



**EXPLORE
NONTRADITIONAL
CAREERS:
OHIO ACTE CONFERENCE**


**WED, JULY 29, 2015
10:30-11:30 AM**

**Ben Williams, PhD,
Director of Special Projects**



©NAPE 2014


Who Is NAPE?



**National Alliance for
Partnerships in Equity**

Professional Development	Research and Evaluation	Technical Assistance	Public Policy and Advocacy
-----------------------------	-------------------------------	-------------------------	----------------------------------

©NAPE 2014




**NAPE's Professional Development Suite
of STEM Equity Programs**



STEM Equity Pipeline™

STEM Equity for Educational Leaders	STEM Equity Teacher Training	STEM Equity Counselor Training	Tools and Resources
Program Improvement Process for Equity in STEM™	Micromessaging to Reach and Teach Every Student™	Focus on Counselors Initiative™	Webinars, on- line courses, reports, evaluation tools, current research, effective practice resources, and more!

©NAPE 2014




Objectives

- Define Nontraditional occupations and the market demands
- Identify cultural stereotypes, myths, and realities that affect students
- Introduce the *Micromessaging Framework for Cultural Change* and how it is used in the toolkit

**EXPLORE
Nontraditional Careers**



©NAPE 2014



**LET'S THINK OF
EXAMPLES OF
NONTRADITIONAL
FIELDS**

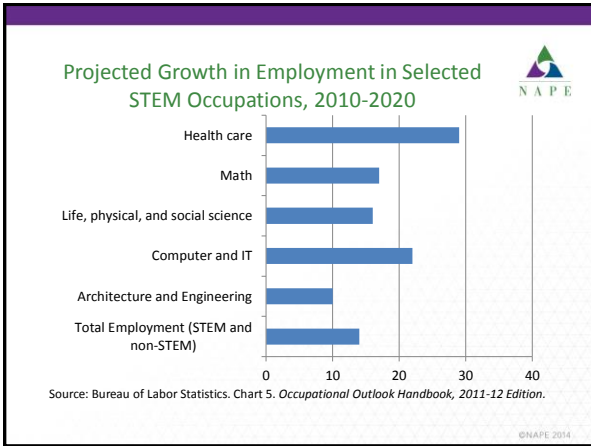


©NAPE 2014



**WHAT ARE THE
OPPORTUNITIES IN
NONTRADITIONAL
OCCUPATIONS AND
FIELDS?**



©NAPE 2014



**WHAT BARRIERS KEEP
STUDENTS FROM
PURSUING PROGRAMS
THAT LEAD TO
NONTRADITIONAL
OCCUPATIONS?**



©NAPE 2014





MICROMESSAGES




Point & Objective



Culture shapes our *biases* and beliefs about *people*. We *communicate* our biases in our world through *micromessages*. The *accumulation* of micromessages over time impacts a person's *belief* in his or her own ability to be successful in a *course, class, college, and career*.

- *Reflect* on past words and behavior,
- Learn to *be mindful* of communication and behavior,
- *Anticipate* how decisions, words, and behaviors impact student engagement and success, and
- *Plan* to be more intentional about encouraging students to consider nontraditional careers.

Make a Difference

- Think of one student who you would like to help as a result of what you learn today.
- Draw a sketch, or write their name
- Display visibly (to you)

WHAT ARE CULTURAL STEREOTYPES?

©NAPE 2014

What are the cultural stereotypes?

super light, superhero tough

FeatherLight® reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 600D and 600D pack cloth. Lighter weight. Same awesome durability. **Guaranteed. Period!®**



light as a feather, tough as long division

FeatherLight® reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 420D and 600D pack cloth. Lighter weight. Same awesome durability. **Guaranteed. Period!®**



Lands End Catalog 2012






©NAPE 2014


What **cultural stereotypes** are prevalent at your institution?

What is the **impact** of these stereotypes on **students**?



©NAPE 2014





*“The **single story** creates stereotypes, and the problem with **stereotypes** is not that they are untrue, but that they are **incomplete**. They make one story become the only story.”*

Chimamanda Adichie: *The Danger of [a Single Story](#)*, TedTalk

©NAPE 2014




Stereotypes: How can I recognize and challenge stereotypes?

STEREOTYPES
Recognizing and challenging cultural stereotypes



LESSON PLAN and ACTIVITY

Audience: Educators, Counselors, Administrators, Parents, Mature Students
Time needed: 45-60 minutes (Activity: 15-30 minutes; Reflection and discussion: 30 minutes)
Objective: Through this activity, participants will be able to identify examples of cultural stereotypes related to nontraditional careers, and the potential impact on students.
Overview: This activity can be completed as an individual reflection or as a facilitated discussion after watching a TEDtalk video.

Introduction
 Cultural stereotypes about people and careers exist. Stereotypes are beliefs we hold within our culture that lead to assumptions about characteristics, behavior, and social norms. Stereotypes often come from stories, and over time with repetition they become singular stories or narratives we collectively carry. A Single Story results when the same stereotype or story about a person, a people, a place, or even a career is told over and over again—when one story becomes the only story most often told.


Novelist Chimamanda Adichie describes the danger of a single story in her famous TED talk: “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

©NAPE 2014

WHAT ARE MYTHS THAT AFFECT STUDENTS IN HEALTH PROGRAMS?

©NAPE 2014



Activity 2: Stereotypes

Myth	Reality
Men are not (or are less) nurturing and thus cannot make good nurses and teachers.	Nurturing is more a matter of personality and skills, not gender.

©NAPE 2014

Activity 2: Stereotypes

Myth	Reality
Women do not have the mechanical or mathematical aptitude for skilled trade work.	No! Women have the ability to perform well in all academic and technical areas required in nontraditional work. There is no research-based evidence that supports the notion that men are more mathematically gifted than women.

©NAPE 2014

Activity 2: Stereotypes

Myth	Reality
Nontraditional jobs are too dirty, noisy and dangerous for women.	Some nontraditional jobs have some of these components and workers entering these fields should weigh the benefits and the drawbacks. Gender fairness requires that all occupations be presented as possible options for both females and males.

©NAPE 2014

Activity 2: Stereotypes

Myth	Reality
Creativity and the arts (music, dance, visual arts) are not masculine.	Boys and girls, and women and men have equal capacities to be creative.

©NAPE 2014

Reflection Questions

- Are these **myths prevalent** in your community or institution? To what degree?
- How can these myths, stereotypes, or single stories, **be harmful**?
- In what actionable ways can you challenge cultural stereotypes and **broaden the gender-career narrative**?

©NAPE EF

Implicit Bias

NAPE

©NAPE 2014

Subconscious (or Implicit) Bias

Social stereotypes that we form outside of our own consciousness:

- Stem from our brain's adaptations
- Create unconscious barriers in the classroom
- Impact how we relate to people

NAPE

©NAPE 2014

Subconscious Gender Bias: Power and Impact

National study of a psychology faculty candidate. 238 current faculty members (50:50 ratio) evaluated the same resume with male or female name.

Question

With identical resumes, should there be any difference in how the faculty vote to hire Ruth vs. Robert?

• 45% voted to hire "Ruth," but 65% vote to hire "Robert." Male and female evaluators equally preferred the male candidate.

• Yet another example of bias influencing sex-based hiring.

Scenario **Result**

NAPE

©NAPE 2014

How can we identify our biases?

We can take Implicit Association Tests to help create personal awareness. Then we can begin to identify how the biases manifest in our lives.

Project Implicit

implicit.harvard.edu



NAPE

©NAPE 2014

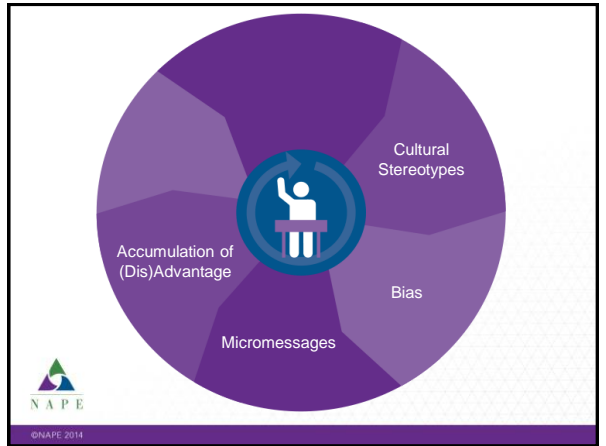
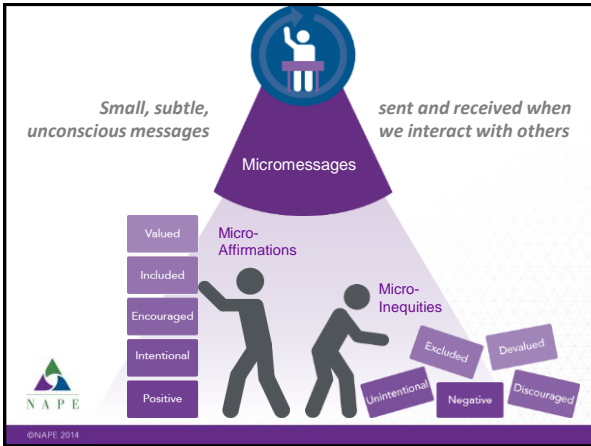
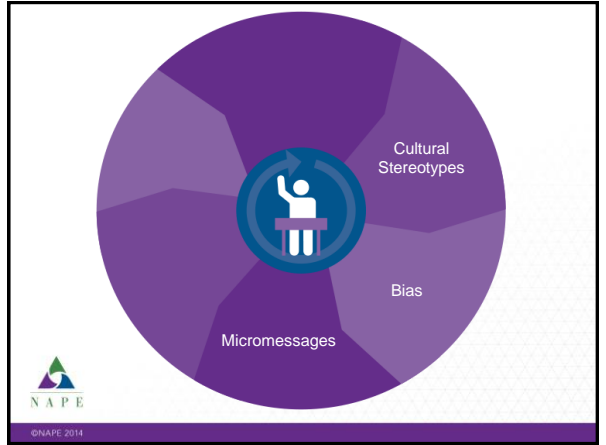
Implicit Association Test

HOMEWORK!

- ✓ **Explore**
 - Take an Implicit Association Test
 - Visit NAPEquity.org/IAT for instructions
- ✓ **Reflect**
 - Are you surprised at your results?
 - Ask your self why you are/aren't surprised?
- ✓ **Learn**
 - YouTube videos on Implicit Bias
 - Read *Blind Spot: The Hidden Biases of Good People (Banaji)*



©NAPE 2014





Cues & Messages: Learn more about how micromessages can manifest in our language and interactions.

©NAPE 2014

Cues & Messages

Cues: Small, subtle, often unconscious and unintentional micromessages that communicate value

- Using female references as negative labels or insults, such as "You throw like a girl" or "You act like a girly-man."
- Rolling eyes about ideas before they may be discussed or even fully expressed
- Selecting class materials and textbooks without vetting them for gender inequities and stereotypes

Messages: Micromessages are interpreted, often unconsciously, and may not reflect intention

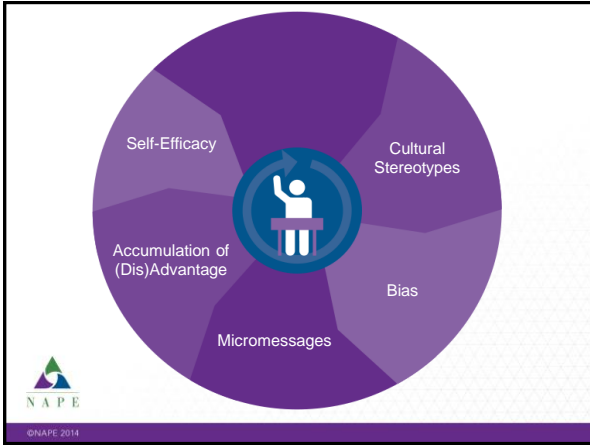
- Females' invisibility is of no concern, and they don't have the intellectual capacity to contribute.
- Students have little of value to contribute and are not part of the educator's domain.
- Females feel less valued than their male classmates.

©NAPE 2014

Reflection Questions

- What **cues or micro-inequities** could I relate to my own experiences?
- How do I believe my **micromessages have affected** students with whom I work?
- How can I **mitigate micro-inequities** such as the ones listed?
- How will I become more **intentional about micro-affirmations**?

©NAPE 2014



Self-Efficacy

Self-confidence does not equal self-efficacy!

©NAPE 2014

Inspire the Courage to Excel

Mastery Experiences

Vicarious Experiences

Social Persuasion

Physiological Cues

self – efficacy
is the belief one holds in their ability to perform a specific task

©NAPE 2014

I am no good at algebra. No one in my family is good at math. I don't like math, and let's face it, girls are stupid at math, so why should I try?

What are some **examples** of things you have heard **students** say that may **indicate low self-efficacy** towards **nontraditional** careers?

©NAPE 2014

Self-efficacy: Incorporate super strategies to build student self-efficacy.



Courage to Excel

How to inspire student self-efficacy

self-efficacy
The belief one holds in his/her ability to perform a specific task

Sources of Self-Efficacy

- Mastery Experiences:** Past successful experiences that strengthen the individual's confidence.
- vicarious Experiences:** Learning through observing others perform the task.
- Social Persuasion:** Feedback and support from others.
- Physiological State:** Physical responses experienced as a reflection of capability.

Good Super Strategies to increase student self-efficacy on several:

- ACHIEVEMENT**
- PERFORMANCE**
- PERSISTENCE**
- ENGAGEMENT**
- INTEREST & MOTIVATION**

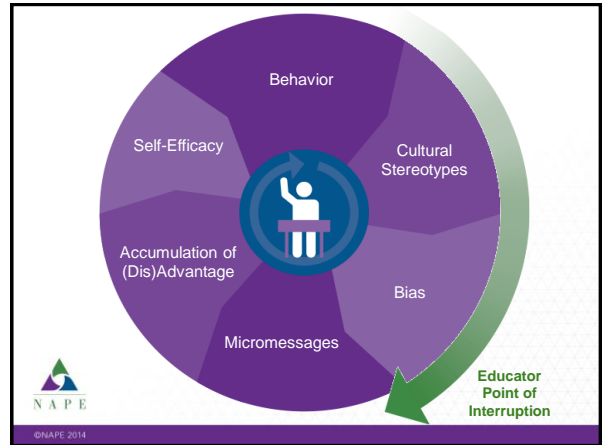
An individual with high self-efficacy is more likely to adopt and succeed in more challenging goals.

An individual with low self-efficacy is more likely to avoid challenges.

- DOUBT**
- FEAR**
- AVOIDANCE**




©NAPE 2014




Why Think About Micromessaging?

Teacher/Advisor → Student

Intent → Micromessages → **IMPACT** Performance & Outcomes

Impact is more important than Intent!




©NAPE 2014

Point & Objective

Nontraditional careers are in demand, and opportunities are available for every student.

- ✓ How can I **encourage** students to **explore nontraditional careers** and the **programs and pathways** that lead to them?



©NAPE 2014

Fast Facts: Demand in Nontraditional Occupations

Workforce Growth

Jobs in STEM, the skilled trades, advanced manufacturing, and health care are increasing

Retirement

Of the 600,000 jobs for electricians, almost 50% will become available in the next decade. "With so many boomers retiring from the trades, the U.S. is going to need a lot more pipe-fitters, nuclear power plant operators, carpenters, welders, utility workers – the list is long." (NPR)

High demand

The Nursing industry projects 1.6 million job openings for nurses through 2020. We will fall short by 200,000 if we continue to enroll and graduate nursing students at the current rate.

Education and Training

Industry-based certifications, employer-based training, apprenticeships, postsecondary certificates, and associate degrees are the CTE credentials to prepare students for these jobs.

©NAPE 2014

Explore Nontraditional Careers: Provide tools to help students to see opportunities through multiple pathways

ACTIVITY Explore Nontraditional Careers

Nontraditional careers are occupations or career fields in which people from one gender comprise less than 25% of the workforce.

Instructions: Review the 10 examples of nontraditional careers in the table below.*

- Identify whether the career is nontraditional for women or men.†
- Using the U.S. Bureau of Labor and Statistics Occupational Outlook Handbook, explore the career opportunities for each of the 10 nontraditional careers by completing the right three columns.†

Examples of Nontraditional Careers	Nontraditional for Men or Women?	Pay	Job Outlook	How do you become one?
1. Construction and Building Inspectors				
2. Bookkeeping, Accounting, and Auditing Clerks				
3. Heating, Air Conditioning, and Refrigeration Mechanics and Installers				
4. Child, Family, and School Social Workers				
5. Dental Hygienists				
6. Telecommunications Line Installers and Repairers				
7. Paralegals and Legal Assistants				

*NAPE 2014

©NAPE 2014

Key Takeaway Points

Positive Messaging

Explain the value of **nontraditional** careers using positive messaging that is attractive to (and equitable for) a diverse group of students.

©NAPE 2014

Key Takeaway Points

Positive Messaging

Work Values

Pathways

Incorporate the benefits of nontraditional careers into discussions that will appeal to students of different class, race and gender

©NAPE 2014

Key Takeaway Points

Positive Messaging

Work Values

Pathways

Advise a diverse group of students into a variety of pathways of opportunity in nontraditional careers.

©NAPE 2014

Kudos Cards

You are curious and love to learn. Here's how I know...

You are a problem solver. Here's how I know...

You are a team player. Here's how I know...

You are an excellent collaborator. Here's how I know...

You are super creative. Here's how I know...

Did You Know? Careers in Science, Technology, Engineering, and Math (STEM) require creative problem solving and innovative design. You can collaborate to turn ideas into reality by choosing a career in STEM.

Learn more about careers in Science, Technology, Engineering, and Math at www.napep.org/STEMcareers

©NAPE 2014


Impact of Micro-Affirmations on Females in Nontraditional Courses

- Increased their willingness to take risks
- Enhanced creativity and innovation
- Increased levels of engagement in complex tasks and open-ended thinking
- Improved caring about learning
- Increased interest in non-trad. field and development of students' self-efficacy

©NAPE 2014



Key Steps to Transform Practice



1. Identify and address our **implicit biases**
2. Build students' **self-efficacy** through multiple avenues.
3. Affirm and encourage **exploration** of career pathways outside of gender norms.
4. Create **equitable classrooms and school climates** for every student to fulfill her or his potential

©NAPE 2014




Make a Difference





- Revisit your ONE student.
- Write down ideas on how you will:
 - Challenge cultural stereotypes about gender and careers
 - Minimize micro-inequities from bias
 - Maximize micro-affirmations
 - Build a stronger self-efficacy

©NAPE 2014



Super Strategies



Activities:

- ✓ Conduct Activities to Explore Nontraditional Careers: 1) Challenging Cultural Stereotypes; 2) Cues & Messages; 3) Self-Efficacy Super Strategies; 4) Explore Nontraditional Careers Activity

Kudos Cards:

- ✓ Use Kudos cards to write personal notes to female students, helping them to picture themselves in STEM.
- ✓ Mail home, hand out, or create bulletin boards.

Role Models:

- ✓ Expose students to diverse nontraditional professionals through posters, books and websites.
- ✓ Invite guest speakers
- ✓ Pair students with mentors from the workforce

©NAPE 2014

Unpacking Explore Nontraditional Careers Toolkit

Explore Nontraditional Careers

Lesson Plans & Activities

Special Tools

Challenging Cultural Stereotypes

Cues & Messages

Self-Efficacy

Explore Nontraditional Careers


Kudos Cards (Separate)

Web Resources




Order or Learn more about Explore Nontraditional Careers at Napequity.org/Counselors

©NAPE 2014



How will you use the toolkit?

- ✓ Career Day?
- ✓ College Week?
- ✓ After school programs or clubs?
- ✓ Integrate into classroom instruction?
- ✓ Professional Development with others?




©NAPE 2014

NAPE Products & Services

- Professional Development
- Custom Webinars
- National Summit
- Career & the Nontraditional Toolkits
- Infographic Wall Art
- Consulting Services



napequity.org



©NAPE 2014

"I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something I can do."

-Edward Everett Hale





59

©NAPE 2014

Virtual Learning Community

napequity.org; stemequitypipeline.org



National Alliance for Partnerships in Equity
The Equity Professionals

Search

About Us | Member Services | Professional Development | Public Policy | STEM Equity | Resources

NATIONAL SUMMIT FOR EDUCATIONAL EQUITY
Solving the Education Equation: Access, Equity, and Diversity | April 12-14, 2014 | The North, Alexandria, VA

Save the Date!
The National Summit for Educational Equity (formerly the Professional Development Institute) will take place on April 12-14, 2015, in Alexandria, VA.

PROJECTS

©NAPE 2014

Thank you for your
participation!



Ben Williams, PhD
Director of Special Projects
bwilliams@napequity.org
614-596-5730

©NAPE 2014