Chapter 6

About AAUW

We are tenacious and trailblazing — advocating for women and girls since 1881 and into the future!

Hi Jim, not able to be there, but a thing I like to do is go over info presented at <https://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/> and talk about some of the reasons given in the report for why the pay gap exist:

* Women tend to pursue ‘woman’s work’ – helping professions, for example, pay less than jobs traditionally held by men – occupational segregation
* Motherhood / caregiver penalty – while companies are starting to roll out more inclusive parental leave policies, women still assume much more responsibility than men in raising families.  Flexible schedules help some, but this is still more about societal norms
* “Women are not as good at negotiating salary as men” – this is victim blaming.  Some states now have laws prohibiting  employers from asking about salary history, and not allowing employees to discuss salary

To be clear, these are not verified reasons why the pay gap exists, but are the things naysayers point to. I then facilitate discussion about how these can be addressed by school counselors/CSPs. I tend to have women significantly overrepresented in my courses, and I tend to teach people in school counseling, so this is a great area for discussion on how to relate career services/career development to elementary school level.

Lots of good infographics to display and discuss in the AAUW report

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Here are the items I cover in this chapter. I would be happy to present this, especially on Generations

WATCH THE FOLLOWING VIDEOS

1. What it is like to be the child of immigrants in America

[https://www.google.com/search?q=michael%20rain%20ted%20talk (Links to an external site.)](https://www.google.com/search?q=michael%20rain%20ted%20talk)

2. What do you think when you look at me?

[https://www.ted.com/talks/dalia\_mogahed\_what\_do\_you\_think\_when\_you\_look\_at\_me/discussion?referrer=playlist-bridging\_cultural\_differences&language=en (Links to an external site.)](https://www.ted.com/talks/dalia_mogahed_what_do_you_think_when_you_look_at_me/discussion?referrer=playlist-bridging_cultural_differences&language=en)

3.  I'm not your Inspiration, Thank You.

<https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/transcript?language=en>

READ ON GENERATIONS

1. Read one or more of these on Gen Z:

[http://www.media-marketing.com/en/tag/generation-z/ (Links to an external site.)](http://www.media-marketing.com/en/tag/generation-z/)

[http://hrexecutive.com/will-gen-z-want-work/ (Links to an external site.)](http://hrexecutive.com/will-gen-z-want-work/)

[https://www.forbes.com/sites/andrewjosuweit/2018/03/21/5-reasons-generation-z-will-be-generation-smart-about-college/#2a3e68e57888 (Links to an external site.)](https://www.forbes.com/sites/andrewjosuweit/2018/03/21/5-reasons-generation-z-will-be-generation-smart-about-college/#2a3e68e57888) [(Links to an external site.)](https://www.forbes.com/sites/andrewjosuweit/2018/03/21/5-reasons-generation-z-will-be-generation-smart-about-college/2/#532eb4f24bbe)

2. Read one or more on Generational Differences in the workplace:

"[How to Manage Generations in the Workplace" (Links to an external site.)https://www.forbes.com/sites/victorlipman/2017/01/25/how-to-manage-generational-differences-in-the-workplace/#55022f884cc4   (Links to an external site.)](https://www.forbes.com/sites/victorlipman/2017/01/25/how-to-manage-generational-differences-in-the-workplace/#55022f884cc4)

[https://www.forbes.com/sites/theyec/2018/08/15/how-millennials-are-changing-philanthropy/#363efb507c68 (Links to an external site.)](https://www.forbes.com/sites/theyec/2018/08/15/how-millennials-are-changing-philanthropy/#363efb507c68)  Millennials changing philanthropy

3. Read:

[https://files.eric.ed.gov/fulltext/EJ1159908.pdf (Links to an external site.)](https://files.eric.ed.gov/fulltext/EJ1159908.pdf)

"High School Students Gender Roll Perceptions Regarding Various Professions"

4. View PowerPoint on Blending the Generations. (see attached)

READ ON DIFFERENCE BETWEEN RACE AND ETHNICITY:

Great article trying to define the difference between "race" and "ethnicity"

<https://www.verywellmind.com/difference-between-race-and-ethnicity-5074205>

READ ON DEI:

A Very informative article from NACE (Word Doc download)

[Examining Professionalism through a DEI Lens.doc](https://canvas.instructure.com/courses/980773/files/149337169?wrap=1) [Download Examining Professionalism through a DEI Lens.doc](https://canvas.instructure.com/courses/980773/files/149337169/download?download_frd=1)

2. What Does DEI Mean in the Workplace?

# [https://builtin.com/diversity-inclusion/what-does-dei-mean-in-the-workplace (Links to an external site.)](https://builtin.com/diversity-inclusion/what-does-dei-mean-in-the-workplace)

3. Deloitte Blog 4/2021 (Word Doc download)

A holistic DEI learning strategy for an inclusive workforce

[DEI - Deloitte Blog 4.28.2021.doc](https://canvas.instructure.com/courses/980773/files/151352869?wrap=1) [Download DEI - Deloitte Blog 4.28.2021.doc](https://canvas.instructure.com/courses/980773/files/151352869/download?download_frd=1)

4. If you really want a detailed education on DEI with examples, exercises for K-16 and workplace, log into this site on Tuskegee Institute.

EXERCISE PUBLIC AND PRIVATE: (see attachment for document)

This week we are discussing diversity/inclusivity.  Your homework assignment is in three parts.

Taija and Kim will work together, Rob and Jerilyn will work together, Cameron and Linda will work together, Cami and Kenndal will work together.

1.  Individually complete the "Public vs Private" self exercise document for this week and share results with your partner(s) via email.

 2.  Read one another's responses to the Public vs Private document, select one section or individual line that two of you answered differently. This may be a line that you were not certain if it was public/private (may determine the circumstances). Discuss, via email why each of you responded the way you did. Then, WRITE A ONE PAGE response that answers the following:

    a.  Why did you determine there were differences?

 b.  In what situations do you think there would be a greater variance of responses?

  c.  What are some of the implications of these differences when working with clients/students?

Post your team response (one post all of you).

WRITING ASSIGNMENT"

Individually write two to three paragraphs about your expectations, emotions, attitude,  etc, as you complete the following exercise:

   a.  Select someone  from another sex, race, generation, religion, age, culture, abilities, etc.  Picture waking up this morning as this person.

    b. What does it feel like to be this person?  Who do you talk to at work or school? What about your friends? What are some things you do on a daily basis in the morning or evening? Music, food, feeling separate, etc.

    c.  Any other observations you have.

SHARE YOUR ASSIGNMENT ON EMAIL WITH YOUR COHORT

Linda Sollars, MA, CMCS, GCDFI

Title: Things you should know when providing career services to refugees

Since the passage of the Refugee Act in 1980, 3.1 million refugees have been resettled to the U.S. In your role as a Career Service Provider, you may have the fortunate opportunity to provide refugees with career services. As such, it is important to know a few things about refugees and their right to work in the U.S.

First, the employment barriers refugees face may be different than other clients you have served. Upon arrival in the United States, the focus for local resettlement agencies is for refugees to obtain employment. This focus on employment often overshadows other services like English Language Training, education, and adjusting to their new country. In fact some refugees are forced to prioritize finding work over learning English. As a result, most refugees enter low-wage occupations after arrival and stay in those occupations longer than native-born English speakers. In 2015, the top three industries employing refugees were (1) manufacturing (20%), (2) health care (14.2%) and (3) general services (10%).  Additionally, adjusting to new culture and gender norms add additional challenges. While refugees are informed upon arrival that all adults of their family, including children 18 years or older, are required to work, some refugee families continue to struggle in adapting to gender norms. Eventually, refugee families realize they need all adults to work to obtain self-sufficiency; however, the resulting disruptions to gender norms and family dynamics lingers beyond the initial employment. In some cases, Career Service Providers may need to refer refugee families to additional counseling or support in navigating changing family dynamics and gender roles. For refugees who arrive possessing qualifications including education and professional training or certification struggle to have their credentials transfer, making it impossible for these refugees to transition into high-skilled employment after arrival. Instead, these professionals are forced into low-skill positions, where they lose prospects of career advancement or take years to recertify themselves in an occupation for which they already possess skills. [Upwardly Global](https://www.upwardlyglobal.org/) is a U.S. based non-profit working to upskill refugees and can be an excellent resource for career service providers.

Second, as Career Service Providers there are specific knowledge, skills, and attitudes you should seek if you think you may encounter refugees in your work. The below table outlines the basic competencies you should have.

|  |  |  |
| --- | --- | --- |
| **Knowledge** | **Skills** | **Attitudes** |
| 1. A range of tools and methods to best engage multicultural backgrounds
 | 1. Implementing helping skills and knowledge of motivational interviewing
 | 1. Cultural sensitivity
 |
| 1. Basic understanding of refugee employment barriers
 | 1. Empathy and strong interpersonal communication skills
 | 1. Desire to continually enrich knowledge and improve skills
 |
| 1. Services in the local community that can support refugees
 | 1. Performing career assessments that are culturally appropriate
 | 1. Patience (and flexibility)
 |
| 1. Legal and other concerns of refugees
 | 1. Diplomatically managing potential conflicts and challenging topics
 | 1. Openness to new ideas and perspectives as well as new approaches
 |
| 1. Some familiarity with the history, culture, and traditions of the refugee
 | 1. Partnering effectively with interpreters, as applicable
 | 1. Respect for refugee’s abilities and backgrounds
 |
| 1. Basic understanding of the impact of stress and trauma on individuals
 | 1. Partnering effectively with employers, as applicable
 |  |

Third, refugees are one of the most hard-working populations in the U.S. Many refugees who are resettled to the U.S. invest in developing skills necessary for better employment opportunities and higher wages. In one study, refugees worked four percent more hours and improved their English literacy skills 11 percent more than that of economic immigrants. And in 2015, refugee men were more likely than U.S. born men to have employment (67% versus 60%). Refugees will be familiar with action plans or self-sufficiency plans having encountered them throughout their resettlement process. They will be eager to learn and apply the knowledge, skills and information provided to them. For many refugees the challenge will not be a lack of desire to apply the knowledge, but barriers that may prevent its application including lack of English, past trauma, competitive services and more. When working with refugees, supporting their knowledge and skill acquisition in their fields of interest will be critical. Prior to seeking career services, many refugees will have been told what jobs to take. In your role, it will be important to partner with refugees in the career process and assist them in taking agency over their career choices and services based on their interests and values.

Lastly, it’s important to know the laws around refugees being allowed to work in the U.S. Depending on when you are providing career services to refugees, you may need to work with employers in navigating new hire paperwork. Below are some common myths about refugees and their right to work.

1. The Immigration and Nationality Act (INA) prohibits employers from discriminating against refugees based on their citizenship status or national origin.
2. Refugees can prove work authorization using any combination of documents listed on the USCIS Form 1-9. Refugees do not need their social security card in-hand before they start working.
3. Employers who use the E-verify system may claim they cannot have a refugee start working without a social security card. This is incorrect and the Department of Justice has worked with E-verify to provide instructions of how to do so.
4. When necessary, direct employers to the Immigrant and Employee Rights (IER) office at the U.S. Department of Justice for additional information or questions.

Working with refugees brings both challenges and opportunities. Career Service Providers fortunate enough to work with refugees will need to build upon their current knowledge, skills, and attitudes to provide effective career services.

 Immigration Forum, [Immigrants as Economic Contributors: Refugees Are a Fiscal Success Story for America](https://immigrationforum.org/article/immigrants-as-economic-contributors-refugees-are-a-fiscal-success-story-for-america/) , accessed 6/14/2021
 Immigration Forum, [Immigrants as Economic Contributors: Refugees Are a Fiscal Success Story for America](https://immigrationforum.org/article/immigrants-as-economic-contributors-refugees-are-a-fiscal-success-story-for-america/), accessed 6/14/2021

  U.S. Department of Justice: [Refugees and Aslyees have the Right to Work](https://switchboardta.org/leaving-switchboard/?goto=https%3A%2F%2Fwww.justice.gov%2Fcrt%2Fpage%2Ffile%2F1132626%2Fdownload), accessed 6/14/2021

 U.S. Department of Justice: [Refugees and Aslyees have the Right to Work](https://switchboardta.org/leaving-switchboard/?goto=https%3A%2F%2Fwww.justice.gov%2Fcrt%2Fpage%2Ffile%2F1132626%2Fdownload), accessed 6/14/2021

 I begin my class on Diversity with a specific icebreaker.  I give everyone the attached sheet and have them break up into small groups (3 - 5 ppl depending on the size of the class).  I ask them to fill in the petals with something that is unique to only one person in the group, making sure each person has a unique characteristic in at least one petal.  They use the center of the flower to list characteristics that everyone in the group has in common.  When we regroup we talk about how the process went... and almost always the students comment that it was much harder to discover differences, than to learn what everyone had in common.  It's a fun exercise and a good way to begin a discussion on diversity.  I hope to attend the TEC meeting.  Karen Gutman



Activities for FCD training  Ellen Weaver Paquette, CTE training

Chapter 6 Multicultural populations

Recent Immigrants

1. Obtain a world map. Identify and locate the 5 countries representing the most immigrants to your state using local data.

2. Interview professional staff at a relocation center offering readjustment programs to new immigrants.

3. Identify the number of households in your city or state in which languages other than English are spoken.

4. Identify 5 local employers that hire individuals that are learning English.

5. How employment can be obtained without a social security number?

6. Visit a community center religious institution to view services to adults and school aged children who have relocated to the United States.

Multi cultural and Multi ethnic cooperation

1. Interview a law enforcement officer to discuss community cooperation especially in summer months when youth are out of school.

2. Discuss the differences in cultures regarding effective parenting. What are expected norms and what is considered to be ineffective and why?

3. What are various cultural views on personal safety and gun control?

4. Discuss the definition of “success” for children in a family.

5. Have the group share what they have experienced directly or heard about regarding stereotypes and discrimination.

6. What is considered to be a “good job” by different groups and why? Explore the concepts of security, pay, safety, promotion, etc.

7. In collective societies, the family needs are paramount over the obligations to an employer. Employees may be forced to neglect their job, resulting in firing.

How can a FCD address these problems?

Thank you for including FCD instructors as you have proven to remain faithful to do in your discussion format.  Regarding chapter six, I am a huge supporter of making concepts like Implicit Bias or unconscious bias more real and less abstract for everyone.  The goal of this effort is two-fold.  First the results of this assessment allows people to de stigmatize the term bias (understanding that everyone experiences bias to varying degrees) and it opens the dialogue in a way that focuses on the influence of bias rather than a discussion about race, or gender, or orientation in the pejorative.

As such, I introduce the series of measuring discrimination scale factors (see attached PDF) into my FCD training.  Although all the scales are helpful in exposing the insidious nature of bias, I specifically employ the work discrimination scale using survey monkey to tabulate student scores.  I am not sure if this is a best practice but I am willing to provide insights I have encountered.

Bret Anderson

Purdue University Generational Difference in the Workplace

<https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/>

Mark Danaher