can be used to help meet with young women.
- ____ b. The steps to follow in leading a group of young women through the game. (This requires that the participant has filled in all of the blanks for this section of the outline.)
- ____ c. Descriptions of and rationales for any adaptations the participant would make in leading the game with young women in his/her setting.

(Note: Put NA if the participant has left this section blank.)

Paper Checked by: _____

Date: _____

CAREER OPTIONS EXPLORATION STRATEGIES

The focus of this module is on providing nonbiased career guidance which facilitates young women's consideration of the full range of life/career options. So far, you have explored your own personal biases related to career options for women and how those biases may affect the career guidance you provide to young women. You have also taken part in a problem-solving game which can be used to help young women develop a wide range of decision-making and related skills. The emphasis of the third objective of this module is on facilitating young women's consideration of the full range of life/career options by means of career options exploration strategies designed specifically for young women. The goal is for you to leave this workshop with the outline of a specific strategy which you will implement when you return to your own setting. The following text sections and activities are designed to help you meet that goal.

*Considering All
of the Options*

Reasons for Designing Career Options Exploration Strategies for Young Women

The emphasis in career education and guidance today is on providing young women and men with first-hand experience of various life/career options. Both young women and men can benefit from considering and exploring a wide variety of life/career options. So why should guidance personnel be concerned about designing career options exploration strategies specifically for young women? Following are some of the reasons. Career options exploration strategies will

Rationale

1. Increase young women's familiarity with the *full range* and combinations of life/career options open to them. A 1968 statewide survey of California teenagers found that many young women did not consider the possibility of both marriage and a career.² Young women need to be exposed to

*Consider the
Full Range*

²Tiedt, I. M. Realistic counseling for high school girls. *The School Counselor*, May 1972, p. 354.

to adult women role models who are successfully combining both types of responsibilities.

2. Expose young women to work fields traditionally occupied primarily by men. By giving young women the opportunity to explore *nontraditional occupations* for women at an early age, young women interested in those fields can be identified early and encouraged to develop the educational/occupational plans which will help them succeed in those fields.

*Nontraditional
Fields*

3. Help young women visualize themselves as workers and thus develop more *realistic attitudes* about their overall life/career development. Studies such as the survey cited above have shown that many young women are unaware that U.S. Department of Labor statistics predict 90% of the young women currently in school will work at some time in their lives. By exploring a variety of work options and particularly by being exposed to women workers, young women will begin at an early age to visualize themselves as workers and can develop occupational goals and plans.

*See Self as a
Worker*

4. Help young women develop at an early age a familiarity with the details of various jobs and *realistic expectations* of what it is like to work, rather than waiting to learn these things until they are middle aged and looking for work outside the home.

Be Realistic



5. Help young women make lifestyle choices on the basis of *matching* their personal values, interests, and abilities with the available options, rather than on the basis of traditional expectations for women.

Match Characteristics with Options

6. Help guidance personnel effectively demonstrate their *commitment* to providing non-biased career guidance to the young women in their setting.

7. Demonstrate to young women that guidance personnel have ~~*high expectations*~~ for young women to explore all the options open to them and to develop their individual potential in as many life/career areas as they choose. The expectations of other people influence our expectations of ourselves. Guidance personnel can reinforce the young women who already have well-developed expectations for themselves and can help to expand the personal expectations of the young women who do not.

The last three points are based on one of the conclusions drawn by Marlyn K. McEwen. In her article "Counseling Women: A Review of the Research," she recommends that career development be made a more significant part of women's early development.³

8. By exploring a wide variety of options and relating them to their overall life-span, young women will be able to begin at an early age an *orderly* process of life/career decision-making and choice. This contrasts with the predicament of many middle-aged women who suddenly find their children grown and themselves bored and eager to launch a new career. They are unable to find jobs because most employers do not realize how many valuable management skills women acquire by raising children and running a household.

Begin Planning

9. By facilitating a more orderly process of life/career decision-making, career options exploration strategies will thus contribute to greater *stability* in career

Make Better Choices

³McEwen, M. K. Counseling women: A review of the research. *Journal of College Student Personnel*, September 1975, p. 386.

choices among young women and a higher degree of satisfaction with those choices.

10. Such strategies will also help to *reduce role conflict* among women who are pursuing educational or occupational goals in addition to marriage or family goals. Since today's young women will have begun at an early age to explore, set priorities, and decide upon life roles which are most congruent with their own personal lives, those who choose to pursue a variety of goals and handle multiple responsibilities will be doing so because they have decided they can manage this combination with a minimum of feelings of role conflict.

Can you think of additional reasons for designing career options exploration strategies for young women? Spend a few minutes thinking about the reasons presented above and any additional ones you can think of, specifically as they relate to the young women in your own setting. Which reasons would be most convincing to the parents, administrators, and others in your setting in enlisting their support for implementing such strategies?

The module coordinator will now lead you in a discussion of the reasons presented above and any additional ones you can think of.

*Minimize Role
Conflict*

Others?

SUGGESTED STRATEGIES TO FACILITATE CAREER
OPTIONS EXPLORATION BY YOUNG WOMEN

Following are descriptions of several strategies which you and other guidance personnel can use to facilitate career options exploration by young women. As you read each description, think about how effective that particular strategy would be in your own setting and what steps you would go through in implementing the strategy in your setting.

Strategies

1. Arrange *panels* of women from a wide variety of occupational fields who can serve as sources of information and role models in promoting young women's consideration of a wide range of occupational possibilities. The panels should include both married and single women. Different types of panels can be arranged, including the following:

- a. Panels of women from *nontraditional occupations* for women. They can discuss such topics as why they entered those particular occupations, the details of their work, and any problems they have encountered by working in occupations traditionally occupied by men, as well as their methods for dealing with those problems.
- b. Panels of women from a *wide variety of occupations*, both traditional and nontraditional. This demonstrates to young women the wide range of occupational possibilities open to them.
- c. Panels of women who have successfully *combined* the careers of marriage, family, and work outside the home. They can discuss the advantages of this type of career combination, the problems associated with it, and strategies which they have found to be effective in making this combination of careers manageable.
- d. Panels of women who have made marriage and childbearing their *primary* or only careers.

With all the panels, you should provide the members ahead of time with a list of the topics for discussion, including questions submitted by the young women who will be attending. Following the panels, the young women can do further research on the topics discussed. For example, young women interested in strategies for combining motherhood and a job career could research the subject of flexible work arrangements; the following

organization is one source of information and role model examples of flexible work arrangements and career options for women in general: Catalyst, 14 East 60th Street, New York, New York 10022.

2. Create a *file of names* of local women who are willing to meet individually with young women to discuss their particular occupational fields on a one-to-one basis. Judith Bardwick, a psychologist on the faculty at the University of Michigan as well as a wife and the mother of three children, has pointed out, "Finding role models really comes down not so much to what you read but to who you know."⁴ Women from the various panels described above can be asked if they would be willing to serve in this capacity, and they can probably suggest additional women to contact. Again, the file should include both married and single women in a wide variety of occupational fields.

3. Establish community-wide *exploratory work experiences* for young women, including nontraditional occupations for women. On-the-job experiences allow young women to find out for themselves what is involved in working at various jobs. There are a number of possible variations of this strategy, which can be tailored to fit the conditions which exist in your particular setting. For example:

- a. The young women can either simply *observe* and ask questions of people at work, or they can actively *participate* by being assigned certain tasks to carry out with adequate instruction and supervision.
- b. Various *times* can be arranged for the exploratory work experiences, including after school, on weekends, during vacations, or during the regular school day, and for varying amounts and lengths of time.
- c. If exploratory work experiences are integrated into the regular school curriculum, young women can receive *course credit* for their participation, dependent upon fulfilling some sort of requirement (e.g., written evaluations of their experiences). Some employers may be willing to pay for work performed.

⁴The psychology of women: An interview with Judith Bardwick. *CAPS CAPSULE*, Spring 1971, p. 5.

Methods to use in establishing exploratory work experiences for young women include the following:

- a. Survey parents to locate those who would be willing to provide for work experiences in their own occupations.
- b. Contact the local Chamber of Commerce or survey local employers to locate companies and other types of employers willing to participate.

4. Design, adopt, or adapt a series of *activities* such as the game "When I Grow Up I'm Going to be Married" for use in helping young women develop a wide range of decision-making and related skills. Young women can then apply these skills and explore career options at any point during their lives.

Another source of activities specifically for use with women is the following: Scholz, N. T., Prince, J. S., & Miller, G. P. *How to decide: A guide for women*. New York: College Entrance Examination Board, 1975 (available for sale from College Board Publication Orders, Box 2815, Princeton, New Jersey 08540). The guide is designed for women from college age through retirement, but many of the activities are appropriate for use with younger women or can be effectively adapted. Additional sources of problem-solving/decision-making activities which can be adopted or adapted for use with young women include these two: Gelatt, H. B., Varenhorst, B., & Carey, R. *Deciding*. New York: College Entrance Examination Board, 1972; and Gelatt, H. B., Varenhorst, B., & Miller, G. P. *Decisions and outcomes*. New York: College Entrance Examination Board, 1973.

5. Design, adopt, or adapt *workshops* which facilitate career options exploration by young women. The workshops can take various forms, either concentrated, e.g., an entire day, or shorter and spread out over a longer period of time. The topics of the workshops can be equally varied; possible topics include the two following:

- a. *Exploring a variety of occupations*. The workshop could include individual speakers, panels of women in various occupations, and discussions of the presentations.
- b. *Preparing for multiple roles in the future*. The workshop could include panels of women combining a number of life/career roles; and games or other activities in the areas of values clarification, decision making, goal setting, choosing from among alternatives, risk taking, and predicting outcomes.

For an example of such a workshop, see *Career Exploration for High School Women: A Model* developed by Janice M. Birk and Mary Faith Tanney at the University of Maryland, and available from the ERIC Document Reproduction Service. This workshop includes games, role playing, and factual information about women in the world of work.

6. Develop a group of *occupational information specialists* from among the young women themselves. On a one-to-one basis or through career awareness groups, these young women can help to promote career options exploration among their peers. Following are two examples of this type of strategy:

- a. Since 1973, the *Careers for Peers* program has trained young women in the Washington, D.C. area as career information specialists who are able to help other students, both individually and through a series of activities, to assess themselves, expand the range of occupations they will consider, research specific occupations, and develop decision-making and job-seeking skills. Information on the program is available from *Careers for Peers, Wider Opportunities for Women*, 1649 K Street, N.W., Washington, D.C. 20006.
- b. *Project Women in a Man's World of Work*, directed by Ralph T. Carr, was a program carried out in five Maine high schools. It developed a training seminar to prepare 100 young women to discuss with other students ten occupations traditionally occupied by men, including accounting, data processing, police work, and counseling. A detailed description of the program is available from the ERIC Document Reproduction Service under the title *Project Women in a Man's World: A Guide for School Counselors*.

7. In addition to involving young women as information specialists, develop *peer counseling* or other types of strength and support groups in which young women can discuss their life/career plans. The emphasis should be on helping one another consider the full range of options available and the way their values, interests, and abilities relate to various options. The groups should focus on each individual young woman's particular potential and should reinforce feelings of achievement and self-worth in each member.

8. Develop a *resource center* containing books, magazines, games, films, and other materials specifically useful in facilitating career options exploration by young women. This could include books such as these four: (1) Seed, S. *Saturday's child: 36 women talk about their jobs*. Chicago: J. Philip O'Hara, Inc., 1973. Interviews and photographs of women from a wide variety of fields who discuss their jobs, job requirements, and how they selected their jobs. (2) Medsger, B. *Women at work: A photographic documentary*. New York: Sheed and Ward, Inc., 1975. (3) Callahan, S. C. *The working mother*. New York: The Macmillan Company, 1971. Women from a variety of occupational fields talk about how they have combined the responsibilities of marriage, motherhood, and outside-the-home job. (4) Gager, N. (Ed.). *Women's rights almanac*. New York: Harper & Row, 1974. In addition to essays on issues of concern to women (e.g., credit and banking for women), this reference guide contains names and addresses for a wide variety of women's groups, at the national level and by state. Many of these organizations would be good resources for information and speakers on women's topics.

The resource center can also include such materials as the list of local women role models willing to talk with young women on a one-to-one basis and taped interviews or videotapes of women in various occupations, prepared as projects by the young women themselves. Other sources of materials or ideas on materials include the various professional publications in the fields of education and guidance and the Women's Department of the Bureau of Labor.

9. Encourage the infusion of *women's studies* into the regular school curriculum. This infusion process could take a variety of forms, including the following:

- a. Presenting units in history, science, and literature classes on the contributions made by women to each of those fields
- b. Developing full-length courses or small group seminars on women's studies topics, perhaps expanded from the shorter class units mentioned above.

For ideas on books and subjects to include in such class units, courses, and seminars, see the Bibliography from the following publication: *Women at work: Report on a series of regional and national seminar/workshops on*

women in the world of work. Washington, D. C.: Technical Education Research Centers, 1974. You might also want to include some of the materials mentioned in the Bibliography in your career options resource center for young women.

10. Along with infusing women's studies into the curriculum, guidance personnel can work to ensure that *textbooks*, other *instructional materials*, and *career interest inventories* chosen for use with both female and male students are free of sex-role stereotyping and sex bias. Chapter Three of the following publication is designed to train guidance personnel to identify sex bias in career interest inventories, and it provides remedial measures to minimize bias in administering, reporting, and interpreting vocational inventories: Stebbins, L. B., et al. *Sex fairness in career guidance: A learning kit*. Cambridge, Massachusetts: Abt Associates, Inc., 1975.

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For further information on implementing strategies for facilitating career options exploration by young women, see the following California Personnel and Guidance Association monograph: Majchrzak, S. *A handbook of career counseling strategies for high school women*. Available for purchase from CPGA Publications, 654 East Commonwealth Avenue, Fullerton, California 92631. In addition to discussing individual strategies, the monograph contains several lists of career resource materials for young women, including books, films, miscellaneous program materials, publications, national women's professional organizations, and others. Many of these materials could be included in the career options resource center described above.

MEETING THE REQUIREMENTS OF OBJECTIVE 3

Objective 3

Design a career options exploration strategy for use with the young women in your particular setting.

Successful achievement of this objective will require writing an outline of the strategy you design. The outline will include

- a. Two reasons to present to parents and administrators in your setting to enlist their support for the implementation of career options exploration strategies for young women. The reasons must come from the list of ten reasons provided in the module.
- b. A description of the young women in your setting, including socioeconomic background, race, age, and academic achievement levels
- c. A description of the strategy you plan to use to facilitate career options exploration by young women in your setting. The strategy must be adopted or adapted from the list of ten strategies provided in the module.

Acceptability of your outline will be determined by the module coordinator, who will certify that your outline contains all of the elements specified above.

You will have one hour to design the strategy and write the outline. If you are working with other participants on the same strategy, you need prepare only one written outline, signed by all the members of your group. Your outline should include all of the elements on the following checklist.

Objective 3 Checklist

Instructions: To make sure that your outline contains all of the specified elements, check off the items on this list as you complete them.

- a. Two reasons to present to parents and administrators in the participant's setting to enlist their support for the implementation of career options exploration strategies for young women. The reasons must come from the list of ten reasons provided in the module.

- b. A description of the young women in the participant's setting, including socioeconomic background, race, age, and academic achievement levels

- c. A description of the strategy the participant plans to use to facilitate career options exploration by young women in her/his setting. The strategy must be adopted or adapted from the list of ten strategies provided in the module.

APPENDIX

WHEN I GROW UP I'M GOING TO BE MARRIED

*A Game Which Illustrates
How Time and Circumstance Affect Women*

COMMISSION ON THE STATUS OF WOMEN
1025 P Street, Room 340, Sacramento, California 95814

Edited for use in this module by Pamela G. Colby

44

-36-

Background

When you ask a young man what he is going to be when he grows up, his answer is almost always in terms of a job and seldom in terms of a family relationship. He may not end up "being" what he first says; he may "be" a number of different things over the course of his life; but he focuses, from a very early age, on the work he will do as an adult.

When you ask a young woman what she is going to be when she grows up, the chances are that she will say she will be married. Yet data from the United States Department of Labor and from the California Commission on the Status of Women show that marriage and home making are not the only realities in store for most of today's young women. Until young women and the adults who work with them recognize the changed roles and responsibilities of half the population, society will continue to have far less than maximum use of the talents of many bright women.

The Statistics Show That ----

- The average life expectancy of women today is more than 75 years and rising. By the year 2000 it will be up to 100 years
- Childbearing patterns have changed. Earlier marriage and fewer children mean that the average mother of today has at least 40 years of life ahead after her youngest child is in school
- 9 out of 10 young women will marry
- 8 out of 10 will have children
- 9 out of 10 will be employed outside their homes for some period of their lives
- At least 6 out of 10 will work full time outside their homes for 30 years or more
- More than 1 in 10 will be widowed before the age of 50
- At least 3 in 10 will be divorced
- 4 in 10 will be heads of families
- Most California young women do not plan to go to college
- Most young women do not see themselves as achievers or problem solvers
- Most young women are not trained to deal with a large part of the realities they will face

Purposes

"When I Grow Up I'm Going to Be Married" serves as a start toward these goals:

1. To give young women greater awareness of the realities of women's lives
2. To give young women experience and self-confidence in planning for ways to deal with unexpected hardship or altered circumstances
3. To motivate young women to alter their current activities and plans so that future pitfalls can be avoided and the maximum potential of their abilities can be realized over the course of their lives

Instructions

An adult knowledgeable about the statistics, their implications, and their possibilities leads the game. Commission reports and publications can be helpful in preparation for leading the game. Examples of implications and possibilities are the following:

1. An unskilled, divorced mother who needs employment usually cannot find child-care facilities, and often housing, at a price she can afford.
2. A full-time homemaker doesn't need to wait until her children are grown to continue her education; she can go to school while her children are in school.
3. Forty years of age is not too late for a woman to start a college education, a career, or other fulfilling activity, since, on the average, she will live at least 35 more years.

The game is based on statistics cited. There are ten profiles, since the statistics are based on percentages of ten. Before using the game, the Chance Factors, which make up the bottom half of each sheet, are to be folded over and stapled so that they are covered from view.

I. Ten young women can play. Before the profiles are distributed, the leader explains that the game illustrates how time and circumstance affect women, reads the background and statistics aloud, and explains that the profiles are representative of the statistics.

II. Each young woman is given a numbered profile. Four facts are showing which correspond to the marital, childbearing, employment, and college statistics above. In turn, each young woman is asked to read her four facts aloud and is asked what kind of life, based on her personal aspirations and plans, might be built given these circumstances. Not much time should be spent on this part of the game--perhaps two or three minutes per young woman. Its principal purpose is to break the ice, get young women talking about themselves, and set the stage for the second phase of the game. The starting young woman usually has trouble understanding what she is expected to say. The leader helps by asking her if she has thought about a kind of work she would like to do, at what age she thinks she might like to be married, etc., but no one should be pressured to be more specific about their own plans than is easy for them to handle. The leader notes

briefly on a duplicate set of profiles key things about each young woman, such as "interested in computer programming and plans early marriage," "plans on college; interested in teaching," and "artist, no marriage plans."

It is not important whether the four profiled facts fit a particular young woman's specific plans or whether her projections when trying to fit them to the facts are realistic. For instance, some young women have said things like "I plan to be a marine biologist, but this says I don't go to college before marriage, so I suppose my husband and I will just go to college together." The leader should not ask at this point how they are going to afford it. Also, during this segment they are not required to build a whole life--they usually stop at about age 30. Whole-life awareness and "nuts and bolts" realism are dealt with in the second part of the game.

III. After each young woman's "projections" are dealt with in turn, the second phase begins by starting again with Profile 1. The first young woman is asked to unstaple her profile and read aloud her Chance Factors. It is then the task of the group, not the particular young woman, to work on the problem, although the profiled young woman may join in if she wants. It should be made clear that the responsibility lies with the group, working as a team, to try to solve the problem. Group responsibility makes discussion easier, generates more ideas, creates a mutual helping atmosphere, puts no one person "on the spot," and gives all the young women ten experiences in problem solving and identification with ten possible "lives," even though each has only one problem.

First, the immediate problem is dealt with; then, the leader, referring to the notes taken earlier, asks if even in these circumstances there is any way the "real" young woman's stated aspirations can ever be reached (in some profiles the latter is not relevant and this aspect should be omitted).

The leader should intrude as little as possible during this segment, but should help if no one has suggestions, and should non-judgmentally add corrective data from time to time. It is unwise to correct or question every unrealistic suggestion, and the leader has to tread the fine line of building the young women's self-confidence on the one hand and helping them to learn what is really involved in coping with day-to-day problems on the other. Examples might take the following forms:

1. Profile 1. No one speaks up. The leader might ask, "Could the husband take a second job at night? Could the wife get a part-time job while the children are in school? Which would be best for the family as a whole?"
2. Profile 10. Someone has suggested the wife sell the house. The leader might ask if apartment housing, especially if the children are a girl and a boy, might not be as expensive as the house payment. Pick an arbitrary figure for the house payment and inquire whether anybody knows the cost of apartments that would fit the family's needs.
3. Profile 3. The profiled young woman's real aspiration was to be a librarian. If no one else suggests it, the leader might ask,

"Why couldn't she go to college now? It takes five years to get the degree. She'd have 30 years to be what she wants. Older people need to like what they're doing and have something to look forward to as much as young people do."

After the problem has been dealt with, the group is asked to discuss how early planning or action might have prevented the problem and/or how the particular young woman's aspirations could most easily have been reached. This process is repeated until each young woman's "altered" life has been dealt with.

Extending the Game

A variety of extensions are possible. One would be to ask the young women to do some "detective work." Using their own profiles, young women could be asked to find out and report back the cost and availability of the various kinds of child care (just finding out how to find out is a challenge); what jobs and pay for secretaries, etc. are listed in help-wanted ads and whether public transportation to and from specific listings is available; whether local colleges permit part-time students for the particular major the young woman has in mind and what the costs are; what current housing and transportation costs are to fit needs of the profiled family, etc.

Cautionary Note

The life style within the ten chance factors, when taken together, may be unsuitable for specific populations. Adult professionals utilizing the game should analyze the general life styles involved and should revise the context in which "happenings" take place, so that specific populations can identify generally with a sufficient number of life styles. It is impossible to say how many is sufficient, and experimentation is obviously necessary. The overall statistics should remain the base, however, even if styles are changed, e.g., the divorce statistic is 3/10, yet in some populations, divorce is endemic. When young women from such populations learn that it isn't inevitable elsewhere, they can see new possibilities for themselves, especially in the overall "helping-solving-preventing" context of the game.

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped. When the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do? _____

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete your college education before marriage.

Chance Factors

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field. You keep on working after your two children are born because you love your work and you are rising fast in your company. Ten years later when you are near the top, your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

Chance Factors

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40 your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOINT TO BE MARRIED

Profile No. 4

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before you marry.

Chance Factors

You go to work for the telephone company when you are 18. Two years later you marry a handsome, dashing line repairman, and by the time you are 26 you have three children. Your husband is assigned to emergency repair work in remote places, is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30 things are worse rather than better and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property, pretty much just clothing and furniture.

How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete two years of college before your marriage.

Chance Factors

You have three children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enough to last very long.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 6

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After five years in the firm, you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are interested in the cases being handled by the firm, but over the next 15 years you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

Chance Factors

It is apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24, and you have two children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work are wiped out by automation.

How can the family cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 8

You will live to be 75 years old.

You will marry and have children.

You do not go to college before your marriage.

Chance Factors

In your senior year in high school, you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and he often states that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years his business affairs take up more and more of his time, and he prefers spending his leisure time hunting and fishing "with the boys." Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 9

You will live to be 75 years old.

You do not go to college before taking your first job.

Chance Factors

Your father dies unexpectedly when you are 17, and your mother is in poor health. You have four younger brothers and sisters, the youngest of whom is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 10

- You will live to be 75 years old.
- You will marry and have children.
- You will work outside the home for some period in your life.
- You complete three years of college before your marriage.

Chance Factors

Your fiance graduates from college when you finish your junior year, and he is offered a good job in a town which has no four-year college. You marry and go with him. When you are 42 and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce law (which became effective in 1970), he can do this, and there is nothing you can do about it. The new law also says that you can't get alimony (now known as spousal support) just because you are a woman, but since you have been married for such a long time the court awards you a small amount of "spousal support" for three years and child support until the children are 21. You also get one of the cars and the furniture, which are paid for, and the house, which is only two-thirds paid for. Even with the support money, there is not going to be enough to make ends meet.

How will you cope?

58

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Also see the module *Providing Life/Career Planning for Women*, by Janice M. Birk, which was developed for the same project as this module.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

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