

I admire others who:

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What are three things your family, friends, school, community, or culture value that you agree with?

What are two things your family, friends, school, community, or culture value that you don't agree with?

How do you personally define success? What would it look like to be successful in your school, work, family, or personal life? Be specific! Is it different than what you see in movies, magazines, or online?

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Work)	alue	Inventory
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EXPLORING CAREERS

1------4------5

not at all important

essential in my career

_____ Help Society: Do something to contribute to the betterment of the world I live in.

Organization: Do work that involves putting things in order for others by following a system or set of rules.

_____ **Prestige**: Get positive feedback, public recognition, and respect for work well done.

_____ Intellectual Stimulation: Engage with complex questions, demanding analytical tasks, and abstract problem solving.

Creative Expression: Create new ideas, programs, products, or anything else that is inspired by original thinking.

Influence: Be in a position to change attitudes or opinions of other people.

Authority: Direct, manage, or supervise the work done by others.

Balance: Have a job that allows time for family, leisure, and work.

_____ Interpretation: Make meaning of scientific or technological information.

Teamwork: Work closely with co-workers to reach common goals.

_____ Accuracy: Have job duties that require close attention to detail or precise record keeping.

_____ Help Others: Be involved in helping people directly, either individually or in groups.

_____ Independence: Ability to determine the nature of my work without much direction.

_____ Public Contact: Have a lot of day-to-day interactions with people.

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EXPLORING CAREERS

_____ **Physical Challenge**: Have a job that requires bodily strength, speed, dexterity, or agility.

_____ **Stability**: Have a work routine and job duties that are not likely to change over time.

Financial Reward: Earn a larger than average amount of income.

_____ Structure: Have job duties that utilize clearly defined policies and procedures.

_____ **Time Freedom**: Ability to determine my own work hours.

_____ Competition: Engage in activities that measure my abilities against others.

- **_____ Practicality:** Apply a concrete approach to problem solving, rather than using theories or ideas.
- **Technical Competence**: Demonstrate a high degree of mechanical expertise and hands-on knowledge.
- _____ Moral Fulfillment: Feel that my work is consistent with my core beliefs or ideals.
- **_____ Knowledge:** Develop new information and ideas. Engage in pursuit of knowledge, truth, and understanding.

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What is the work value you feel most strongly about? Why?

Is there a work value that is important to you but you feel challenged by? How so?

Discuss a time during a job, volunteer work, club involvement, or class project when you successfully exemplified one of your work values.

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Tying	It J	All -	loge	ther

EXPLORING CAREERS

Values	Career Type	Career Possibilities
 Creative Expression Balance Independence Time Freedom 	Artistic	 Journalist Actress Graphic Designer Museum Curator Attorney Librarian Architect Advertising Executive Writer/Editor Florist Photographer Chef Cosmetologist/Hair Stylist
 Technical Competence Competition Physical Challenge Practicality 	Realistic	 Mechanic Carpenter Police Officer Engineer Woodworker Property Manager Electrical Technician Mail Carrier Office Clerk Truck Driver
 Authority Financial Reward Leadership Influence Prestige 	Enterprising	 Real Estate Agent Manager/CEO Politician Stock Broker Sales Representative Financial Planner Flight Attendant Human Resources Assistant Insurance Agent
 Teamwork Help Others Help Society Moral Fulfillment Public Contact 	Social	 Counselor Social Worker Human Resources Teacher Nurse Dietician Trainer Teacher's Aide/Paraprofessional Hotel Receptionist/Concierge Tour Guide

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EXPLORING CAREERS

StabilityStructureAccuracyOrganization	Conventional	 Accountant Book Keeper Paralegal Data Processor Computer Operator Bank Teller Court Clerk/Court Reporter Administrative Assistant Emergency Dispatcher
 Knowledge Intellectual Stimulation Interpretation Organization 	Investigative	 Physician Computer Programmer Psychologist Software Engineer Management Consultant College Professor Emergency Medical Technician Loss Prevention Surveillance Officer Detective Computer Network Support Specialist

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My Top-Rated Values (use Work Value Inventory)

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My Career Types (use My Values, My Career Possibilities)

_____&

List any careers that may interest you:

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- •
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CREATING ACHIEVABLE GOALS

Definitions

<u>Specific</u> - Your goal must be clear and well defined, not vague or general. Without a specific direction your goal is not sufficient enough to show you the way to success. When you define precisely where you want to go, getting there is much easier.

<u>Measurable</u> - Include precise amounts, dates and other details in your goals so that you can measure if you are on the right track. Without a way to measure your progress, you miss out on the celebration that comes with achieving something.

<u>Attainable</u> - Make sure that the goal you set is achievable. Setting goals without the hope of achieving them can erode your confidence. Also resist the urge to set goals too low or easy. Accomplishing a goal that you didn't have to work hard for can be unsatisfying and can also make you fear setting future goals that carry a risk of non-achievement.

<u>Relevant</u> - Keep your goals aligned with where you want to go. Don't put your goal in someone else's hand instead make sure the factor influence your goals are ones that are controllable.

<u>Time-bound</u> - Your goals must have a deadline. When you have a deadline, your sense of purpose increases and achievement is more likely.

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Vriting Griginal Goals

CREATING ACHIEVABLE GOALS

<u>Here is an example of a goal that incorporates personal motivation and specific</u> actions and measures. If you wish, you can use the following example as a template for your own goals.

"My goal is to + action verb + specifics + measure of success + key results"

My goal is to successfully complete <mark>4 college credits</mark> before I start college so I can be prepared for my first semester of college.

Goal Prompts

How far do you hope to go in school? What type of education do you want?

SOON:_____

LATER:				

What kind of job do you hope for?

SOON:_____

LATER:

What are your dreams for living on your own or being independent?

SOON:_____

LATER:_____

In what ways do you hope to be involved in your community?

SOON:_____

LATER:_____

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Writing Original Goals

CREATING ACHIEVABLE GOALS

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My goal is...

The characteristics that my goal has are...

The action steps that I will take to achieve my goal are...

1.

2.

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3.

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RISING ABOVE OBSTACLES

Obstacle: Low Self-Esteem and Poor Body Image

- Many women and girls are held back by negative body image
 - In a recent US survey, 97% of respondents experienced an "I hate my body" thought over the course of one day
- Low self-esteem and poor body image → decreased concentration, decreased performance on mental activities (mathematics, reasoning, etc.)
 - Ex: bathing suit study
- Takeaway: disrupted mental performance can be an obstacle to girls' educational or career success
- + region-specific information

In a recent US survey, 97% of respondents experienced an "I hate my body" thought over the course of one day. In another University of Central Florida study, half of girl participants aged 3-6 already worried about being fat. These results offer a disturbing picture of the reality of negative body image among girls and women. Low self-esteem and poor body image has been repeatedly shown to decrease concentration and lead to impaired performance on mental activities like mathematical computations or logical reasoning. For example, in one study, college students were asked to try on and evaluate either a swimsuit or a sweater (American Psychological Association). While they waited for 10 minutes wearing the garment, they completed a math test. The results revealed that young women in swimsuits performed significantly worse on the math problems than did those wearing sweaters. No differences were found for young men. In other words, thinking about the body and comparing it to [media images of what a body should look like] disrupted mental capacity." Poor body image, then, is most commonly associated with girls, and leads to disrupted mental performance. Decreased performance, in turn, can be an obstacle to girls' educational or career success.

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RISING ABOVE OBSTACLES

Obstacle: Physical and/or Sexual Violence

- 35% of women around the world experience intimate partner violence or non-partner sexual violence
- The effects of this violence can continue in the workplace
 - 75% of domestic violence victims report that their abuser continues to threaten them during the work day
- Workplace domestic violence programs very rare
- + region-specific information

Intimate partner violence or non-partner sexual violence is experienced by 35 percent of women worldwide. In the US, studies report that up to 70 percent of women in the United States have at one point experienced intimate partner violence.

While much of the physical, psychological, sexual and economic violence occurs at home, behind closed doors, the workplace is not immune to its effects. Up to 75 percent of women who experience abuse at home report that it continues at the workplace, with their abuser using workplace resources such as phone calls, emails and visits to continue to threaten, check in or pressure their victim.

Reports from the United States indicate that 21 percent of fatal female work injuries are homicides and 40 percent of those responsible were domestic partners, spouses or relatives. Workplace policies or programs that address domestic violence, its impacts and signs are very rare, with over 70 percent of companies reporting no formal approach to the issue.

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RISING ABOVE OBSTACLES

Obstacle: Bullying and Peer Pressure

- Bullying is an increasingly widespread concern in school communities
 - About 70.6% of US teens have seen bullying occurring in their schools
- Girl-to-girl bullying just as common as male bullying
- Bullying often has serious consequences on its victims
 - Victims can experience more stress, lower self-esteem, greater social anxiety, and reduced overall personal, social, and academic wellness
 - Victims have a higher risk of mental health issues and lower attendance rates → more likely to drop out of school than non-victims
- These consequences can inhibit girls' educational and career development
- + region-specific information

According to the U.S. Department of Health and Human Services, about 70.6 percent of US teens have seen bullying occurring in their schools. Girl-to-girl bullying is just as prevalent as male bullying, and in fact is often subtler and more difficult to combat directly.

Studies of adolescent girls have concluded that girl-to-girl bullying results in a myriad of negative consequences. Adolescent female bullying victims can experience "increased stress, eating disorders, lower self-esteem and attentiveness, and greater social withdrawal, anxiety, depression, suicidal thoughts, and overwhelmingly negative feelings toward the school environment."

Additionally, bullying victims often suffer from lower self-esteem and higher rates of school absenteeism. Indeed, bullying victims are more likely to drop out of school than non-victims. Female bullying may also inhibit career development, as self-esteem and optimism contributes to decision-making and managing career development.

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RISING ABOVE OBSTACLES

Obstacle: Family Obligations

- Traditionally, women have been seen as caregivers
 - Held responsible for raising children, managing household chores
- These strict gender roles can hinder women's career development
 - In Japan, 60 percent of women do not return to the workforce after the birth of their first child
 - The "motherhood penalty"
- + region-specific information

Managing household chores and raising children have long been seen as a female job and this can hinder women's career development. In Japan, for example, 60 percent of women do not return to the workforce after the birth of their first child.

Research has also shown that when men take a break from employment, for education or other reasons, their wages or employment rate are not negatively affected but women who take a break for children experience a "motherhood penalty." The motherhood penalty consists of lower hiring rates compared to women without children, lower hourly wages and starting salaries and a perception of mothers as being less competent or committed to working. Fathers do not experience this discrimination; in fact, men with children tend to advance in their careers faster than men without children.

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Ibstacles to Career Success

Obstacle: Sexual Harassment

- Sexual harassment = "unwelcome sexual advances, requests for sexual favors, and other verbal/physical harassment of a sexual nature, including making offensive comments about women or men in general"
- Sexual harassment is underreported
- Victims of sexual harassment (men and women) experience harmful psychological effects
 - Includes humiliation, loss of self-esteem, increased isolation, increased work/school absenteeism, and low productivity
- + region-specific information

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Making offensive comments about women or men in general is also considered sexual harassment. Harassers and victims can be men or women and do not have to be of the opposite sex.

It is important to remember that many do not file sexual harassment claims in fear that reporting it will jeopardize their careers. In the United States in 1997, 15,889 charges of sexual harassment were filed and in 2011, 11,364 were filed. Effects of sexual harassment on employees include psychological suffering, such as humiliation, loss of self-esteem, increased isolation and sick days, and low productivity.

Brazil has made sexual harassment in the workplace a criminal offense while in Japan sexual harassment is prohibited but not illegal in the workplace. School environments can also be a threatening place. In the United States, 83 percent of girls between the ages of 12-16 in public schools have experienced sexual harassment

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RISING ABOVE OBSTACLES

Obstacle: Sex Discrimination

- Sex discrimination = "when a person or group is treated unfairly solely based on their biological sex"
- Most sex discrimination cases related to pay inequality and promotions
 - In the US, 46% of women believed they had experienced sex discrimination (2013)
- + region-specific information

Sex discrimination exists when a person or group is treated unfairly solely based on their biological sex.

Sex discrimination cases often deal with issues of pay inequality and promotions. A 2013 survey found that 46 percent of women in the United States believed they had experienced sex discrimination. The number of sex discrimination charges has grown from 24, 728 in 1997 to 28,534 in 2011, second only to race discrimination claims.

One study from the United States told 184 managers they would have a limited pot of money to give in raises to employees with identical skills and responsibilities. The managers were also told that their employees would be negotiating them for the raises. The managers on average gave men two-and-a-half times the amount in raises that they gave to women before anyone even sat down. The men didn't even need to negotiate for higher pay and the women were already at a disadvantage when they tried to bargain up, because the rest of the money was assigned to their male peers.

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RISING ABOVE OBSTACLES

Solution: Seeking a Mentor

- Having a mentor = crucial to leadership development
- Mentors can provide emotional, social, and personal growth opportunities for their mentee (and career advice and feedback)
- Having a sponsor also important to career advancement

Having a mentor is an important leadership development tool. Mentors provide emotional, social and personal growth opportunities for their mentees along with career advice and feedback. They help you assess your strengths and weaknesses, introduce you to new perspectives and resources, and may help you understand a particular career field.

Many community organizations offer youth mentoring programs that can be found with an internet search in your area. Also consider teachers or guidance counselors, coaches or trainers, neighbors, youth group leaders, or other leaders in your community.

Once a woman is in her first employment position, it will be crucial to have a sponsor. A sponsor is a well placed person (who can also be a mentor) with influence and power on decision making processes within the organization or company where the woman is an employee. A sponsor can be either sex and is someone who is advocating and fighting for the career advancement of the individual they are sponsoring.

Sponsorship is a highly effective method to accelerating a woman's career advancement. Advice from a sponsor is targeted and actionable since it is based on experience with the structure of the organization or company

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RISING ABOVE OBSTACLES

Solution: Developing a Support System

- A support system = a group of people in your life who genuinely care about you and who are there through good times and bad
 - Friends, family, colleagues, peers anyone who you can turn to for emotional and practical support
- People with good support networks report better health, longer lives, and greater well-being
- Friends and loved ones help you become more resilient and more capable of overcoming barriers

A social support system is a group of people in your life who genuinely care about you and who are there through good times and bad. This network can be made up of friends, family, colleagues, peers, neighbors – just about anyone who you can turn to for emotional and practical support. Having a support system is incredibly important. Decades of research indicate that people with strong social support networks have better health, longer lives, and report higher well-being.

Friends and loved ones can also make you more resilient in times of stress, setback, or loss and they can make the good times even better. Supportive relationships can also help you emotionally when you're feeling down or overwhelmed. Friends and loved ones will listen to your fears, hopes, and dreams, and make you feel seen and understood. They can help you think through alternatives and solve problems, and they can distract from your worries when that is what's really needed. In doing all this, they provide encouragement and lower your stress and feelings of loneliness.

Overall, having good people around you who care about you makes it easier to break down barriers in your way and accomplish your goals. If you want to maintain a good support network, make sure to show your appreciation for your family and friends, to stay in touch, and to give support when they need it. If you want to build your support network, try volunteering, taking up a new sport, joining a book club, or using online resources (safely).

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RISING ABOVE OBSTACLES

Solution: Practicing Self-Care

- Self-care = "any intentional actions you take to care for your physical, mental and emotional health"
- Self-care is unique for everyone, but often includes personal hygiene, nutrition, and lifestyle activities (sports, leisure, etc.), including positive self-talk
- Good self-care combats low self-esteem and is shown to improve physical health, relationships, income, and happiness
- Take 20 minutes for yourself each day get outside, read a good book, meditate, dance, or do whatever it is that makes you feel good

Self-care is defined as "any intentional actions you take to care for your physical, mental and emotional health." Self care is unique for everyone, but it starts with the ability to take care of basic daily needs, like feeding yourself, showering, and brushing your teeth. Beyond hygiene, self-care includes eating a healthy diet, avoiding harmful substances like nicotine, exercising, managing stress, and engaging in hobbies that you enjoy.

Good self-care also avoids negative self talk. If you magnify bad situations, or blame yourself whenever something bad happens, you are engaging in negative self talk. Whenever possible, try to turn negative thinking into positive thinking. The more you practice, the easier it will become. For example, if you think to yourself, "I'm never going to get any better at this," try saying, "I'll give it another try later" instead.

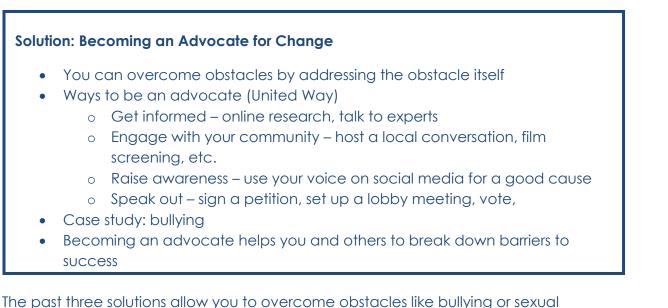
Overall, self-care makes up an essential part of a healthy lifestyle that keeps us healthy, happy, and more in-tune with our minds and bodies. When we take good care of ourselves, we're likely to see an improvement in many aspects of our lives, including our physical health, relationships, and even our income.

Experts recommend that you take at least 20 minutes a day to do something for yourself. Try getting outdoors, going for a walk with a friend, meditating, dancing around, taking a bath, journaling, eating more fruits and veggies, or organizing your room. When you build good habits, you will feel better about yourself and more confident in breaking down the existing barriers to your success.

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RISING ABOVE OBSTACLES



harassment by reaching out to mentors and friends and by strengthening your own capability to deal with these problems. However, you can also address these obstacles by speaking out about the issue you have faced and trying to prevent others from having to deal with the same issue.

If you have been negatively affected by an issue, there are many ways to become a public advocate to ensure that other girls in your community will not have to go through a similar struggle. You can be an advocate by getting informed about a social issue, engaging with your community, raising awareness, and speaking out.

What do these actions entail? Let's do a case study. Let's say a girl named Jess had been the victim of vicious bullying at her school. She came to dread going to school, and she would skip out as much as possible to avoid being teased and harassed. Her grades began to slip, and she felt extremely bad about herself.

One day, Jess decided she had had enough. After she got home from school, she decided to get informed about bullying. She read articles about the causes and consequences of bullying and about proposed anti-bullying laws and school programs. Jess learned she was not the only one to struggle with being bullied.

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RISING ABOVE OBSTACLES

Jess then decided to engage with her community on the topic of bullying. She reached out to a local community anti-violence organization and hosted a conversation on the issue with friends, teachers, parents and neighbors. She made sure to share her findings and talk about how they could all work together to address the situation of bullying at her school.

Jess advertised the event on social media and continued to use her Facebook, Twitter, and Instagram to educate her friends about the issue of bullying that was so important to her.

Her online advocacy led her to speak out in real life, and she set up a meeting with her local representative to lobby for stricter anti-bullying laws in her state and in her school.

So, in advocating for change, you can help break down barriers not just for yourself, but for others in your community. In the process, you will feel empowered and capable of making positive change.

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1) Poor Body Image – "Stress Eating "

Actors: Three to four students

Setting: A group of girls are looking at magazines and Instagram, noting that they don't look like the models, and wishing they could look like them and dress in the clothing they'd like for their post-graduation party coming up at the end of the school year. One of the girls in the group is getting very stressed about the fact that she doesn't have a date to go with to the party, and thinks he weight/shape is keeping her from attracting an invite. She stops eating lunch and hanging with her friends, spending all of ther time intensely exercising instead and starts dropping a lot of weight. Her friends are concerned for her.

Resolution: Her friends approach her to voice their conern, using 'I' statements to express themselves and their suport, and encourage their friend to share her feelings too. They avoid blames, threats, and focus on feelings rather than on the topic of food and let her know that they will not criticize or judge her. They share the hope that their friend will seek professional help, and encourage her to go to the party with them so they can spend time together and offer to eat meals together if that will make her more comfortable.

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2) Family Obligations - "The Hiring Decision"

Actors: Three to four work colleagues

Setting: Colleagues are making a hiring decision after interviewing three people for a new position at a local fast food company. One colleague remarks that they noticed one interviewee had a baby bottle fall out of her bag at the end of the interview. Others begin to worry out loud about her commitment and ability to perform the job's duties as a teen mom, despite her great experience and recommendations from her previous employer.

Resolution: One colleague speaks up and calls out the sexism in their comments. Would they be discussing the same thing if that person were a man? They also stand up for their colleague by saying that being a mother does *not* mean being less committed to the job.

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3) Physical and/or Sexual Violence - "Looking for the Signs"

Actors: Three to four classmates

Setting: A coupleof students notice that a newstudents appears with a bruised eye today at work. When asked about it, she explains that she caught the end of a cabinet putting away dishes. On top of this, they notice that she often becomes upset or angry on phone calls with her father and that she never stays for after school activities and must go immediately home, despite numerous invitations. One day they find her crying in the bathroom after another phone call. They ask what is wrong, and she begins to tell them about her father's escalating physical and emotional abuse.

Resolution: They listen without judgment; tell her that she is not alone and that the abuse is not her fault. They offer to get her the contact information for local community resources for people in her situation, and offer to go to the guidance counselor with her.

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4) Responding to Bullying – "Standing Up for What's Right"

Actors: Three to four students

Setting: A jilted ex-boyfriend violates his ex-girlfriend's trust by sharing private pictures of her on social media and in texts with their whole school. When she goes to lunch, she hears her classmates whispering about her and laughing. She can barely stand to go to school, because she is so ashamed and embarrassed.

Resolution: Two students tell the others to stop laughing and sit with the bullying victim. They reassure her that it will all be forgotten soon, and encourage her to talk to the guidance counselor, a favorite teacher, and the principal. They tell her that they are here for her if she needs to talk, and listen respectfully without judgment.

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5) Reporting Sexual Harassment - "A Bad Situation Just Got Worse"

Actors: A student athelete, a teammate, their coach, and a counselor

Setting: A female student is meeting with her volleyball coach after losing two games. The coach suggests that additional practice would get the attention of a college recruiter he knows, putting his arm around the student. He suggests that one-on-one practice would be best so he can focus his attention on her, which makes the student uncomfortable. She tells her teammate about her feelings afterwards .

Resolution: The friend encourages her teammate to talk to the guidance counselor, and offers to go with her when she does. The guidance counselor takes a report and assures the student that it will be investigated and that this is not her fault. Her teammate offers to attend any future meetings between the student athlete and the coach.

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6) Sex Discrimination - "It's Always Been That Way"

Actors: Two store employees and their supervisor

Setting: Two female colleagues who work part-time after school at a retail store are on their break at the store they have worked at for two years. They discuss the newest department promotion, Lance, an employee of just six months. One mentions to the other how she accidently saw Lance's paycheck because they shared the same last name. Despite his lack of experience, he was making a higher hourly wage than her. They approach their supervisor Rick, who after hearing their complaints says, "That is just the way it is. Men always get paid more." When the female employees tried to argue with Rick's statement, he asked if it was "that time of the month."

Resolution: Both decide to reach out to other female employees at their store to see if they have similar experiences and to bring their concerns to the store and district manager.

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Planning Ahead

RISING ABOVE OBSTACLES

What are some possible obstacles to my goal? How can I overcome them, or get started?

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Who could help me to overcome these obstacles?

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Learning from Setbacks

TURNING FAILURE INTO SUCCESS

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The Setback	Negative Results	Positive Results	What You Learned

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How to Take (are of yourse

Address Stressors

Learn to let go

Not only can you avoid stressors, you can also make priorities and focus on what's important to you. You will never be able to fix every problem that you face because there are some things that are totally out of your control. When you waste your energy worrying about the things you can't change, you might not have the energy left over to fix the things you can. Choose what parts of your life are important and learn to let go.

Take Care of Your Body

Making an active effort to nourish, exercise, and look after your body has been shown to significantly reduce stress. Here are four strategies to keep your mind and body happy and healthy:

1. Exercise

Exercise is the most important part of a plan to manage and control stress. You may think you don't have time to exercise when you are most stressed, but that is exactly when you need it the most! The next time you are too stressed and nervous to begin an assignment, try going for a quick run outside or going to the gym. Research shows that you will be able to think better after you have used up those stress hormones.

2. Eat well

Everyone knows good nutrition makes you healthier. Only some people realize that it also keeps you alert through the day and your mood steady. People who eat mostly junk food have highs and lows in their energy level, which harms their ability to reduce stress. Instead of focusing on "bad" foods or eating less, try eating more of the good stuff - fruits, vegetables, and whole grains. They will keep you healthier and more focused for a longer period of time.

3. Get enough sleep

Getting a good night's sleep can be challenging, but sleep is crucial to growing and thinking clearly. To improve your sleeping habits, try going to sleep around the same

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How to Take (are of yourse

HANDOUT

time every night. It's also important to avoid exercising, doing homework, or watching TV right before bed. Finally, try to use your bed only for sleeping. If you find yourself up all night in bed worrying about things, try designating another spot to think, like a "worry chair." Sit, give yourself plenty of time to think things through (even make a list if you need to), and then set it aside.

4. Try active relaxation

You can flip the switch from being stressed to relaxed if you know how to fool your body. Your body can only use the relaxed or emergency nervous system at any one time. So, you can turn on the relaxed system by doing the opposite of what your body does when it is stressed. For example, when you're really panicking, just lying down and taking about ten deep, slow breaths makes a big difference. For more direction, you can find audio-guided deep breathing techniques, or attend a local yoga or meditation class.

Don't Let Your Emotions Overwhelm You

1. Take a visual vacation

Sometimes the best way to de-stress is to take your mind away to a more relaxing place. One way to do this is through visualization. Think about a beautiful, calm place where you can imagine yourself relaxing. When you're stressed, sit down, lean back, take deep breaths, close your eyes, and imagine yourself in that calm place.

2. Distract yourself

Another healthy way to escape stress is to distract yourself for a little. Take a walk in the park, enjoy an hour in a quiet museum, or read a few chapters of an interesting novel. A mini-vacation can be as brief as a five minute teatime or a ten minute bath. No matter what your strategy is, allowing yourself a quick break from your worries makes them seem more manageable when you do return. However, it's important to set a time limit beforehand, so that distracting yourself does not turn into avoiding your responsibilities.

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How to Take (are of yoursel

3. Find healthy outlets

Sometimes feelings become so overwhelming that we want to cram them all away in an imaginary box and deal with them later. When this happens, it's a good idea to pick just one problem to work on and forget the rest for the moment. One way to do this is to find healthy ways to release your thoughts or worries. For example, creative outlets like art, music, poetry, singing, dance, and rap are all powerful ways to let your feelings out and express yourself. Talking about the problem with an adult or friend that you trust can also help you release some negative emotions. Journaling, prayer, and meditation are also useful in times like these.

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HANDOUT

Identify two areas of your life where you experience stress.

- 1.
- 2.

Identify two strategies you can use to manage the stressors above.

- 1.
- 2.

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Introduction

Technically, situations are not stressful in their own right. Rather, it's our interpretation of the situation that drives the level of stress that we feel. Sometimes we are right in what we say to ourselves. Some situations may actually be dangerous, and may threaten us physically, socially, or in our career. Here, stress and emotion are part of our body's "early warning system" that alerts us to the threat of these situations.

Very often, however, we are overly harsh and unjust to ourselves, in a way that we would never be with friends or co-workers. This habit, along with other negative thinking, can cause intense stress and unhappiness, and can severely undermine our self-confidence.

The following three steps will allow you to change your thinking and significantly reduce your amount of stress:

- 1. Notice your thoughts.
- 2. Challenge your thoughts.
- 3. Replace your thoughts with more positive thoughts.

Notice Your Thoughts

You're thinking negatively when you fear the future, put yourself down, or severely criticize yourself for errors. Negative thinking damages your confidence and harms your performance.

Negative thoughts tend to come briefly into our consciousness, do their damage, and flit back out again, while we barely notice their significance. The first step to changing your thinking is to notice your thoughts – to observe your thoughts and become aware of the things you say to yourself in your head.

One way to practice this is to observe your stream of consciousness as you think about a stressful situation. Do not suppress any thoughts: instead, just let them run their course while you listen to them, and write down your thoughts as they occur on the **Changing Your Thinking to Reduce Stress: Worksheet**.

Being aware of your thoughts is the first step in the process of managing negative thoughts, as you can only manage thoughts that you pay attention to or notice.

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Challenge Your Thoughts

The next step in dealing with negative thinking is to challenge the negative thoughts that you identified. Look at every thought you wrote down and rationally challenge it. Ask yourself whether the thought is reasonable, and whether it checks out with the facts. Ask the following questions:

- What is my evidence for and against my thinking?
- Am I confusing my feelings with the facts? Just because I'm feeling this way, does that mean my perceptions are correct?
- Am I thinking this way just because I'm feeling bad right now?

Write your rational response to each negative thought in the "Rational Thought" column on the worksheet.

When you challenge negative thoughts rationally, you should be able to quickly see whether the thoughts may be incorrect, or whether they have some factual substance to them. Where there is some substance, take appropriate action. In these cases, negative thinking has given you an early warning of action that you need to take.

Replace Your Negative Thoughts With More Positive Thoughts

Where you have challenged incorrect negative thinking, it's often useful to use rational positive thoughts and affirmations to counter them. It's also useful to look at the situation and see if there are any opportunities that are offered by it.

Affirmations are words of support and encouragement that help you to build selfconfidence. By basing your affirmations on a clear, rational assessment of the facts, you can start to undo the damage that negative thinking may have done to your selfconfidence. If appropriate, write these affirmations down on your worksheet, so that you can use them when you need them.

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The following table shows two examples of negative, rational, and positive thoughts:

Negative Thought	Rational Thought	Positive Thought
I will never understand this test material.	This material is difficult, but I can contact someone who can help me understand it.	I am smart and capable. I know I will be able to understand this material eventually.
l can't study. I feel way too anxious. Why can't I control my anxiety?	It's okay and normal to feel anxious. It's not dangerous, and it's not my fault – it's just the way I feel.	I won't let this anxiety stop me. I can feel anxious about this test and <i>still</i> study for it.

Adapted from: <u>http://www.mindtools.com/pages/article/newTCS_06.htm</u>

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Changing Your Thinking to Reduce Stress: Worksheet

BALANCING YOUR STRESS

HANDOUT

Negative Thought	Rational Thought	Positive Thought

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Plan of Action

My goal:

How I will benefit from achieving this goal?

- •

- •
- •

Action steps with target dates:

- •
- •
- •
- •

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Small tasks I need to do this week:

- •

- •
- •

Identifying Obstacles

What are some possible obstacles to my goal?

- •
- •
- •
- •

What are some possible strategies to overcome these obstacles?

- •
- •
- •
- •

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My Dream Team

Identify people in your life who can support you in achieving your dream:

Things to think about... What needs to happen to make your plan a reality? Who do you know who could help you make that happen? Who do you know who has information or skills or other resources to offer you?

List possible ways that this "Dream Team" can support you:

Things to think about...

What parts of your personal plan do you need help with? What parts of your personal plan are confusing or overwhelming? What do you need more information about?

- •
- •
- •
- •

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Possible Career Guidance Questions

- What are the qualities about you that have contributed most to your success?
- What do you wish you had known when you were my age?
- In what way did this type of work interest you and how did you get started?
- What was your major in college?
- How did you get your job? What do you wish you'd known before you entered your career field?
- Is this where you thought you would end up?
- What are you most proud of?
- What classes have proved to be the most valuable to you in your work?
- What was your biggest obstacle to your career success and how did you overcome it?
- What are the most important leadership characteristics needed for success?
- What do you enjoy about your job?

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