



Australian Government



National
Careers
Institute

Australian Blueprint for Career Development

Student Workbook

Area C: Career Building

**Career Competency 10: Understand the changing
nature of life and work roles**

Phase 3: Understanding and learn to overcome
stereotypes in career building

Student Name: _____



Competent

Assessor signature: _____ Date _____

Career Competencies and Performance Indicators for Phase III

Performance Indicators:

- 10.1 Examine factors that have influenced the changing career patterns or pathways of women and men
- 10.2 Examine gender stereotyping and bias in education and training programs and work settings
- 10.3 Identify attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping
- 10.4 Investigate advantages and challenges of adopting non-traditional work roles
- 10.5 Demonstrate attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping
- 10.6 Assess your willingness to contribute to overcoming gender bias and stereotyping
- 10.7 Examine the possibility of adopting non-traditional work roles
- 10.8 Consider fulfilling work roles regardless of gender bias and stereotyping
- 10.9 Create and engage in fulfilling career experiences regardless of gender bias and stereotyping

Performance Indicator: 10.3.1

Examine factors that have influenced the changing career patterns or pathways of women and men

Activity: Australian Women in the Workforce

Background Information:

Today, the average Australian woman is likely to be in paid work for at least 30 years of her adult life. This allows for some break from paid work for rearing children. (Source: <http://labor.net.au>)

- More women are working – the rate at which women participate in the labour force (that is, by working or seeking paid work) has risen from 43.7% of women in 1978 to 55.5% in 2002.
- More married women are working – in 1954, 17% of married women were in the labour force. In 2002, 59% of married women are in the labour force. Their participation rate is, in fact, marginally higher than the rate for women as a whole.
- There are more single parent families in our society – in 86% of the 550,000 one parent families, the parent was female.
- Increasing numbers of women with children work – the majority of women with dependent children now work.
- Women are more likely than men to work part-time – that is, 56% of women employees work full-time, and 44% work part-time.
- Women are more likely to have breaks in the continuity of their employment than men are men. Women with children spend periods ranging from a few months to several years out of the paid workforce to bear and care for their children. In many cases, these breaks can disadvantage them in their employment, for example, they may miss out on training in the use of new technology or systems, or they may have to start again at the bottom of the career ladder in their jobs.
- The Australian Workforce is highly sex segregated - 72% of women workers are concentrated in four industries:
 - health & community services (17.6% of all woman workers)
 - wholesale and retail trade (20.6%)
 - finance, property and business services (16.3%)
 - recreation, personal and other services (7.4%)

Answer True or False to the following

1. 68% of single parent families are female
2. In just over 50 years there has been a 42% increase in women workers
3. Lower percentage of men work part time compared to women
4. The top 3 industries that women work in are retail, health and business
5. Majority of women with dependent children work
6. Having children can disadvantage women's employment opportunities

Extension work:

Industrial issues for women

There are a range of industrial issues that are important to women. These include:

- Equal pay
- Access to training and career paths
- The right to keep a job when pregnant, and after taking time off for the birth and care of a baby (maternity leave)
- The right to work part-time to accommodate family responsibilities
- Child care services
- Leave to care for sick family members
- Sexual harassment
- Discrimination/ equal employment opportunity

Look at the 8 industrial issues that impact on women in the workforce. In pairs, choose two of the issues and write a paragraph on each about why you think those issues need to be addressed.

Issue 1:

Issue 2:

Performance Indicator: 10.3.2

Examine gender stereotyping and bias in education and training programs and work settings

Activity: Gender Jobs

Many people believe that some jobs are more suitable for females and other are more suited to males. This belief exerts a significant influence when people choose their careers. Surprisingly, as it is a basic belief, the majority of people are unaware that it is influencing them.

When people make their list of possible careers, they do not even consider jobs they believe are more suitable to the opposite sex. So instead of selecting from all jobs that are available, they choose from about half. Therefore for these people, the other 50% of jobs don't exist. For example, females may not even consider jobs such as plumbers, surveyors, stockbrokers or engineers, and males would not think of careers such as child care assistant, florist, secretary, pre-school teacher. This means that their attitude to the gender type of jobs can conceal jobs that may interest them. Is this happening to you?

Questions:

1. When you made your list of possible careers, did you consider all of the jobs, or only those you regard as male or female jobs?

2. Did you reject any just because you saw them as male or female jobs?

3. Now think of some courses at school that are typically done by either females or males and write them in the spaces below

Male Subjects:

Female Subjects:

4. Why do you think there is gender stereotyping with subject selection?

5. How do you think we can encourage more males and females to participate in these gender related subjects and courses? (also consider TAFE and university courses)

Share your answers with the rest of the class.

Performance Indicator: 10.3.3

Identify and experience work scenarios reflective of your life stage and lifestyle

Activity: Prejudice

Objective:

To learn about prejudice and discrimination, and how they affect our ability to function in the workplace.

Scenario 1:

You have been a storeman in a warehouse for one year. You are good at your job, and everyone knows it. You work so efficiently that you often manage to get done early. Your supervisor recently recognized your hard work by giving you an increase in wages.

Then one day, your supervisor approaches you and tells you that the owner's son, whom you heard through the grapevine has flunked out of uni and wrecked the 4WD his parents bought him for completing high school, is going to start working with you. Your supervisor informs you that you will be responsible for training him. You also find out that he is going to be making the same amount of money that you are making after an entire year.

Group discussion:

1. First, how do you feel?
2. What is your impression of the owner's son?
3. How is he different from you?
4. How will training him affect your ability to get your own work done?
5. Are there other ways you could interpret this added responsibility?
6. Might the circumstances be different than you assume? For example, suppose you find out that he had an illness that caused him to fail uni and get into a car accident. How do you see perceive him now?
7. What are some ways to handle this situation that also work to your advantage?

Scenario 2:

You have been working for seven months as the receptionist for a small business. Of the 25 employees, you are the only person with your ethnic background who works there. And you are the only receptionist. The other employees include sales people, technicians, four or five secretaries, a couple of mid-level managers, and the owner. You have become quite efficient at your job, and on some occasions, have even done the work of secretaries when they needed help or were sick.

During your seven months, the company has hired outside to fill two secretarial vacancies. You had not really been aware of the vacancies because you were happy with your job and were busy learning your position. However, you have come to find out that at least two of the secretaries on staff began as the receptionist and were subsequently promoted to secretary.

One day you look up and two people are coming in to be interviewed for yet another secretarial position. You knew nothing about the opening, although it soon becomes apparent that other staff members did. Later that day, you go to the boss and say that you didn't know about the opening and are interested in interviewing for the position. She apologizes and says that she already selected someone. What do you do? Is it discrimination?

Write your thoughts below and add to the group discussion

1. If you were the receptionist, how would you feel?

2. Do you think she is being discriminated against? Why or why not?

3. What should the receptionist do?

Performance Indicator: 10.3.4

Investigate advantages and challenges of adopting non-traditional work roles

Activity: That's women's/ men's work!

We have investigated non traditional careers for men and women. Working in groups of 4 – 5, brainstorm some of the advantages and challengers for people undertaking non-traditional jobs.

Jobs for the Boys?

Career	Advantages	Challengers
Male dietician		
Male childcare assistant		
Male preschool teacher		
Male secretary		

Jobs for the Girls?

Career	Advantages	Challengers
Female plumber		
Female stockbroker		
Female engineer		
Female mechanic		

Performance Indicator: 10.3.5

Demonstrate attitudes, behaviours and skills that contribute to overcoming gender bias and stereotyping

Performance Indicator: 10.3.6

Assess your willingness to contribute to overcoming gender bias and stereotyping

Activity: The BOSS

Objectives: To identify appropriate responses to challenging workplace situations

Introduction: Behaviour in the workplace is a key issue. You may be put in a situation in which you feel uncomfortable about what your supervisor or a co-worker is saying.

Things you say or talk about at home or with friends are not necessarily appropriate for the workplace. Furthermore, how you respond to rude comments or behaviour at home or with friends may also not be appropriate in the workplace.

Look at the following scenario and discuss possible responses one could make if in this or a similar situation.

Scenario:

You are working for a man who constantly puts down your female co-worker when she is not around. Not only does your boss complain that your co-worker about the “terrible work she does,” but he also makes rude comments about her physical appearance.

In addition, he tells very offensive jokes, many of which are either sexist or racist. You have been listening to your boss’s comments for two months now. At the beginning, you refrained from saying anything. You were concerned that, as his subordinate, it may be out of line. However, your boss continues to make very obnoxious comments, and you know that it makes others uncomfortable as well. How would you handle this situation?

Work in groups of 2 – 3 and answer the following questions:

1. How would you handle the situation?

2. What is the individual was a peer instead of your supervisor? Would that affect how you responded? Should it? What if it was a subordinate?

3. How might this affect your relationship with this person? Do you think it would make your work environment uncomfortable?

Performance Indicator: 10.3.7

Examine the possibility of adopting non-traditional work roles

Activity: Jobs for men and women

Opinions about the type of jobs suitable for men and women have changes over the last 30 years. When your grandparents left school, it was rare to find a male checkout operator, or a female car mechanic. In this day and age, there are a lot more choices open to you about the sort of work than both men and women can both do..

1. Divide into 2 groups of all boys and all girls
2. Each group is to decide where the jobs below fit in the columns
3. The class gets back together, and discuss as a group, under which headings each of the occupation fits
4. Where there is discrepancy, both groups have to argue their point to change the view of the other group

Jobs usually done by women	Jobs usually done by men	Could be done by either

Prime Minister

Coal Miner

Farmer

Engineer

Scientist

Chef

Painter & Decorator

Airline Pilot

Teacher

Nanny

Car Salesman

Fashion Designer

Brain Surgeon

Midwife

Vet

Secretary

Hairdresser

Dentist

Catering Assistant

Building Site Worker

Cleaner

Plumber

Priest

Police Officer

Performance Indicator: 10.3.8

Consider fulfilling work roles regardless of gender bias and stereotyping

Activity: Gender jobs... or great opportunities for all?

Whatever men and women might claim as their top career choice, data here shows us the reality. This table ranks careers based on the number of men and women employed in that occupation. Derived from U.S. data, it shows the percentage of men and women in each career choice as well as the top 20 rankings for both men and women.

1. Investigate the data on the top 20 career choices for men and for women.
2. Look at the rankings for your gender and at the % employed by both males and females.
3. Choose 4 that are at least 30% difference in employment (males/ females) that you might be interested in doing.
4. Your task is to research those jobs, outlining the duties. Use the Job Guide books, or go to <http://jobguide.dest.gov.au> for this information.

Career Choice Ranking for Men and Women (US data)

Top 20 Occupations for males	Career Choice Ranking		% Employed in this Occupation	
	Men	Women	Men	Women
Driver/sales workers and truck drivers	1	92	96%	4%
First-line supervisors/managers of retail sales	2	7	59%	41%
Carpenters	3	207	99%	1%
Labourers and freight stock and material movers	4	50	85%	15%
Construction labourers	5	157	97%	3%
Retail salespersons	6	12	57%	43%
Janitors and building cleaners	7	23	71%	29%
Sales representatives wholesale and manufacturing	8	35	75%	25%
Chief executives	9	42	76%	24%
Cooks	10	22	64%	36%
Grounds maintenance workers	11	149	95%	5%
Electricians	12	214	98%	2%
Automotive service technicians and mechanics	13	215	98%	2%
First-line supervisors/managers of non-retail sales	14	43	73%	27%
First-line supervisors/managers of production	15	69	80%	20%
Stock clerks and order fillers	16	27	64%	36%
First-line supervisors/managers of construction	17	203	97%	3%
Computer software engineers	18	68	79%	21%
Police officers	19	97	86%	14%
Pipelayers plumbers pipefitters	20	248	100%	0%

Top 20 Occupations for females	Career Choice Ranking		% Employed in this Occupation	
	Men	Women	Men	Women
Secretaries and administrative assistants	153	1	3%	97%
Primary school teachers	34	2	18%	82%
Registered nurses	95	3	8%	92%
Nursing psychiatric and home health aides	94	4	11%	89%
Cashiers	42	5	25%	75%
Customer service representatives	27	6	32%	68%
First-line supervisors/managers of retail sales workers	2	7	59%	41%
First-line supervisors/managers of office	30	8	32%	68%
Bookkeeping accounting and auditing clerks	124	9	11%	89%
Accountants and auditors	21	10	38%	62%
Receptionists and information clerks	148	11	8%	92%
Retail salespersons	6	12	57%	43%
Maids and housekeeping cleaners	119	13	13%	87%
Secondary school teachers	28	14	44%	56%
Office clerks general	126	15	15%	85%
Waiters and waitresses	51	16	34%	66%
Financial managers	31	17	47%	53%
Teacher aides	190	18	9%	91%
Preschool and kindergarten teachers	249	19	4%	96%
Social workers	104	20	21%	79%

Job 1:

Job 2:

Job 3:

Job 4:

Performance Indicator: 10.3.9

Create and engage in fulfilling career experiences regardless of gender bias and stereotyping

Students will undertake at least one of the following learning experiences:

- Students to undertake work experience in a non-traditional role.
- Investigate non traditional careers at a Careers Expo, Industry Field Day, University Open Day
- Students will be involved in a workplace visit / excursion to a non traditional workplace.