This document contains the materials for an electronics course that was developed by an ad hoc committee of women employed in electronics and employers and educators in the electronics field and that is targeted toward single parents, displaced homemakers, single pregnant women, and other women interested in pursuing nontraditional careers. The course materials, which are designed to prepare students to enter and be successful in one of Waukesha County (Wisconsin) Technical College's five electronics programs (electronics technology, telecommunications, electrical, electronic drafting and design, and electronics servicing and office equipment repair), include learning activities on the following topics: individual and team strength building; self- and career exploration focusing on expanding self-confidence and decision-making skills; developing mechanical and technical reasoning through pretechnical hands-on laboratory activities; and developing a final action plan for enrolling in school. The following materials are included in the document: course outcome statements (objectives/competencies); lesson plans containing objectives, list of topics discussed, teacher activities, student activities, and list of materials/references used in the lesson; assessment outline and materials; and student handouts. (MN)
Electronics is Our Future
The curriculum for this training program was developed by an ad hoc committee made up of women employed in electronics and employers and instructors in the electronics field. Participants are prepared to enter and be successful in one of Waukesha County Technical College's five electronics programs: Electronics Technology, Telecommunications, Electrical, Electronic Drafting and Design, Electronics Servicing and Office Equipment Repair.

Course content includes: individual and team strength building, including a ROPES course; self and career exploration focusing on expanding self-confidence and decision making skills; pre-technical hands-on labs to develop mechanical and technical reasoning; developing a final action plan for enrolling in school. Targeted populations for this course include single parents, displaced homemakers, single pregnant women and other women interested in pursuing a nontraditional career.
Course Number: 862-432
Course Title: Electronics is Our Future

Division: GESS  Department: Women's Development Center
Developed: Mary Jo Coffee  Date: October, 1993
Approved:  Date: 

Course Narrative
May be the same as the course description or may include, but not limited to, the instructional methodology utilized, global objectives, pre-requisite skills, course placement within the program curriculum, and/or function in the program curriculum file.

A program for any woman interested in a career in the rapidly growing electronics industry -- an industry growing in Wisconsin five times faster than the national average. Prepare to enter and be successful in one of WCTC's electronics programs by enrolling in this course which includes: individual and group strength building, including a "ROPES" course; self and career exploration focusing on expanding self-confidence and decision making skills; pre-technical activities to develop mechanical and technical reasoning; and developing a final action plan for enrolling in school.
Increased self-confidence.

Increased awareness of the value of group support.

Increased self-awareness focusing on the areas of body image, emotions, and strengths and weaknesses.

Expanded understanding of relationship between risk taking and growth, and develop individual risk taking strategies.

Understanding of sex-role stereotyping and identifying barriers imposed by stereotypical thinking and behaving.

Understanding of goal setting process and ability to set individual goals.

Understanding the importance of balance in one's life.

Increased self-knowledge though assessments.

Understanding of careers in electronics.

Understanding of attitude toward math; development of new strategies for completing math problems.

Developed pretechnical skills such as technical and mechanical reasoning and familiarity with technical vocabulary and tools and experiencing hands-on labs in electronics.

Developed final action plan for enrolling in school.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title: Electronics Is Our Future</th>
<th>Day: #1</th>
<th>Title: Career Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Content</strong></td>
<td><strong>Teacher Activities</strong></td>
<td><strong>Student Activities</strong></td>
</tr>
<tr>
<td>Introduce Program</td>
<td>Introduce <em>Bob Sugdan</em> <em>Ron Butt</em></td>
<td>Introduce Activity</td>
<td>Acknowledge introductions, ask questions</td>
</tr>
<tr>
<td>Establish norms</td>
<td>Set policies for: attendance, dress, journal writing, confidentiality lunches</td>
<td>Lead discussion</td>
<td>Discuss norms Ask questions</td>
</tr>
<tr>
<td>Review full value contract</td>
<td>Full value contract</td>
<td>Present contract &amp; lead discussion</td>
<td>Discuss contract components &amp; share individual contracts as willing</td>
</tr>
<tr>
<td>Begin to learn names of group members and reasons for participation</td>
<td>Ice breaker: paired interviews sharing story of why here today</td>
<td>Present activity &amp; assign pairs</td>
<td>Interview partner to find out why she came today &amp; record info</td>
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<tr>
<td>Objectives</td>
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<td>Teacher Activities</td>
<td>Student Activities</td>
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<tr>
<td>Experience identifying feelings and sharing feelings with others</td>
<td>Feelings cards promote awareness of feelings</td>
<td>Introduce activity</td>
<td>Choose 5 feelings cards &amp; introduce partner via cards</td>
</tr>
<tr>
<td>Begin to write personal journal of reflection &amp; growth</td>
<td>Closing ritual</td>
<td>Introduce activity; Clarify schedule for next day</td>
<td>Group circle &amp; sharing reactions to 1st day; expressing feelings</td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>Integrate previous day’s connection with new day</td>
<td>Opening ritual</td>
<td>Introduce ritual</td>
<td>Form circle and toss ball to signal speaker</td>
</tr>
<tr>
<td>Recall self as child at play &amp; express memories through drawings</td>
<td>Attitudes toward play</td>
<td>Introduce activity &amp; solicit memories of childhood play</td>
<td>Share memories Draw self at play as child</td>
</tr>
<tr>
<td>Engage in playful physical activities</td>
<td>Experiencing play as an adult</td>
<td>Lead group in playful activities</td>
<td>Participate in playful activities</td>
</tr>
<tr>
<td>Begin to develop self awareness through journaling</td>
<td>Processing reactions of self to play</td>
<td>Assign journal writing topic</td>
<td>Write in journal</td>
</tr>
<tr>
<td>Begin to develop awareness of group cohesion</td>
<td>Closing ritual</td>
<td>Introduce Activity</td>
<td>Join in group circle &amp; share feelings</td>
</tr>
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</table>

Waukesha County Technical College
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to develop comfort with group sharing</td>
<td>Opening ritual-connecting</td>
<td>Introduce activity</td>
<td>Group circle and ball tossing</td>
<td>Ball</td>
</tr>
<tr>
<td>Learn strategies for effective communication</td>
<td>Problem solving</td>
<td>Introduce series of activities designed to provide challenges in problem solving thru effective communications</td>
<td>Participate in activities</td>
<td>Blindfolds, rope, tangrams</td>
</tr>
<tr>
<td>Understand the concepts of &quot;tool&quot; &amp; resource</td>
<td>Tool &amp; Resource</td>
<td>Introduce activity, Lead discussion of concepts of &quot;tool&quot; and resource</td>
<td>Join a team and collectively list tools and resources available to accomplish tasks of course</td>
<td>Newsprint, markers, tape</td>
</tr>
<tr>
<td>Integrate group experience to this point</td>
<td>Closing ritual</td>
<td>Reintroduce ritual</td>
<td>Group circle and discussion</td>
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</tr>
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<tr>
<td>Develop comfort with being active member of ongoing group</td>
<td>Opening ritual</td>
<td>Reinforce ritual and lead through it</td>
<td>Group circle and tossing ball; sharing feelings they bring to group today</td>
<td>Ball</td>
</tr>
<tr>
<td>Identify area of &quot;perceived&quot; risk on Risk profile to share with another and with group</td>
<td>Risk taking and goal setting</td>
<td>Introduce activity</td>
<td>Sets inside and outside goal that involves some risk; form dyad to work on &quot;buddy system&quot; for setting goals; share one goal with group and identify risk and outline action plan</td>
<td>Risk profiles newsprint markers tape</td>
</tr>
<tr>
<td>Recall significant life event and share in group</td>
<td>Lifelines</td>
<td>Introduce activity, facilitate group discussion</td>
<td>Draw life line and chart highs and lows of life</td>
<td>Newsprint Black &amp; colored markers</td>
</tr>
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</tr>
<tr>
<td>Maintain group cohesion</td>
<td>Closing ritual</td>
<td>Facilitate ritual</td>
<td>Group circle and sharing</td>
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</tbody>
</table>
### Course #

**Title:** Electronics Is Our Future  
**Day:** # 5

<table>
<thead>
<tr>
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</thead>
</table>
| Maintain group cohesion        | Reconnecting Group warmups and stretching | Facilitate opening ritual Introduce activity | Group circle and ball toss  
Participate in suggesting and demonstrating a warm-up exercise or stretch | Ball                              |
<p>| Identify physical strengths and weaknesses | Body talk | Introduce activity                         | Form circle; discuss strengths and weaknesses of body and activities that are liked and those that are intimidating |                                  |
| Solve assigned problems as group | Problem solving challenges | Introduce activities                       | Participate in various group problem solving activities | Ropes, sport markers, trolleys &amp; cones |
| Process days events            | Closing ritual               | Facilitate ritual                          | Share thoughts about day's activities                                              |                                  |</p>
<table>
<thead>
<tr>
<th>Course #</th>
<th>Title:</th>
<th>Day:</th>
<th>Teacher</th>
<th>Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>862-432</td>
<td>Electronics Is Our Future</td>
<td># 6</td>
<td></td>
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</tbody>
</table>

**Student Objectives**
- Maintain group cohesion
- Demonstrate ability to trust group
- Participate in day's events

**Opening Ritual**
- Facilitate Ritual

**Trustfalls**
- Participating in sequenced trust falls
- Introducing activities; instructing on proper procedures

**Process**
- Facilitate Ritual

**Closing Ritual**
- Participate in Ritual
### Course # 862-432 Title: Electronics Is Our Future  Day: # 7&8  Title: Career Challenge

<table>
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<tbody>
<tr>
<td>Maintain group cohesion</td>
<td>Opening Ritual</td>
<td>Facilitate ritual</td>
<td>Form circle &amp; toss ball</td>
<td>Ball</td>
</tr>
<tr>
<td>Participate in one or more ropes challenge activities</td>
<td>Group challenge</td>
<td>Support group and individual members as they participate in Ropes courses</td>
<td>Participate in sequenced Ropes activities</td>
<td>Ropes Course</td>
</tr>
</tbody>
</table>

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**Activities**
- Itéfékencég,
- Maintain group cohesion
- Opening Ritual
- Facilitate ritual
- Form circle & toss ball
- Ball
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Support group &amp; individual efforts in Ropes Course</td>
<td>Connecting &amp; validating</td>
<td>Facilitate processing previous days' events</td>
<td>Form circle &amp; process experiences focusing on &quot;things learned about self,&quot; risks taken, etc.</td>
<td></td>
</tr>
<tr>
<td>Review goals and give group and individual feedback</td>
<td>Assessing goal attainment</td>
<td>Introduce activity</td>
<td>Pair off and share risk hierarchy; prepare presentation to entire group</td>
<td>Notebooks</td>
</tr>
<tr>
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</tr>
<tr>
<td>Maintain group cohesion</td>
<td>Story of group</td>
<td>Introduce activity; begin story of group</td>
<td>Form circle and contribute portion of group story</td>
<td>Ball</td>
</tr>
<tr>
<td>Give and accept feedback</td>
<td>Goal presentation and group feedback</td>
<td>Facilitate discussion</td>
<td>Short presentation of individual challenge goals; identify strengths and skills to support efforts; give and receive feedback</td>
<td></td>
</tr>
<tr>
<td>State personal and group commitment</td>
<td>Commitment ceremony</td>
<td>Facilitate and participate in ceremony</td>
<td>Commit to personal and group undertaking</td>
<td></td>
</tr>
</tbody>
</table>

**CELEBRATION SUPPER**
## Course #862-432 Title: Electronics Is Our Future  Lesson: #11 Title: Personal Development

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<tbody>
<tr>
<td><em>Students will learn strategies for enhancing self-esteem &amp; wellness perspective</em></td>
<td>Self esteem is something that can be improved at any time. Individuals have the tools to do this readily available. Attitude is choice. Wellness is a life style.</td>
<td>Mini lecture on improving self-esteem &amp; affirmations. Discussion of full value contract &amp; its part in self-esteem. Discussion on wellness and what goes into adopting wellness style.</td>
<td>Discuss ways they have used to feel better about self. Discuss full value contract &amp; new thoughts about its application to their lives. Complete collage of personal strengths</td>
<td>Full value contract</td>
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<td>Magazines for collages</td>
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<td>Construction paper</td>
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<td>&quot;Attitude&quot; handout</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>&quot;Self-talk: Create Your Own Affirmation p.183 in Balancing Work &amp; Family, Wis. Technical College 1982&quot;</td>
</tr>
</tbody>
</table>
**WOMEN'S DEVELOPMENT CENTER**  
Waukesha County Technical College

Course #862-432 Title: Electronics Is Our Future  
Lesson: 11 Title: Personal Development

<table>
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</thead>
</table>
| Students will gain understanding of terms; self-image, self esteem & demonstrate by identifying own assessment of personality & body image | Definitions of self-image & self esteem & impact on attitudes and self confidence  
Incorporating insights from Career Challenge segment | Brief lecture/discussion of concepts;  
*Relating discussion to Career Challenge segment;  
*Defining concepts with definitions on overhead;  
*Discussion of how body image fits with self image | *Group discussion of perceptions of self image & self esteem;  
*Sharing personal stories of Career Challenge experiences and self image and self esteem;  
*Complete body silhouette exercise | Handouts of terms:  
SI  
SE  
Overhead transparency  
Body silhouette exercise |

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### Course #862-432 Title: Electronics Is Our Future  Lesson: #11 Title: Personal Development

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<tr>
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</thead>
<tbody>
<tr>
<td>Students will learn about objectives of course &amp; activities involved.</td>
<td>A clear understanding of course content will enable students to set goals consistent with course goals; motivation will be fostered</td>
<td>Brief presentation on course goals and what can be expected; Ask for feedback &amp; questions; ask for suggestions/resources not mentioned</td>
<td>Active listening &amp; discussion of course goals</td>
<td>List of course goals &amp; activities</td>
</tr>
</tbody>
</table>
## Objectives

**Students will develop understanding of Sex Role Stereotyping & impact on lives; Students will be reminded of their diversity & begin to develop global thinking.**

## Content

- A set of beliefs held to be true about a group of people.
- Diversity vs. Sex Role Stereotyping

## Teacher Activities

- Brainstorm stereotypes heard about women, about women in nontraditional courses; discuss stereotypes participants have
- Make lists on board

## Student Activities

- Brainstorm and discuss; share personal stories

## Materials, References & Handouts

- Markers
- Board
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student will develop an understanding of what it takes to make their goals a number one priority</td>
<td>Balancing work, school, family &amp; personal life</td>
<td>Introduce concept with Sally Forth Cartoons on overhead. p85-86</td>
<td>Student Analyze work-family school balance</td>
<td>Balancing Work &amp; Family p84-215</td>
</tr>
<tr>
<td></td>
<td>Understand multiple roles of work, school, family lifestyles.</td>
<td>Discussion of family multiple roles p87-90</td>
<td></td>
<td>Handout-A1 p.174</td>
</tr>
<tr>
<td></td>
<td>Interchangeable roles- Strategies for change</td>
<td>Discussion of role sharing</td>
<td></td>
<td>p.175</td>
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<td>p.176</td>
</tr>
<tr>
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<td></td>
<td>&quot;Let Go&quot; handout</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Students do recall of past 24 hours time record</td>
<td>p.177</td>
</tr>
<tr>
<td></td>
<td>Affirmation in connection with letting go, role sharing, changing standards</td>
<td>Discussion of Affirmation (p.113-124)</td>
<td>Use &quot;Self talk&quot; to change attitudes, complete p. 182 Student develop affirmation to reprogram selves</td>
<td>p.183</td>
</tr>
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<td></td>
<td></td>
<td>Discussion of Social Support</td>
<td>Student complete A9, A10</td>
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<td></td>
<td></td>
<td>What is it? How will it change when I enter school and obtain a nontraditional job? (p. 123)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Discussion of the use of a journal to record and make progress towards goal</td>
<td>Begin journal</td>
<td>Journal</td>
</tr>
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<tr>
<td>Student identifies resources that will help them balance school, family, personal life.</td>
<td>Discovery of WCTC, community and personal resources necessary to make a career goal a reality</td>
<td>Initiate a discussion on situations and problems students will encounter during the next several years. Modeled after a &quot;street search&quot; activity for WCTC</td>
<td>Students make list of potential problems and barriers to completion of education (should generate a list of up to 100 items) ie: child care; preschool, after school, sick children, child on own after school</td>
<td>Telephone books, Social services directory, Pamphlets from CBO's, WCTC, Brochures-catalogue Financial aid packet</td>
</tr>
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<td>Get a headache while in class</td>
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<td>Car trouble: mechanical, dead battery in parking lot</td>
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<td>Snowing: is school canceled?</td>
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<td>No money for food, clothing, rent books, tuition, etc.</td>
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<td>Students work in group of three divide list into list of 20 questions and find solutions</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Students develop an understanding of their strengths in relationships to their type.</td>
<td>Myers-Briggs Personality Inventory</td>
<td>Explains purpose of assessment, Method of taking and scoring instrument</td>
<td>Student takes and scores test</td>
<td>Question &amp; Answer Sheet, Handouts on styles, Overheads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of different types, relationship to family members, work experiences present &amp; future</td>
<td>Tests-Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of negotiations with type other than self</td>
<td>Students role play negotiating having husband/child of other type make dinner</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Discussion of how various types can be assertive.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Discussion of ways individual types can say &quot;no&quot; to request and put themselves first</td>
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</tr>
<tr>
<td>Course #862-432</td>
<td>Title: Electronics Is Our Future</td>
<td>Lesson: 17</td>
<td>Title: Personal Development</td>
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<td>Teacher Activities</td>
<td>Materials, References &amp; Handouts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding course content</td>
<td>Assessment of costs of school: Tuition, books, materials, child care, transportation, financial aid or scholarships</td>
<td>Refer to financial aid packet, registration records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student will begin to plan for financial requirement of school</td>
<td>Discussing cost, goal established during school</td>
<td>A Primer of Personal Money Management AARP pp 9-26.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Budgeting</td>
<td>Discuss budgeting established financially when she is financially ready to enter school</td>
<td>Speaker: Rosalie Powell or Nancy Bong</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to plan your finances during school</td>
<td>Discuss cost. Is it worth to accumulate dept for education?</td>
<td>Student develops a long range plan to meet goals p. 27-33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week end review of progress</td>
<td>How am I doing on my journal?</td>
<td></td>
</tr>
</tbody>
</table>
## Objectives

- **Student will be able to identify their work interests to help determine the kinds of work related activities most enjoyed**

## Content

- **Chronicle Career Quest Assessment**

## Teacher Activities

- Introduce and administer Chronicle Career Quest

## Student Activities

- Take assessment

## Materials, References & Handouts

- Chronicle Career Quest Interest Inventory form

## Objectives

- **Student will be able to identify physical requirement of the job**

## Content

- **Physical requirement of the job**

## Teacher Activities

- Discussion of physical requirement in Electronics field

## Student Activities

- Discussion of physical requirement in Electronics field

## Materials, References & Handouts

- Sample job descriptions from companies
WOMEN’S DEVELOPMENT CENTER  
Waukesha County Technical College

Lesson 18

<table>
<thead>
<tr>
<th>Speaker: proper ways to lift</th>
<th>Students participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways to increase body strength</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Demonstration or participation exercise |
| Discussion of cost of exercise programs |</p>
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will begin to assess her personal education needs</td>
<td>TASK</td>
<td>Learning place staff will administer TASK assessment</td>
<td>Take test arrange individual consultation with Mary Jo Coffee or group with Florie/results</td>
<td>TASK</td>
</tr>
<tr>
<td>Student will begin to appraise the services education available at WCTC</td>
<td>Tour of campus</td>
<td>Arrange for stops and presentations of services at Electronics Labs (may want one special time to meet instructors associate deans) Learning place, student activities (also clubs), Health office, commons, registration, Financial Aids, Gym, placement, Library, Tiny Tech</td>
<td>Student take tour</td>
<td></td>
</tr>
</tbody>
</table>

**Course #862-432**  **Title: Electronics Is Our Future**  **Lesson:#19 Title: School Development**
**Objectives**

Students relate thru abilities to the World of Work

**Content**

CPP Career Planning Program

**Teacher Activities**

Introduce and administer the CPP

**Student Activities**

Students take and score instrument

**Materials, References & Handouts**

- CPP question book
- Self-scoring answer folder
- CPP question book
- Self-scoring answer folder
- Introduce using WDC and Career Center to research jobs in the electronics field & necessary education
- Plot on Work Wheel
- Graduate follow-up report
- *Guide to Occupational Exploration*
- *Occupational Outlook Handbook*
- *Vocational Biographies*
- *WCIS*

**Student Activities**

Students take and score instrument

**Teacher Activities**

Introduce and administer the CPP

**Materials, References & Handouts**

- CPP question book
- Self-scoring answer folder
- Introduce using WDC and Career Center to research jobs in the electronics field & necessary education
- Plot on Work Wheel
- Graduate follow-up report
- *Guide to Occupational Exploration*
- *Occupational Outlook Handbook*
- *Vocational Biographies*
- *WCIS*
## Course Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
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<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will identify effective decision making styles</td>
<td>Effective decision making</td>
<td>Present info on effective decision making &amp; start discussion on styles students use to make a decision</td>
<td>Discuss decision making styles &amp; do worksheets P.77 &amp;78 in <em>Preparing for a Nontraditional Job.</em></td>
<td>Chapter 11 <em>Preparing for a Nontraditional Job.</em> Arizona Dept. of Education 1983</td>
</tr>
<tr>
<td>Students will brainstorm alternative solutions to a given problem</td>
<td>Defining a problem</td>
<td>Lead discussion of how to define a problem</td>
<td>Volunteer offers a problem for group to brainstorm solutions for p.75 <em>Preparing For a Nontraditional Job</em></td>
<td></td>
</tr>
<tr>
<td>Student will identify different ways of defining a specific problem &amp; possible solutions that can develop from each</td>
<td>Decision making</td>
<td>Facilitate small group activities</td>
<td>Small group discussion &amp; problem solving</td>
<td></td>
</tr>
</tbody>
</table>

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**Student Activities**

- Discuss decision making styles & do worksheets P.77 &78 in *Preparing for a Nontraditional Job.*
- Lead discussion of how to define a problem
- Volunteer offers a problem for group to brainstorm solutions for p.75 *Preparing For a Nontraditional Job*
- Facilitate small group activities
- Small group discussion & problem solving
<table>
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<tbody>
<tr>
<td>Student will identify assertive passive aggressive</td>
<td>Basic principles of assertive behavior</td>
<td>Introduce assertiveness &amp; define concept</td>
<td>Discuss &amp; share reactions to assertiveness</td>
<td>Unit on assertiveness from <em>Preparing for a Nontraditional Job</em> pp79-109</td>
</tr>
<tr>
<td>Student will identify situations in which each behavior is used</td>
<td>Characteristics of assertiveness</td>
<td>Solicit response on what they want to learn about assertiveness</td>
<td>Group discussion</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate making assertive statements in making a request &amp; refusing a persistent request</td>
<td>Developing assertive belief system</td>
<td>Administer assertiveness training self-assessment questionnaire</td>
<td>Complete self assessment Parts A&amp;B</td>
<td>Self-assessment exercise p. 98-100</td>
</tr>
<tr>
<td>Student will develop &quot;I&quot; statements</td>
<td>Tools of becoming assertive</td>
<td>Outline characteristics of assertive passive, aggressive</td>
<td></td>
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</tr>
<tr>
<td>Student will identify personal rights as people, women workers</td>
<td></td>
<td></td>
<td>Introduce &quot;I’m Proud&quot; exercise</td>
<td>Share things proud of in small groups</td>
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</tr>
<tr>
<td>Students will determine situations for practicing assertiveness</td>
<td>Students will determine situations for practicing assertiveness</td>
<td>Introduce &quot;Behavior Style Recognition Test&quot; &amp; have group do 4 or 5 examples</td>
<td>Discuss &amp; complete part C of self-assessment questionnaire &amp; discuss trends that emerge</td>
<td>Behavior Style Recognition Test</td>
</tr>
<tr>
<td>Introduce “Behavior Style Recognition Test” &amp; have group do 4 or 5 examples</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instruct group to do part C of self-assessment questionnaire &amp; discuss trends that emerge</td>
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</tr>
<tr>
<td>Brainstorm list of reasons why it’s difficult to be assertive in some situations. What are the risks?</td>
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<tr>
<td>Objectives</td>
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</tr>
<tr>
<td>Risks involved in being assertive—high risk vs. low risk situations</td>
<td>Lead discussion of sharing 1 or 2 situations or areas of life where you'd like to be more assertive. Suggest each set a goal to practice assertive behavior in those areas of life</td>
<td>Discuss nonassertive experiences and set goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing an assertive belief system</td>
<td>Lead discussion on identifying the rights all human beings have. Make list on newsprint; in 2nd column list responsibility with each right</td>
<td>Complete journal assignment</td>
<td>Assertiveness Journal handout P.109 in Preparing.....</td>
<td></td>
</tr>
<tr>
<td>Introduce &quot;Imagining Personal Rights&quot; Exercise &amp; take group through guided imagery p.89</td>
<td>Relax &amp; follow directions for guided imagery</td>
<td>&quot;Preparing for a Nontraditional Job&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify irrational beliefs</td>
<td>Role play and practice</td>
<td></td>
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</tr>
</tbody>
</table>

**Teacher Activiti.es**

- Lead discussion of sharing 1 or 2 situations or areas of life where you'd like to be more assertive. Suggest each set a goal to practice assertive behavior in those areas of life.
- Discuss nonassertive experiences and set goals.

**Student Activities**

- Complete journal assignment.

**Materials, Reference & Handouts**

- Assertiveness Journal handout P.109 in Preparing.....
- "Preparing for a Nontraditional Job"
### Objectives
- Outline tools for becoming assertive
- Styles for taking assertive action p. 91-96

### Teacher Activities
- Group discussion
- Optional: Complete part D of self-assessment handout

### Student Activities
- Preparing for a Nontraditional Job

### Materials, References & Handouts

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**WOMEN'S DEVELOPMENT CENTER**
**Waukesha County Technical College**
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Students are able to identify sexual harassment &amp; utilize assertiveness tools</td>
<td>Definition and laws regarding sexual harassment</td>
<td>Lead discussion and present material about sexual harassment. Relate assertiveness to discussion.</td>
<td>Discuss questions</td>
<td>&quot;Confronting Harassment in the Workplace:&quot; Grace Davis March 1, 1993 Video: &quot;Mission Success&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation on WCTC stand on Sexual Harassment-Grace Davis</td>
<td></td>
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<td></td>
<td></td>
<td>Presentation by individual who have been harassed and learned techniques to combat same</td>
<td></td>
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<td></td>
<td></td>
<td>Week-end review</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Continue research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How am I doing on my journal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course: Electronics Is Our Future
### Lesson: #24 Title: Career Development

<table>
<thead>
<tr>
<th>Objectives</th>
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<th>Teacher Activities</th>
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<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students begin to develop an awareness of vast array of job opportunities</td>
<td>Role model panel</td>
<td>Teacher arranges panel of women in fields of electronics (particularly those not good for tour or shadow opport.)</td>
<td>Students prepare questions about occupations</td>
<td>Handout: Questions to ask women in NTO</td>
</tr>
<tr>
<td>Student is introduced to technical work environment</td>
<td>Tours</td>
<td>Broker, technical writer, outside sales person, outside repair person</td>
<td>Continue research on jobs &amp; careers</td>
<td>Video: &quot;Electronics &amp; Robotics Manu.&quot; 43 min</td>
</tr>
</tbody>
</table>

Female electronics technicians from Ameritech and tour of facility WCIS
Course #862-432 Title: Electronics Is Our Future Lesson: # 25 Title: Career Development

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify barriers to NTO</td>
<td>Internal &amp; External barriers are examined in supportive setting &amp; fears are identified</td>
<td>Lead discussion on barriers getting whole group involved. Introduce worksheet &quot;Barriers to non-traditional jobs&quot;</td>
<td>Discuss barriers</td>
<td>&quot;Barriers to Nontraditional Jobs&quot;</td>
</tr>
<tr>
<td>Develop an awareness of the cultural climate of the industry</td>
<td>What special problems barriers do women face in this industry</td>
<td>Work with each tour site to arrange a discussion with presentation women employed at each site</td>
<td>Ask question about climate-sexual harassment</td>
<td></td>
</tr>
<tr>
<td>Gain one-on-one personal experience with individual at site</td>
<td>Job shadowing</td>
<td>Arrange with each site for each student to have 2-3 hour job shadowing experience (very time consuming but great ideas for next year’s grant)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WOMEN'S DEVELOPMENT CENTER  
Waukesha County Technical College

Course #862-432 Title: Electronics Is Our Future Lesson: # 26 Title: Career Development

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>To gain first hand knowledge of opportunities available in the field of</td>
<td>On site visits of companies which hire graduates from various programs</td>
<td>Arrange visit and tour of 5 industries: Electronics, Telecommunication, Electronic</td>
<td>Tours ask questions</td>
<td>Info packet from Bureau of apprenticeship Standards</td>
</tr>
<tr>
<td>electronics</td>
<td></td>
<td>Servicing, Telecommunication, Office Equipment, Repair, Electronics Tech,</td>
<td></td>
<td>Nancy Hoffman, Milw. Women in the Trades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical/Electronic Drafting &amp; Design</td>
<td></td>
<td>Marge Wood from State Office</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Apprenticeship Options for Women</td>
</tr>
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<td></td>
<td>Female role models in electronic trade</td>
</tr>
<tr>
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</tr>
<tr>
<td>To introduce pre-technical section of course</td>
<td>Understanding Mechanical &amp; technical orientation</td>
<td>Discussion of participants experience with mechanical and technical things</td>
<td>Share experiences with machines and computers and with fixing or repairing; working with hands</td>
<td>Technical instruction booklets</td>
</tr>
<tr>
<td>Student will develop technical vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student will develop technical &amp; mechanical reasoning</td>
<td>Becoming comfortable &amp; familiar with technical vocabulary, tools &amp; principles</td>
<td>Assign homework: 1.&quot;Recording Instructions and/or 2. programming VCR.-telephone 3. Put washer in faucet.</td>
<td>Prepare homework assignments</td>
<td></td>
</tr>
<tr>
<td>Student will develop basic tool recognition &amp; usage</td>
<td></td>
<td>Make journal assign of writing about technical abilities and attitudes about them; if sees oneself a technician.</td>
<td></td>
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</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Students will learn basic keyboarding skills &amp; facts about computers;</td>
<td>Principles of the basics of computers usage will be addressed</td>
<td>Computer instructor will present lab &amp; tech basic skills</td>
<td>Students will have own computer and practice basic skills</td>
<td>Computers</td>
</tr>
<tr>
<td>Students will gain comfort level with computers, learn DOS &amp; spreadsheet</td>
<td></td>
<td></td>
<td></td>
<td>Micro Soft Works</td>
</tr>
</tbody>
</table>
### Objectives

Students will examine attitudes about math and understand the barriers math avoidance creates.

Students will gain knowledge of calculators and practice using them.

### Content

**Math serves as a filter to keep women out of good paying occupations.**

**Math anxiety:** ask for autobiographies from participants; tell about the last math course you took. Complete Math Myth handout.

### Teacher Activities

- Introduce math anxiety; ask for autobiographies about math.
- Discuss math myths and share math stories.
- Use tape measure to measure to 1/16".
- Practice using calculators.

### Student Activities

- Play math games.
- Practice using calculators.
- Learn about the creative side of math.

### Materials, References & Handouts

- Math Myth handout
- Tape Measure
- Dice
- Calculators

**Note:** Practice using calculators.
### Objectives

Students will add & subtract fractions; determine area & perimeter of a given space; develop spatial problem solving skills.

### New approaches to math will be learned

- Teach adding and subtracting fractions;
- Teach how to read a 12" ruler and find fractions on a ruler;
- Teach drawing and measuring with a straight edge;

### New approaches to math will be learned

- Introduce and instruct in spatial problem solving;
- Teach how to draw a parabola
- Teach area and perimeter

### Activities

- Work with building blocks to develop spacial reasoning;
- Read a 12" ruler and find fractions on a ruler;
- Draw and measure a straight edge;

### Materials, References & Handouts

- Chapter 8 Math Skills in Preparing for a Nontraditional Job Arizona Dept. of Educ. 1983
- Blocks 12" rulers
### OBJECTIVES

To develop technical & mechanical reasoning skills, brainstorming, perspective, teamwork.

To develop recognition & usage of machines in every day life.

### CONTENT

- **Become familiar w/technical vocabulary, principles**
- **Familiarity w/"6" simple machines, basis for all machines**

### TEACHER ACTIVITIES

- Discussion teamwork involved in the design & construction of a project.
- Encourage planning before construction.
- Discuss truss forms.
- Discussion of work, simple machines.
  1) Lever
  2) Wheel & Axle
  3) Slope
  4) Wedge
  5) Pulley
  6) Screw

### STUDENT ACTIVITIES

- Design & construct a bridge.
- Document a plan.
- Make a prelim. sketch.
- Document changes, reasons.
- Test design for strength.
- Analysis of design, why did it fail?
- List examples of simple machines, how they are combined into more complex machines.

### MATERIALS, REFERENCES, & HANDOUTS

Outline of bridge assignment.

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<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHER ACTIVITIES</th>
<th>STUDENT ACTIVITIES</th>
<th>MATERIALS, REFERENCES, &amp; HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow instruction to create a small electronic project</td>
<td>Familiarity w/electronic components, simple circuit boards, soldering technique</td>
<td>(Explain safety precautions-safety glasses) Assist students w/ass'y, instruct, trouble shooting</td>
<td>Assemble electronic project kits</td>
<td>kits</td>
</tr>
</tbody>
</table>

Feedback-Kits too simple? Not enough challenge
<table>
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<tbody>
<tr>
<td>HANDS-ON</td>
<td>ELECTRICAL</td>
<td>ELECTRONIC</td>
<td>DRAFTING AND DESIGN</td>
<td>LAB</td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
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<tr>
<td>HANDS-ON OFFICE EQUIPMENT</td>
<td>REPAIR</td>
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<td>LAB</td>
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</tbody>
</table>
# Women's Development Center
## Waukesha County Technical College

<table>
<thead>
<tr>
<th>Course#</th>
<th>Title</th>
<th>Lesson: 31</th>
<th>Title: Office Equipment Repair Lab</th>
</tr>
</thead>
</table>

<table>
<thead>
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<td>ELECTRONIC SERVICING</td>
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<td>LAB</td>
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</tr>
<tr>
<td>Student will be introduced to Plated-Thru Hole (PTH) high reliability soldering and participate in a hands-on experience.</td>
<td>Soldering station</td>
<td>Introduce soldering</td>
<td>Observe demonstration</td>
<td>Unpopulated circuit board</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Safety glasses</td>
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<td></td>
<td>Bottle of flux</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Components</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wire Solder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Repair Video</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of SMT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Soldering</td>
</tr>
<tr>
<td>Quality soldering</td>
<td></td>
<td></td>
<td>Participate in soldering lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>following quality soldering techniques</td>
<td></td>
</tr>
<tr>
<td>Safety consideration</td>
<td>Application through demonstration and one-on-one assistance</td>
<td>Solder axial lead devise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Solder DIP component</td>
<td></td>
</tr>
</tbody>
</table>
A. FAMILIARIZATION WITH THE VOLTMETER.

BACKGROUND: The voltmeter is an instrument used to measure the electric force generated by a power source. The unit of measure for this force is called a VOLT. To measure the voltage one must connect the voltmeter's BLACK lead to the MINUS or GROUND terminal of the circuit and connect the meter's RED lead to the PLUS terminal of the circuit.

1. Measure the voltage of each battery cell and record the same, at the right.

   Voltage cell 1 =
   Voltage cell 2 =
   Voltage cell 3 =
   Voltage cell 4 =

B. WIRING AND TESTING A SIMPLE LAMP CIRCUIT.

1. Connect the 4 voltage cells, the switch and the lamp as illustrated below.

2. Turn the switch ON and OFF and note the activity of the lamp.

3. Connect the voltmeter across the lamp (black to minus and red to plus) and measure the voltage to the lamp when the switch is ON and when the switch is OFF. Record the value measured.

   Volt. lamp ON =
   Volt. lamp OFF =
Figure A

Figure 8

R2 115K
GRAY

TOP VIEW

PHOTO CELL

741

RF = 10K GRN

R1 = 1K
BEIGE

+15V

-15V

LAMP GESB

+15V -15V GND

SK-10

Figure 8
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHER ACTIVITIES</th>
<th>STUDENT ACTIVITIES</th>
<th>MATERIALS, REFERENCES, &amp; HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HANDS-ON</td>
<td>ELECTRONICS TECHNOLOGY</td>
<td></td>
<td></td>
<td>LAB</td>
</tr>
</tbody>
</table>
NOTE! All choices will be made using the function keys F1-F10 by following the soft-key functions at the bottom of the screen. The ESC key will return the soft-keys to the previous menu.

PROGRAMMING THE AB PLC

1. From the main menu select F1 (on line prog/doc)
   a. From this menu press F8 (monitor file)
   B. Put the processor key in the program mode.

2. Enter the first rung of the program into the PLC using the function keys as follows;
   a. Press EDIT (F1)
   b. Append Rung (F3)
   c. Append instruction (F3)
   d. XIC (F1)
   e. Type the address I:001/00 then press the enter key.
   f. CTU (F7)
   g. type C5:5 at counter, 3 at preset and 0 at accum.
   h. Press the enter key.
   i. Accept Rung (F10)

3. Continue to enter the rest of the program using the same procedure. Press (F10) Accept rung when each rung is Complete.

4. Turn the processor key to RUN and test the program by pressing input 00 3 times.
NOTE! All choices will be made using the function keys F1-F10 by following the soft-key functions at the bottom of the screen. The ESC key will return the soft-keys to the previous menu.

PROGRAMMING THE MODICON PLC

B. Creating a Network

1. Select F1 (ladder prog)
2. Select F2 (create)

C. Use the software function keys, arrow position keys and numbers to develop the following program.

NOTE! The cursor must be moved to enter the next symbol.

D. When complete, press F10 (Load) and then F1 (Append).

E. Test the program by pressing input 10001 3 times.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HANDS-ON</td>
<td>ELECTRONICS TELECOMMUNICATIONS</td>
<td></td>
<td>LAB</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
<td>Materials, References &amp; Handouts</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Students will process learning experiences in labs &amp; share journal, writings if wish to.</td>
<td>Hands-on experiences will be processed and related to overall attitudes about various electronics programs.</td>
<td>Lead discussion on electronics lab experiences</td>
<td>Discuss lab experiences</td>
<td></td>
</tr>
<tr>
<td>Students will visit electronics classes and gain awareness of school experience and course work.</td>
<td>Career Decision Making is focus</td>
<td>Assign students to various classes and facilitate classroom observations.</td>
<td>Observe electronics classes</td>
<td>Electronics classes</td>
</tr>
<tr>
<td>Students will begin making decisions about which electronics career interests them.</td>
<td></td>
<td></td>
<td>Complete observation form</td>
<td>Classroom observation forms</td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
<td>Materials, References &amp; Handouts</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Students will learn and practice study and test taking in context of electronics training</td>
<td>Study skills and test taking in context of electronics training</td>
<td>Discussion participants study skills techniques</td>
<td>Discuss own techniques for studying active listening</td>
<td>Effective study skills handouts</td>
</tr>
<tr>
<td>Students will learn test taking strategies</td>
<td>Mini lecture on effective study skills</td>
<td>Practice study skills</td>
<td></td>
<td>Electronics tests</td>
</tr>
<tr>
<td></td>
<td>Work with group to practice study skills in electronics text books</td>
<td></td>
<td>Discuss what works for taking tests</td>
<td>Test taking tips</td>
</tr>
<tr>
<td></td>
<td>Mini lecture on test taking and discussion of what works</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
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<td>Student Activities</td>
<td>Materials, References &amp; Handouts</td>
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<tr>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Student will be able to develop short &amp; long range school plan &amp;/or specific goals for being successful in school.</td>
<td>Choosing courses.</td>
<td>Facilitate examining Spring course offerings &amp; developing schedule based on individual needs.</td>
<td>Examining Spring Course offerings to develop schedule based on needs</td>
<td>Spring tabloids</td>
</tr>
<tr>
<td>Student will use effective decision making to determine priorities when enrolled in school</td>
<td>Developing schedule</td>
<td>Review guidelines for goal setting and facilitate goal setting process.</td>
<td>Review goal setting &amp; decision making</td>
<td>Guidelines for goal setting</td>
</tr>
<tr>
<td>Decision making</td>
<td>Review decision making strategies</td>
<td>Review assessment results &amp; discuss style, strengths &amp; issues</td>
<td>Balancing work &amp; family pp 84-215</td>
<td></td>
</tr>
</tbody>
</table>
### Course #862-432 Title: Electronics Is Our Future Lesson: #37 & 38 Title: Final Action Plan

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
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</tr>
<tr>
<td></td>
<td>Decision making</td>
<td>Review decision making strategies</td>
<td>Review assessment results &amp; discuss style, strengths &amp; issues</td>
<td>Balancing work &amp; family pp 84-215</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Next Steps</td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>Short &amp; long range goal setting</td>
<td>Lead discussion of various needs to be considered when choosing classes ie: <em>level of difficulty</em> <em>time of class</em> <em>cost</em> <em>balance of course load</em> <em>supports in place</em></td>
<td>Set up appointment with program counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing individual needs</td>
<td>Develop long range course schedule: project graduation date</td>
<td>Board and markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal setting</td>
<td>Group students in pairs to work on goals</td>
<td>Work in pairs to set goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balancing parts of our lives</td>
<td>Paying attention to strategies used for prioritizing and formulating goals</td>
<td>&quot;Balancing Work &amp; Family&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
<td>Materials, References &amp; Handouts</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Student will help develop an Employability Development plan for entering training.</td>
<td>Employability Development plan (EDP)</td>
<td>Assist students in developing EDP to keep on file</td>
<td>Develop EDP</td>
<td>Women's Development Center EDP form</td>
</tr>
<tr>
<td>Student will have awareness of accomplishments of last 9 weeks</td>
<td>Assessing accomplishments &amp; long range planning</td>
<td>Review &amp; do story of 9-week course utilizing feeling cards</td>
<td>Tell story of course describing feelings</td>
<td>Feelings cards</td>
</tr>
<tr>
<td>Student will gain perspective of steps in process for earning degree in electronics</td>
<td>Review &amp; do story of 9-week course utilizing feelings cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Awarding certificates of Achievement</td>
<td></td>
<td></td>
<td>Certificates of Achievements</td>
</tr>
<tr>
<td></td>
<td>Alternate activity; Assign creating a collage of accomplishments in a 9-week course &quot;what I am proud of&quot;</td>
<td></td>
<td>Create collage</td>
<td>Poster board, magazines, markers, glue</td>
</tr>
<tr>
<td>Objectives</td>
<td>Content</td>
<td>Teacher Activities</td>
<td>Student Activities</td>
<td>Materials, References &amp; Handouts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Student will identify retention services available at WCTC &amp; community</td>
<td>Retention Services</td>
<td>Lead discussion of services available to assist student to remain in school</td>
<td>Will develop a directory of resources to meet individual needs &amp; issues</td>
<td>Notebooks, Resource directory developed by students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set up library tour</td>
<td>Tour library</td>
<td>Library materials</td>
</tr>
</tbody>
</table>

**Course #862-432 Title:** Electronics Is Our Future **Lesson: # 40 Title:** Final Action Plan
WOMEN'S DEVELOPMENT CENTER  
Waukesha County Technical College

Course #862-432 Title: Electronics Is Our Future Lesson: # 41 Title: Final Action Plan

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Materials, References &amp; Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will celebrate completion of course &amp; develop sense of accomplishment &amp; appreciation for those who developed curriculum</td>
<td>Celebrating &amp; Networking</td>
<td>Facilitate Celebration</td>
<td>Celebrate accomplishments &amp; meet Advisory Board</td>
<td>Collages of accomplishments created by students</td>
</tr>
<tr>
<td>Advisory committee will meet course participants</td>
<td>Taking pride in accomplishing course work</td>
<td>Honor graduates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taking pride in accomplishing course work
# ELECTRONICS IS OUR FUTURE

## ASSESSMENT COMPONENTS

### I. PRE-ENROLLMENT ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Time Schedule</th>
<th>Population/ Program</th>
<th>Distribution of Results</th>
<th>User for Results</th>
<th>Responsibility</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment Nyers-Briggs Type Indicator</td>
<td>Intake 3rd week of class</td>
<td>Women entering non-traditional technical programs/Electronics Is Our Future</td>
<td>Instructor or student</td>
<td>For understanding decision making style &amp; work environment preference</td>
<td>Mary Jo Coffee</td>
<td>1</td>
</tr>
<tr>
<td>Personality Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronicle Career Quest-Interest Assessment</td>
<td>3rd week of class</td>
<td></td>
<td></td>
<td>For understanding interests as related to job choice</td>
<td>Mary Jo Coffee</td>
<td>1</td>
</tr>
<tr>
<td>TASK</td>
<td>3rd week of class</td>
<td></td>
<td></td>
<td>For determining academic skill level in reading, writing &amp; math.</td>
<td>Learning Place</td>
<td>1</td>
</tr>
<tr>
<td>Career Planning Program</td>
<td>8th week of class</td>
<td></td>
<td>Measures abilities that are important in education &amp; in work; Prepares students for ASSET Test</td>
<td>Mary Jo Coffee</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
## ASSESSMENT COMPONENTS

### IV. POST-ENROLLMENT ASSESSMENT COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Time Schedule</th>
<th>Population/Program</th>
<th>Distribution of Results</th>
<th>Use of Results</th>
<th>Responsibility</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course evaluation</td>
<td>Last session of each course</td>
<td>Women entering nontraditional technical training programs/Electronics Is Our Future</td>
<td>Advisory Committee Career Information Technician</td>
<td>For refining and/or changing course</td>
<td>Career Info Tech</td>
<td>1</td>
</tr>
<tr>
<td>Program Eval</td>
<td>Twice a year</td>
<td></td>
<td>Project Staff and</td>
<td></td>
<td>Advisory Committee</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum review</td>
<td>Once a year</td>
<td></td>
<td>State VTAE Sex Equity Coordinator</td>
<td>For establishing uniform curriculum guidelines</td>
<td>Curriculum Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Job Shadowing Evaluation</td>
<td>Following each experience</td>
<td></td>
<td>Career Info. Tech</td>
<td>Determine career path</td>
<td>Student</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Review to analysis of outcome goal</td>
<td>End of Year</td>
<td></td>
<td>External Program Coordinator Project Staff Dir. of Admissions Dean</td>
<td>Evaluate process</td>
<td>External Programs</td>
<td>1</td>
</tr>
</tbody>
</table>
HANDBOUTS FOR ELECTRONICS IS OUR FUTURE
FULL VALUE CONTRACT

When working in groups, it is helpful to have members agree to certain guidelines. This agreement forms the basis for group interactions, and leads to the development of a supportive environment for learning and personal growth.

The Full Value Contract asks for the following commitments from all group members:

1. To participate as a group member in the group process. Each member is expected to take part in and support the goal setting and goal review process, for both individual and group goals, and to encourage all members in achieving their goals.

2. To adhere to physical and psychological safety guidelines. Guidelines are discussed and agreed upon by the group as a part of the group process.

3. To give and receive honest feedback. Giving honest feedback involves caring enough about oneself and others to communicate in a constructive manner that facilitates growth. Each group member agrees to listen to and accept honest feedback about her behavior, and to give honest feedback to others.

4. To increase awareness of devaluing or discounting oneself and others and to make an effort to confront and change this behavior. Personal growth must take place in an honest, supportive atmosphere. Self examination can take place in a setting of mutual respect and acceptance among peers.

5. To make an effort to "let go" of negative interpersonal issues that may have developed as a result of group feedback. At times the intensity of group and individual interactions, though leading to resolution and change, leave unresolved interpersonal issues. "Letting go" provides everyone with a fresh new start.

A Risk Profile

Behavioral rating

- Definitely a risk taker
- More of a risk taker
- Equally take and avoid risks
- More of a risk avoider
- Definitely a risk avoider

Types of risk:

- Professional (Job, career related; reputation)
- Intellectual (Academic, testing, courses)
- Social (Group, with individuals, full value contract)
- Emotional (Self-disclosure, self-confrontation, counseling)
- Physical (Ropes course, sports, thrill-seeking, sex, drugs, alcohol)
Defining Self-Image

Directions: Answer each question with your true feelings. If you have given an answer that you do not want shared with the group, please mark that question with an "X" before the number.

#1  #2

1. Do people praise you very often?
2. Do you often feel discouraged?
3. Do people often ask you to help them?
4. Do people think you are a good sport?
5. Can you do some things better than most people can?
6. Are you happy most of the time?
7. Do you often wish people would just leave you alone?
8. Do you think you will be able to get ahead in this world?
9. Who is the greatest person in this world?
10. Do you often feel lonely?
11. Do people often expect too much of you?
12. Do you have more troubles than most people?
13. Are people generally interested in what you do?
14. Are most people friendly?
15. Do you worry an awful lot?
16. Do people think you cannot do things well?
17. Do people notice when you do good work?
18. Do you find it easy to talk to a group of people?

19. What do you like best about yourself?

20. What is the best thing you ever did?

Reprinted from Focus on the Future, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.
11 Steps to Rebuilding One's Self-Image

Step One: Make a decision to change.

Step Two: Change the way you look at yourself.

Step Three: Say positive things about yourself aloud to others.

Step Four: Re-examine your relationships with others, and make changes which will help you break destructive patterns and develop the "new" you.

Step Five: Get rid of the negative self-thoughts in your head.

Step Six: Write positive notes to yourself and pin them up around the house.

Step Seven: Open yourself up to hearing positive comments from others.

Step Eight: Make a specific change in your behavior.

Step Nine: Give and get more hugs.

Step Ten: Work hard at meaningful communication with another person.

Step Eleven: Choose to enter into a therapeutic relationship in order to enhance your self-concept.

Of all the judgments that we pass in life, none is as important as the one we pass on ourselves, for that judgment touches the very center of our existence.

...No significant aspect of our thinking, motivation, feelings, or behavior is unaffected by our self-evaluation...

The first act of honoring the self is the assertion of consciousness: the choice to think, to be aware, to send the searchlight of consciousness outward toward the world and inward toward our own being. To default on this effort is to default on the self at the most basic level.

To honor the self is to be willing to think independently, to live by our own mind, and to have the courage of our own perceptions and judgments.

To honor the self is to be willing to know not only what we think but also what we feel, what we want, need, desire, suffer over, are frightened or angered by -- and to accept our right to experience such feelings. The opposite of this attitude is denial, disowning, repression -- self-repudiation.

To honor the self is to preserve an attitude of self-acceptance -- which means to accept what we are, without self-oppression or self-castigation, without any pretense about the truth of our own being, pretense aimed at deceiving either ourselves or anyone else.

To honor the self is to live authentically, to speak and act from our innermost convictions and feelings.

To honor the self is to refuse to accept unearned guilt, and to do our best to correct such guilt as we may have earned.

To honor the self is to be committed to our right to exist which proceeds from the knowledge that our life does not belong to others and that we are not here on earth to live up to someone else's expectations. To many people, this is a terrifying responsibility.

To honor the self is to be in love with our own life, in love with our possibilities for growth and for experiencing joy, in love with the process of discovery and exploring our distinctively human potentialities.

Thus we can begin to see that to honor the self is to practice selfishness in the highest, noblest, and least understood sense of that word. And this, I shall argue, requires enormous independence, courage, and integrity.
MY DECLARATION OF SELF-ESTEEM

I AM ME

IN ALL THE WORLD, THERE IS NO ONE ELSE EXACTLY LIKE ME
EVERYTHING THAT COMES OUT OF ME IS AUTHENTICALLY MINE
BECAUSE I ALONE CHOSE IT - I OWN EVERYTHING ABOUT ME
MY BODY, MY FEELINGS, MY MOUTH, MY VOICE, ALL MY ACTIONS,
WHETHER THEY BE TO OTHERS OR TO MYSELF - I OWN MY FANTASIES,
MY DREAMS, MY HOPES, MY FEARS - I OWN ALL MY TRIUMPHS AND
SUCCESSES, ALL MY FAILURES AND MISTAKES - BECAUSE I OWN ALL OF
ME, I CAN BECOME INTIMATELY ACQUAINTED WITH ME - BY SO DOING
I CAN LOVE ME AND BE FRIENDLY WITH ME IN ALL MY PARTS - I KNOW
THERE ARE ASPECTS ABOUT MYSELF THAT PUZZLE ME, AND OTHER
ASPECTS THAT I DO NOT KNOW - BUT AS LONG AS I AM
FRIENDLY AND LOVING TO MYSELF, I CAN COURAGEOUSLY
AND HOPEFULLY LOOK FOR SOLUTIONS TO THE PUZZLES
AND FOR WAYS TO FIND OUT MORE ABOUT ME - HOWEVER I
LOOK AND SOUND, WHATEVER I SAY AND DO, AND WHATEVER
I THINK AND FEEL AT A GIVEN MOMENT IN TIME IS AUTHENTICALLY
ME - IF LATER SOME PARTS OF HOW I LOOKED, SOUNDED, THOUGHT
AND FELT TURN OUT TO BE UNFITTING, I CAN DISCARD THAT WHICH IS
UNFITTING, KEEP THE REST, AND INVENT SOMETHING NEW FOR THAT
WHICH I DISCARDED - I CAN SEE, HEAR, FEEL, THINK, SAY, AND DO
I HAVE THE TOOLS TO SURVIVE, TO BE CLOSE TO OTHERS, TO BE PROD-
UCTIVE, AND TO MAKE SENSE AND ORDER OUT OF THE WORLD OF
PEOPLE AND THINGS OUTSIDE OF ME - I OWN ME, AND THEREFORE
I CAN ENGINEER ME

- AM ME AND I AM OKAY

Virginia Satir
Attitude

by Charles Swindoll

The longer I live the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failure, than successes, than what other people think, or say, or do. It is more important than appearance, giftedness, or skill. It will make or break a company . . . a church. . . . a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. 'We cannot change our past . . . we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that it our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . we are in charge of our attitude!
Additional Resources

Print


How can you raise your self esteem? One approach is to **disarm your “self critic.”** Everyone has a “self critic”—the result of parents, teachers and others in our environment who constantly corrected us and told us what we were doing wrong. Our “self critic” blames us for things that go wrong, compares us to others, sets impossible standards of perfection and keeps an album of our failures.

To disarm your critic, assess yourself accurately and have a sense of compassion and acceptance for yourself. Are you really overweight or just a well-rounded female? **Other ways to raise self esteem include:**

- **Use language that is specific rather than general.** For example, do you always goof up? Or do you tend to remember goof ups?
- **Don’t compare yourself unfavorably to others.** When you enter a crowded room, don’t compare yourself to everyone else assuming they’re smarter, more attractive, competent or popular. Consider your positive characteristics instead.
- **Realize that everyone makes mistakes and forgive yourself.** Learn from your mistakes but forgive yourself since you’ve most likely paid the price for making a mistake and being human.
- **Don’t filter what you experience.** For example, do you remember a three-hour dinner party as a fun experience, or do you only remember the 15 minutes when you spilled your wine?
- **Decrease your vulnerability to toxic or abusive situations by confronting the insult-giver.** Ask “What do you mean by that?” or “Is something wrong?” The questions throw the responsibility back to the insult-giver. Withdraw from nasty, cruel or annoying people whenever possible.
- **Consider the source of negative comments.** Some people swallow in negativity. Don’t take negative comments personally.
- **Feel free to disagree with negative comments.** Understand that whatever someone says is simply their opinion. You have the right to express a different point of view.
- **Develop a vision of how you want yourself and your life to be.** Identify ways in which you can take responsibility for getting what you want acknowledging where and how you have control and choices available to you.
- **Ask for what you want.** Wear empowering clothing and jewelry when implementing your choices; you feel better when you look good.
- **Nurture your self confidence.** Remember that self esteem has its own momentum—the more you have, the easier it is to maintain.

Positive self esteem has been correlated with good physical and emotional health, healthy family relationships, the ability to deal with stress and the ability to perform well at work. These correlations make it something desirable for everyone.

Self esteem has several aspects. It is an attitude of approval or disapproval toward oneself. It is the difference between our perception of how we really are and how we feel we ought to be or would like to be. It is our feeling about ourselves as expressed in our behaviors. How we take care of our bodies, how we dress and how we act.

Low self esteem has been found to have its roots in early life experiences of abuse or abandonment. For example, if the primary caregiver (mom or dad) is frequently absent or unavailable for nourishment, the child feels unlovable. Poor self esteem has also been found to be related to sexual abuse as a child, severe criticism for many different behaviors, and extreme or capricious punishment with the punishment not fitting the behavior.

Other causes of low self esteem are isolation, biochemical depression, a destructive living environment or destructive relationships, addiction and physical illness.

Many people suffer from **situational low self esteem** which appears only in certain areas of one’s life. A person may feel socially inept, for instance, but have confidence in herself as a professional, parent or wife. If low self esteem is related to a more complex problem such as depression or addiction, the primary problem needs attention before self esteem can be raised. In this case, medical treatment and/or counseling may be necessary. Blaming parents or low self esteem is, of course, non-productive.
Affirmations are a method of creating what you would like to have happen. They are a method of reprogramming yourself in a positive versus negative belief.

It is a verbal description of a desired state, condition or thing. It is an image created in your mind affirming the desired. It is a mental structure that supports the impending state, condition or thing.

Suggestions for personal affirmations:

1. Use present tense. Affirm the desired is already happening now.
2. Positive statement. Eliminate any negative words such as not, never, without, etc.
3. Personal pronoun. Always use I, we, me instead of pronouns of the second or third person such as you, they, etc.
4. Keep it simple. The shorter and more to the point the statement, the more effective.
5. Affirm what you want. Avoid statements involving what you want to eliminate from your life.

Additional suggestions for results:

1. Write the affirmation that is your focus ten times daily.
2. Imagine a picture of the desired happening now, with you in the picture.
3. Sing your affirmation aloud while working driving, playing, walking or whatever.
4. Attach the affirmation to your mirror, car visor, telephone, calendar, refrigerator, desk or wherever you will see it.
5. Record your affirmations in your own voice and listen to it while you are driving, working, cleaning, shaving or while going to sleep.
6. Enjoy playing with your affirmations. Have fun with them.

Sample affirmations:

I am in perfect health.
I have a beautiful functional body.
I trust myself and others.
I am an effective, valuable human being.

I release the old and welcome the new.
I have enough, I do enough,
I am enough.
Affirmations for Building Self-Esteem

**Directions:** Read through the following affirmations and check those that you can identify with on the line provided.

- I am kind, compassionate and patient with myself.
- I am optimistic about life; I look forward to and enjoy new challenges to my awareness.
- I am my own expert, and I allow others the same privilege.
- I express my ideas easily, and I know others respect my point of view.
- I am aware of my value system and confident of the decisions I make based on my current awareness.
- I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
- I accept compliments easily and share my successes with others who have contributed to them.
- I feel warm and loving toward myself, for I am a unique and precious being, ever doing the best my awareness permits, ever growing in wisdom and love.
- I am actively in charge of my life and direct it in constructive channels. My primary responsibility is for my own growth and well-being.
- I am my own authority, and I am not affected by negative opinions or attitudes of others.
- It is not what happens to me, but how I handle it, that determines my emotional well-being.
- I am a success to the degree that I feel accepting of myself.
- No one in the entire world is more or less worthy, more or less important, than I am.
- I count my blessings and rejoice in my growing awareness.
- I am an action person; I do first things first and one thing at a time.


*Career Planning Curriculum*
Work Relationships and Gender Roles

A man is taught
- to control
- to score, to achieve
- to pursue goals, take charge
- to discuss women's bodies
- to have a dream
- to work as a team
- to take risks, challenges
- to make the rules, decisions
- to put women on a pedestal
- to expect service from women
- to belittle girlish things

A woman is taught
- to do what she's asked
- to be pleasing to a man
- to hurt no one's feelings
- to look good
- to be taken care of
- to compete for a man's attention
- to care for others before self
- to follow rules
- to let others make choices for her
- to be friendly, helpful
WINC "Getting the Facts" Quiz

Directions: Answer the following questions as well as you can.

1. Out of every 10 women in this country, how many can expect to work during their lifetime?

2. What is the main reason most women cite for working?

3. What are the average weekly earnings of a registered nurse?

4. What are the average weekly earnings of a secretary?

5. What are the average weekly earnings of a carpenter?

6. What are the average weekly earnings of an engineer?

7. How many years can the average woman expect to work in her lifetime?

8. How many years can the average man expect to work in his lifetime?

9. What percent of secretarial jobs are held by men?

10. What percent of apprenticeships are held by women?

11. What percent of doctors in this country are women?

12. What percent of nurses in this country are men?

13. How much education must a woman have to equal the median income of a man with an eighth grade education?

14. Between 1978 and 1990, jobs for college and university teachers are predicted to decrease by what percent?

15. Between 1978 and 1990, jobs in the computer fields are predicted to increase by what percent?

16. Between 1978 and 1990, jobs in engineering are predicted to increase by what percent?

17. What percent of full-time female workers earn $15,000 a year or more?

18. What percent of women with children under age 18 are in the workforce?

19. Approximately what percent of women in this country live in poverty?

20. What university fields of study do not require good background in high school math and science?
WINC "Getting the Facts" Quiz—

Answers

1. 9
2. economic necessity
3. $332
4. $230
5. $325
6. $540
7. 34
8. 41
9. 1 percent
10. 6 percent
11. 14 percent
12. 4 percent
13. 4 years of college
14. 10 percent
15. 94 percent
16. 43 percent
17. 33 percent of women compared with 69 percent of men
18. 59 percent
19. 62 percent
20. In today's technical/computerized society, almost all fields require some math and science.

WINC "Getting the Facts" Quiz—Sources


Career Planning Curriculum
DEALING WITH FEAR

You as a Person in Transition have experienced some changes in your life which are as disruptive as life changes can be, and you probably feel as if you are headed toward a great unknown. Fear of change and fear of the unknown are normal. Now that you know that anyone in your situation (and lots of people are) would probably be afraid, consider some of the following suggestions for dealing with your feelings of fear. Suppose, for example, that you are afraid of some kind of failure. We all have this fear at one time or another. Ask yourself:

1. Of what specifically am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear because it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)

2. How does this fear make me feel?

3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail?
   a. If yes, whose opinion?
   b. If yes, why should I allow someone else's opinion to be more important than my own opinion?

4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing - I'm scared to death"?

5. Am I allowing fear to help me avoid the responsibility of taking some kind of action?

6. Am I allowing fear to help me avoid the risk of taking some kind of action?

7. What is the "reward" for my remaining fearful?

8. What is the cost of remaining fearful?

9. What are possible ways I can handle this fear? (List as many as you can. Record these answers without stopping to analyze them.)

2/89
HANDOUT A1

ME-WE-THEY CIRCLE

ME

THEY

WE

Developed by J. Comeau, March 1983
Draw yours:

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Most of the time

The most out of balance
I am likely to be
How often? __________

How __________
(spouse, boss, etc.)
wants it to be

How I want it to be
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"ME" - Personal
"WE" - Family and Close Relationships
"THEY" - Work (or outside activities)
HANDOUT A3

TASK LIST IDEAS

FOOD CHORES
- Shopping
- Cooking
- Cleaning up/dishes
- Garbage
- Packing lunches

CLOTHES CHORES
- Shopping
- Washing
- Folding
- Putting away
- Dry cleaning
- Mending
- Ironing
- Weeding out old clothes

MONEY CHORES
- Budget planning
- Bill paying
- Bank accounts

HOME MAINTENANCE
- Cleaning
- Appliance care/repair
- Lawn or yard
- Furnace
- Storms, screens, etc.
- House repairs
- Dealing with service people

CARE CARE
- Filling with gas
- Checking oil
- Maintenance (oil, lub, etc.)
- Cleaning inside
- Washing

SOCIAL OBLIGATIONS
- Gift buying
- Entertaining
- Cards, letters, etc.
- Coordinating family's social and/or school schedules

CHILDREN (not including psychological care)
- Meetings at school
- Driving
- Support for activities (scouts, 4-H, etc.)
- Volunteer work for activities (umpire, den mother, etc.)
- Help with projects
- Getting baby sitters
- Physical care (diapers, cuts/scrapes)
TIME RECORD

Record your activities (during your awake hours) for the day in 15 minute segments. It is usually most accurate if you stop every two hours or so to think back on what you've been doing. (Waiting until the end of the day will be much less accurate). You may also use the columns at the right to categorize your activities. When in doubt check the primary category the activity fits in although there may be a secondary category. Begin with the time you awaken and end with when you actually go to sleep.

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ROLE SHARING STRATEGIES

1. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, eg. when it will be done, how much or how well it will be done. (This varies particularly on who you delegate or give the task to - spouse, child, payed help, etc.).

   Also, use and believe the cardinal principle of delegation: "If I don’t do it, it won’t be done exactly the way I would have done it. And that's O.K." (Practice saying this to yourself as a positive affirmation).

2. Do not treat your spouse the same as your children in regard to reallocating part of your old role: keep in mind that when husbands and wives see themselves as partners in managing this new lifestyle, role sharing goes more smoothly and marital relationships do too. Parents have more of a supervisory and teaching role to play with their children which must be taken into consideration as children take on new tasks that were once part of an adult’s role. (See delegation principle above).

3. Clarify the difference between "helping out" and taking responsibility and decide which you want as you negotiate role sharing. When you "help out" the job still belongs to the other person and he or she is not relieved of the emotional burden associated with that part of his or her role. "Helping out" is great if that’s what both agree upon (eg. "pitching in" to clean a child’s room although it is generally agreed this is her job or pulling a few weeds with mom because she asked for help, or vacuuming out the car for a family trip even though car care is traditionally dad’s job). Whether by choice or by assignment, "helping out" generally means not being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.

   When one takes responsibility for an activity that was once part of someone else’s role, thus actually expanding one’s own roles to incorporate this new activity as a part of them, there is a sense of ownership and decision-making authority. The person giving up that activity is no longer the "primary worrier" for doing that activity (task or job).

4. "Do unto others." When someone shares a role with you (eg. meal-preparer or yard care person) be helpful and allow a transition time. Also, just because that person used to relax or play while you prepared, served and cleaned up a meal or got out equipment, moved, raked and put it all away, does not mean that you should ignore the possibility of "helping out" (without being the "primary worrier") when someone else takes on that responsibility. (What do you want? - Revenge, or a new, more productive family lifestyle?)
5. Be aware that the skills needed to maintain a household are not sex linked. Teach your children a wide variety of both traditionally male and female roles. Use positive communication techniques to encourage husbands and wives to try out new tasks. Many widows and widowers as well as single parents are often shocked at how "possible" it is for them to do many of the tasks of their lost or absent loved one when they are forced to take them over. (However, with only one adult to handle the full load, these individuals must also learn to eliminate and delegate).

6. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks with mom and/or dad.

7. Recognize that there is no future in martyrdom (at least not a very happy one). You can say "no" and you can say "wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role very nicely. It is only human for family members to expect everything to be done by the one who's been doing it all along - and to not appreciate it. (Love does not mean having to do everyone's laundry). Even if martyring yourself gets you benefits in the short run ("isn't she/he something?") ("see how she/he does it all?") it can be exhausting and emotionally destructive in the long run.

8. Review your priorities and standards. Consider relationship vs. household needs. Some standards may need to be raised, while others lowered.

9. Talk regularly with your family about what's important to get done, who might like to do it, who's good at it, who needs a change, how to change standards, etc. Eliminate unnecessary tasks. Try taking turns on tasks no one wants to do all the time. Try making written schedules to keep everyone clear on the agreements.

10. Take note of your discussions in your Work and Family Seminars so that you have some facts, figures and rationale for change. People often question when change is being asked of them. Part of being a "change agent" is being a teacher - enlighten your family members as to how other working families do things - how certain role sharing ideas are beneficial, etc.

Role Sharing Strategies, Developed by Joan Comeau, August 1983

References:


Pinkstaff, Marlene A. and Anna Bell Wilkinson, Women at Work: Overcoming the Obstacles. Addison-Wesley Publishing Co., Massachusetts, 1979. (Especially see Chapter 3 "Sharing the Work at Home.")
Letting Go

To let go doesn't mean to stop caring; it means I can't do it for someone else.
To let go is not to cut myself off; it is the realization that I can't control another.
To let go is not to enable, but to allow learning from natural consequences.
To let go is to admit powerlessness, which means the outcome is not in my hands.
To let go is not to try to change or blame another; I can only change myself.
To let go is not to care for, but to care about.
To let go is not to fix, but to be supportive.
To let go is not to judge, but allow another to be a human being.
To let go is not to be in the middle arranging all the outcomes, but to allow others
to effect their own outcomes.
To let go is not to be protective; it is to permit another to face reality.
To let go is not to deny, but to accept.
To let go is not to nag, scold, or argue, but to search out
my own shortcomings and correct them.
To let go is not to adjust everything to my desires, but to take each day as it comes,
and to cherish the moment.
To let go is not to criticize and regulate anyone, but to try to become what I dream I can be.
To let go is not to regret the past, but to grow and live for the future.
To let go is to fear less and love more.
Perhaps it is letting go of a rebellious child, or a burden or sorrow, losing a loved one,
or learning to live with a heartache which we just cannot let go of. Read this over, study it,
pray over it, and you will find that letting go of your load will release a peace within you
which will allow your spirit to soar... to be free. Give it completely to God
and let a work be done within you... where the need is anyway.
"If I don't do it, it won't be done exactly the way I would have done it... ...And that's O.K.!"
Map out your support "network." Write in names of people, organizations, groups, etc. you feel are part of your support network. (Some may contribute to several types of support.)

**Love** - I am cared for unconditionally for who I am.

**Esteem** - The way I am and what I do is valued and admired.

**Respect** - My values, beliefs and ideas are recognized and accepted (may or may not be agreed upon).

**Belonging** - I feel a part of a group; we may not agree on everything, but we still feel close and supportive of each other.

Are some of your sources more focused on you as an employee (employer) rather than as a family member? Place a **W** by those sources. Place an **F** by those sources that are supportive of you in your home and family life. Check for balance and some sources that offer both.
Maintaining Social Support During Times of Changing Expectations and Standards

What would I like to change? (write below)

Can I anticipate changes in support from some part of my support network? What? If so, how can I anticipate this and work to decrease the chances someone will withdraw their support (prevention) or how can I find new sources of support if I feel I need them?

Changes in support anticipated:

Prevention:

New Sources:
THE MYTH AND THE REALITY

The Myth
A woman's place is in the home.

The Reality
Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Women aren't seriously attached to the labor force; they work only for extra pocket money.

Women are out ill more than male workers; they cost the company more.

Women don't work as long or as regularly as their male coworkers; their training is costly -- and largely wasted.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

Studies on labor turnover indicate that not differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

Relatively few women have been offered positions of responsibility. But when given opportunities, women, like men, do cope with job responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Most men who complain about women supervisors have never worked for a woman.
In one study where at least three-fourths of both male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

1. Assess where your partner and your family as a whole is at on a scale from traditional to egalitarian.

2. Make your spouse (if not a single supermom) your partner. Begin to talk about work-family issues and "test the waters" to see how he feels.

   For example:
   "What's most important to you: the housekeeping or spending time with the children" or "What areas of housekeeping (or child caring/rearing) do you think are most important?" or "What kind of life do you see us having five years from now - how will it change?"

3. Begin to limit what you do in areas you feel are not extremely important. When another family member questions you, offer choices.

   For example:
   "Which is most important to you - to have me iron your shirt now or fix your baseball uniform later - I do not have time to do both today."

4. Make opportunities to discuss the changes you are beginning to make.

   For example:
   At dinner you might say "I suppose you noticed I did not make the beds this morning - how does everyone feel about that?" or "In my class on working families the other day, I found out that many kids your age are keeping up their own rooms - if you were doing that, how often do you think a person should go through and pick up and put everything away? (not - Would you like to do that?) Do any of your friends take care of their own rooms - make their beds, pick up, etc.

5. Use "communication for change" and also work with partner to determine new rules - children don't have to be given the overall choice of whether or not to take on more responsibility - but they usually cooperate more effectively if you involve them in the planning process (this is true for adults as well). Keep in mind that children do better when the family is working together, eg. they may dust and vacuum but Mom (or Dad) is around (not gone shopping or resting) also working so the child feels a part of the "work of the family."

   eg. You may tell a child, "We (or I) feel you are grown up enough to share in the work of keeping up our home. There are several things here that we feel you could do a good job on, so Saturday morning we will work together to learn how to dust the furniture and vacuum the carpet. These will be your jobs to do."
6. Be honest with your partner - let him know changes are needed and that you feel he and other family members need to do more. Make specific suggestions of what he could do. If a partner is not willing to do more, you must make decisions of how to change yourself. First, institute a change you need to make (eg. not washing supper dishes until morning because you're a morning person and want the extra evening time to get some exercise) then prepare yourself to talk about your decision if questioned.

eg. "I understand that you feel you should not have to do dishes, but I need to make a change in how I'm handling that alone. Since I need to get some exercise and enjoy that in the evening, I'm finding it easier to do supper and breakfast dishes together."

If you receive a negative response, try to keep your patience, and develop some standard statements that support your decision to "scale down."

eg. "Harry, we both work hard at our jobs and we both come home tired. I'm really feeling the effects of trying to do too much at home. I've got to find some ways to cope better." or "Harry, I feel really good about working and helping make us more financially secure, but I also feel I have a very important job as mother to give the kids more than their supper. They need time and attention from me - the house can wait, they can't."

Also, it may be helpful to develop some statements encouraging his involvement and cooperation.

eg. "I'd really like to sit down and talk with you about how things are going - we're in this together and we both have to share in managing our family."

7. Use the "self talk" techniques including affirmations and seek social support to help cope with this time of transition. You are working on changing yourself as well as having to handle the reactions you receive from others as they experience the impact of your change.

Use these techniques to deal with feelings of guilt you may have about not continuing to be "supermom."

Developed by J. Comeau, 1983.
Credo For A Recovering Supermom

"I have tried to be all things to all people. I don't want to do that any more. I will explore with you the ways we can make our family and work lives compatible. I will remember that I am still a capable and loveable mom even if the housework isn't done. I will remind you that you have skills and abilities to contribute to our family. I will love you, and nurture you and expect the same in return. I will take time to share in your life and invite you to share in mine."

J. Comeau, 1983
HURDLES MEN ENCOUNTER

... IN BECOMING ACTIVE FATHERS TODAY

1. THE MAJORITY OF FATHERS DO VERY LITTLE CHILD CARE.

2. SOCIETY PRESSURES MEN TO STAY IN TRADITIONAL ROLES. IT DOES NOT MAKE RESISTANCE TO THIS IDEA EASY OR THE PRACTICE EASY.

3. CONSIDER EXTERNAL OBSTACLES: INFLEXIBILITY OF THE WORKPLACE; SCHOOLS, PEDIATRICIANS, AND OTHER PROFESSIONALS ASSUME THE MOTHER TO BE THE PRIMARY PARENT.

4. MEN RECEIVE CRITICAL COMMENTS ON HOW THEY TAKE CARE OF THEIR CHILDREN. SUCH NEGATIVISM DAMPENS ENTHUSIASM ABOUT SHARED PARENTHOOD.

5. SOCIETY LIMITS DEFINITION OF FATHERHOOD TO PROVIDER AND DISCIPLINARIAN.

6. STORIES LITTLE BOYS READ DON'T OFTEN SHOW THEM HOW TO BE FATHERS.

7. SHARING PARENTHOOD BRINGS CHANGES MEN ARE NOT SURE THEY WANT I.E. - MEN GIVE UP "GETTING THINGS DONE" WHEN THEY ARE WITH KIDS.

8. MEN ARE USED TO LEAVING THE HOUSE WHENEVER THEY WANT TO, WITHOUT CONCERN FOR WHO IS SUPERVISING THE CHILDREN.

9. IN BUILDING RELATIONSHIPS WITH CHILDREN, MEN WANT AND DON'T WANT PARTNER'S GUIDANCE.

ADD YOURS:

Material drawn from: "Male Participation in Home Life..."
L. Lein, October 1979, Family Coordinator
by M. D. Burns
OCS

AUTOBIOGRAPHY IN FIVE SHORT CHAPTERS

by Portia Nelson

I
I walk, down the street.
There is a deep hole in the sidewalk.
I fall in
I am lost...I am helpless
It isn't my fault.
It takes forever to find a way out.

II
I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
but, it isn't my fault.
It still takes a long time to get out.

III
I walk down the same street.
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
my eyes are open.
I know where I am.
It is my fault.
I get out immediately.

IV
I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V
I walk down another street.
**EXTRAVERSION**

**TENDENCIES/CHARACTERISTICS**

**OUTWARD**
Feels pulled outward by external claims and conditions.

**INTROVERSION**

**TENDENCIES/CHARACTERISTICS**

**INWARD**
Feels pushed inward by external claims and intrusions.

**EXPRESSIVE**
Expresses emotions.

**QUIET**
Bottles up emotions.

**PEOPLE**
Needs relationships.

**PRIVACY**
Needs privacy.

**AFTER THINKER**
Acts, then (maybe) reflects.

**FORE THINKER**
Reflects, then (maybe) acts.
EXTRAVERSION
TENDENCIES/
CHARACTERISTICS

SOCIALITY
Is often friendly, talkative, easy to know.

RESERVED
Is often reserved, quiet, hard to know.

BREADTH
Gives breadth to life.

DEPTH
Gives depth to life.

ACTIVE
Energized by other people, external experiences.

REFLECTIVE
Energized by inner resources, internal experiences.

E's may seem shallow to I's.

I's may seem withdrawn to E's.

Needs introversion for balance.

Needs extraversion for balance.
SENSING
TENDENCIES/CHARACTERISTICS

DIRECTION
Reads instructions, notices details.

HUNCHES
Skips directions, follows hunches.

FACTS
Likes things that are definite, measurable.

INNOVATION
Likes opportunities for being inventive.

REPETITION
Likes set procedures, established routines.

VARIETY
Likes change and variety.

PRACTICAL
Prefers handling practical matters.

IMAGINATIVE
Prefers imagining possibilities.
SENSING
TENDENCIES/
CHARACTERISTICS

SEQUENTIAL
Starts at the beginning,
takes a step at a time.

DETAILS
Looks at specific parts and pieces.

PRESENT
Lives in the present,
enjoying what's there.

S's may seem materialistic
and literal-minded to N's.

INTUITION
TENDENCIES/
CHARACTERISTICS

RANDOM
Jumps in anywhere,
takes each step.

PATTERNS
Looks at patterns and relationships.

FUTURE
Lives toward the future,
anticipating what might be.

N's may seem fickle,
impractical dreamers to S's.

Needs intuition for balance.

Needs sensing for balance.
THINKING
TENDENCIES/CHARACTERISTICS

THINKING
Takes a long view.

FEELING
TENDENCIES/CHARACTERISTICS

FEELING
Takes an immediate and personal view.

JUSTICE
Concerned for truth, justice.

HARMONY
Concerned for relationships, harmony.

ANALYZE
Good at analyzing plans.

EMPATHIZE
Good at understanding people.

OBJECTIVE
Goes by logic.

SUBJECTIVE
Goes by personal convictions.

**FEELING**
THINKING
TENDENCIES/CHARACTERISTICS

HEAD
Decides with the head.

HEART
Decides with the heart.

IMPERS0NAL
Sees things as on-looker, from outside a situation.

PERSONAL
Sees things as a participant, from within a situation.

CRITICIZE
Spontaneously finds flaws, criticizes.

APPRECIATE
Spontaneously appreciates.

T's may seem cold and condescending to F's.
F's may seem fuzzy-minded and emotional to T's.

T's need feeling for balance.
F's need thinking for balance.
**JUDGMENT**

**TENDENCIES/CHARACTERISTICS**

**CONTROL**
Likes to have life under control.

**EXPERIENCE**
Prefers to experience life as it happens.

**ORGANIZED**
Prefers an organized lifestyle.

**FLEXIBLE**
Prefers a flexible lifestyle.

**STRUCTURE**
Likes definite order and structure.

**FLOW**
Likes going with the flow.

**DECISIVE**
Enjoys being decisive.

**CURIOUS**
Enjoys being curious, discovering surprises.
JUDGMENT
TENDENCIES/CHARACTERISTICS

PLAN
Handles deadlines, plans in advance.

WAIT
Meets deadlines by last minute rush.

CLOSURE
Feels comfortable establishing closure.

OPENNESS
Feels comfortable maintaining openness.

DELIBERATE
Likes clear limits and categories.

SPONTANEOUS
Likes freedom to explore without limits.

J's may seem demanding, rigid, uptight to P's.
P's may seem disorganized, messy, irresponsible to J's.

J
P

Feeds perception for balance.

Feeds judgment for balance.

J
P

PERCEPTION
TENDENCIES/CHARACTERISTICS
Expectations of Work Choices
for Each MBTI Preference

Isabel Myers developed the following work expectations for each preference.

**Extraverts:** Work interactively with a succession of people, or with activity outside the office or away from the desk.

**Introverts:** Work that permits some solitude and time for concentration.

**Sensing types:** Work that requires attention to details and careful observation.

**Intuitive types:** Work that provides a succession of new problems to be solved.

**Thinking types:** Work that requires logical order, especially with ideas, numbers, or physical objects.

**Feeling types:** Work that provides service to people and a harmonious and appreciative work environment.

**Judging types:** Work that imposes a need for system and order.

**Perceptive types:** Work that requires adapting to changing situations, or where understanding situations is more important than managing them.

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### Table 7.1 Effects of extraversion-introversion in work situations

<table>
<thead>
<tr>
<th></th>
<th>Extraverts</th>
<th>Introverts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Like variety and action.</strong></td>
<td><em>Like quiet for concentration.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Tend to be faster, dislike complicated procedures (especially ES types).</strong></td>
<td><em>Tend to be careful with details, dislike sweeping statements (especially IS types).</em></td>
<td></td>
</tr>
<tr>
<td><strong>Are often good at greeting people (especially EF types).</strong></td>
<td><em>Have trouble remembering names and faces (especially IT types).</em></td>
<td></td>
</tr>
<tr>
<td><strong>Are often impatient with long, slow jobs.</strong></td>
<td><em>Tend not to mind working on one project for a long time uninterrupted.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Are interested in the results of their job, in getting it done, and in how other people do it.</strong></td>
<td><em>Are interested in the idea behind their job.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Often do not mind the interruption of answering the telephone (especially EF types).</strong></td>
<td><em>Dislike telephone intrusions and interruptions (especially IT types).</em></td>
<td></td>
</tr>
<tr>
<td><strong>Often act quickly, sometimes without thinking.</strong></td>
<td><em>Like to think a lot before they act, sometimes without acting.</em></td>
<td></td>
</tr>
<tr>
<td><strong>Like to have people around (especially EF types).</strong></td>
<td><em>Work contentedly alone (especially IT types).</em></td>
<td></td>
</tr>
<tr>
<td><strong>Usually communicate freely (especially EF types).</strong></td>
<td><em>Have some problems communicating (especially IT types).</em></td>
<td></td>
</tr>
<tr>
<td>Sensing Types</td>
<td>Intuitive Types</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Dislike new problems unless there are standard ways to solve them.</td>
<td>Like solving new problems.</td>
<td></td>
</tr>
<tr>
<td>Like an established order of doing things (especially SJ types).</td>
<td>Dislike doing the same thing repeatedly (especially NP types).</td>
<td></td>
</tr>
<tr>
<td>Enjoy using skills already learned more than learning new ones.</td>
<td>Enjoy learning a new skill more than using it.</td>
<td></td>
</tr>
<tr>
<td>Work more steadily, with realistic idea of how long it will take</td>
<td>Work in bursts of energy, powered by enthusiasm, with slack periods in between (especially EN types)</td>
<td></td>
</tr>
<tr>
<td>(especially IS types).</td>
<td>Reach a conclusion quickly (especially EN types).</td>
<td></td>
</tr>
<tr>
<td>Usually reach a conclusion step by step (especially IS types).</td>
<td>Are impatient with routine details (especially ENP types).</td>
<td></td>
</tr>
<tr>
<td>Are patient with routine details (especially ISJ types).</td>
<td>Are patient with complicated situations (especially IN types).</td>
<td></td>
</tr>
<tr>
<td>Are impatient when the details get complicated (especially ES types).</td>
<td>Follow their inspirations, good or bad (especially with inadequate type development).</td>
<td></td>
</tr>
<tr>
<td>Are not often inspired, and rarely trust the inspiration when they are inspired.</td>
<td>Frequently make errors of fact.</td>
<td></td>
</tr>
<tr>
<td>Seldom make errors of fact.</td>
<td>Tend to be good at precise work (especially IS types).</td>
<td></td>
</tr>
<tr>
<td>Tend to be good at precise work (especially IS types).</td>
<td>Dislike taking time for precision (especially EN types).</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Table 7.3 Effects of thinking-feeling in work situations                     |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <strong>Thinking Types</strong>                                                         | <strong>Feeling Types</strong>                                                               |
| Do not show emotion readily and are often uncomfortable dealing with people's feelings (especially IT types). | Tend to be very aware of other people and their feelings (especially EF types). |
| May hurt people's feelings without knowing it.                             | Enjoy pleasing people, even in unimportant things.                             |
| Like analysis and putting things into logical order. Can get along without harmony. | Like harmony. Efficiency may be badly disrupted by office feuds.               |
| Tend to decide impersonally, sometimes paying insufficient attention to people's wishes. | Often let decisions be influenced by their own or other people's personal likes and dislikes. |
| Need to be treated fairly.                                                 | Need occasional praise.                                                         |
| Are able to reprimand people or fire them when necessary.                  | Dislike telling people unpleasant things.                                       |
| Are more analytically oriented—respond more easily to people’s thoughts (especially IT types). | Are more people oriented—respond more easily to people’s values.               |
| Tend to be firm-minded.                                                    | Tend to be sympathetic.                                                        |</p>
<table>
<thead>
<tr>
<th>Judging Types</th>
<th>Perceptive Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work best when they can plan their work and follow the plan.</td>
<td>Adapt well to changing situations.</td>
</tr>
<tr>
<td>Like to get things settled and finished.</td>
<td>Do not mind leaving things open for alterations.</td>
</tr>
<tr>
<td>May decide things too quickly (especially EJ types).</td>
<td>May have trouble making decisions (especially IP types).</td>
</tr>
<tr>
<td>May dislike to interrupt the project they are on for a more urgent one (especially ISJ types).</td>
<td>May start too many projects and have difficulty in finishing them (especially ENP types).</td>
</tr>
<tr>
<td>May not notice new things that need to be done.</td>
<td>May postpone unpleasant jobs.</td>
</tr>
<tr>
<td>Want only the essentials needed to begin their work (especially ESJ types).</td>
<td>Want to know all about a new job (especially INP types).</td>
</tr>
<tr>
<td>Tend to be satisfied once they reach a judgment on a thing, situation, or person.</td>
<td>Tend to be curious and welcome a new light on a thing, situation, or person.</td>
</tr>
</tbody>
</table>
## Effects of Each Preference in Work Situations

### Extraverts
- Like variety and action
- Are often good at greeting people
- Are sometimes impatient with long slow jobs
- Are interested in how others do their jobs
- Often enjoy talking on the phone
- Often act quickly sometimes without thinking
- Like to have people around in the working environment
- May prefer to communicate by talking rather than writing
- Like to learn a new task by talking it through with someone

### Introverts
- Like variety and action
- Are often good at greeting people
- Are sometimes impatient with long slow jobs
- Are interested in how others do their jobs
- Often enjoy talking on the phone
- Often act quickly sometimes without thinking
- Like to have people around in the working environment
- May prefer to communicate by talking rather than writing
- Like to learn a new task by talking it through with someone

### Sensing Types
- Are aware of the uniqueness of each event
- Focus on what works now
- Like an established way of doing things
- Enjoys applying what they have already learned
- Work steadily with a realistic idea of how long it will take
- Usually reach a conclusion step by step
- Are not often inspired, and may not trust the inspiration when they are
- Are careful about the facts
- May be good at precise work
- Can oversimplify a task
- Accept current reality as a given to work with

### Intuitive Types
- Are aware of new challenges and possibilities
- Focus on how things could be improved
- Like doing the same thing repeatedly
- Enjoy learning new skills
- Work in bursts of energy punctuated by enthusiasm
- Enjoy taking a break every now and then
- Like to arrive at a conclusion quickly
- Play their inspirations and hunches
- May get their facts a bit wrong
- Like taking time for precision
- Can overcompensate a bit
- Fix on things as the case may be

### Thinking Types
- Are logical at outlining things in logical order
- Respond more to people’s ideas than their feelings
- Are aware of the cost critical outcomes of choices
- Need to be the best
- Like a clear vision for the future
- Appreciate the need of the moment
- Make decisions often without knowing it
- Like to change and adapt in the situation

### Feeling Types
- Are logical at outlining things in logical order
- Respond more to people’s ideas than their feelings
- Are aware of the cost critical outcomes of choices
- Need to be the best
- Like a clear vision for the future
- Appreciate the need of the moment
- Make decisions often without knowing it
- Like to change and adapt in the situation

### Judging Types
- Are logical at outlining things in logical order
- Respond more to people’s ideas than their feelings
- Are aware of the cost critical outcomes of choices
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- Like a clear vision for the future
- Appreciate the need of the moment
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- Like to change and adapt in the situation

### Perceiving Types
- Are logical at outlining things in logical order
- Respond more to people’s ideas than their feelings
- Are aware of the cost critical outcomes of choices
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- Make decisions often without knowing it
- Like to change and adapt in the situation
-
Comparison of Sensing and Intuition

<table>
<thead>
<tr>
<th>Sensing</th>
<th>Intuition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Perception</strong></td>
<td></td>
</tr>
<tr>
<td>five senses</td>
<td>“sixth sense”</td>
</tr>
<tr>
<td>(experience)</td>
<td>(possibilities)</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td></td>
</tr>
<tr>
<td>details</td>
<td>patterns</td>
</tr>
<tr>
<td>practicality</td>
<td>innovation</td>
</tr>
<tr>
<td>reality</td>
<td>expectation</td>
</tr>
<tr>
<td>present enjoyment</td>
<td>future achievement</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>live life as it is</td>
<td>change, rearrange life</td>
</tr>
<tr>
<td><strong>Work Environment</strong></td>
<td></td>
</tr>
<tr>
<td>prefers using learned skills</td>
<td>prefers adding new skills</td>
</tr>
<tr>
<td>pays attention to details</td>
<td>looks at the “big picture”</td>
</tr>
<tr>
<td>patient with details and makes few factual errors</td>
<td>patient with complexity</td>
</tr>
</tbody>
</table>
Comparison of Thinking and Feeling

**Thinking** ——— **Feeling**

**Focus**
- logic of a situation
- human values and needs
- things
- people
- truth
- tact
- principles
- harmony

**Work Environment**
- brief and businesslike
  - naturally friendly
- impersonal
  - personal
- treats others fairly
  - treats others as they need to be treated

**Contribution to Society**
- intellectual criticism
  - loyal support
- exposure of wrongs
  - care and concern for others
- solutions to problems
  - zest and enthusiasm
Adapted from *Understanding the Type Table*, M.H. McCaulley.
MYERS-BRIGGS TYPE INDICATOR

SELF-RATING EXERCISE

Directions: In this exercise the facilitator will introduce you to the preferences you identify through the Myers-Briggs Type Indicator. Please mark your preference on the scales provided. Note: five (5) is most like the preference while one (1) is least like the preference.

Extraversion:
more at home in the outer world of people and things...

| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |

Introversion:
mORE at home in the inner world of ideas...

Sensing:
rather work with known facts and relationships...

| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |

Intuiting:
rather look for possibilities...

Thinking:
base judgements more on impersonal facts and analysis...

| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |

Feeling:
base judgements more on personal values...

Judging:
like a more planned and orderly life...

| 5 | 4 | 3 | 2 | 1 | 1 | 2 | 3 | 4 | 5 |

Perceiving:
like a more flexible, spontaneous way of life...

I self-rate my type as:

[Blank boxes for rating]
**Like and Do Well Grid**

<table>
<thead>
<tr>
<th>Things I like and I do well:</th>
<th>Things I like but I do not do well:</th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Things I do not like but I do well:</th>
<th>Things I do not like and I do not do well:</th>
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<tbody>
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</tbody>
</table>
Individual Effectiveness

1. Over the last few years, think of a time when you were very effective. Then ask yourself the following questions:
   a. What did I do?
   b. How did it reflect my type?
   c. How did I feel?
   d. How did others react (if others were involved)?

2. Over the last few years, think of a time when you were not effective. Then ask yourself the following questions:
   a. What did I do?
   b. How did it reflect my type?
   c. How did I feel?
   d. How did others react (if others were involved)?
   e. How could I have been more effective (explain in type terms)?

3. Over the last few years, think of a time when you probably called on your least preferred function. Then ask yourself the following questions:
   a. What did I do?
   b. How did it reflect my type?
   c. How did I feel?
   d. How did others react (if others were involved)?
Questions for Women Employed in Nontraditional/Technical Fields

<table>
<thead>
<tr>
<th>Name of Employee</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Phone Number</th>
</tr>
</thead>
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</table>

1. Describe your job. (Students would appreciate a copy of your job description if you are allowed to share it.)

2. What kind of education was required for your entry-level position?

3. What kinds of hours do you work in your position?

4. What is the salary range for your position?

5. In what environment do you perform your work?

6. What kind of advancement is available in your company for people in your occupation?

7. What is the long-range (next ten years) outlook for people in your occupation?

8. What further education might you need to advance in your career area?

9. Is your position a union or nonunion job? Are you required to join a union or is it optional?

10. Why do you enjoy your job?

Please feel free to provide any additional information about your position or company that you think would be useful to the participants.

Decision Making Styles

Answer the following questions about two decisions you made recently.

A. The decision to enter this program.

1. Define the problem/issue as clearly as you can:

2. Did you do anything to avoid making this decision?

3. What options did you consider?

4. What did you do to find out more about your options?

5. Did you discuss your options with anyone? Who? Why did you choose that person?

6. What factors did you consider?

7. Did you make the decision and then change your mind?

8. How long did it take to make a decision?

9. What was the most important factor in the decision you finally made? Why?

10. How much of the decision was based on:
    A. ___% facts and ___% feelings
    B. ___% what other people wanted/____% what was most convenient/____% my values and beliefs

11. What was your final decision?

12. What happened after you made this decision? Did you stick with it? If not, what caused you to change your mind?

13. Are you satisfied with the decision you made?
Decision Making Styles

Answer the following questions about two decisions you made recently.

B. A problem you had to solve.

1. Define the problem/issue as clearly as you can:

2. Did you do anything to avoid making this decision?

3. What options did you consider?

4. What did you do to find out more about your options?

5. Did you discuss your options with anyone? Who? Why did you choose that person?

6. What factors did you consider?

7. Did you make the decision and then change your mind?

8. How long did it take to make a decision?

9. What was the most important factor in the decision you finally made? Why?

10. How much of the decision was based on:
    A. ___% facts and ___% feelings
    B. ___% what other people wanted/___% what was most convenient/___% my values and beliefs

11. What was your final decision?

12. What happened after you made this decision? Did you stick with it? If not, what caused you to change your mind?

13. Are you satisfied with the decision you made?
SHORT TEST FOR DECISION-MAKERS

Write True or False as quickly as you can without spending too much time:

_____ 1. I make quiet times by myself to sort things out.

_____ 2. I recognize signs in myself leading to need for a decision (e.g. excitement, anxiety, frustration, pains in head and/or stomach.

_____ 3. I face difficult decisions head on.

_____ 4. I act rather than drift and just let things happen.

_____ 5. I keep up with each small decision as it comes along rather than wait for big ones.

_____ 6. I set goals.

_____ 7. I set priorities.

_____ 8. I do my own thinking rather than constantly ask others for advice.

_____ 9. I always try to have a back-up plan.

_____ 10. I like to take time for careful consideration when needed.

_____ 11. I usually review decisions of long standing to see if they are still valid.

_____ 12. I feel I can sense when to make a quick decision.

_____ 13. I prefer to make quick decisions about minor matters.

_____ 14. I usually face up to letting "the buck stop here."

_____ 15. I like to see an opportunity in each crisis.
Comes the Dawn

After a while you learn the subtle
difference
Between holding a hand and sharing
a life
And you lean that love doesn’t mean
possession
And company doesn’t mean security
    And loneliness is universal.
And you learn that kisses aren’t
contracts
And presents aren’t
promises
And you begin to accept your
defeats
With the grace of a woman
    Not the grief of a child.
And you learn to build your hope on
today
As the future has a way of falling apart in
mid-flight, because
tomorrow’s ground can be too uncertain
for plans
Yet each step taken in a new direction creates a
path towards the promise of a brighter
dawn.
And you lean that even sunshine
burns
    If you get to much
So you plant your own garden
    And nourish your own soul,
Instead of waiting for someone to bring you
flowers.
And you learn that love, true love,
Always has joys and sorrows.
Seems ever present, yet is never quite the same.
Becoming more than love and less than love,
    so difficult to define.
And you lean that through it all,
    You really can endure.
That you really are strong.
    That you do have value,
And you lean and grow.

With every goodbye – YOU LEARN!!
How much exercise?

When you read about the health benefits of physical activity, it almost sounds like an ad for snake oil. "When used according to directions, this product can help you lose weight, age more slowly, reduce stress and tension and sleep better; it tones muscles, strengthens joints and bones, and prevents artery disease, high blood pressure and diabetes." Sounds too good to be true. Do all exercise programs really deliver all of these benefits? To maximize the health benefits of your exercise program, you need to include the right amounts of the right kinds of activities in your program, including:

1. Aerobic activity
   Aerobic exercise challenges energy production systems. Our bodies adapt to exercise demands by improving these systems. Benefits include improved fat metabolism and higher levels of HDL cholesterol (the "good" kind associated with reduced risk of artery disease). Greater insulin sensitivity (cells respond better to insulin) results in better blood sugar regulation, which also reduces artery disease risk. Regular aerobic exercise reduces the tendency of blood platelets to clump together, thus decreasing the likelihood of dangerous blood clots. The heart becomes a more efficient pump and beats more slowly at rest. Aerobic exercise requires energy expenditure; we burn calories that might otherwise be destined for storage as fat.

2. Resistance training
   When we apply force against a resistance, such as elastic bands or a stack of weights, our muscles, bones and joints adapt by becoming stronger. Denser bones are more resistant to osteoporosis, and stronger muscles and joints are less prone to injury. Maintaining adequate strength is especially important as we age. Many older adults become so weak they can no longer perform the essential tasks required for independent living, such as grocery shopping and meal preparation. While some loss of strength does appear to be an inevitable part of the aging process, much of the decrease in strength observed in many older people is due to a sedentary lifestyle. Some researchers have noted that with regular resistance training, such age-related loss of function could be postponed at least 10 to 20 years for most people.

3. Stretching
   Adequate joint flexibility prevents injury and chronic musculoskeletal problems, such as low-back pain. Like strength, flexibility declines as we age. Regular stretching can slow this decline and reduce that stiffness that keeps us from enjoying activity.

Basic health-fitness exercise recommendations
   The following are recommendations for the minimal amount of exercise required for producing the benefits described above:

   - Aerobic activity: 3 to 5 times per week, 20 to 60 minutes per session
   - Resistance training: 2 times per week, 8 to 12 reps per exercise, 8 to 10 exercises, including all muscle groups
   - Stretching: 3 to 5 times per week

Aerobic exercise appears to be beneficial even at fairly low intensities. But the lower the intensity, the longer the workout duration needs to be. In other words, 20 minutes per session is enough if you are working at a high intensity. If you are walking at a moderate pace, 45 minutes to an hour would be a better length.

Of course, you will want to be sure any changes you make in your exercise program are right for you, and that you are performing new exercises safely and effectively. Check with your doctor if you have health risks or concerns.

Every activity counts
   In addition to the basic recommendations given above, daily activity of every kind contributes to physical fitness and good health. Taking the stairs instead of the elevator, walking your errands, volleyball on the beach, working in the garden, playing with the kids. All burn calories and contribute to a high-energy lifestyle that reduces risk of heart disease.

Start slowly
   If you are new to exercise, build your exercise program gradually. You are in it for the long haul — it's a lifetime of activity that counts. Ask your instructor for help designing a program that is right for you, one that takes into consideration your health concerns and fitness goals. Your objective for the first few months is to stay injury-free and healthy, and set up a routine that's going to become a lifelong habit.

The bottom line: Anything is better than nothing!
   Do these recommendations seem overwhelming? Start small! What about two exercise sessions per week that include some aerobic exercise, 10 to 15 minutes of weight work and five minutes of stretching. Maybe a walk on the weekend. This routine would contribute significant health benefits over the years.
An Exercise Fact Sheet

If you’re like most people beginning an exercise program, you have plenty of questions about working out. Here are some questions that are frequently asked at our club. Maybe the responses will help you obtain your fitness goals.

Q: How much should I exercise?
A: That depends on the kind of exercise you do and your fitness goals. If you want to benefit your heart and lungs—and burn fat—you should participate in a program of aerobic exercise (literally “with oxygen”), featuring activities such as running, biking, brisk walking or dance exercise, three days a week. If you want to become stronger, tone your muscles or increase muscle endurance, you’ll become involved in a strength-training program two or three days a week. (See sidebar “Recommended Exercise Guidelines” for specifics.) A well-balanced exercise program will include both elements, as well as rest or “easy” days to allow the body to recover from vigorous activity.

Remember, you don’t have to be a “superexerciser” to get the exercise you need for conditioning and cardiorespiratory fitness. To determine what’s right for you, seek the advice of a fitness professional on which activities best suit your fitness level and will accomplish your goals.

Q: What does it mean if I’m sore the day after a workout? What if I feel pain when I exercise?
A: It’s normal to feel some muscle stiffness and soreness when starting any new physical activity, either immediately following the workout or the next day. Your body will adapt to the new stress after a few sessions. As you become more fit, you’ll be able to do more activity without discomfort.

Pain during exercise, however, is an indication that something is wrong. You may have pushed yourself too hard and suffered an injury, such as a slight muscle tear. Or maybe you just need better-fitting shoes! Slow down or stop and consult your trainer or instructor.

Q: Is spot reducing the best way to get rid of fat in problem areas, such as the stomach?
A: Spot reducing is the notion that performing an exercise for one body part over and over will reduce the fat in that area. It’s everyone’s dream answer to “beer belly” and “saddle bag” nightmares. But only muscle can be toned, say exercise physiologists, and that’s not muscle hanging over your belt—it’s fat. Heredity largely determines where fat is distributed on your body and you can’t change that. You can, however, burn fat through aerobic exercise and reduce the size you are, becoming a smaller version of your current self. Add strength training to help you reshape.

Q: I’m exercising regularly and eating right. Why aren’t I losing weight? I look good, but I feel I weigh too much.
A: Let’s throw away those height and weight charts and get out the fat calipers. Getting fit is no longer a question of losing weight, but of altering your body composition (the ratio of muscle to fat), according to Rick DeLorme, MA, MS, and Fred Stranksy, PhD, authors of Fitness and Fallacies.

As you participate in aerobic exercise, you burn calories, speed up your metabolism and lose fat and weight. Strength training (on machines or using free weights) enlarges individual muscle fibers. Since muscle is denser than fat, it weighs more. Together, aerobics and strength training will help you reduce your excess fat and shape your body. The result? A trimmer, more toned appearance that is reflected in the mirror and not necessarily on the bathroom scale. Let how you feel, and how your clothes fit, be your guide.

Recommended Exercise Guidelines

The ACSM has issued its 1990 exercise guidelines for developing and maintaining fitness in healthy adults. They form an excellent basis for an exercise program. The recommendations are:

Aerobic Exercise:
3 to 5 days a week, 20 to 60 minutes of continuous activity at 60 to 90 percent of maximal heart rate

Resistance Training:
2 nonconsecutive days a week minimum, one set of 8 to 12 repetitions of 8 to 10 exercises that condition the major muscle groups

Shelley Dacey is the aerobics director and a personal trainer at the Racquet Club of Pittsburgh in Monroeville, Pennsylvania, and is IDEA Foundation certified. By Shelley Dacey

IDEA: The Association for Fitness Professionals

A service of IDEA: The Association for Fitness Professionals, an organization serving personal trainers, exercise instructors and business operators.

Stretching allows you to develop the flexibility to gain maximum benefit from your exercise routine. But if it is not done correctly you won’t gain from stretching, or worse you could harm yourself. Here’s how to spend the first and last part of every workout for the best results.

Breathe slowly & don’t bounce

Flexibility exercises should be performed without movement. Each stretching position should be held for 30 seconds or more to achieve best results. Some stretches will probably be more difficult at first, so it may be necessary to work up to 30 seconds. It helps to move into the stretching position during an exhalation. Then, continue to breath slowly as you hold the stretch. Ballistic or bouncing stretches result in activation of the ‘stretch reflex.’ This results in contraction of the muscles being stretched. Therefore, ballistic stretching is counterproductive, more likely to result in injury and should be avoided.

Pain? No gain

Like any other type of training, intensity is a basic principle for flexibility. To avoid injury and discouragement, it is important that a stretch does not cause pain. While stretching, you should feel tension as the muscles are gently pulled, but there should be no pain. If you notice that the muscle being stretched is shaking uncontrollably, then you have stretched too far. Gradually work up to your flexibility goals. Flexibility takes time and persistence.

Warm up before stretching

There are many appropriate times to stretch. It is helpful to stretch before exercise to prepare the muscles for activity. However, a warm-up (light exercise) should be done first, as stretching cold muscles can cause injury. After exercise, stretching results in the greatest gains in mobility. When the body is warm, the muscles are most responsive to stretching. Many people stretch before bed or while watching TV to promote relaxation. Some people enjoy stretching in the morning to prepare for the day and to eliminate stiffness. As a minimum, stretching should be performed 3 days per week, and preferably after every exercise session. It is not unusual for individuals to stretch before and after every exercise session.

Hold for 30 seconds...

As mentioned above, each stretch should be held for 30 seconds. Stretching sessions before or after exercise should focus on the muscle groups active during the exercise. Therefore, 6-10 stretches in a session includes the major muscle groups involved in the exercise. A simple calculation reveals that this will only take about 5 minutes per session, a small commitment that will result in great physical benefit!

Other techniques

There are several other ways to improve flexibility in addition to static stretching. Partner stretches, in which another person helps to move the body into a stretching position, are beneficial but require practice and a proper feel.

If done carelessly, this type of stretching can result in injury. Contract-relax techniques are used to increase flexibility and strength at extreme ends of the range of motion.

These techniques are common with gymnasts and dancers who require great flexibility and strength. Passive range of motion exercises are commonly done to increase flexibility in injured limbs.

This article is not intended to provide medical advice which should be obtained directly from your doctor.
Getting the Range

Simple stretches to improve your exercise and prevent injury

You need to stretch your muscles at each major joint in your body at least three times per week. This is necessary to keep them flexible and help avoid strains.

The main reasons for stretching muscles before exercising are to avoid "pulled muscles" and to increase your range of motion. Exercise makes you stretch your muscles beyond the usual length when not exercising. If the muscle cannot easily meet the demand for more length or for more force, there is danger of strain. Routinely stretching muscles builds muscle fitness, slowly decreasing your risk of strain.

Below are suggested stretches for major muscle groups. You may wish to add your own.

Schedule time to do these stretches at least three times a week (before and/or after exercise, or other times). Do what feels best for you. Each stretching should be done in the following manner:

☑ Stretch until you feel tension in your muscles, not pain or discomfort.
☑ Hold your stretch for 30 seconds or so.
☑ Do not bounce. Bouncing tends to overextend the muscles and increase the likelihood of strain.
☑ Stretch gently and slowly.

- **Gluteus Maximus (Buttocks) Stretch**
  Lie on your back. If you can, keep your head on the floor and pull your right leg toward your chest. Hold for 30 seconds. Then switch legs. Stretch gently and steadily.

- **Shoulder Stretch**
  Put your hands together behind your back. Lift your arms up. Hold for 30 seconds. Stretch gently.

- **Thigh Stretch**
  Hold your right foot in your left hand. Slowly pull the heel of your left foot toward your buttocks. Use your right hand to keep your balance. Stretch gently, steadily and do not bounce. Hold for 30 seconds and then switch legs.
○ Hamstring Stretch
Stand with your feet at shoulders' width apart with toes pointed straight ahead. Bend slowly forward. With your knees slightly bent, stretch gently, steadily and do not bounce. Relax your neck and arms. Hold for 30 seconds.

○ Calf Stretch
Face a wall. Rest your forearms on the wall with your forehead on the back of your hands. Bend one knee and move it toward the wall. The back leg should be straight with the foot flat and pointed straight ahead. Move your hips forward until you feel the stretch. Stretch gently and steadily. Do not bounce. Hold for 30 seconds and then switch legs.

○ Side & Arm Stretch
Stand with your knees slightly bent. Gently pull your elbows behind your head as you bend to the side. Hold for 10 seconds and then switch sides. Stretch gently.

Try a few stretches on breaks if you work in an office. Especially try stretching your hamstrings, back, and shoulders (by bending). This feels good and gives you more energy.

Make changes in exercise speed gradually.

If you try doing some activity harder or faster than normal so that you increase the usual range of motion or force demanded of your muscles, your muscles will get sore. For example, if you run sprints or run a lot faster than your normal pace, your leg muscles may be sore in the morning.

Muscles are very specialized. You train them to run in a certain range of motion and exert a certain level of force. When you go beyond that range, you are likely to cause soreness.

How sore? It depends on the increase in the range of motion and the force demanded and for how long.

To increase your speed or your ability for quick action, go slowly. Stretching will not prevent soreness here. Muscles change conditions slowly. Play your first game of basketball or racquet sports at less than full force. Volley for fun, not to win. Gradual change helps to avoid unnecessary pain.
Exercise and Body Types

ECTOMORPH
DESCRIPTION: Long, rectangular shape: flat-chested, slender in hips, no defined waist. Poorly muscled on trunk and limbs. Small-boned, limbs longer in relation to trunk. Relatively lower body fat than other types because of low body weight, but can have a high fat-to-muscle ratio due to poorly developed muscles. Faster metabolism.

EXERCISE EFFECTS: Weight training can strengthen and build up the weak musculature, but will require more effort. The already slender body can develop a leaner look by removing extra fat.

EXERCISE GOALS: Endurance, improved muscle definition—especially on limbs—strengthening of abdominal muscles.

EXERCISE PLAN: Aerobic: running, walking or aerobic dance, 70-60 minutes, 3-5 days per week. Strength training should emphasize arm and leg work and abdominals. Use increasingly heavy resistance to build muscles.

ENDORPHPH

EXERCISE EFFECTS: Exercise helps with fat loss, but fat will appear in drag slowly off this body type due to higher fat content. Needs weight training to develop muscle definition.

EXERCISE GOALS: Endurance, fat loss, building or maintenance of muscle.

EXERCISE PLAN: Aerobic, especially non-weight-bearing or low impact, of low intensity and long duration: swimming, water aerobics, bicycling, low-impact aerobics, walking, 30-60 minutes, 3-7 days per week. Pre- and postexercise stretching emphasizing neck, shoulders, hamstrings, calves.

Strengthening, particularly front leg muscles to balance strong posterior calf muscles.

MESOMORPH
DESCRIPTION: Hourglass shape: broader at the shoulders and hips, narrower at the waist. Well-developed and defined muscles on limbs and trunk. High muscle-to-fat ratio. Medium- to large-boned. This symmetrical body can look fit even without exercise. Moderate metabolism.

EXERCISE EFFECTS: Leanness, more muscle definition with a minimum of exercise. Quick to drop fat.

EXERCISE GOALS: Increased endurance, maintenance of muscle definition, relaxation of tight muscles.

EXERCISE PLAN: Aerobic: walking, running, aerobic dancing, 20-60 minutes, 60%-70% maximum heart rate, 3-5 times per week.

Pre- and postexercise stretching emphasizing neck, shoulders, hamstrings, calves.

Strengthening, particularly front leg muscles to balance strong posterior calf muscles.
Mirror, mirror, on the wall, who's the fairest of them all? The mirror's reflection as interpreted by your "mind's eye" is your personal body image. Body image can be defined as how you perceive your body—what it looks like to you and what you think it looks like to others. An infinite number of body shapes, sizes and features exist in this society, and yet society tries to convince you that only a few body types are desirable. This tremendous pressure to conform to the ideal types can sometimes trick you into believing that if you have a socially desirable body shape, you are also confident, successful and intelligent. The reality is that most of us will never measure up to the social ideal, even though we receive the message that we can if we just try hard enough. Constant striving to reach the unattainable may set you up for a life filled with unhappiness, discontent, depression and low self-esteem. As you read on, try to be objective about yourself while you learn ways to maintain a healthy body image!

Genetic or Environmental?
Consider the following factors and examine how they may have contributed to your current body image. One way to do this is to write down your thoughts on these issues in a body image journal.

Media. What message do magazines, television, movies and other media give you about the ideal body?

Family. Which family members served as role models for you? How did they feel about their bodies? What did they tell you about your body?

Physical/sexual abuse. Have you come to terms with any abuse in your past or present? If not, have you sought professional assistance?

Lack of accurate facts on a healthy body. Faulty facts range from weight charts to your friend's latest diet plan. Find out if your measurement instruments and sources are reputable.

Childhood experiences. Can you recall praise and criticism from your childhood? What do you remember from grade school, junior high, high school and college? How do these memories relate to your changing body?

Perfectionism. In this very complex world, do you use your body as a way to stay in control? What is the definition of a perfect body anyway?

Discrimination. Racism and sexism are easily recognized in our society, but what about "ageism" and "fatism"? What goes through your mind when you see a very overweight person?

Significant others. Does your "significant other" accept you the way you are, or is he/she trying to change you? Does he/she help or hurt your body image?

Exercise Your Mental Body
By changing how you look at yourself, you can improve your body image, no matter what your body looks like. Try some of the ideas listed below.

Critically evaluate your self-esteem. Because both body image and self-esteem are perceptions, they are not based on your physical appearance! Changing your body will not change your body image or your self-esteem unless you also change your perceptions about your body.

Decrease your negative self-talk. When you look in the mirror, strive to find things you like instead of things you want to change.

Learn to like yourself, whatever your shape and size. Accept what is instead of longing for what is not.

Take care of yourself on the inside first. Learn the basics of good nutrition and exercise. If you concentrate on your health, your appearance will take care of itself.

Set realistic goals. We all have a genetic factor when it comes to size and shape. It is nearly impossible to greatly change your body, at least long term, from its genetic blueprint. Celebrate your individuality!

Evaluate your time and energy expenditure in a given day. Pursuing the perfect body can take tremendous energy. Wouldn't you prefer to spend that energy on enjoying your relationships and life itself rather than using it to pursue the "perfect" body?

Ellen Evans, MS, is an exercise physiologist currently pursuing a doctorate in exercise science at the University of Georgia.

A service of IDEA, the international association of fitness professionals, the leading organization serving personal trainers, exercise instructors and business operators.
The Best Workout for Weight Loss

It seems to be endurance exercise and strength training, according to research by Wayne Westcott, Ph.D. You need endurance exercise (such as walking or cycling) to burn calories and improve cardiovascular fitness, along with strength exercise to add muscle and increase metabolic rate. See the chart below for the results of his eight-week program in which participants exercised three times a week.

<table>
<thead>
<tr>
<th>Regimen</th>
<th>Body-Weight Loss</th>
<th>Fat-Weight Loss</th>
<th>Muscle-Weight Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endurance Exercise Only (30 min)</td>
<td>4.0 lbs</td>
<td>3.5 lbs</td>
<td>-0.5 lbs</td>
</tr>
<tr>
<td>Endurance &amp; Strength Exercise</td>
<td>8.0 lbs</td>
<td>10.0 lbs</td>
<td>+2.0 lbs</td>
</tr>
</tbody>
</table>

The key change is the muscle weight. “Every pound of muscle gained represents about fifty more calories burned per day, and thus a higher metabolic rate”, says Dr. Westcott.

**WEIGHT** circuit or muscle definition classes can help achieve your goal.
STRETCHING LONGEVITY

Strength training adds health to years

A new study reveals that mature adults may get the greatest gain from strength training.

Years of disuse can cause muscles to weaken. Simple tasks such as unscrewing a lid or lifting a heavy object can be impossible or worse cause injury.

The solution is amazingly simple, a workout that includes lifting weights will restore lost muscle mass and make difficult tasks easier.

Exercise for mature adults has many rewards. Among the well-documented benefits you can experience from a regular exercise program are:

**Improved cardiovascular fitness**
Aerobic capacity is probably the primary measure of fitness. If you are aerobically fit, you can work longer at an increased intensity.

**Improved strength**
With strength training, there’s an increase in muscle mass. Loss of muscle mass is a significant problem that occurs with aging.

**Improved body composition**
As you exercise and train, you’ll have a lower percentage of body fat, and are less likely to be obese.

**Less bone loss**
For women, there’s a lot of evidence that exercise delays and even reverses the loss of bone density that accompanies aging. You’re less prone to osteoporosis, where the bones lose calcium and become more porous and brittle, more susceptible to breaks.

If you are interested in increasing your strength and endurance you should consider consulting your health care professional first. “Anyone over 35 who hasn’t engaged in an exercise program for a time should consult a doctor before starting,” said Robert Conlee, Exercise Physiologist.

Certain conditions such as heart disease, if undiagnosed, could be aggravated by the sudden start of an exercise program.

Once cleared you should not hit the weight rooms immediately. “Probably the best overall exercise for seniors is walking,” Conlee maintains. “Walking itself has been found to be an excellent endurance program for the mature adult.”

The walking program does not need to be strenuous. Mature adults can engage in exercise at only 35 percent of maximum capacity and still enjoy benefits.

As seniors progress and feel a need for improvement, they can then increase their efforts. “If they’re already walking, they just need to increase the intensity, since any type of improvement will require some increased effort,” he said.

If you are walking and are interested in pursuing a weight training program, you should consult a fitness professional to help create a training program.

You do not need to worry about becoming muscle-bound, adds Conlee. He advocates low-resistance, high-repetition weight training.
Sexual Harassment

Harassment is illegal if it is based upon a protected group status. Harassment is defined as any unwanted, deliberate or repeated unsolicited comments, gestures, graphic materials, physical contacts, or solicitation of favors which is based upon one's group membership when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individuals' employment; or

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals or

3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
# SEXUAL-HARASSMENT AWARENESS TEST

*Directions:* Next to each item below, circle the answer that indicates whether you think the statement is **True** or **False**.

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<tbody>
<tr>
<td>True</td>
<td>False</td>
<td>1. If an employee engages in conduct of a sexual nature in the presence of ten people, and only one person is offended, that person can complain of sexual harassment.</td>
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<tr>
<td>True</td>
<td>False</td>
<td>2. Only a manager or supervisor can sexually harass an employee.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>3. A worker cannot sexually harass a supervisor.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>4. You have to actually touch or say something to an employee in order to commit an act of sexual harassment.</td>
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<tr>
<td>True</td>
<td>False</td>
<td>5. If you are talking to a friend on the job about your sexual fantasies, and another employee overhears the conversation, that individual cannot complain of sexual harassment because the comment was not directed at him or her.</td>
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<tr>
<td>True</td>
<td>False</td>
<td>6. An employee does not have to repeat an act of a sexual nature before it can constitute sexual harassment.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>7. A school can be held liable if a teacher or administrator sexually harasses a student.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>8. A person cannot complain about sexual discrimination or harassment from persons equal or lower than himself/herself in the organization, because a nonsupervisor cannot threaten a person's career.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>9. An employer can be held responsible if a customer, contractor, or other nonemployee sexually harasses an employee.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>10. It is all right to hug people as you welcome them to your department if you have a standard practice of greeting new people in this manner.</td>
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<tr>
<td>True</td>
<td>False</td>
<td>11. Conduct of a sexual nature must create an intimidating, offensive, and hostile working environment before the conduct can constitute sexual harassment.</td>
</tr>
<tr>
<td>True</td>
<td>False</td>
<td>12. It is okay for women to engage in conduct of a sexual nature on the job because they cannot offend most men.</td>
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</tbody>
</table>
True  False  13. A worker can accuse a co-worker of sexual harassment for staring at him or her.

True  False  14. The impact of sexual harassment only affects the victims.

True  False  15. Women must realize that sometimes sexual harassment just comes with the job and they must learn to tolerate it.

True  False  16. Before an individual can complain of sexual harassment or discrimination, he or she must have lost some tangible job benefit.

True  False  17. When an individual complains of sexual harassment against a popular individual, he or she must accept the backlash from other employees.

True  False  18. Sexual-harassment laws do not control employees' social lives outside the office.

True  False  19. It isn't sexual harassment if you don't engage in language or physical conduct of a sexual nature or make actual sexual advances.

True  False  20. In order to sexually harass a person, you must engage in conduct of a sexual nature and have the intention of unreasonably interfering with that individual's performance or creating an intimidating, hostile, or offensive environment.

True  False  21. The laws on sexual discrimination and harassment protect men as well as women.

True  False  22. Most sexual harassment is based on sexual advances.

True  False  23. Harassment is more likely to occur in jobs traditionally held by the members of a particular sex.

True  False  24. The organization can be held liable for the actions of individual supervisors or employees with regard to sexual harassment.

True  False  25. If a person submits to sexual harassment and engages in a sexual act with someone from the office, he or she cannot complain about it afterward.

DO NOT LOOK AT THE ANSWERS UNTIL INSTRUCTED TO DO SO.
EXAMPLES OF SEXUAL HARASSMENT

- **VERBAL**: Sexual innuendo, suggestive comments, insults, threats jokes about gender specific traits, or sexual propositions

- **NON-VERBAL**: making suggestive or insulting noises, leering, whistling, or making obscene gestures; and

- **PHYSICAL**: Inappropriate touching, pinching, brushing the body, attempted or actual kissing or fondling, coercing sexual intercourse, or assault

Examples of verbal "So you're majoring in physical therapy? Gee I'd love to get some physical therapy from you".

"My office hours are very limited, why don't you drop by my house this evening where we can have plenty of privacy and time to get to know each other much better."

Non-verbal: An instructor meets with a student and stares at her breasts.
WHAT SHOULD YOU DO?

1. Trust your instincts.
   If the "uh-oh" feeling is triggered, you may want to see if it happens again or check with someone else, but don't ignore it.

2. Get emotional support.
   Talk to someone with whom you feel comfortable, a friend or co-worker.

3. Say "no" clearly and immediately, verbally or in writing.

   Keep a log including date, time, location, and a description of each incident of harassment.

5. Talk to others.
   Harassers are often repeat offenders. You may find others have had similar experiences. If so, act together.

6. Find out how to use your organization's channels for reporting sexual harassment and getting help.
   Find a sympathetic manager to talk to.

7. If the problem isn't dealt with satisfactorily, file charges with a state or federal antidiscrimination agency.
Assertiveness Training Self-Assessment

This questionnaire has four sections. In Part A, you will state what your goals would be in that situation: what would be the best possible outcome from your point of view. In Part B, you will describe the way you would be mostly likely to deal with each situation if it were happening right now. Be specific about what you would say and what you would do. There is no right or wrong answer.

After the class has discussed the common characteristics of different behavior styles, you will decide which behavior style you used in each situation (Part C).

Part D is to be completed at the end of this unit. You will look at each situation again, and describe another way to respond.

Self-Assessment Situations

1. Your partner has agreed to pick up your daughter at 5:00 each afternoon this week; and has been late three times. This means you will have to pay a late fee.

   A. My goals in this situation:

   B. What I would do and say:

   C. This behavior style is _______________.

   D. A more assertive way to respond:

   ____________________________

   ____________________________

   ____________________________

   ____________________________

   ____________________________
2. A co-worker keeps giving you all of their work to do. You've decided to put an end to this. They have just asked you to more of their work.

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ____________________.

D. A more assertive way to respond:

3. Your parents, who live 30 miles away have just called and said since they are in town, they are coming to visit tonight. You already have plans for the evening that you do not want to break.

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ____________________.

D. A more assertive way to respond:
4. You are working on scaffolding with your boss. Every time he walks by you, he brushes against your back. This is making you feel very uncomfortable.

A. My goals in this situation: __________________________________________________________

B. What I would do and say: __________________________________________________________

C. This behavior style is ____________________________________________.

D. A more assertive way to respond: ________________________________________________

5. Your friends have just arrived an hour late for dinner at your house. They did not let you know they would be late. You feel annoyed by their lateness.

A. My goals in this situation: _________________________________________________________

B. What I would do and say: _________________________________________________________

C. This behavior style is ____________________________________________________________

D. A more assertive way to respond: _________________________________________________
6. A co-worker asks you out for a date. You aren't going out with anyone right now, and you don't want to go out with him.

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ________________.

D. A more assertive way to respond:

7. You told the co-worker you didn't want to go with him, but for the last several weeks, he has continued to ask you out. Now he asks, "What's wrong with you?"

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ________________.

D. A more assertive way to respond:
8. You are having an important conversation with your partner. The phone rings; it's your best friend, who just wants to chat.

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ________________.

D. A more assertive way to respond:

9. It's Friday night, and it's been a long week. You're really tired. You're in a long line at the grocery store with a cart load of groceries. Someone steps in front of you in the line. They have only a few items. They smile and say, "I don't have much; I know you won't mind."

A. My goals in this situation:

B. What I would do and say:

C. This behavior style is ________________.

D. A more assertive way to respond:
10. After you get home from the grocery store, all you want to do is take a hot bath and relax for 20 minutes. Your partner says, "Let's go out and look at that new couch we've been wanting to get."

A. My goals in this situation: ________________________________________________

B. What I would do and say: ________________________________________________

C. This behavior style is _________________________________________________

D. A more assertive way to respond: _________________________________________

11. A friend has decided to run some errands. She just dropped by your house to see if you would watch her three year old child. You were looking forward to a well-deserved quiet two hours while your own children are in school.

A. My goals in this situation: ________________________________________________

B. What I would do and say: ________________________________________________

C. This behavior style is _________________________________________________

D. A more assertive way to respond: _________________________________________
# Assertiveness

## Definitions

**Assertive Behavior** is asking for what you want, stating your opinion, or expressing your feelings in direct and honest ways that show respect for yourself and others. Assertive behavior is a way of standing up for your rights, yet not violating the rights of others.

**Aggressive Behavior** is standing up for your rights, but expressing yourself in a way that violates the rights of others, or shows them no respect. Aggression may include sarcasm, humiliating insults, intimidating or overpowering the other person in order to win or dominate.

**Passive Behavior** is giving in to other people's requests, demands, or feelings without regard to what you want or how you feel. Passive behavior is based on the belief that other people's feelings, desires, and opinions are more important or correct than yours, or that you will experience negative consequences if you express your feelings, opinions, or desires, or out of a desire to avoid conflict at all costs. Passive behavior is often expressed by silence.

## What are the advantages and disadvantages of each style?

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assertive</strong></td>
<td>increased self-esteem</td>
<td>may have to give up old behavior patterns</td>
</tr>
<tr>
<td></td>
<td>more respect from others</td>
<td>others may resist new behaviors</td>
</tr>
<tr>
<td></td>
<td>more likely to get what you want (but no guarantee)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>less hostility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>empowerment</td>
<td></td>
</tr>
<tr>
<td><strong>Aggressive</strong></td>
<td>more likely to get your way</td>
<td>less respect</td>
</tr>
<tr>
<td></td>
<td>sense of power</td>
<td>others may agree on surface, but later</td>
</tr>
<tr>
<td></td>
<td>may cover low confidence</td>
<td>sabotage the agreement</td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td>Rarely get direct rejection or hostility</td>
<td>get walked on, taken advantage of</td>
</tr>
<tr>
<td></td>
<td>avoid confrontation and disagreement</td>
<td>less respect</td>
</tr>
<tr>
<td></td>
<td>keep things smooth on the surface</td>
<td>feel resentful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>may blow up periodically, then</td>
</tr>
<tr>
<td></td>
<td></td>
<td>feel guilty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lower self-esteem</td>
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<tr>
<td></td>
<td></td>
<td>increased chances for stress-related</td>
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<td></td>
<td></td>
<td>illness</td>
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</tbody>
</table>
## Assertiveness

### Characteristics of Assertive, Aggressive, and Passive Behaviors

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Aggressive</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Message</strong></td>
<td>I'm OK/you're OK This is what I think/feel. This is how I see the situation. I respect myself and you.</td>
<td>I'm OK/you're not ok. This is what I want, you're not important. This is what I think, you're stupid for believing differently. I don't respect you.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Communication &amp; mutuality. To give &amp; get respect, leave room for negotiations &amp; compromise. Win/win.</td>
<td>Dominating &amp; winning, forcing others to lose.</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>Body turned toward other person, open, comfortable.</td>
<td>Body facing other person, expansive, takes lots of space, may be rigid, tense</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Clear, level, firm</td>
<td>May be loud (not always), sarcastic, put-down tone of voice</td>
</tr>
<tr>
<td><strong>Eyes</strong></td>
<td>Direct eye contact, but not staring</td>
<td>Stare/glare intimidating</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>Appropriate emotional honesty, clear, firm, independent. Expresses thoughts, feelings, beliefs in direct, honest, &amp; appropriate ways.</td>
<td>Inappropriate emotional honesty, direct, self-enhancing at expense of other person. Threaten, demand, accuse, blame. Sarcastic. Violates rights of other person.</td>
</tr>
<tr>
<td><strong>Your feelings</strong></td>
<td>Confident (can be nervous when learning), self-respecting at the time &amp; later.</td>
<td>Righteous, superior, depreciatory at the time, possibly guilty later.</td>
</tr>
<tr>
<td><strong>Other person's feelings</strong></td>
<td>feels respected &amp; respects you</td>
<td>feels hurt and humiliated; angry at you.</td>
</tr>
</tbody>
</table>

*Non-verbal behavior and their meanings vary from culture to culture. When dealing with a person from a different cultural group, do not rely heavily on these behaviors to interpret meaning. For example, Anglo culture values direct eye contact as a sign of honesty; in many Hispanic cultures, direct eye contact may be hostile, while casting the eyes down is a sign of respect.*
Behavior Style Recognition Test

For each respond given below, indicate if it is
A - Assertive G - Aggressive or P - Passive

1. A friend has just complimented you on your sweater. It's an old sweater, but you like it. You say:

   ____ Thanks.
   ____ What, this old thing?
   ____ My grandmother gave it to me. I like it, too.

2. You are out with a group of friends, and are deciding where to go for dinner. Someone has suggested a restaurant you hate. You say:

   ____ You know me, whatever you decide is fine with me.
   ____ I really don’t like that restaurant. How about Julio’s?
   ____ You always pick the restaurants, and you never ask where anyone else wants to go.

3. Your partner says, "Ever since you started that new job, things haven't been getting done around the house like they used to. You should be taking better care of your family." You say:

   ____ Well, things would go a lot better if you stopped watching TV all the time and helped out a little!
   ____ I suppose you’re right. I'll try to do better.
   ____ You know, I've been thinking about that. I'd like to set up a family meeting to see if we can't figure out a way to pull together and make things work more smoothly around here.

4. Your carpool driver is late for the third time this week. She apologizes profusely and promises it will never happen again. She said that yesterday, too. You say:

   ____ It's ok. I understand.
   ____ That's what you said yesterday! You're just too lazy to get your butt out of bed early enough to be on time.
   ____ If I lose this job, it will be your fault.

5. Your boss promised you'd be the next person he trained on the back hoe. Now you see that he's training the new guy, who just started two weeks ago. You've been there six months. You say:

   ____ What's the big idea, you training him before me! I'm going to talk to the union about this.
   ____ (with a calm, level tone of voice) You said I would be the next person you trained. When are you going to train me?
   ____ nothing.
6. You are applying for a carpenter's job. You've been a carpenter for 7 years. The foreman on the job says, "There's no such thing as a woman carpenter." You say:

____ You know, I've been dealing with assholes like you ever since I started working carpentry. You can take your attitude and put it where the sun doesn't shine!
____ I disagree with you, and so does the union. I'm qualified for this job.
____ (with calm voice) That's a common opinion, but I didn't expect to run into here. I've heard really good things about this company.

7. You have met someone that you really like, and would like to become friends with. You say:

____ I really like you. Can we get together again?
____ Well, I enjoyed meeting you...I suppose you're pretty busy, right?

8. Your teenager is playing music in their room upstairs. The music is so loud you can't hear the television. You:

____ Turn the TV volume up full blast, hoping they'll get the message.
____ Bang on the ceiling, yelling "Turn it down!"
____ You go into their room, and unplug the stereo.

9. Your mother wants come for a week long visit. You are very busy with work and classes and the kids, and this isn't a good time. You say:

____ Mom, I love having you visit, but this is a really bad time for me. Next month would be much better.
____ It's really not the best time for me, but I suppose it will be OK.
____ You always think I should drop everything and make my life revolve around you. You never think about anyone except yourself!

10. You want to tell your partner that you really love them. You say:

____ I love you very much.
____ You are very special to me. I'm glad we're together.
____ How was your day?

11. You have been working on a big construction job as an apprentice. The boss just gives you cleaning jobs. The male apprentices with as much experience as you are doing other assignments that give them more experience. You say:

____ To your friends: It's so unfair. He never lets me do anything interesting. He thinks I'm some kind of maid./To the boss you say nothing.
____ To the boss: What do you think I am, your personal maid? Next you be wanting me to get your coffee!
____ I'm willing to do my fair share of the work, including clean up. But that's all I have been doing. I want to be assigned to the other jobs as well.
THOUGHTS THAT CAUSE PROBLEMS

1. Making mistakes is terrible.
2. People should be condemned for their wrong doing.
3. It is terrible when things go wrong.
4. I must depend on others.
5. I can't stand the way others act.
6. I should help everyone who needs it.
7. I must never show any weakness.
8. Strong people don't ask for help.
9. I should be happy all the time.
10. People ought to do what I wish.
11. People shouldn't act the way they do.
12. I should be able to control my kid's (or spouse's) behavior.

POWER WORDS

I

Choose  will
decide  want
think  could
believe  won't
feel

NONPOWER WORDS

You - They - I

Should  have to
must  makes me
ought to  can't

7/85/CC
<table>
<thead>
<tr>
<th>Situation and Date</th>
<th>Physical Symptoms and/or Body Clues</th>
<th>My Behavior</th>
<th>How I Felt</th>
<th>What I would have liked to have done</th>
<th>Why I didn't do what I wanted to do</th>
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# Assertiveness Inventory

People do not act the same way in every situation. They may feel perfectly comfortable behaving assertively in one situation, but not in another. On the lists below, check column A if you have difficulty behaving assertively in that situation. If you checked A, put a number in column B to indicate the degree of discomfort:

1 - mildly uncomfortable
2 - moderately uncomfortable
3 - very uncomfortable
4 - very threatening situation

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>People With Whom You are Non-Assertive</td>
</tr>
<tr>
<td></td>
<td>Strangers</td>
</tr>
<tr>
<td></td>
<td>Male friends</td>
</tr>
<tr>
<td></td>
<td>Female friends</td>
</tr>
<tr>
<td></td>
<td>Dates</td>
</tr>
<tr>
<td></td>
<td>My Mother</td>
</tr>
<tr>
<td></td>
<td>My Father</td>
</tr>
<tr>
<td></td>
<td>Spouse/partner</td>
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<td></td>
<td>Boss</td>
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<td>Doctor</td>
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<td>Teacher</td>
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<td></td>
<td>Police Officer</td>
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<td></td>
<td>Case worker</td>
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<td></td>
<td>Other authority figure (who? _____________________)</td>
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<td></td>
<td>Children</td>
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<td></td>
<td>people of other races, ethnic, or class backgrounds (List: ________________________________ )</td>
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<td></td>
<td>co-workers</td>
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<td>groups of people</td>
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<td>sales people</td>
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List one or two areas that you want to work on during this unit:

I want to practice being assertive in these areas:

1. 

2. 

218
Date: __________________________

1. What are your feelings about the program as a whole?

2. Evaluate these components of the program:

   Career Challenge & Ropes Course
   Excellent Good Fair Poor
   ______  ______  ______  ______
   Too much  Good Amount Not Enough
   ______  ______  ______  ______

   Self & Career Development
   Excellent Good Fair Poor
   ______  ______  ______  ______
   Too much  Good Amount Not Enough
   ______  ______  ______  ______

   Pre-technical
   Excellent Good Fair Poor
   ______  ______  ______  ______
   Too much  Good Amount Not Enough
   ______  ______  ______  ______

   Final Action Plan
   Excellent Good Fair Poor
   ______  ______  ______  ______
   Too much  Good Amount Not Enough
3. How has Electronics Is Our Future compared to your expectations of what you would be doing?

4. What are the most important things you are getting out of being in this program to date?

Next most important:

5. What are the hardest things for you in this program? Hardest?

Next Hardest?

6. What aspect of the program was least beneficial to you?

What did you do to improve or change this situation?

7. How have you changed as a result of this program?

8. What steps did you take to change things in your life while in Electronics is Our Future?
9. Would you recommend *Electronics Is Our Future* to others?
   Yes______ No______ Why?

10. Suggestions for future programs (please be specific):

11. Below is a list of goals that participants may have achieved through this program. Check each one in terms of what you feel you achieved.

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Unit III

Exercise D2

How to Get Control of Your Life

Time and Life Are Inseparable
If you're wasting your time, you're wasting your life.

1. What are your lifetime goals?

2. How would you like to spend the next five years?

3. How would you live if you knew that six months from now you would be struck dead by lightening?

PLANNING YOUR FUTURE

WE OUGHT TO BE INTERESTED IN THE FUTURE,
FOR THAT IS WHERE WE ARE GOING TO SPEND THE REST OF OUR LIVES.

* If you want something to happen, make a space for it in your life. Instead of being passive, be an active agent in your future.

** Your planning should cover different time spans: one hour, one week, one year, five years, ten years.

*** Plan for gradual changes, not spectacular leaps. The only kind of planning you have direct control over are the modest little goals. The trick is to pile these smaller goals in a way that increases your chances of reaching the long range goals you really care about.

**** To plan, you must have information. Use resource people. To plan education, you must know something about educational options. To plan for a job, you must know about occupational options and job requirements.

***** When you are planning your future, you should plan it in a way that will give you some options, some choices - especially if you are not really sure what you want to do.

1. SETTING A GOAL
What do I want to do?

2. USE CREATIVE PROBLEM SOLVING
To gather information, explore alternatives and set a goal.

3. HAVING A GOAL
This is what I want to do, but how do I get there?

4. USE CREATIVE PROBLEM SOLVING
To identify barriers to a goal and steps that can be taken to form a plan to reach a goal.

5. REACHING A GOAL
My plan to reach my goal.

THE CREATIVE PROBLEM SOLVING PROCESS

1. Identify the Problem
2. Gather Information
   a. Relevant Facts
   b. Personal Opinions and Feelings
3. Generate Possible Courses of Action
4. Compare Alternatives
   a. Advantages
   b. Disadvantages
5. Choose One Alternative
6. Evaluate

Developed by M. H. Jones, 1982
REACHING A GOAL - HOW DO I GET THERE?

SOME STRATEGIES TO HELP YOU REACH YOUR GOAL:

1

Use the resources, books, people, and places that could give you more information to help you make a decision.

2

Write down all the steps necessary to reach your goal in the order in which they should be taken. Decide when you would want to, or would be able to take each step.

3

At the top of a sheet of paper, write some action you would like to take or decision you would like to make. Draw a line down the middle of the page. On one side of the line, write down all the barriers which that you perceive or that are real - both within and outside yourself - which seem to be keeping you from acting. On the other side of the line, list alternatives you could take which might help remove or reduce each of the barriers. Evaluate the alternatives. Choose the best ones to explore further.

Developed by M. H. Jones, 1982.
Guidelines for Goal Setting

The goal setting process can be valuable if the goals are meaningful and realizable. Effective goals - those that are meaningful and realizable - can be set by following certain guidelines. As you prepare to establish goals for yourself, make sure that they are:

- **Conceivable** -- Can you visualize the goal and identify clearly what the first step will be.

- **Believable** -- Is your goal consistent with your personal value system and/or family and community culture? Do you believe that you can achieve this goal?

- **Achievable** -- Is the goal something that you can accomplish? Do your strengths and abilities support your goal? Are you depending on other people or outside resources to support your efforts? If so, is that realistic?

- **Desirable** -- Is your goal something that you really want to do, rather than something you feel you should do? You will be highly motivated to accomplish something that you want to do, and the achievement will be genuinely rewarding.

- **Growth facilitating** -- How will you benefit from achieving your goal? In what ways will this achievement lead to personal growth and/or positive change?

- **Stated with no alternative** -- Do you have one goal established, or are you considering some alternatives? It is more effective to start with a single goal. If you need to change it as you go along, start again with a clearly stated single goal.

- **Measurable** -- Is your goal stated so that it is measurable in time and quantity? For example, suppose your goal is to walk three miles four times a week. This is measurable. At the end of a week you will know if you have accomplished this goal. You will also know if and how you need to revise the goal.

**Goal setting can be done in pairs, small teams, and in a group setting.** Sharing goals with another person or persons and giving and receiving feedback is a constructive way to evaluate goals.

Goals can make career more than 'just a job'

By Niki Scott

“'You talk about job satisfaction and getting ahead. You talk about our futures. But what about jobs that have no future?'

"Most women don't have careers — they have boring jobs, which offer nothing but a paycheck, and that is being gobbled up by inflation," a woman wrote from Pittsburgh where, at 30, she has just completed her eighth year as a telephone operator.

"I hate my job. It's dull and boring, and they treat me like a 10-year-old. I don't have to worry about my future. It's going to be just like the present — an operator is an operator.

"I'm a machine. I'm allowed to function. If the machine slows down, I'll be out of a job, unless the recession gets me first. But no matter how well this machine functions, I'm still not going to be president of the company."

She has a point.

Most working women have routine jobs. We look forward to weekends, not promotions. We put in our time, collect our pay and try to forget the office as soon as we leave it.

Most men do, too.

And it's true that this Pittsburgh operator probably won't be president of the company, no matter how well she handles her job.

Working woman

But with a few management courses, she might become a supervisor; she does have seniority and says she likes working with people. Or she might look for another department within the company that would interest her more, perhaps its training or personnel office.

On the other hand, she might take her skill and experience and good record to another company, for a better salary and a chance of advancement, as well.

The point is this: Having a career simply means forming concrete goals; then working toward them. And any working person can do that.

If you have to work for a living anyway (and most of us do) and you're not happy where you are, why not aim for a job that will pay more and be more interesting? If you are going to have to work, why not do what you like to do?

The difference between pursuing a career and having a job is not a matter of title, or how much one earns, or how interesting one's job is.

Rather, it is the difference between putting in time and work-ing toward a concrete goal — becoming more skillful, meeting new challenges or moving just one step up.

If you see yourself as a machine, the boss probably will too. And you'll still have to spend 40 hours a week in a job that bores you.

Scott is author of two books about working women — "The Balancing Act" and "The Working Woman."

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Analyzing Priorities

*Rank the following from 1-5. 1 is not important...and 5 is extremely important.

<table>
<thead>
<tr>
<th>Area</th>
<th>How Important Is This Area to Me</th>
<th>What Amount of Attention Or Time Is Devoted To This Area</th>
<th>How Successful Or Satisfied Do I Feel In This Area</th>
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<tbody>
<tr>
<td>1. Your employment:</td>
<td>career, job worries, work done at home, deadlines met...</td>
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<td>2. Your partner:</td>
<td>time with, think about, talk to...</td>
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<td>3. Your children:</td>
<td>care giving duties, help with homework, spend time with, read to...</td>
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<td>4. Yourself:</td>
<td>maintain your hobbies and interests. Reading, friendships...</td>
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<td>5. The house:</td>
<td>housework, maintenance...</td>
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* Look at your rankings and consider:
  Are you devoting time and attention to an area that is relatively unimportant to you?
  Are you failing to succeed in an important life area or role?
  Are you getting little success out of a little effort?

GOAL SETTING CONTRACT

GOAL: What do I want?

* Clarification - how will I know when I accomplish/attain my goal?

ACTION PLAN: Write in specific actions, days and times.

1) Today: 

2) This Week: 

3) This month:

352 229
OBSTACLES: How do I sabotage myself? What do I allow to get in my way?


REWARD: What do I get? How will I celebrate my success?


ALTERNATIVE: What will I do if I don't carry out my contract?


Completion date: ________________


Today's date ___________________ My Signature ___________________

Witness ________________________
Date: ____________________

1. What are your feelings about the program as a whole?

2. Evaluate these components of the program:

<table>
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<th>Component</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td>Career Challenge &amp; Ropes Course</td>
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ELECTRONICS IS OUR FUTURE
Final Evaluation

3. How has Electronics Is Our Future compared to your expectations of what you would be doing?

4. What are the most important things you are getting out of being in this program to date?
   
   Next most important:

5. What are the hardest things for you in this program?
   Hardest?
   
   Next Hardest?

6. What aspect of the program was least beneficial to you?
   
   What did you do to improve or change this situation?

7. How have you changed as a result of this program?

8. What steps did you take to change things in your life while in Electronics is Our Future?
9. Would you recommend *Electronics Is Our Future* to others?
   Yes  No  Why?

10. Suggestions for future programs (please be specific):

11. Below is a list of goals that participants may have achieved through this program. Check each one in terms of what you feel you achieved.

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