



BUILDING A TRANSPORTATION WORKFORCE:

WHAT WORKS TO
ENSURE WOMEN'S
INCLUSION AND SUCCESS



Creating an Equity Agenda

AGENDA: A lot to talk about

- Outreach and Marketing to Women
- Putting a Gender Lens on Assessment Practices
- Elements of Effective Education for Women in Apprenticeship/NTO
- Accounting for Gender Differences in Learning and Communication
- Gender Inclusive Policy and Practices



Today's Goal: Become an Advocate for Women in Nontraditional Jobs

- **Examine assumptions** about dominant culture and non-dominant groups.
- **Be strategic and intentional:** plan with **targets** and benchmarks
- **Challenge** the ordinary language of work world that excludes one gender
- Conduct a **scan/survey** of your program's current policy, practices and cultural competency
- **Go out of your way** to recruit and retain women
- **Apply a gender and race lens** to all aspects of your program
- Be an **advocate for diversity and equity**



INTRODUCTIONS AND SURVEY OF CURRENT CAPACITY

Rate Your
Program's
Capacity to
Serve
Women:

Strong

**We could do
better**

Needs Work

**This is brand
new to us**

- ❑ Our recruitment and orientation sessions attract _____# of women
- ❑ On average, women represent what percentage of applicants, participants, graduates and placements
- ❑ We have set a goal of women representing what percentage of applicants, participants, graduates and placements
- ❑ Our program/companies capacity to attract women to your program is _____
- ❑ Our outreach and recruitment materials are designed to target women.
- ❑ We host outreach and recruitment sessions designed to target women.



TEST YOUR GENDER EQUITY IQ!

- 1) Women today earn, on average, how much for \$1.00 earned by men?
- 2) African-American women today earn, on average, how much for \$1.00 earned by men?
- 3) Latina women today earn, on average, how much for \$1.00 earned by men?
- 4) 42% of all men earn over \$50,000. What percent of women do?
- 5) Of the 440+ occupations, how many are the majority of women working in?
- 6) What is the difference between men and women's wages at placement upon exiting the job training system?
- 7) What is the lifetime difference in earnings of a woman working in the trades vs. a woman in a job as a nurse assistant?



GENDER EQUITY IQ - ANSWERS

- 1) Women on average earn **79%** of men's wages
- 2) African-American women earn only **69%**
- 3) Latina women earn only **59%**
- 4) **9%**—and this was the ceiling, although it is the floor for male workers.
- 5) **77%** of all women work in just 20 of 440 occupations
- 6) A study in Illinois found a **\$1.48** difference in wage at placements between men and women exiting WIA. That is more than a **\$3,000** difference annually. In some LWIA's the difference is as great as **\$4.64**, a **\$9500** difference
- 7) What is the difference between men and women's wages at placement upon exiting the job training system?



Occupational Segregation by Gender: Accounts for as much as 30% of the wage gap

Non-Traditional Jobs for Women

Occupation	% Female	Avg. Wages
Truck Driver	8.9%	\$17.72
Mechanic	1.6%	\$19.07
Firefighter	4.8%	\$24.25
Elevator Helper/JL	<3%	\$32.31 46.16

Traditional Jobs for Women

Occupation	% Female	Avg. Wages
Secretary	96.1%	\$15.40
Receptionist	93.6%	\$12.57
Waitress	73.2%	\$9.77
Cashier	75.5%	\$9

Nontraditional occupations are those in which women comprise 25 percent or less of total employed.
National stats: U.S. Department of Labor, Bureau of Labor Statistics, Annual Averages 2008.



LIFETIME DIFFERENCE IN EARNINGS

Traditional

Nurses Assistant

\$10.29 per hour**

\$ 20,581 per year

\$ 617,430 in 30 years

Nontraditional

Apprentice Carpenter

\$15- 18/hr

Journey-level Carpenter

\$ 37.77 per hour**

\$ 75,540 per year

\$ **2,266,200** in 30 years

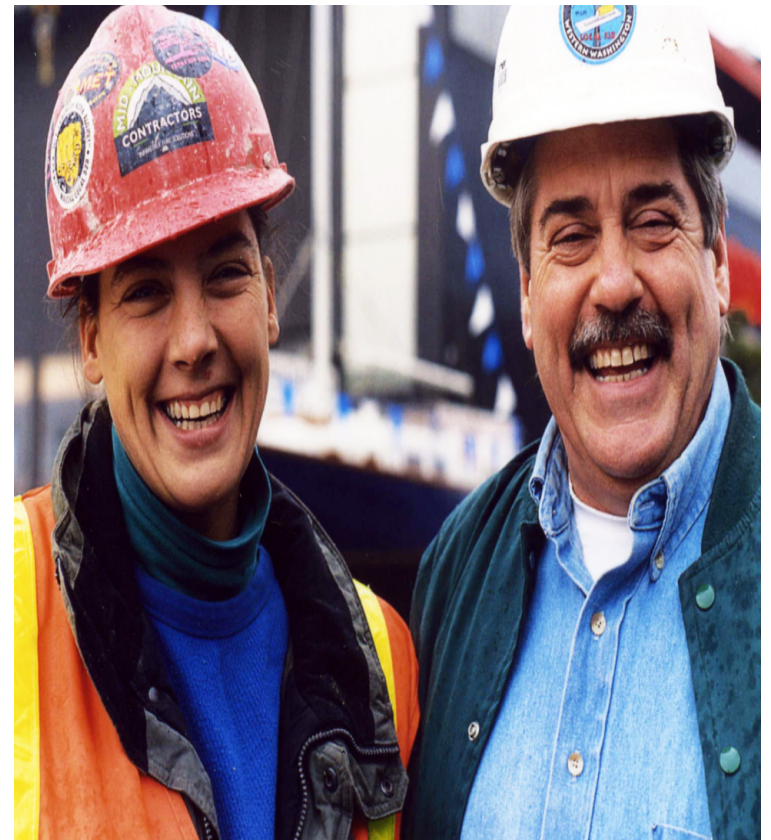
Earnings DIFFERENCE: $\$2,266,200 - \$617,430 =$
 $\$1,648,770$

But wait: What about Real Economic Security?!



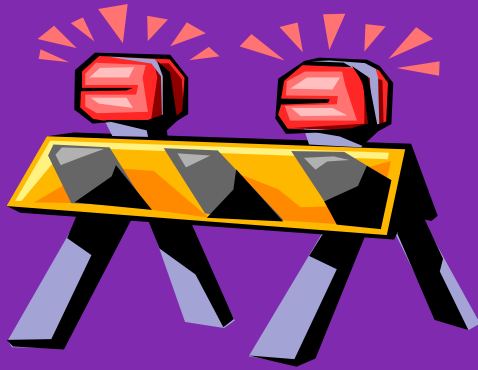
Benefits for Industry of Women's Participation in the Transportation Sector

- ❑ Benefits of Diversity in Workforce
- ❑ Expanded Pool of Candidates
- ❑ Public Image
- ❑ Social Justice
- ❑ Equal Employment Opportunity and Affirmative Action Regulations
- ❑ Women's Economic Empowerment Improves Communities and the World!



ROOTS OF INEQUALITY:

BARRIERS TO WOMEN'S PARTICIPATION



- ❑ Lack of outreach and information
- ❑ Stereotypes & sex segregated Voc-Ed/WIOA
- ❑ Limited training and disparate impact of selection criteria
- ❑ Differentiated on-the job training, hiring, job and overtime assignments
- ❑ Deleterious impact of micro-inequities over time – mountains out of molehills

Privilege

- Privilege is *not* about you
- Privilege is not negated by one advantage versus another.
- Privilege is about how society accommodates you.
- Acknowledging privilege is a necessary prerequisite to talking about gender/race?

I have felt outside the mainstream because of my:

- My clothing/style
- Hair color
- Tatoos/Piercings
- Native Language
- Educational achievement
- Neighborhood I live in or grew up in
- My religion
- My parents status
- My family situation
- My height/weight
- My looks
- Wearing glasses
- Other??



Multicultural Dynamics

- What are the “messages” that you learned about various “minorities” or “majorities” at home/school?
- Have your views changed considerably since then? Why or why not?
- Recall an experience in which your own difference put you in an uncomfortable position or when you are the only: male, white person, straight person, young person, of another religion

“Unpacking the Invisible Knapsack”

Gender and Race Privilege

- I can be confident that my co-workers won't think I got my job because of my sex/race/family
- If I make a mistake on the job, I can feel sure this won't be seen as a negative mark against my entire gender/race's capabilities.
- Chances are my political, religious and union representatives and my bosses are mostly people of my own race/sex.
- I will never be expected to change my name upon marriage.
- Every major religion in the world is led primarily by people of my own race/sex
- I will probably never be asked when I discovered I was heterosexual.

- I have the privilege of being unaware of my privilege



Gender and Race Privilege

- I can do well in a challenging situation without being called a credit to my race/gender.
- The odds of my encountering sexual/racial harassment/graffiti or slurs on the job are so low as to be negligible.
- I am never asked to speak for all the people of my race or gender.
- I can be confident that the ordinary language of the construction site will always include my gender: “Foreman, Journeyman, Union Brotherhood, guys”
- I will never worry that I have to leave my religious group/family because of my sexual orientation.



Enhancement Matters

- The Same Practices May Not Work
- The Same Policies May Not Work



Setting the Course

- Embrace the Vision
- Establish Goals
- **Create a Blueprint**
- Engage All the Players
- Embed the Goals into the Strategic Action Plan
- Enhance Policy
- Educate to Advance the Vision and Policies
- Evaluate, Measure and Report Progress
- Demonstrate Leadership and Commitment



OUTREACH AND RECRUITMENT

- **GO OUT OF YOUR WAY TO BRING IN DIVERSE APPLICANTS:**
- Go to where women are
- Cast a wide net
- Get their attention with information on benefits/advantages of jobs in transportation sector
- Connect to activities, institutions and organizations serving women

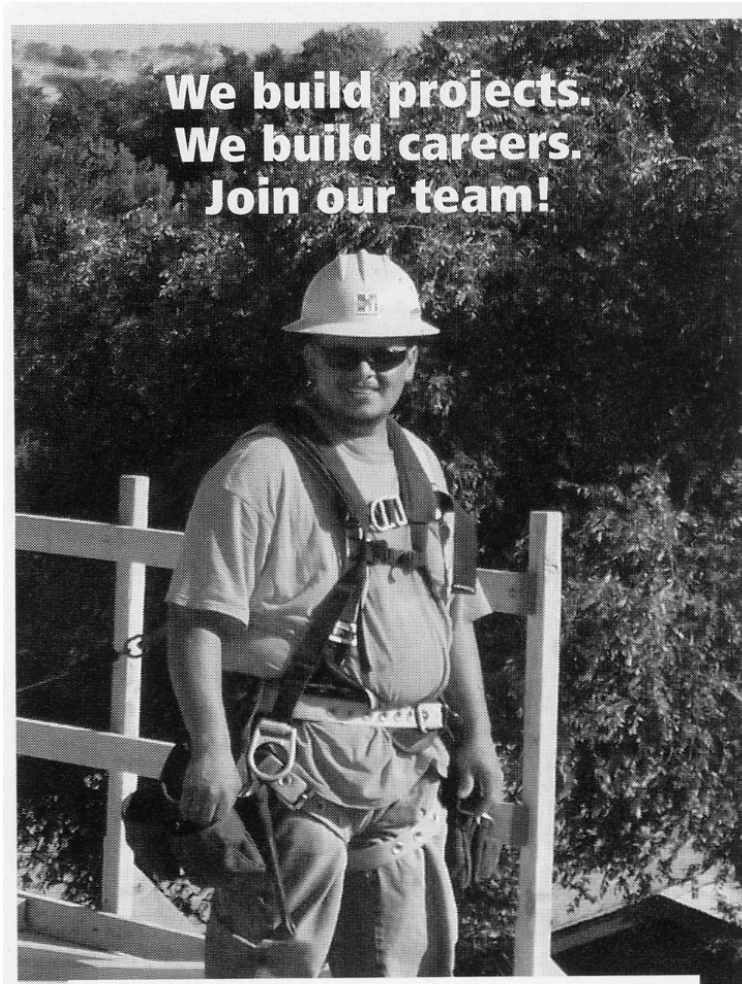


PEOPLE NEED TO HEAR/SEE THE MESSAGE MORE THAN ONCE IN ORDER TO RESPOND

- People need to hear/see the message more than once in order to respond.
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- *People need to hear/see the message more than once in order to respond.*

IMAGES AND WORDS ARE POWERFUL

20



SETTING THE STANDARD FOR ELECTRIFYING CAREERS

A color photograph of a female electrician, Angelica R., wearing a yellow hard hat, safety glasses, and a tool belt. She is working on wiring in a wall. The text "SETTING THE STANDARD FOR ELECTRIFYING CAREERS" is at the top. A quote from Angelica R. is on the right. At the bottom, there is information about training center tours and a website link.

"Being part of a team environment is important to me. As an apprentice, I learn valuable skills from the journeymen every single day – tricks of the trade that add to my knowledge and make me a more confident electrician. Everyone looks out for each other because we're all working in conjunction to accomplish a common goal. I'm incredibly proud to be a union electrical apprentice."

Angelica R.
Portland, OR
NECA/IBEW 2-year Apprentice

NECA IBEW
OREGON COLUMBIA LOCAL 48

Take a tour of the training center to learn more about it. It's a couple hours that may be the answer to your future. An information orientation is held on the third Tuesday of each month at 4 p.m.


Visit www.MySpace.com/necaibew48 and NIETC.org to learn more.



- Midwest Technical Assistance Center for Women in Apprenticeable/NTO/

REACH YOUR DESIRED AUDIENCE WITH A TARGETED MESSAGE

- Target with the image itself.
- Target through where it is posted or sent or presented.
- Target by who gives the message.
- Design outreach materials that appeal specifically to women and feature women working Address women specifically in the headline



**Build a city.
Build a future.**

Carpenter > Electrician > Plumber > Painter

We'll teach you how.

The average salary in the construction trades is \$53,000.
Need we say more.

Call 212-627-6252

NEW, a nonprofit job-training organization, will prepare you for a rewarding career in the construction trades.
For more information on our FREE training call or visit our web site www.afewgoodwomen.org

**WE'RE LOOKING FOR
A FEW GOOD WOMEN.**

NEW
Nonprofit
Employment
for Women

Chicago
Women
in
Trades



EFFECTIVE ORIENTATION:

PAIR OUTREACH WITH EDUCATION

Information Session:

- What exactly is a signal maintainer
- What are the requirements for entry?
- Explain entry routes and career paths
- What are working conditions like?
- Where will the work be?
- Be open about barriers and but offer strategies to overcome

Host a career fair/orientation



- Hands- On Activities
- Description of industry and career opportunities
- Industry Engagement
- Role Models: women tell their stories
- BE REAL! the good, the bad and the ugly
- Do Next Steps/Applications

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Images are powerful



CREATING A TARGETED OUTREACH PLAN TO RECRUIT WOMEN

Be Strategic and Intentional:

Does your current outreach/recruitment plan include a goal for:

- Reaching out to a specific number of women
- Number of women participating in orientation and information sessions
- Enrolling in your training program

Does the plan outline specific strategies to reach out to venues/media that attract women



Creating the Message

Are outreach materials targeted to women specifically?

Create a headline message for a flyer targeted to women.

Remember: Be relational and specific

Create a subtitle (short and/or bulleted) message that addresses women.



Delivering the Message:

Do you conduct information sessions about training or job opportunities outside your facility at venues that specifically attract women? (excluding job fairs)

Name 2 **underutilized** media or places that you might use to reach women in your community.





Who is the best staff member or volunteer to deliver the message?



Addressing Myths/Misconceptions

Identify gender related myths or misconceptions that might make women hesitant to explore job opportunities. What facts refute?

- Myth

- Fact

- Myth

- Fact



MYTHS AND FACTS

BLUE COLLAR WORK IS NONTRADITIONAL FOR WOMEN.

FACT:

WOMEN ARE NOT STRONG ENOUGH TO DO HEAVY LABOR.

FACT:

WOMEN WON'T LIKE TRADES WORK.

FACT:



MYTHS AND FACTS

WOMEN AREN'T INTERESTED IN NON-TRADITIONAL JOBS.

FACT:

WOMEN WON'T WANT TO TOLERATE THE WORKING CONDITIONS IN MALE-DOMINATED BLUE-COLLAR JOBS.

FACT:

WOMEN'S FAMILY RESPONSIBILITIES WILL INTERFERE WITH WORKING CONDITIONS AND HOURS OF NONTRADITIONAL JOBS.

FACT:



Assessment: Creating Gender Specific Evaluation Criteria



- Might assessment process exclude women because of their lack of experience or knowledge of the job?
- How could you tweak an assessment practice to make it more gender neutral or inclusive?
- How strong a factor is enthusiasm in assessing someone's fit? How do you rate enthusiasm?

Assessment: Creating Gender Specific Evaluation Criteria

- What question might reveal previous experiences or transferable skills from paid/unpaid work
- What are some common instincts about good candidates that might prove to be judgmental or prejudicial female candidates?
- Who is conducting the assessment?



Sample Assessment Questions

- Apart from a good income, what else would bring you satisfaction from your job?
- Do you like solving technical problems/puzzles?
- Give me an example of a challenge you overcame?
- Can you work in environments that may be extremely noisy, dirty, hot, cold, wet, smelly, or potentially dangerous?

WORDS ARE POWERFUL

- Use probing questions.
- Minimize yes or no questions.
- Ask about previous experiences and examples
- Encourage self-assessment
- Don't be judgmental



Accounting for Gender in Communication Styles

Women
are more
likely than
men to:

- Give their statements less loudly, and shorter
- Apologize for their statements (“I may be wrong, but...”)
- Present statements hesitantly, indirectly, or “politely
- Use “I” statements: “I guess...” “I was wondering if...”
- Qualify their statements: “sort of” “I guess”
- Add “tag” questions: “isn’t it?” “Do you think?”
- Ask questions rather than give statements
- Use intonations that turn statements into questions
- Accompany statements with smiles or averted eyes rather than more assertive gestures, such as pointing



Ensuring an Equitable Apprenticeship Training Program

- ❑ Role models and mentors that are gender/race/culture reflective
- ❑ Curriculum that reflects diverse populations' experiences
- ❑ A safe and supportive place for:
 - Breaking through stereotypes
 - Overcoming fear of the unknown and foreign ,
 - Technical skill practice opportunities
 - Trying and practicing new things
 - Peer networking and support



What Do Women Need in the Classroom/Workshop?



- ❑ Exposure to Work
- ❑ Tool Identification
- ❑ Test-taking Anxiety Reduction Strategies
- ❑ Spatial and Mechanical Aptitude
- ❑ Building Physical Fitness: Aerobics, Strength training, Agility
- ❑ Self-esteem
- ❑ Maintaining healthy habits
- ❑ Balancing work/ family
- ❑ Strategies for surviving and thriving in a white, male-dominated environment

Adding a Gender Lens to Curriculum

Combating
Discrimination and
Sexual Harassment
Prevention

Building Successful
Communication and
Interviewing Skills

Creating Cultural
Competency

Health and Safety
of Women in
Construction



Guidelines for Teaching in an Inclusive Manner

Sensitivity
Neutrality
Inclusivity

- Include a variety of lesson models
- Provide equal attention, feedback, criticism and praise
- Monitor classroom dynamics to:
 - ensure discussion isn't dominated by more aggressive students
 - behavior, language and body language for stereotypes and sexist generalizations
- Avoid subtle/micro inequities in the classroom
- male and female students work together/lead projects.
- Don't overlook capable but quiet students.

Gender Differences in Learning

Women prefer learning experiences that:

- they help design
- are learner centered and engage them in the group
- structured opportunities for feedback on drafts not just the final product
- focus on the process/de-emphasize competition.

Stereotype Threat and Imposteritis

To combat- emphasize:

- ability is expandable
- effort and process matter
- learning comes from mistakes.



Engage Industry in Program

- See candidates in action
- Assist in recruiting and assessing prospective employees
- Building capacity for cultural competency
- Ensure training program relevancy with workplace needs
- Building HR EEO/AA capacity and practices
- Take candidates to industry events



Adding a Gender/Race Lens to Your Company

Policies and Practices at the Institutional Level

- ❑ Set goals for numbers of women applicants, assessed and hired
 - ❑ Design outreach and recruitment plans to attract and engage women applicants.
 - ❑ Train staff on the impact of gender stereotypes, and hidden biases.
 - ❑ Examine assumptions
- ❑ Post examples of women in materials and throughout the training facility.
 - ❑ Facilitate informal support groups, mentoring, peer counseling and networking activities.
 - ❑ Avoid isolating women: safety and support in numbers!



EQUITY IN TRAINING AND ON THE JOB

- Gender inclusive, neutral and sensitive HR practices/policy
- Monitoring and addressing workplace barriers to equity:
 - ✓ Bathrooms and changing facilities
 - ✓ Sexual/Racial/Other harassment free environment
 - ✓ Access to appropriate fit PPE and safety equipment
 - ✓ Work/family policies
 - ✓ Equitable distribution of assignments that support skill development and lead to advancement
- Inclusion of goals and strategies for retaining female workers in EEO and affirmative action plans.



And Policy Matters...

- Women in Apprenticeable and Nontraditional Occupations Act – WANTO -
- H.R. 2315 Women and Workforce Investment for Nontraditional Jobs - The Women WIN Act
- National Campaign to Expand Apprenticeship
- Workforce Investment and Opportunity Act
- Perkins Career and Technical Education Improvement Act

Next Steps

Outline 2 new steps that you and your team can take to improve your outreach strategies and increase the number of women participating in your program.





On-Line Resources

[pink-green-toolkit-adding-gender-lens-](#)

[Midwest Technical Assistance Center for Women in Apprenticeship/NTO/](#)

