EXPLORING NON-TRADITIONAL CAREERS
# Non-Traditional Career Exploration

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>GOAL</th>
<th>CURRICULUM</th>
<th>PROCESSING NOTES</th>
<th>APPROXIMATE TIME NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>To acquaint students with the larger contextual framework - Why NTO? and the economic impact of limited career choice.</td>
<td>Lecturette - Why NTO?</td>
<td>Present information in Lecturette. Process information. How does this effect me, my family, etc.? Who in your family has worked at a NTO job? Have you ever considered NTO, why?, why not?</td>
<td>15 Minutes</td>
</tr>
<tr>
<td>Attitudes</td>
<td>To examine the affects of personal and cultural attitudes as they relate to limited career choice.</td>
<td>Glass Slipper, Expanding Horizons Survey</td>
<td>Discuss different cultural expectations for males/females - How does this affect choice. Have students complete survey. Small group discussion - How have my attitudes, feelings about NTO impacted my choices about careers?</td>
<td>30 Minutes</td>
</tr>
<tr>
<td>Benefits/Barriers To Non-Traditional Career Choice</td>
<td>To increase student awareness of the benefits/opportunities and barriers of NTO.</td>
<td>Women, Work and the Future. Women and Non-Traditional Work. Women and Work: The Economics.</td>
<td>Present information - Small group discussion - How does this affect career choice, what are the benefits/barriers?</td>
<td>20 Minutes</td>
</tr>
<tr>
<td>Assessing Personal Choice</td>
<td>To help students identify interests and transferable skills.</td>
<td>Is a Blue Collar Job for me? Think of It This Way. McCormick Inventory.</td>
<td>Have students complete surveys - Identify why or why not they might consider NTO.</td>
<td>45 Minutes</td>
</tr>
<tr>
<td>Exploring NTO Opportunities</td>
<td>To increase student awareness of NTO exploration and training opportunities.</td>
<td>Information on Non-Traditional careers. Careers available in Trade &amp; Technical Fields. Information Interview Packet. Education &amp; Training Options</td>
<td>Discuss with students 1 + 2 Have students do informational interview - make class presentations re the result. Discuss, have students list a possible NTO career choice &amp; how they could get further information or training.</td>
<td>15 Minutes Out of class Assignment 30 Minutes</td>
</tr>
</tbody>
</table>
WHY NOT?

Problem Statement

Despite years of examination, legislation and legal action, today's work force continues to be divided by gender, race, and arbitrary physical and mental standards.

One damaging result is a work force that continues to be separated into "men's jobs" and "women's jobs" even though women are working in increasing numbers. In Maine, women comprised 60% of the increase in labor force participation during the 1980s. Nationally, two out of three of new entrants into the labor force in this decade are expected to be women. However, large numbers of women continue to enter traditionally female occupations. For example, in 1989 women represented 80% of all administrative support (including clerical) workers, but only nine percent of all precision production, craft and repair workers.

Gender Segregation In US Workforce

Women were 68% of all retail and personal services sales workers but only 7.2% of all apprentices. In Maine, as of March, 1994, 9.6% of apprentices were female. In 1989 nationally, 77% of women were employed in female-dominated occupations. And change has been at a snail's pace. In 1980, 2.2% of workers in skilled craft jobs were women; by 1989, women's share of these occupations increased to 3.4%.
The chart titled "Slow Progress In Eliminating Gender Segregation" shows the employment rate for men and women from 1980 to 1989. The chart indicates a slight increase in women's employment rate over this period.

Women are entering the labor force because of dramatic changes in our economy and social structure. Half of all marriages end in divorce, forcing many women to go to work to support their children. The decline in earning power over the last 20 years has meant that many families need two incomes to maintain a decent standard of living. While there are many rewards from work, many women are employed outside the home out of dire economic need.

Nationally, 25% of working women are single, 16% are divorced or separated, 4% are widowed, and 14% have husbands earning less than $15,000 a year.

These social and economic changes have had a profound effect on Maine families. In the last decade, the number of female-headed families with no husband present grew at twice the rate of other families.

Yet, because of segregation in employment, many women have limited earning capacity. In a recent study, the Maine Occupational Information Coordinating Committee (MOICC) found that of 266 selected occupations in Maine, 206 were nontraditional for females and 63 were nontraditional for males. When the wages of these occupations were analyzed, MOICC found that nontraditional jobs for women in Maine averaged $34,771 a year, while nontraditional jobs for men averaged $16,193.
The lack of progress in opening up high-paying job opportunities for women coupled with the changing family structure has meant that increasingly poverty is being concentrated in families headed by women. In Maine in 1980, 37% of families in poverty were headed by women. By 1990, the percentage had increased to 48%. Today in Maine, female-headed families are four times as likely to poor as male-headed families. And poverty is most acute in families with children. In 1990, female-headed families with children were ten times as likely to be poor as male-headed families with children. The younger the children, the poorer the families. In female-headed families with children under five, the poverty rate was a shocking 63%.
DOES THE GLASS SLIPPER FIT?

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around their home. Although it was a very modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we feel fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after—which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available Prince Charmings has decreased tremendously since "once upon a time." As a result, females of all ages are working outside of the home. They are working for the same reason men work—for money to support themselves and their families.

To find out if you are better prepared for Cinderellahood than for modern womanhood, check off all the things in each list that apply to you.


Glass Slipper activities developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education). Houston, Texas: Center for Human Resources, University of Houston, 1976.
Cinderella - Check (✓) off each item that applies to you.

1. Can cook
2. Wait for Prince Charming to open the door for you
3. Talk to your fairy godmother
4. Can dance
5. Have no career plans
6. Think woman's place is in the home
7. Don't worry about the future
8. Cannot manage money
9. Can raise children
10. Talk to mice
11. Can wash clothes
12. Have no job skills
13. Read love stories and movie magazines
14. Can give a party
15. Know how to care for a baby
16. Don't like school
17. Can sew
18. Rush home to watch the soap operas
19. Can clean
20. Turn down the radio when the news comes on

Total checks (✓) ___
Today's Woman - Check (v) off each item that applies to you.

_______ 1. Read news magazines
_______ 2. Discuss career plans with your parents
_______ 3. Have investigated all high school job training courses including plumbing and welding
_______ 4. Plan to work for 34 years
_______ 5. Are aware of Title IX
_______ 6. Know how much money it takes to feed a family of four for a week
_______ 7. Can list 20 different jobs open to women*
_______ 8. Stand up for yourself
_______ 9. Rush home to watch the evening news
_______ 10. Demand equal pay for equal work
_______ 11. Know how to manage money
_______ 12. Aren't afraid to be the only girl in any class
_______ 13. Will graduate from high school
_______ 14. Open your own car door
_______ 15. Know how to file a suit under EEOC
_______ 16. Know about apprenticeship programs
_______ 17. Can fix a flat tire
_______ 18. Talk to your counselor about future job plans
_______ 19. Plan to learn a skill before marriage so that you can always get a job
_______ 20. Think you can do any job a man can do

Total checks (v) _____

*If you checked No. 7, prove it!

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).
SCORING: Total up the number of checked items in each column.

CINDERELLA TOTAL GREATER THAN TODAY'S WOMAN TOTAL: The Glass Slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work...9 out of 10 high school girls will work in the future. You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. Wake up!

CINDERELLA TOTAL EQUALS TODAY'S WOMAN TOTAL: You've given your future some thought but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You most likely will work for about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN TOTAL GREATER THAN CINDERELLA TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working and you have made a career decision and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).
Once upon a time there was a handsome young man. His name was Cinderbob. Cinderbob lived with his stepmother and stepsisters. Cinderbob was the oldest son and felt he should tell everyone what they should be doing. Although it was a very modest home, Cinderbob had very little time for himself. He was very busy working to support everyone. When he was miraculously discovered by the Princess and went with her to live in the castle, Cinderbob felt he should be in charge of things the way he had been when he lived at home. He told the Princess he did not want her to continue her Princess work outside the castle because he wanted to be the one to support the family. So the Princess gave up princessing which paid very well. The Princess, of course, never abandoned Cinderbob except for occasional trips to the conventions of the National League of Princesses. They never got divorced because that wasn't allowed. If things got too bad, Cinderbob occasionally went for a weekend at the monastery where he could rest up from being the sole support of the castle. Usually, however, the Princess and Cinderbob lived happily ever after, as best they could, which really wasn't so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of Princesses, and other women, willing to give up careers has decreased dramatically since "once upon a time." As a result, males of all ages are learning to share work and home responsibilities with their Princesses.

To find out if you are better prepared for Cinderbobhood than for modern manhood, check off all the things in each list that apply to you.
Cinderbob - Check (✓) off each item that applies to you.

_____ 1. Cannot cook
_____ 2. Expect that your future wife will do what you tell her
_____ 3. Only talk to other Cinderbobs your age for advice
_____ 4. Can't sew up a tear
_____ 5. Have no plans to share home and child care with your wife
_____ 6. Think woman's place is in the home
_____ 7. Don't worry about the future
_____ 8. Would be uncomfortable for your wife to earn more than you
_____ 9. Don't know anything about raising children
_____ 10. Talk to the mirror
_____ 11. Can wash cars but not clothes
_____ 12. Have no homemaking skills
_____ 13. Read detective stories and porno magazines
_____ 14. Can give a party
_____ 15. Don't know how to care for a baby
_____ 16. Don't like school
_____ 17. Can't sew
_____ 18. Drop everything to watch the football game on TV
_____ 19. Can take out the trash
_____ 20. Turn down the radio when the news comes on

Total checks (✓) __________
Today's Man - Check (✓) off each item that applies to you.

1. Read news magazines
2. Discuss career plans with your parents
3. Have investigated all high school job preparation possibilities including secretarial and nursing
4. Plan to work for 41 years
5. Are aware of Title IX
6. Know how much money it takes to feed a family of four for a week
7. Can list 10 nontraditional jobs open to men*
8. Can be kind and helpful to someone who needs encouragement
9. Rush home to watch the evening news
10. Demand that everyone get equal pay for equal work
11. Know how to manage money
12. Aren't afraid to be the only boy in any class
13. Will graduate from high school
14. Are comfortable dating an achieving, assertive girl
15. Know how to file a suit under EEOC
16. Know about child care programs
17. Can fix dinner, lunch, and breakfast
18. Talk to your counselor about future job plans
19. Plan to learn a skill before marriage so you can always get a job
20. Think you can do any job a woman can do

Total checks (✓)

*If you checked No. 7 prove it!
Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERBOB TOTAL GREATER THAN TODAY'S MAN TOTAL: The Glass Slipper "prize" is yours and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will be sharing a home and child care responsibilities with a working wife...9 out of 10 high school girls will work in the future. You need to start giving serious thought to home and family training available to you in high school and nontraditional careers that are possibilities. You should realize that your ideas on women are out of date and in serious need of being modernized. Wake up!

CINDERBOB TOTAL EQUALS TODAY'S MAN TOTAL: You've given your future some thought but not enough. While you are probably capable of managing your career, you do not really believe that women will have careers once they are married and have children. How wrong you are! An average woman of today can expect to work for 34 years outside the home even if she is married and even if she has children. That is only 7 years less than the 41 years you can expect to work. You are not quite aware of what it takes to be a good sharing partner in a marriage. You have probably explored the traditional male jobs, but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S MAN TOTAL GREATER THAN CINDERBOB TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training. Home economics and secretarial training as well as plumbing and auto mechanics. You realize that you will be working and that women will be working after they are married and have children. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only boy. You are realistic and really have your act together.

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute, Bethesda, Maryland, 1983.
"EXPANDING HORIZONS -- ME IN 2000"
SURVEY

Name ____________________________ Age ______
Female ____ Male ____ School __________________________

Directions: Please place an X under the most appropriate choice.

I. ATTITUDES

1. Men and women should be paid equal wages for equal work.
   YES _______ NO _______

2. Women make better elementary school teachers than men because they are more patient with small children.
   YES _______ NO _______

3. Would you worry if a woman fixed your car?
   YES _______ NO _______

4. I would be afraid to take a vocational course if I were the only female/male in the class.
   YES _______ NO _______

5. I know about apprenticeship programs.
   YES _______ NO _______

6. Boys and girls are encouraged equally to take vocational courses.
   YES _______ NO _______

7. Most women don't have the technical job skills for occupations that pay well because they have not been encouraged to learn those skills.
   YES _______ NO _______

8. It is difficult for boys and girls to enroll in nontraditional classes in high school.
   YES _______ NO _______

9. The nursing profession is a female occupation.
   YES _______ NO _______

10. I understand what "non-traditional" occupations are.
    YES _______ NO _______

11. Occupational segregation causes women's work to be under paid and undervalued.
    YES _______ NO _______

12. Would you be willing to be treated (taken care of) by a male nurse?
    YES _______ NO _______

13. Would you be interested in an occupation which requires you to work outside, even when the weather is bad?
    YES _______ NO _______
II. AWARENESS

1. I know my individual interests and values and how they fit into choosing a job or career.

2. I know of cultural traditions that influence the way many people choose jobs or careers.

3. I know of ways to choose jobs or careers not traditional to their gender.
   (Examples of jobs not traditional for females: carpenter, pilot, engineer;
   jobs not traditional for males: secretary, nurse, pre-school teacher)

4. I know of math and science career choices that provide high salaries.

5. I know of many kinds of jobs and careers that are similar to each other and what skills are needed for these jobs and careers.

6. I know how to find more information about jobs and careers that interest me.

III. NOT TRADITIONAL FEELINGS

1. If I were working in a job that was not traditional, I would feel:

2. If my friends were working in jobs that were not traditional, I think they would feel:

3. If I was working in a job that was not traditional, I think my parents would feel:

4. If my friends knew I was working in a job that was not traditional, I think they would feel:
## IV. FUTURE EDUCATION PLANS

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. I would consider enrolling in a vocational technical program that could provide me with training in a job or career that interest me.

2. I would consider enrolling in a non-traditional vocational technical program that could provide me with training in a job or career that interests me.

3. After high school I want to:
   a. complete a technical or trade school program.
   b. complete an apprenticeship program.
   c. complete a two-year college program.
   d. complete a four-year college program.
   e. enter the military service.
   f. other ________________________________.
   g. I am interested in a career in ____________.
Women, Work and the Future

Workforce 2000

From 1989 through the year 2000, two out of three new entrants to the labor force will be women.

- By 2000, it is projected that 80% of women ages 25-54 will be in the work force. Women will comprise nearly half (47%) of the paid labor force, compared with 39% in 1972.

Between now and 2000:

- the number of Hispanic women in the labor force will increase dramatically, by 85% (from 3.1 million to 5.8 million women).
- Black women will increase their number in the labor force by 35%, to make up 6.1% of the total labor force.
- 1 in 10 new women entrants to the labor force will be Asian, American Indian and Alaskan native women.


In 1988, two-thirds of all women with children under 18 were in the labor force.

- More than half (51%) of mothers of infants are returning to work within the baby's first year.
- 57% of mothers with children under 3 are in the labor force.
- 65% of mother of pre-schoolers who are not in the paid workforce say they would work if they had access to safe and affordable child care.

Nearly 90% of jobs created between now and the year 2000 will be in the service sector.

- The low-wage, sex-segregated “pink collar ghetto” in which the majority of women work will be reinforced by the shift to a service sector economy.
- 5 of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations, with median weekly wages below poverty level.

(Note: 1987 poverty-level income for a family of 4 was $11,511 or approximately $223 per week.)

<table>
<thead>
<tr>
<th>Occupation</th>
<th># jobs to be created</th>
<th>% Female 1987</th>
<th>median weekly female wages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Sales</td>
<td>1,200,000</td>
<td>68.5</td>
<td>$192</td>
</tr>
<tr>
<td>Waitress</td>
<td>752,000</td>
<td>83.1</td>
<td>$178</td>
</tr>
<tr>
<td>Cashier</td>
<td>575,000</td>
<td>83.0</td>
<td>$183</td>
</tr>
<tr>
<td>Food Worker</td>
<td>449,000</td>
<td>73.5</td>
<td>$149</td>
</tr>
<tr>
<td>Nursing Aide</td>
<td>443,000</td>
<td>90.4</td>
<td>$212</td>
</tr>
</tbody>
</table>

Part-time or temporary employment will comprise an increasing share of available jobs.

- More than 25% of women workers work part-time; part-time workers average only 59% of the hourly earnings of full-time workers.
- 62% of temporary workers are women.
- Part-time and temporary jobs typically provide few or no benefits, limited job security, lower wages and few opportunities for advancement.

Sources for this Fact Sheet:

Hudson Institute, Workforce 2000
American Society for Training and Development
Bureau of Labor Statistics
Census Bureau
U.S. Department of Labor
U.S. Department of Education
U.S. Senate Budget Committee

Research and written by Jennifer Wesson
January 1999

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 727-5784
For the first time in history, a majority of all new jobs will require education or training beyond high school.

- 56% of women ages 25-54 now in the labor force have only a high school education or less.
- By the year 2000, people—whether women or men—will be able to fill only 14% of all jobs.

One in eight women workers has less than a high school education.

**Educational Attainment of Women in the Labor Force, 1988**

- 12.4% less than 4 yrs. high school
- 23.1% 4 years college
- 21.2% 1-3 years college
- 43.3% 4 yrs. high school

Source: BLS

- 1 in 2 single mothers has less than a high school education.
- 56% of displaced homemakers have less than a high school education.
- 1 in 3 Hispanic women workers has less than a high school education.
- 1 in 5 Black women workers has less than a high school education.

Women and girls continue to be disproportionately enrolled in education and training that prepares them for low-wage jobs in traditional female occupations.

- 70% of female secondary vocational school students are enrolled in programs leading to traditional female jobs.
- The educational choices of boys and girls indicate that occupational segregation by sex will continue well into the 21st century.
- 77% of women workers are employed in female-dominated occupations.
- 43% of women workers are currently in jobs that pay below poverty-level wages, compared to only 27% of men.
- 2 of every 3 minimum wage earners are female.
- Women workers, employed full-time, year-round, earn 65 cents for each dollar earned by men.

Federally funded education and training programs do not adequately meet the specific needs of women.

- The Adult Education Act and the Job Training Partnership Act (JTPA) do not provide adequate support services to enable women to participate fully in literacy and job training programs.
- The majority of women enrolled in JTPA programs are trained for female-dominated, low-wage clerical and service jobs.

**LITERACY NEEDS FOR THE FUTURE WORK FORCE**

- good basic skills in reading, writing and mathematics
- higher order and critical thinking skills
- analytical and problem-solving skills
- communication skills
- basic computer skills
- teamwork skills

National Commission on Working Women of Wider Opportunities for Women, 1325 G St. N.W., Lower Level, Washington, DC 20005 (202) 737-5764
Women and Nontraditional Work

Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 million women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

<table>
<thead>
<tr>
<th>Occupational Categories</th>
<th># of women in nontraditional jobs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial: Professional</td>
<td>600,000</td>
<td>architect, lawyer</td>
</tr>
<tr>
<td>Technical, Sales,</td>
<td>600,000</td>
<td>pilots, electronic technicians</td>
</tr>
<tr>
<td>Administration</td>
<td>300,000</td>
<td>barbers, detectives</td>
</tr>
<tr>
<td>Service</td>
<td>1,200,000</td>
<td>auto mechanic, butcher, plumber</td>
</tr>
<tr>
<td>Craft, Production, Repair</td>
<td>1,500,000</td>
<td>typesetter, truck driver</td>
</tr>
<tr>
<td>Operators, Fabricators,</td>
<td>500,000</td>
<td>farmer, logger</td>
</tr>
<tr>
<td>Laborers</td>
<td>4,700,000</td>
<td></td>
</tr>
</tbody>
</table>

Between 1983 and 1988, the number of women nontraditional jobs remained relatively unchanged at 4% of the total workforce.

Men and Women in Total Labor Force

Men 55%  Women 45%

Women in nontraditional jobs = 4%

Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>% of All Women Working in: Traditional</th>
<th>Nontraditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>85% white</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>15% nonwhite</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>48% under 35</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>52% over 35</td>
<td>55%</td>
</tr>
<tr>
<td>Marital Status</td>
<td>58% married</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>42% single</td>
<td>45%</td>
</tr>
</tbody>
</table>

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

<table>
<thead>
<tr>
<th>Traditional Female Jobs</th>
<th>Women's Median Weekly Pay</th>
<th>Traditional Male Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary</td>
<td>$312</td>
<td>$392</td>
</tr>
<tr>
<td>Child Care Worker</td>
<td>$179</td>
<td>$281</td>
</tr>
<tr>
<td>Textile Sewing</td>
<td>$191</td>
<td>$440</td>
</tr>
<tr>
<td>Machine Operator</td>
<td>$298</td>
<td>$335</td>
</tr>
<tr>
<td>Data Entry Keyer</td>
<td>$200</td>
<td></td>
</tr>
</tbody>
</table>

When women work in the same occupations as men they still do not earn equal pay.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Women's Wage</th>
<th>Men's Wage</th>
<th>Wage Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic/Repairer</td>
<td>$392</td>
<td>$441</td>
<td>11%</td>
</tr>
<tr>
<td>Motor Vehicle Operator</td>
<td>$289</td>
<td>$383</td>
<td>27%</td>
</tr>
<tr>
<td>Mail Carrier</td>
<td>$440</td>
<td>$505</td>
<td>13%</td>
</tr>
<tr>
<td>Construction Worker</td>
<td>$335</td>
<td>$423</td>
<td>21%</td>
</tr>
</tbody>
</table>

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percent Female</th>
<th>1983</th>
<th>1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawyer</td>
<td>15.3%</td>
<td>19.4%</td>
<td></td>
</tr>
<tr>
<td>Physician</td>
<td>15.8%</td>
<td>20.0%</td>
<td></td>
</tr>
<tr>
<td>Photographer</td>
<td>20.7%</td>
<td>30.7%</td>
<td></td>
</tr>
<tr>
<td>Mngr., Marketing/Advertising</td>
<td>21.8%</td>
<td>32.0%</td>
<td></td>
</tr>
</tbody>
</table>

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past 5 years.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Percent Female</th>
<th>1983</th>
<th>1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrician</td>
<td>1.5%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Upholsterer</td>
<td>26.2%</td>
<td>23.0%</td>
<td></td>
</tr>
<tr>
<td>Machinist</td>
<td>4.1%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Telephone Installer</td>
<td>9.9%</td>
<td>12.1%</td>
<td></td>
</tr>
</tbody>
</table>

National Commission on Working Women of Wider Opportunities for Women, 1325 G St. N.W., Lower Level, Washington, DC 20005 (202) 737-5764
Women and Nontraditional Work

Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related.

SOCIAL/CULTURAL

- Socialization to traditional female roles
- Unsupportive family and friends
- Negative attitudes of classmates and co-workers
- Lack of self-confidence and assertiveness
- Lack of female role models
- Limited experience with tools and mechanical operations

EDUCATION AND TRAINING

- Limited information provided about nontraditional options
- Females directed toward traditional classes
- Lack of support for sex equity efforts by instructors and other personnel
- Lack of prerequisite classes such as math and science
- Limited access to on-the-job training and apprenticeships
- Lack of support services—child care, transportation, counseling, etc.
- Sexual harassment in classrooms
- Isolation in classrooms

ON-THE-JOB

- Discrimination in hiring, firing, promotion or lay-offs on basis of sex, race, age, physical build/ability
- Sexual harassment on-site
- Isolation on the work-site
- Lack of support from unions
- Lack of support services

SEXUAL HARASSMENT

Women in nontraditional jobs or training are at greater risk of sexual harassment.

- Unwelcome behaviors can include teasing, jokes, remarks and questions, deliberate touching; letters, telephone calls or materials of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law.

- Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment.

- 1986 Supreme Court case (Meritor Savings Bank v. Vinson) established right to seek legal remedy under Title VII.
- Subsequent decisions define liability, calling for explicit and timely actions by employers to prevent and end harassment.

Women can take specific steps when faced with sexual harassment.

- Tell the harasser to stop the offensive behavior.
- Document all incidents of harassment.
- Notify your supervisor, union representative or other appropriate person of the harassment.
- Know your company or school policy on sexual harassment and follow its procedures.
- Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
- Stay on the job.
- Find support from family, friends or other groups to help you through the situation.

Cites for this fact sheet are from:

U.S. Department of Labor:
   Bureau of Labor Statistics
      Employment and Training Administration
Census Bureau
U.S. Department of Education:
   National Assessment of Vocational Education
   Researched by Heidi Mort and Janet Reisman
November 1989
Women, and Work: The Economics

**Construction**
- Women 3%
- Men 97%

**Clerical/Secretarial**
- Men 3%
- Women 97%

**Weekly Salaries**
- Women make up 97-99% of the workforce
- Men make up 77-79% of the workforce

**Maine Weekly Salaries**
- Women make up 97-99% of the workforce
- Men make up 77-79% of the workforce

**Wage Differential in Traditionally Men's and Women's Jobs**
(Source: MDOL Labor Market Information Services)

<table>
<thead>
<tr>
<th>Traditionally Women's Jobs</th>
<th>Traditionally Men's Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housekeeper</td>
<td>Surveyor</td>
</tr>
<tr>
<td>$10,000</td>
<td>$22,200</td>
</tr>
<tr>
<td>Restaurant Hostess</td>
<td>Oil Burner Servicer</td>
</tr>
<tr>
<td>9,900</td>
<td>16,000</td>
</tr>
<tr>
<td>Cashier II</td>
<td>Drafter</td>
</tr>
<tr>
<td>10,600</td>
<td>19,900</td>
</tr>
<tr>
<td>Secretary</td>
<td>Machinist</td>
</tr>
<tr>
<td>14,300</td>
<td>20,100</td>
</tr>
<tr>
<td>Clerk, Insurance</td>
<td>TV Repairperson</td>
</tr>
<tr>
<td>12,700</td>
<td>18,100</td>
</tr>
<tr>
<td>Clerk, Self Serve Store</td>
<td>Mechanic, Diesel</td>
</tr>
<tr>
<td>11,000</td>
<td>20,100</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Carpenter</td>
</tr>
<tr>
<td>10,500</td>
<td>16,200</td>
</tr>
<tr>
<td>Salesperson</td>
<td>Offset-press operator</td>
</tr>
<tr>
<td>10,200</td>
<td>15,200</td>
</tr>
</tbody>
</table>
IS A BLUE COLLAR JOB FOR YOU?

Muriel Lederer, author of *Blue Collar Jobs for Women*, lists the following reasons why a blue collar job may be a good choice for you. Consider the following:

1. You are looking for a job that will be a challenge.  
   Yes____  No____

2. You like outdoor or manual work, or sports.  
   Yes____  No____

3. You don't mind being tied down indoors in an office.  
   Yes____  No____

4. You like being able to move about and meet people.  
   Yes____  No____

5. You want your work to result in a product you can see and take pride in.  
   Yes____  No____

6. You're tired of not having enough money and want to earn more than you could earn in a white-collar job.  
   Yes____  No____

7. You want to be a financially independent woman.  
   Yes____  No____

8. You want seniority, security, wages, benefits and promotions.  
   Yes____  No____

9. You want a 9 to 5 job where you work and not a job you take home to work on after hours.  
   Yes____  No____

10. You want a job with specific duties and hours.  
    Yes____  No____

11. You prefer to dress informally on the job.  
    Yes____  No____

12. You don't mind getting dirty.  
    Yes____  No____

13. You are willing to stick with a physically demanding job long enough for your muscles to tighten up.  
    Yes____  No____

    Yes____  No____
On the other hand, Ms. Lederer feels that a blue collar job may not be a good idea for you...

1. If you are not physically fit.

2. If you have trouble adjusting to the attitudes of other people when they hear about your non-traditional job. (Some people will consider you unladylike or aggressive for having chosen a blue collar job.)

3. If you are easily upset by pranks and hostility from men on the job who resent you being there. (The new federal laws will help eliminate this nuisance.)

4. If you are unable to handle sexual harassment and unwelcome passes made by men on the job.

5. If you find some kinds of work monotonous.

6. If you are afraid of accidents or health problems resulting from some jobs. Blue collar jobs are definitely more physically dangerous than others.

7. If you are fearful of some of the things you'll have to do. For example, climb telephone poles if you are a telephone line worker.

8. If you mind getting physically tired and perhaps doing truly strenuous work.

9. If you mind being outdoors in all kinds of weather should that be part of your job (not all jobs, however, are outdoors).

10. If you mind getting dirty!

Taken from A Counseling Workshop Manual for Women Seeking Non-traditional Work, by Priscilla Hope Farmer, Ed.D.
THINK OF IT THIS WAY

People used to say that women can't handle men's work or can't feel comfortable working with men. But if you really think about this....

"Men's" work requires

1. Physical strength
   ![Arm muscle]

2. Getting dirty, grubby or greasy
   ![Dirty shirt]

3. Mechanical skills
   ![Wrench and screwdriver]

4. Mathematical skills
   ![Ruler and calculator]

5. Getting along with men
   ![Two people]

6. Working outside
   ![Sun and shovel]

Many women

* lift heavy furniture
* carry children
* carry loaded shopping bags
* what else?

* clean ovens, stove tops, floors
* cut up and prepare oily foods
* cultivate house plants and gardens
* what else?

* drive cars
* follow road maps
* operate sewing machines
* follow pattern instructions
* what else?

* follow cooking recipes
* keep family or office accounts
* find bargain prices
* what else?

* take coed classes
* enjoy football, baseball, and other sports
* work with men in restaurants, factories, hospitals, etc.
* what else?

* spend hours outdoors in playgrounds with children
* enjoy hiking, tennis, and other fresh air activities
* work as school or traffic guards
* what else?

**McCORMICK NON-TRADITIONAL OCCUPATIONS PROFILE**

**Likes and Dislikes**

1. Check the ones that appeal to you.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I like working outside</td>
</tr>
<tr>
<td></td>
<td>I like gardening</td>
</tr>
<tr>
<td></td>
<td>I like to camp</td>
</tr>
</tbody>
</table>

**Skills**

2. Check the tools you have used.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hammer</td>
<td>hand saw</td>
</tr>
<tr>
<td></td>
<td>pliers</td>
<td>wire cutters</td>
</tr>
<tr>
<td></td>
<td>utility knife</td>
<td>wire strippers</td>
</tr>
<tr>
<td></td>
<td>lathe</td>
<td>farm machinery</td>
</tr>
<tr>
<td></td>
<td>plumb bob</td>
<td>hand level</td>
</tr>
<tr>
<td></td>
<td>caulk gun</td>
<td>staple gun</td>
</tr>
<tr>
<td></td>
<td>grinder</td>
<td>paint brush</td>
</tr>
<tr>
<td></td>
<td>electric drill</td>
<td>table saw</td>
</tr>
<tr>
<td></td>
<td>radial arm saw</td>
<td>saws-all</td>
</tr>
<tr>
<td></td>
<td>long handled shovel</td>
<td>paint roller</td>
</tr>
<tr>
<td></td>
<td>chisel</td>
<td>tape measure</td>
</tr>
<tr>
<td></td>
<td>pipe cutter</td>
<td>propane torch</td>
</tr>
<tr>
<td></td>
<td>sewing machine</td>
<td>rototiller</td>
</tr>
<tr>
<td></td>
<td>milking machine</td>
<td>weed wacker</td>
</tr>
<tr>
<td></td>
<td>other, please list</td>
<td></td>
</tr>
</tbody>
</table>

Write the number of check marks in section 2 here and the amount of x's here

---

**Experience**

3. Place an X next to the things you have done and a ✓ next to things you would like to do.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>remodeled a kitchen</td>
</tr>
<tr>
<td></td>
<td>remodeled a bath</td>
</tr>
<tr>
<td></td>
<td>mended an electric cord</td>
</tr>
<tr>
<td></td>
<td>laid a vinyl floor</td>
</tr>
<tr>
<td></td>
<td>build a deck or patio</td>
</tr>
<tr>
<td></td>
<td>installed a switch</td>
</tr>
<tr>
<td></td>
<td>driven a pickup truck</td>
</tr>
<tr>
<td></td>
<td>rebuilt an engine</td>
</tr>
<tr>
<td></td>
<td>autobody work</td>
</tr>
<tr>
<td></td>
<td>hung sheetrock</td>
</tr>
</tbody>
</table>
Section 3. CONTINUED

- hooked up a VCR
- car maintenance
- drafting
- marine harvesting
- blueberry raking
- siding
- farm work

- hooked up a stereo
- boat building
- apple picking
- potato harvesting
- wallpapering
- other, please list

Write the number of X's in section 3 here
Write the number of ✓'s in section 3 here

4. Check the courses you have taken.

- drafting
- algebra II
- agriculture
- physics
- shop
- general math
- geometry
- industrial arts
- biology
- algebra I
- calculus
- chemistry
- geology

Write the number of check marks in section 4 here

5. Do you have a class II or I drivers license, which allows you to drive a dump truck or semi. ___ yes ___ no

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe. ___ yes ___ no

7. Would you ever like to have your own business? ___ yes ___ no

8. On a "Handy around the house" scale of 1 to 10 (1 being not at all handy and 10 being very handy how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 . . 2 . . 3 . . 4 . . 5 . . 6 . . 7 . . 8 . . 9 . . 10
Not Handy
Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick, Women Unlimited, Monmouth, ME.
**INFORMATION ON NON-TRADITIONAL CAREERS**

In looking to increase the productivity of America's workforce and to encourage both men and women to gain personal satisfaction and financial security in their work, awareness of and training in programs leading to non-traditional careers are being developed. A non-traditional occupation is defined as an occupation in which there is less than 25% employment of a particular gender. The tables below and on the next page reflect wage data and annual average openings based on 266 of the 686 Maine occupations that are surveyed by the Maine Department of Labor. Occupations identified for inclusion in these tables meet the definition for non-traditional occupations.

Of the 266 selected occupations, 203 are non-traditional for females and 63 are non-traditional for males, meaning that in 203 of the occupations, females are employed in less than 25% of those occupations and in 63 of the occupations, males hold less than 25% of the jobs.

---

### Non Traditional Careers For Females

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>MAINE ANNUAL</th>
<th>MAINE STATEWIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentists</td>
<td>$100,922</td>
<td>60</td>
</tr>
<tr>
<td>Physicians &amp; Surgeons</td>
<td>98,197</td>
<td>219</td>
</tr>
<tr>
<td>Lawyers</td>
<td>69,472</td>
<td>175</td>
</tr>
<tr>
<td>Securities, Financial Services Sales</td>
<td>47,008</td>
<td>51</td>
</tr>
<tr>
<td>Electrical &amp; Electronic Engineer</td>
<td>44,221</td>
<td>78</td>
</tr>
<tr>
<td>Marketing, Advertising, Public Relations Mgrs</td>
<td>41,995</td>
<td>68</td>
</tr>
<tr>
<td>Civil Engineers, Incl. Traffic Eng.</td>
<td>40,144</td>
<td>32</td>
</tr>
<tr>
<td>Industrial Engineers, Excluding Safety</td>
<td>38,542</td>
<td>21</td>
</tr>
<tr>
<td>Pharmacists</td>
<td>38,251</td>
<td>55</td>
</tr>
<tr>
<td>Mechanical Engineers</td>
<td>37,877</td>
<td>55</td>
</tr>
<tr>
<td>Architects, Excluding Land &amp; Marine</td>
<td>37,211</td>
<td>19</td>
</tr>
<tr>
<td>Computer Systems Analysts, EDP</td>
<td>35,838</td>
<td>68</td>
</tr>
<tr>
<td>Sales Reps, Scientific Products Exc. Retail</td>
<td>30,659</td>
<td>71</td>
</tr>
<tr>
<td>Tool and Die Makers</td>
<td>28,746</td>
<td>37</td>
</tr>
<tr>
<td>Millwrights</td>
<td>28,371</td>
<td>39</td>
</tr>
<tr>
<td>Surveying &amp; Mapping Scientists</td>
<td>28,371</td>
<td>17</td>
</tr>
<tr>
<td>Electrical &amp; Electronic Technicians</td>
<td>25,043</td>
<td>69</td>
</tr>
<tr>
<td>Butchers &amp; Meat Cutters</td>
<td>23,109</td>
<td>55</td>
</tr>
<tr>
<td>Plumber, Pipefitter, Steamfitter</td>
<td>22,734</td>
<td>169</td>
</tr>
<tr>
<td>Machinists</td>
<td>22,734</td>
<td>85</td>
</tr>
<tr>
<td>Machinery Maintenance Workers</td>
<td>22,568</td>
<td>6</td>
</tr>
<tr>
<td>Heating, A/C, Refrigeration Mechanics</td>
<td>22,278</td>
<td>84</td>
</tr>
<tr>
<td>Driver/Sales Workers</td>
<td>21,029</td>
<td>19</td>
</tr>
<tr>
<td>Welders and Cutters</td>
<td>20,925</td>
<td>69</td>
</tr>
<tr>
<td>Crushing &amp; Mixing Machine Operators</td>
<td>20,384</td>
<td>32</td>
</tr>
<tr>
<td>Sheet Metal Workers</td>
<td>20,238</td>
<td>38</td>
</tr>
<tr>
<td>Electrical Home Appliance &amp; Power Tool</td>
<td>19,718</td>
<td>14</td>
</tr>
<tr>
<td>Carpenters</td>
<td>19,240</td>
<td>501</td>
</tr>
<tr>
<td>Automotive Mechanics</td>
<td>19,157</td>
<td>146</td>
</tr>
<tr>
<td>Grinding, Buffing Machine Set/Op, M/P</td>
<td>18,138</td>
<td>17</td>
</tr>
</tbody>
</table>
## CAREERS AVAILABLE IN TRADE AND TECHNICAL FIELDS

<table>
<thead>
<tr>
<th>FIELD</th>
<th>SPECIFIC CAREERS</th>
<th>SPECIFIC CAREERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING TRADES/ SURVEYING</strong></td>
<td>Carpenter</td>
<td>Painter</td>
</tr>
<tr>
<td></td>
<td>Brickmason</td>
<td>Drywall Installer</td>
</tr>
<tr>
<td></td>
<td>Paperhanger</td>
<td>Roofer</td>
</tr>
<tr>
<td></td>
<td>Carpet Installer</td>
<td>Millwright</td>
</tr>
<tr>
<td></td>
<td>Plasterer</td>
<td>Insulation Worker</td>
</tr>
<tr>
<td></td>
<td>Tile Setter</td>
<td>Glazier</td>
</tr>
<tr>
<td></td>
<td>Cabinetmaker</td>
<td>Upholsterer</td>
</tr>
<tr>
<td></td>
<td>Inspector</td>
<td>Terrazzo Finisher</td>
</tr>
<tr>
<td></td>
<td>Landscaper</td>
<td>Surveyor</td>
</tr>
<tr>
<td></td>
<td>Materials Tester</td>
<td>Safety Inspector</td>
</tr>
<tr>
<td><strong>METAL TRADES</strong></td>
<td>Filer</td>
<td>Model Maker</td>
</tr>
<tr>
<td></td>
<td>Tool &amp; Dye Maker</td>
<td>Precision Grinder</td>
</tr>
<tr>
<td></td>
<td>Patternmaker</td>
<td>Machinist</td>
</tr>
<tr>
<td></td>
<td>Cutter</td>
<td>Layout Worker</td>
</tr>
<tr>
<td></td>
<td>Grinding Machine Operator</td>
<td>Sheetmetal Duct Installer</td>
</tr>
<tr>
<td></td>
<td>Welding Machine Operator</td>
<td>Ironworker</td>
</tr>
<tr>
<td></td>
<td>Welder</td>
<td>Lathe Operator</td>
</tr>
<tr>
<td></td>
<td>Numeric Control Machine Operator</td>
<td>Cutter</td>
</tr>
<tr>
<td></td>
<td>Milling Machine Operator</td>
<td>Grinding Machine Operator</td>
</tr>
<tr>
<td></td>
<td>Fabricator</td>
<td>Solderer</td>
</tr>
<tr>
<td></td>
<td>Brazier</td>
<td>Metal Plating Machine Operator</td>
</tr>
<tr>
<td><strong>MARINE ENGINEERING/ NAUTICAL SCIENCES</strong></td>
<td>Marine Service Technician</td>
<td>Captain</td>
</tr>
<tr>
<td></td>
<td>Designated Duty Engineer</td>
<td>First Mate</td>
</tr>
<tr>
<td></td>
<td>Deckhand</td>
<td>Sailor</td>
</tr>
<tr>
<td></td>
<td>Fisher</td>
<td>Member of Engine Department</td>
</tr>
<tr>
<td><strong>ENVIRONMENTAL &amp; WASTEWATER TREATMENT</strong></td>
<td>Hazardous Waste Material Tech.</td>
<td>Water Treatment Plant Operator</td>
</tr>
<tr>
<td></td>
<td>Treatment Plant Mechanic</td>
<td>Tester</td>
</tr>
<tr>
<td></td>
<td>Wastewater Treatment Plant Oper.</td>
<td>Sewage Treatment Plant Operator</td>
</tr>
<tr>
<td></td>
<td>Asbestos Removal Technician</td>
<td>Natural Resource Management</td>
</tr>
<tr>
<td></td>
<td>Solid Waste Manager</td>
<td>Environmental Assessment</td>
</tr>
<tr>
<td></td>
<td>Air Quality Monitoring</td>
<td>Environmental Sampling/ Analysis</td>
</tr>
<tr>
<td><strong>DRAFTING/ENGINEERING</strong></td>
<td>Interior Designer</td>
<td>Drafter</td>
</tr>
<tr>
<td></td>
<td>Estimator</td>
<td>Mapping Technician</td>
</tr>
<tr>
<td></td>
<td>Mechanical Engineer</td>
<td>Inspector</td>
</tr>
<tr>
<td></td>
<td>Architect</td>
<td>Urban Planner</td>
</tr>
<tr>
<td></td>
<td>Historic Preservationist</td>
<td>CAD Operator</td>
</tr>
<tr>
<td></td>
<td>Landscape Architect</td>
<td>Daylight Designer</td>
</tr>
<tr>
<td></td>
<td>Architectural Lighting Designer</td>
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<tr>
<td>FIELD</td>
<td>SPECIFIC CAREERS</td>
<td>SPECIFIC CAREERS</td>
</tr>
<tr>
<td>-------------------------------------</td>
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<td>--------------------------------</td>
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<tr>
<td><strong>PLUMBING, HEATING AND AIR CONDITIONING</strong></td>
<td>Sprinkler Fitter</td>
<td>Pipefitter</td>
</tr>
<tr>
<td></td>
<td>Valve Repairer</td>
<td>Steamfitter</td>
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<tr>
<td></td>
<td>Boilermaker</td>
<td>Plumber</td>
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<td></td>
<td>Septic System Installer/Cleaner</td>
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<tr>
<td><strong>TRANSPORTATION</strong></td>
<td>Surveying Technician</td>
<td>Trucker</td>
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<tr>
<td></td>
<td>Engineering Aide</td>
<td>Heavy Equipment Operator</td>
</tr>
<tr>
<td></td>
<td>Dozer Operator</td>
<td>Bus Driver</td>
</tr>
<tr>
<td></td>
<td>Rail Vehicle Operator</td>
<td>Roller Operator</td>
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<tr>
<td></td>
<td>Highway Worker</td>
<td>Inspector</td>
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<tr>
<td></td>
<td>Bridge Worker</td>
<td>Yardmaster</td>
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<tr>
<td></td>
<td>Ironworker</td>
<td>Railroad Conductor</td>
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<tr>
<td></td>
<td>Materials Tester</td>
<td>Signal Operator</td>
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<tr>
<td></td>
<td>Bridge Tender</td>
<td>Brake Operator</td>
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<tr>
<td></td>
<td>Physical Engineer</td>
<td>Railroad Engineer</td>
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<tr>
<td></td>
<td>Switch Operator</td>
<td>Surveyor</td>
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<tr>
<td></td>
<td>Aircraft Mechanic</td>
<td>Airplane Pilot</td>
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<tr>
<td></td>
<td>Air Traffic Controller</td>
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<td><strong>AUTOMOTIVE/ AUTO MECHANICS</strong></td>
<td>Front End Mechanic</td>
<td>Automechanic</td>
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<td></td>
<td>Fuel Injection Servicer</td>
<td>Diesel Mechanic</td>
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<tr>
<td></td>
<td>Carburetor Mechanic</td>
<td>Hydraulics Technician</td>
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<td></td>
<td>Heavy Equipment Mechanic</td>
<td>Inspector</td>
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<tr>
<td><strong>ELECTROMECHANICAL &amp; COMPUTER TECHNOLOGY</strong></td>
<td>Maintenance Mechanic</td>
<td>Inspector</td>
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<td></td>
<td>Instrumentation Technician</td>
<td>Electronic Equipment Repairer</td>
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<td></td>
<td>Digital Equipment Operator</td>
<td>Audio Operator</td>
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<td></td>
<td>Digital Programer</td>
<td>Avionics Technician</td>
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<td>Electronics Technician</td>
<td>Broadcast Technician</td>
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<td>Electromechanical Technician</td>
<td>Electric Motor Repairer</td>
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<td></td>
<td>Electrical Technician</td>
<td>Sound Technician</td>
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<td><strong>ELECTRICAL</strong></td>
<td>Cable Tester</td>
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<td></td>
<td>Cable Installer</td>
<td>Appliance Repairer</td>
</tr>
<tr>
<td></td>
<td>Cable Splicer</td>
<td>Technician</td>
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</table>

WOMEN UNLIMITED, 280 State Street, Augusta ME 04330  207.632-7576
In averaging the annual average wages and the openings, the results indicate that in non-traditional careers for women, the wages are higher (average: $34,771) but the openings are fewer (average: 79). Less money (average: $16,193) but more jobs (average: 199) are projected in the non-traditional careers for males. These are two of the many variables to be considered in making a career choice.

Further considerations of freedom of choice, freedom from stereotyping and cultural bias, freedom to go where your heart is and freedom to use your talents as you wish also enter into the career decision making equation.

**Non Traditional Careers For Males**

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>MAINE ANNUAL AVERAGE WAGE</th>
<th>MAINE STATEWIDE AVERAGE ANNUAL OPENINGS</th>
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<tbody>
<tr>
<td>Underwriters</td>
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<tr>
<td>Physical Therapists</td>
<td>29,182</td>
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<tr>
<td>Medical/Clinical Lab. Technologists</td>
<td>26,686</td>
<td>22</td>
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<tr>
<td>Dental Hygienists</td>
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<tr>
<td>Registered Nurses</td>
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<td>Medical/Clinical Lab Technicians</td>
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<tr>
<td>Licensed Practical Nurses</td>
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<tr>
<td>Hairdressers and Cosmetologists</td>
<td>18,096</td>
<td>222</td>
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<td>Billing, Cost and Rate Clerks</td>
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<tr>
<td>Bookkeeping &amp; Accounting Clerks</td>
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<tr>
<td>Teachers, Preschool &amp; Kindergarten</td>
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<td>Typists, Word Processing Equipment</td>
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<td>Dental Assistants</td>
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<td>Pressing Machine Operators, Textiles</td>
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<td>General Office Clerks</td>
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<td>Receptionists, Information Clerks</td>
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<tr>
<td>Typists</td>
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<td>Tellers</td>
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<td>Switchboard Operators</td>
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<td>Nursing Aides and Orderlies</td>
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<td>Sewing Machine Operator, Garment</td>
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<td>Child Care Workers</td>
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<td>Hand Packers and Packagers</td>
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<td>133</td>
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<td>File Clerks</td>
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<tr>
<td>Teacher Aides &amp; Educational Assistants</td>
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<tr>
<td>Counter &amp; Rental Clerks</td>
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<td>Food Preparation Workers</td>
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<td>Maids &amp; Housekeeping Cleaners</td>
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<td>Cashiers</td>
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<tr>
<td>Waiters &amp; Waitresses</td>
<td>5,262</td>
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</tbody>
</table>

Source: Stephen D. Thompson, MOICC
Information Interview

Who can I talk to to find out the ins and outs of successfully pursuing a career in my field of interest? Who can advise me? From whom can I get the most accurate information about this field and what goes on in it? **The best career information comes from people who are active and successful and knowledgeable in your field of interest: interview them!**

But, you object, I can't expect these important people to give me their time!

Please remember four things:

1. You are not asking for a job. You are simply asking for information and advice, so you are not putting this person on the spot.

2. You have the right and responsibility to yourself to seek advice and information from those who can best help you.

3. A very effective action you can take on behalf of yourself is to develop mentors. Mentors are people, expert in your field, who take an interest in you and your professional development, advise you, help you along, and put you in touch with opportunities. You will also need to develop professional contacts—people in, or related to, your field—who help each other out by exchanging information about what's going on, including job opportunities. The "old boy" or "old girl" networks.

4. Because you are interviewing them, you are in charge, and they can relax.

**How do I find out who these people are?** Ask. Ask this question (or one like it) of everyone you know and everyone you meet: "Do you know anyone who...?" (is knowledgeable about, or is an expert in, or I can talk to about field or occupation?) The next question to ask is: "Would you mind if I use your name?"

**How can I conduct these information interviews most effectively, so that I can get the information I need and also establish a good relationship with this person?**

Inform yourself about the field, the organization, and the person you will be interviewing.

Prepare a list of the questions you want to ask, and some that you know will be interesting to answer.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.
INFORMATION INTERVIEW CHECKLIST

____ Introduces herself and calls the person she is meeting with by name.

____ Shakes hands in a natural way. Firm.

____ States her reason for being there:
   * I'm interested in...
   * I know this is an area you are knowledgeable about.
   * I would like to ask you some questions, and have a list of them with me.

____ Asks the questions clearly.

____ Listens carefully to the other's answers.

____ Takes notes to remember answers.

____ When finished, expresses appreciation for the interview and shakes hands.

____ Speaks clearly and in a normal tone so the other can understand.

____ Maintains good eye contact with the other person; looks at her/him most of the time when listening or answering questions.

____ Does not smoke, chew gum, tap fingers, fool with hair, or display any other distracting nervous gestures.

____ Conveys attention and interest and friendliness during the interview, by verbal and non-verbal expression.

____ Gives the appearance throughout the interview of being comfortable and confident.

____ Follow up. Records information and sends thank you note. Contacts experts after acting on information to express appreciation again and to perhaps ask more questions.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.
Listed below are the kinds of things you need to learn about the occupation you are exploring and some sample questions you might ask to gain the information.

A. Nature of the Job--i.e. what does a person in this job do?
   1. What are the basic duties of this job?
   2. What does your work mainly involve? (i.e. things, data, ideas, people)
   3. What are your responsibilities?
   4. How much of your time do you spend on the various parts of your job?
   5. How do you spend most of your time on the job?
   6. Does your job involve routine activities or is there a lot of variety?
   7. How closely do you work with other people (fellow employees) in this job?
   8. Would you describe a typical day on your job?

Others:

B. Working Conditions/Job Satisfaction
   9. How many hours a week are you required to work in this job?
   10. Is your work schedule flexible? Could it be changed?
   11. Are you ever required to work overtime?
   12. Are you supervised on the job?
   13. Who supervises you and how do they do it?
   14. How do you feel about the general working conditions here in terms of your personal comfort?
   15. Are there any health or other hazards in this job?
   16. Do you have to dress a certain way? If you have to wear a uniform, does your employer pay for it, or do you?
   17. What do you like most about this job? How much of your time on the job involves doing this?
   18. What do you like least about this job? How much of your time on the job involves doing this?
   19. If you could change one thing about your job, what would it be?
   20. Does your job have an impact on your personal, family or social life? Could you say more about that?

Others:

C. Job Qualifications: Skills, Knowledge, Abilities, Personal Traits.
   21. Does your job require physical strength or skills? How about manual skills?
   22. Does your job require skill in working with numbers or mathematical skills?
23. How much of your job requires that you be good at reading, communicating in writing, or talking to people?

24. Does your job require that you be able to analyze or evaluate things? Do you need to be a good problem solver?

25. In your job do you have to be good at organizing things or ideas?

26. Does your job require that you have some artistic abilities?

27. In your job do you have to work with people in a way that requires you to be a good listener and to be sensitive to feelings? Do you have to help people open up and talk to you? Do you help people figure out how to resolve problems they have?

28. In your job do you get to use original and creative ideas of your own? Or do you pretty much do things the way someone else has done them?

29. Is your job one where you have to take a leadership role and get things going or persuade other people to see things your way? Do you have to make decisions that aren't easy?

30. What machines or tools do you have to know how to use in your job?

31. Do you have to be familiar with and use any technical information or terms in your work?

32. Are there any personal qualities I haven't mentioned that are necessary in your work?

33. What kind of a personality do you think is needed for your kind of work?

Others:

D. Job Requirements: Training, Education

34. Did you have to have a certain educational background to get this job—i.e. high school, college, technical school?

35. Was there an apprenticeship or internship that you had to do to get this job?

36. What kind of courses or classes that you had in high school or later are most helpful to you in this job?

37. Did you have to have certain work experience to get this job?

38. Do you have to have some kind of certificate or license to do your job?

39. Did you have to take any kind of test to qualify for this job?

40. Do you have to join a union? Can you if you want to?

Others:

E. Opportunity for Continued Learning/Job Advancement

41. Have you had any on-the-job training?

42. Are you expected or encouraged to get more education or training related to the work you do?
43. Does your employer pay for you to get more education or training?
44. Are there job advancement opportunities with your employer?
45. Are there certain qualifications you have to have to advance here?
46. Can you move to another job with your employer that would pay you more than your present job?
47. Can you move to another job with your employer that would give you more responsibility or different responsibilities?
48. What do you have to do to move to another job with your employer?
49. How long have you had this job? If you decided to do so, do you think you could stay in this job for as long as you wanted?

Others:

F. Earnings and Benefits
50. Do you know what the starting pay is here for a job like yours?
51. Are you paid an hourly wage or a salary?
52. Does your employer have a salary range for your kind of work that depends on previous experience, training, or other factors?
53. Does your employer offer periodic pay raises? How often does it happen?
54. Can you earn extra in commissions, bonuses, or some other way?
55. Does your employer provide a Health Insurance Plan? Do you have to pay for any part of it?
56. Would your Health Insurance cover any of your family if you needed that?
57. Does your employer provide a Life Insurance Plan? Do you have to pay for any part of it?
58. Do you have to be covered by any other kind of insurance because of your work? (i.e. liability insurance). If so, who pays for it?
59. Are you covered by Social Security?
60. Does your employer offer any other kind of pension or retirement plan? Is it voluntary or required? Who pays for it?
61. Is there a required retirement age here?
62. Are you covered by a Worker's Compensation Plan here?
63. How many vacation days are you given? When can you take your vacation?
64. How many sick days are you allowed?
65. Are there any other fringe benefits with your job that I haven't mentioned?

Others:
G. Entry to the Job
66. How did you learn that this job was available when you applied?
67. Was there a particular person or agency that was helpful to you in finding this job or applying for it?
68. What did you have to do when you applied for this job? An application form? Send a resume? Interview?
69. Do you think that your employer might be hiring anyone new for a job like yours in the near future?
70. When you were hired for this job, were there other jobs like it open somewhere else?
71. If you decided to change jobs, do you think you could easily get a job like this somewhere else?
72. Do you think there are any age or sex preferences that employers have for persons in jobs like yours?
73. If I were going to interview for a job like yours, is there anything in particular you would advise me to prepare for before the interview?
74. If I decide that I would like to get into your kind of work, is there anyone you would suggest I talk to?
75. Is there any other advice you would give to a person who is interested in a job like yours?
76. If I want to let you know how my job search come out, could I send you a note here? If so, what is the address?

Others:

THANK YOUR INTERVIEWEE FOR HIS/HER TIME, HELPFULNESS, ETC. SEND A THANK YOU NOTE.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.
OCCUPATIONAL STUDY SHEET

Part 1: Research and Career Interview Information

1. Occupation: ________________________

2. Work Description - What does the work mainly involve?
   Things? Data or Ideas? People?

3. Description of typical day on the job (tasks and duties expected of worker, etc.):

4. Requirements
   Education//Experience/Skills:
   
   Physical:
   
   Personal Characteristics:
   
   Equipment Needed:
   
   Other:

5. How does one enter this career?

6. Location of places one could find employment?

7. What are the hours? Are they flexible? (Shifts...)

8. Income
   
   Starting pay: ________________________
   
   Schedule of raises: __________________
9. What are the chances for advancement?

In this position:

By changing to another position?

10. Does the company offer on-the-job training or other educational opportunities?

What are they?

11. What are the general working conditions? (Working space, amount of work alone and with others, how closely supervised is the work, etc.?)

12. Are there any health or other hazards in this job?

13. What are the advantages in this job?

14. What are the disadvantages in this job?

15. What is the demand for people in this career?

What will the demand be in 20 years?

16. Does the worker have to:

Have a special license?____________________

Become a union member?____________________

17. What are the benefits?

Health Insurance Plan?

Retirement Benefits:

Covered by Social Security?____________

Private retirement plan?____________

Retirement age in this career?__________
From your research and exploration of possible career choices, you may learn that getting a job that appeals to you requires brushing up on some skills you already have but have gotten "rusty," adding to your skill level, or learning some new information and skills. Perhaps it requires a certificate, license, or degree. You need to investigate, then, the various education and training options that are available to you and that provide the knowledge, skills, and experience to prepare you for the work you want to do.

Several of those options are listed below. Guest speakers representing many of them will visit this class to tell you about the training and education they provide. You will also be encouraged to explore on your own those options that seem to best fit your needs.

### Adult Education Programs.
- Tutoring and classes to help you obtain a H.S. diploma or GED certificate if you have not completed high school.
- Academic, vocational, and general interest courses to help you brush up on basic skills, gain clerical and technical skills, or explore areas of interest.

### Apprenticeships.
- Training in usually well-paying trades and skilled crafts.
- Combination of learning on the job and classroom instruction.
- Training period may last from one to six years.

### Area Vocational/Technical Schools.
- One and two-year programs in job-related skill areas.

### Community Colleges.
- Two year Associate Degree programs to prepare you for entry-level jobs or for admission to Bachelor's Degree programs.
- One year Certificate programs.

### Colleges/Universities.
- Four year Bachelor's Degree programs.
- Master's and Doctoral Degree programs.
- May also have two-year Associate Degree programs.

### On-the-Job Training.
- May be provided by a company or business to get you started in an entry-level job or to help you advance to a higher level job.
- Provided by some public, government funded training programs.
- Volunteer work can also provide valuable on-the-job training.
Private Business/Trade Schools.
- One and two-year programs in job-related skill areas.

Public Government Funded Programs.
- Training in selected entry-level job skills.
- Tutoring and basic skill instruction.
- Placement in short-term on-the-job training positions.

FINANCIAL AID

Limited financial resources need not be a barrier to getting the training and education you need. Public, government funded training programs are available at no cost to low income participants. Adult education classes are relatively inexpensive. If you plan to attend an area vocational/technical school, college, or a private business school, you can apply for Student Financial Aid. Financial Aid programs help to make up the difference between what it costs to attend school and what you can afford to pay. Student Financial Aid awards can be a combination of a Grant (which you need not repay), a Loan (which you repay after you've left school), and College Work Study (which allows you to work and earn money while going to school. Some government funded programs (WEET for example) may help with child care and transportation expenses while you are in training or attending school.

Where there is a will (and a good plan for pursuing your career goal), there is usually a way!