



## **A Toolkit for Recruiting and Retaining Women in Non-Traditional Positions**

### **INTRODUCTION**

In 2007, Hard Hatted Women (HHW) was one of only three nonprofit programs nationally to be awarded a Women in Apprenticeship and Nontraditional Occupations (WANTO) grant from the U.S. Department of Labor. The purpose of the grant was to increase the number of women in apprenticeships in nontraditional careers (defined by the U.S. Department of Labor as job fields in which women constitute less than 25% of the workforce).

This 'toolkit' is one of the results of that grant. In this guide, HHW has compiled the results of their 30 years' experience along with recognized best practices in recruiting and retaining women. The Center for Energy Workforce Development (CEWD) and HHW offer you tools and strategies to help you bring more women into pre-apprenticeship training, apprenticeships, companies and unions, and to help them succeed so that you can succeed.

Women's full participation in skilled, good-paying jobs is more than an equity issue. It is a success issue. Almost uniformly, nontraditional jobs pay much better and offer better benefits than the clerical and sales jobs women usually find themselves in. The above living wages and benefits that nontraditional jobs offer help women to be financially independent, raise their children out of poverty, participate in our economy and become productive citizens. They provide role models of confidence and self-sufficiency for their children. They pass on the values of education and training, and hard work.

We thank the U.S. Department of Labor and the Women's Bureau for the funding and guidance that enabled this unusual opportunity.

### **About Hard Hatted Women**

Hard Hatted Women is a statewide nonprofit organization based in Cleveland, Ohio. Their mission is to empower women to achieve economic independence through nontraditional careers (those in which women make up less than 25% of the workforce) with a focus on the trades and technical fields. Nontraditional employment lifts women and their families out of poverty. Over the past 30 years, HHW has been successful in helping hundreds of women in the Cleveland area overcome both personal and professional barriers and gain good paying, family-supporting jobs with benefits. With the incredible mission of HHW, CEWD is partnering to help the organization make a difference in other states and establish a national presence.

Hard Hatted Women is one of the pipeline organizations being utilized for the Get Into Energy Career Pathways pilot program, specifically in the state of Ohio. It is CEWD's hope to learn the best way to bring more women into the industry by walking the walk. Promoting the entry and retention of women in

nontraditional fields contributes to stronger communities for all of us. CEWD and HHW are collaborating to help expand HHW nationally.

## **Tradeswomen TOOLS:**

### **Training, Outreach, Opportunity, Leadership and Support**

Since 1979, HHW has served one primary goal: to help women and families become economically independent. They have done this through numerous models, programs, approaches and locations, replicating best practices from other programs, implementing the results of research and building on what works. They have forged the results of their experiences into a model they call Tradeswomen TOOLS. Tradeswomen TOOLS rests on a three-walled foundation of programs and services that help women **find out, get in and move up, and give back**. This foundation helps more women to build success at every stage of their career. Without one wall, the others cannot stand.

### **Finding Out: Outreach and Education**

Women rarely have accurate information about nontraditional careers on which to base their career decision - a choice that affects every facet of their lives from income, to family, to retirement, to satisfaction. It is CEWD and HHW's hope that this toolkit will provide a wealth of information on how to reach out to women and help them learn about energy careers, specifically those in high demand such as lineworkers, pipefitters/pipelayers/welders, technicians and plant operators. To complement this toolkit, CEWD has created a postcard and PowerPoint presentation for members to use that can be cobranded by your companies.

### **Getting In and Moving Up: Supportive Services**

Getting a job in the trades is a mystery to most women. One of the goals of the Get Into Energy Career Pathways project is to help women solve this mystery and move into high growth jobs in the energy industry. Hard Hatted Women has learned from experience the importance of providing career counseling, information and support services to support women in this process. The Pathways model will follow this model. Later in the toolkit, the types of support services women might need to get on their feet as they move into energy company positions will be outlined.

### **Giving Back: Leadership Development**

It is essential to help women continue to grow in their jobs and careers by developing their leadership skills. Some examples would be to encourage their participation in unions and professional organizations and in educating legislators and the public about relevant issues. In addition, sending women in trade positions out to the schools as speakers to serve as role models is a great idea.

## RECRUITMENT

If you are not meeting your recruitment goals for women, you may need to take a fresh look at your recruitment efforts. Below are some strategies that have proven effective for apprenticeship programs.

### Message

First, you may need to evaluate the message your program sends to women. Even if you are careful not to discriminate against women in the application process, if your program is all male, women will still receive the message that they are not welcome and will not apply, even if they have the qualifications and aptitudes that would make them strong candidates.<sup>1</sup> Instead, you must make it clear that you want women in your classes, that many women have found success in nontraditional careers in the trades and that employers are interested in hiring women.<sup>2</sup>

### Advertising Materials

You should also review all of your current advertising (brochures, fliers, advertisements and annual reports) to make sure that they feature photos of women working the trades. Because most people make career decisions based on who they see and what they know about careers, providing images and quotes by women is critical to a successful recruitment campaign. Wider Opportunities for Women has a gallery of photos on their website, <http://www.work4women.org/multimedia/photos.cfm>.

It is equally important that voiceovers by women, as well as gender inclusive language be included in radio and television spots. An example of gender inclusive language would be to say, “tradesmen and tradeswomen.” “Tradespersons” is merely gender neutral and therefore not as likely to be effective. Keep in mind that if you are a nonprofit and frame your advertisement as a public service announcement, you may be able to get radio time free of charge. <sup>3</sup>Contact the community relations representative at your TV or radio station.

In addition to your regular recruitment campaign, you might also do a second campaign geared to women. This might include print materials with a prominent photo of a tradeswoman on the job and a heading stating that female applicants are wanted. Be sure to communicate that apprenticeships offer paid on-the-job training with benefits. See the brochure *Women CAN Build California*© at <http://www.tradeswomen.org/PDFs/WomenCan.pdf>.

Contrasting the wages offered by apprenticeships with those of traditional occupations for women, e.g. nursing assistant or food service worker, can be particularly effective (see *Jobs, Gender and Poverty: What Every Girl Should Know*© at <http://www.ricw.ri.gov/misc/2ndGNTTthandout.pdf>). Also include which dates applications will be accepted.

### Media

Using the media can also help you reach a lot of women at one time. If you are running a recruitment campaign targeted at women or holding an orientation for nontraditional careers, send out a press release to your local media outlets.

### Website

Your training program’s website presents another opportunity to appeal to women. If a woman is viewing your website, she is probably already considering a career in your trade. Include a page on your website specifically aimed at women. If you are a unionized workplace, feature a video of your union’s president welcoming women to the site.<sup>4</sup> Have some examples of women who are already working in your trade.<sup>5</sup> If you don’t have any women in your program, ask programs in your trade in other parts of the state or neighboring states if they have any examples you can use. You can include the same kinds of wage and benefits information discussed in “Advertising Materials” on this webpage. Because women tend to be

less familiar with the trades and the apprenticeship model of training, include a description of the work this trade engages in, a list of the desired qualifications for applicants and information on the application process.

### **Where to Recruit Women**

To recruit more women, advertise in places where there are concentrations of women. Email, fax or mail colorful fliers to women-serving organizations, cultural organizations, daycare providers, social service providers, health service providers, housing agencies and One-Stops and ask that they post or circulate the fliers. Post fliers at grocery stores, home improvement centers, health clubs, laundromats and beauty salons. When advertising in newspapers, place your ads under the headings for women-dominated jobs, such as waitressing or secretarial positions. Place ads in the Neighborhood Penny Saver or in local women's magazines.

### **Establishing Relationships with People Who Can Help You**

In order to reach as many women as possible, establish relationships with people who can refer women directly to you. This includes instructional staff, guidance counselors and placement staff at vocational high schools, adult vocational centers and community colleges.

Make sure they know that you are interested in recruiting women and girls specifically and that nontraditional jobs for women are more likely to offer good wages and benefits than those that are traditional. Although it is the job of guidance and career counselors to make suggestions based on an individual's skills and needs, they may need this encouragement from you before they will suggest unconventional options to job seekers. Make sure they have a supply of your recruitment materials to hand to women, and if you publish a newsletter, send them a supply as well.

Although career counseling may not be their primary activity, many other organizations can also help you increase the number of women in your program. Unfortunately, unless you contact them and inform them of the opportunities for women in the trades, they probably won't. Therefore, asking if you can make a brief presentation at PTA meetings, school board meetings, schools, churches, correction facilities, Helmets to Hard Hats, Job Corps, the Girl Scouts, etc. can really pay off. <sup>6</sup>

If you are not already, partner with organizations that are providing women with preparation that will increase their success in apprenticeship programs, such as community colleges, vocational high schools, tradeswomen-focused nonprofit agencies and constituency groups. <sup>7</sup>

### **Tradeswomen**

When a friend recommends a good restaurant to you, aren't you likely to try the restaurant the next time you go out to eat? Women who recommend the trades to other women have the same positive impact. They can address the questions and concerns women have with credibility. Be sure to use tradeswomen to speak to potential recruits, new trainees, and as the numbers of women in your trade build, discuss the improvement.

### **Orientations, Internships and Job Shadowing Opportunities**

Not only are most women unfamiliar with apprenticeships, many do not have a clear understanding of the work involved in the different trades. They may also have doubts about their ability to succeed in a nontraditional field. Orientations, internships, and job shadowing opportunities can enable women to learn what it would be like to work in a particular trade before applying for an apprenticeship program. Orientations allow you to reach many women at the same time and are most effective when led by current tradeswomen and instructors.<sup>8</sup> At orientations, women should learn about the work the particular trade does, wages and benefits, career ladders and transferable skills. Women may not make connections

between skills they are currently using such as painting, fixing things, reading sewing patterns and trades that also utilize these skills unless prompted. <sup>9</sup> Be sure to allow time for discussion and questions. Women who attend orientations may want to explore a particular trade further before deciding whether to apply to its apprenticeship program. Internships and job shadowing opportunities can allow them to get the knowledge they need to make a decision.<sup>10</sup>

### **Start Early**

Kids are exploring careers beginning in middle school. To build interest in trades careers in the energy industry, have women from your company go out to local schools as speakers. Parents and teachers have the biggest influence on which careers children choose, so make sure you educate them as well on energy careers through the local PTAs. Another great way to reach girls is through your local Girl Scout troops. Troop leaders are always looking for ideas—try offering to do a power plant tour, invite a woman lineworker to talk about her job and show her gear, be creative!

### **References**

- 1, 2, 8, 15 National Institute for Women in Trades, Technology & Science, <http://www.iwitts.com>
- 3, 7, 11, 16 Wider Opportunities for Women, Workplace Solutions
- 4 Maui Economic Development Board's Women in Technology Project (WIT)
- 5, 6, 9, 10 Women in Technology, <http://www.womenintechnology.org>
- 10 California Apprenticeship Council, <http://www.dir.ca.gov/cac/cac.html>

## **RETENTION**

Recruiting and training apprentices and new employees requires significant investments in both time and money. Therefore, increasing retention is a goal for most apprenticeship programs. In this next section, we look at some of the most common reasons women leave apprenticeships and give some suggestions on how to address these.

### **Before Their Apprenticeship or Nontraditional Career Starts**

To increase the chances that a woman will stay in her apprenticeship or nontraditional career and be successful in her trade, look for ways to support her right from the start, even before she is accepted into the program. One strategy that can improve retention among both men and women is to give them a list of suggestions that might increase their chances of being accepted into an apprenticeship and also give them a leg up once they are in. This list could include: engaging in physical conditioning; enrolling in a pre-apprenticeship program; taking a community college class that teaches the skills needed for your trade; becoming involved with an affinity group such as a nonprofit serving tradeswomen; making plans for child care and transportation; and saving enough money to buy tools.<sup>1</sup>

Women tend to be less familiar with the trades and apprenticeships than men. Holding an orientation session before their apprenticeship begins can help them know what to expect and to think about how to handle potential challenges before they become serious problems. Topics the orientation might cover include workplace culture, expectations, appropriate behavior, finding allies, speaking up, etc.<sup>2</sup> As much as possible, get successful tradeswomen to help with planning and presenting these orientations.<sup>3</sup>

Another strategy that could be used to increase retention among both male and female apprentices and nontraditional employees, but would have the greatest effect on female retention, is to send each a welcome letter along with a list of resources and support services available (see the lists at the end of this chapter). Be sure to include resources for child care, transportation and information on your union's women's committee and any outside organizations whose goal is to help more women enter the trades. Having a resource information bank available to all of your employees can help them address a wide variety of issues as they occur.

In a survey by the California Apprenticeship Council, many tradeswomen expressed an interest in finding out what *they* could do to increase their chances of success within their apprenticeships. By employing the above strategies, you can give them the tools they need to overcome some of the most common obstacles to women's success in the trades.

### **Support**

One of the most common reasons women leave trade and technical careers is a lack of support. Helping women connect with others who support their career decision can help them stick with the program even when difficulties arise. As women begin their new careers, help them identify one person among their family or friends they can rely on for encouragement.<sup>4</sup>

A mentoring program, in which women are matched with an experienced tradeswoman or man who answers their questions and shares advice, can be a key element in keeping more women in your program. While mentors can be male or female, in order to be effective, they must be supportive of women entering the trades.<sup>5</sup> You might also consider having a "point-person" whom female apprentices can go to for help navigating the apprenticeship system.<sup>6</sup>

If your company doesn't have a women's committee or support group, consider starting one.<sup>7</sup> Support groups can be an excellent way for women in trades to realize they are not alone, get advice on problems and share their successes.<sup>8</sup> You can also refer them to organizations or agencies whose mission is to help tradeswomen.<sup>9</sup>

Being the only woman on a jobsite or even in a classroom can be uncomfortable. If you can, schedule women to attend classes of related training along with other women, to help them avoid feeling isolated and alone.<sup>10</sup> As much as you are able, try to recruit and mentor women to be instructors and coordinators in your apprenticeship program.<sup>11</sup>

## **Training**

According to a survey of tradeswomen taken by the California Apprenticeship Council, the greatest single reason tradeswomen leave their trade is “a lack of training, work, benefits and income.” Many felt that unequal training both in the classroom and on the job impacted their ability to do their job. A study by the Chicago Women in the Trades found that 54% of tradeswomen surveyed said they were not given proper training. As the California Apprenticeship Council points out, “lack of proper training is a form of marginalization and discrimination, for it means that a woman has trouble making a livelihood in her trade.”

In order to ensure that women are receiving equal training, training committees or coordinators should regularly evaluate the training received by both male and female employees, taking into account both how much training each sex receives and the quality of the training. Female employees should only be assigned to journeypersons or other experienced tradespersons who are willing to train them. Particular attention should be paid to whether the women are assigned disproportionately to the lower-skilled tasks such as flagging or clean-up.<sup>12</sup> Training Committees or coordinators should also review classroom materials to ensure they are free of gender-based assumptions.<sup>13</sup>

Women can also benefit from extra training in certain areas, such as math, tools and physical conditioning.<sup>14</sup>

## **Sexual Harassment**

Another major reason women quit nontraditional occupations is sexual harassment and discrimination.<sup>15</sup> Sexual harassment isn't just a problem for those targeted by it; it also costs employers and unions through lower morale, absenteeism, turnover, reduced productivity and lawsuits.<sup>16</sup> But you can reduce the incidence of harassment in your program by taking a proactive approach.

### **The following is from the U.S. Equal Employment Opportunity Commission<sup>17</sup>**

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Title VII applies to employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations, as well as to the federal government.

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to inform the harasser directly that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by providing sexual harassment training to their employees and by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

It is also unlawful to retaliate against an individual for opposing employment practices that discriminate based on sex or for filing a discrimination charge, testifying or participating in any way in an investigation, proceeding or litigation under Title VII.

### **Statistics**

In Fiscal Year 2008, EEOC received 13,867 charges of sexual harassment, 15.9% of those charges were filed by males. EEOC resolved 11,731 sexual harassment charges in FY 2008 and recovered \$47.4 million in monetary benefits for charging parties and other aggrieved individuals (not including monetary benefits obtained through litigation).

You can learn more about Title VII and EEOC policy by calling them at 1-800-669-4000.

If you have a TTY device for hearing impaired: TTY number is 1-800-669-6820. On the Internet go to: [http://www.eeoc.gov/types/sexual\\_harassment.html](http://www.eeoc.gov/types/sexual_harassment.html)

### **Examples of Sexually Harassing Behaviors**

The behaviors listed below are examples of some of the behaviors that can constitute sexual harassment. Sexual harassment occurs if the behavior is sexual and unwanted, if an individual's employment position is dependent on submitting to or accepting the behavior or if it contributes to an offensive, hostile or uncomfortable work environment. These behaviors are unacceptable, and should not be present in the formal, informal, on-site or off-site work environment:

- Sexual jokes, innuendos and gestures
- Unsolicited and unwelcome flirtations, advances or propositions, however subtle
- Graphic or degrading comments about someone's appearance, dress or body
- Staring at an individual or focusing upon a particular area of the body
- Elevator eyes; looking someone up and down
- Whistling, cat calls and leering
- Terms of address such as "honey," "baby," "chick," "hunk," or "dear"
- Regularly offering personal gifts such as flowers, candy, etc.
- Display of sexually suggestive objects or pictures
- Sexual or intrusive questions about an individual's personal life
- Explicit descriptions of the harasser's own sexual experiences
- Neck or shoulder massages
- Pressure (however subtle) for sexual activity
- Explicit offers of sex for grades, money or other rewards
- Any unnecessary, unwanted physical contact such as touching, rubbing, hugging, pinching, patting or kissing

- Physical or sexual assault, including rape

### **Facts About Sexual Harassment**

Sexual harassment can occur in a variety of circumstances, which include but are not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

### **Employees' Role in the Prevention of Sexual Harassment in the Workplace**

Keep a copy of your sexual harassment policy at work. Copies should be posted and made available within the Human Resources Division or EEO Division. Agencies should have the name and number of someone you can contact in case you are being sexually harassed. Follow the guidelines of your employer's sexual harassment policy.

- Tell the person firmly, you find their behavior objectionable.
- Tell your supervisor. If your supervisor is the harasser, don't fear losing your job, tell his manager. Remember, the law states that your employer is liable.
- Keep a detailed log of the offensive behavior.

### **Supervisors' / Managers' Role in the Prevention of Sexual Harassment in the Workplace**

- Notify all subordinates of the sexual harassment policy.
- Establish and maintain a work atmosphere which is free of such harassment.
- Conduct sexual harassment training for all managers, supervisors and employees.
- Cooperate with the Equal Opportunity Division (EOD) to eliminate sexual harassment.
- Inform the aggrieved persons of the right to contact their EEO Officer and / or the EOD for assistance.
- Participate in the investigation and resolution of sexual harassment by:
  - a. Maintaining adequate documentation on each investigation
  - b. Providing timely and complete notification to appropriate persons on the disposition of each investigation.

### **Liability**

#### **Agency/Employer**

Employers are always potentially liable for supervisor's sexual misconduct toward an employee. An employer is subject to vicarious liability to a victimized employee for an actionable hostile environment created by a supervisor with immediate (or successively higher) authority over the employee. When no tangible employment action is taken, a defending employer may raise an affirmative defense to liability or damages, subject to proof by a preponderance of the evidence. To succeed in such a defense, employers would have to show they "exercised reasonable care to prevent or correct promptly any sexually harassing behavior" and that the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

**Non-Employees** Sexual harassment can also come from outside of the organization. Paragraph (e) of the federal guidelines establishes the right of employees to be protected from harassment by non-employees. Employers are responsible for any acts of sexual harassment perpetrated by non-employee while conducting business in the employer's work environment if the employer is aware of the harassment and does not take measures to correct the conduct.

### **Discrimination Complaint Procedure**

The first step of any effort to prevent sexual harassment is to make sure that all apprentices and instructors, both men and women, understand what sexual harassment is. Sexual harassment is particularly serious in the trades because the workplaces are often dangerous.<sup>19</sup>

It must also be clear that sexual harassment will not be tolerated. Every workplace is wise to have a written policy on sexual harassment. This policy should outline what constitutes sexual harassment, how and to whom sexual harassment should be reported, and the procedure that will be used to investigate grievances. The policy should also explain the disciplinary action that may be taken against anyone who is found to have committed sexual harassment.<sup>20</sup>

### **Training in Sexual Harassment Prevention**

However, merely having a policy is not enough. A survey of tradeswomen in California found that more than 40% did not understand how to file a sexual harassment grievance. Of the women who did understand the process and who had used it, many felt that their grievances were not handled properly.<sup>21</sup>

You must make sure that everyone who participates in your program, supervisory personnel, instructors, and apprentices, understands your policy and what is expected of them. Post the information on your website and make sure everyone is regularly trained on your sexual harassment policy.<sup>22</sup>

Because the responsibility to create a harassment-free workplace rests on them, supervisors should receive additional training. This training should include reviewing sexual harassment law, your particular organization's policy, and exercises to build problem-solving skills.<sup>23</sup>

Finally, to see if your organization needs to take additional steps to prevent sexual harassment, conduct anonymous surveys of apprentices and instructors about sexual harassment.<sup>24</sup>

### **Discrimination**

Apprenticeship programs should also train all instructors and coordinators on discrimination. Unequal treatment of certain apprentices can lead to costly lawsuits. Female apprentices often report that they are disproportionately assigned the "dirtiest and heaviest assignments," while skilled work is assigned to male apprentices.<sup>25</sup>

Instructors should be made aware of any unconscious stereotypes they hold and should call on apprentices in an equitable manner, both in quantity and tone.<sup>26</sup>

### **Advancement and Leadership Opportunities**

Many tradesmen learn of opportunities for advancement through word of mouth. Because women may be isolated from their fellow apprentices, they often don't have access to this source of information. Therefore, put in writing the steps and requirements for moving up, both on the job and in the union and make it available to everyone in your program. "For example, explain the committee system within the union and how it is related to moving into leadership, and identify the qualifications and hiring path for apprenticeship instruction."<sup>27</sup>

### **Work/Family Balance**

Managing family responsibilities still falls largely to women, even if they are married or have a partner. Anxiety about managing the competing responsibilities of work and family keeps many women from considering the trades as a career and causes others to leave. Helping women and men to discover resources that can help them manage this balance will lead to greater retention of all workers. Be aware that child care, health care, caring for elder family members and personal finances are all causes of stress, but community resources are available. We have provided information about many of them in the back of this guide, but you can also use the Internet to search. United Way agencies and even libraries can give you and your workers more information about resources specific to your community.

### **Contract Negotiations**

During contract negotiations, consider negotiating for affirmative action, parental leave and pay equity provisions. They benefit your male workers, too!

### **Exit Interviews**

If you want to improve your retention of women, you need to find out why women leave your program. Exit interviews can give you this information. You should conduct an exit interview of any female apprentice who leaves your program.<sup>28</sup> If you would like to gather more data more quickly, you can also send surveys to any women who left your apprenticeship program within the last five years. An annual review of the data gleaned from such interviews will tell you where to focus your efforts to make the biggest impact on retention.<sup>29</sup>

You might also consider instituting a policy encouraging apprentices to meet with an instructor before leaving the program to see if there are any problems that can be resolved.

### **Professional Participation**

Workers in any profession say they experience greater satisfaction when they take more responsibility for their jobs and their company. Encourage them to make recommendations and participate in committees. Professional organizations provide another means to become involved in the trade, network with other trades women and men, and learn valuable teamwork and leadership skill.

### **References**

1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 15, 21, 25, 27, 28, 29

California Apprenticeship Council, <http://www.dir.ca.gov/cac/cac.html>

4, 8, 26 Pennsylvania Department of Education

13, 14, 16, 20, 22, 23, 24 Wider Opportunities for Women, Workplace Solutions

17 U.S. EEOC, accessed at [http://www.eeoc.gov/types/sexual\\_harassment.html](http://www.eeoc.gov/types/sexual_harassment.html)

18 Ohio Civil Rights Commission, accessed at <http://das.ohio.gov/eod/AEEOWhatIs.htm>

## **Further Reading**

*Manual for Survival for Women in Nontraditional Employment*, NOW Legal Defense and Education Fund and the Association for Union Democracy, Women's Project. 1993. Can be purchased for \$10.00 at [www.uniondemocracy.com/Resources/books/manual.htm](http://www.uniondemocracy.com/Resources/books/manual.htm). This is a comprehensive guide covering a variety of topics, including applying to apprenticeship programs, finding work, participating in unions and dealing with discrimination and sexual harassment.

*Financial Tools for the Trades: A Survival Guide for Apprentices*, Port Jobs. 2006. Can be downloaded for free at [www.portjobs.org](http://www.portjobs.org). This guide was written primarily for first year apprentices. It includes advice on budgeting for tools and fees as well as planning for layoffs and also includes sections on credit and investing.

*I Knew I Could Do This Work: Seven Strategies that Promote Women's Activism and Leadership in Unions*, Institute for Women's Policy Research. 2007. Can be downloaded for free at [www.iwpr.org/pdf/I917.pdf](http://www.iwpr.org/pdf/I917.pdf). This study explores the reasons why there are so few women in leadership positions even within unions where the majority of the membership is female. The authors then go on to outline seven strategies unions can employ to increase the involvement of women in their unions.

*Shriver Report: A Women's Nation Changes Everything*. This report describes how a woman's nation changes everything about how we live and work today. Now for the first time in our nation's history, women are half of all U.S. workers and mothers are the primary breadwinners or co-breadwinners in nearly two-thirds of American families. It fundamentally changes how we all work and live, not just women but also their families, their co-workers, their bosses, their faith institutions, and their communities. Available for download at <http://www.awomansnation.com/execSum.php>.

*Why So Few?* Nobel Laureate Carol Greider spoke at Capitol Hill briefing on May 4, 2010 with report co-author Christianne Corbett. This report discusses why so few women enter science careers. [http://www.aauw.org/act/issue\\_advocacy/actionpages/upload/WSFbriefing050410\\_transcript.pdf](http://www.aauw.org/act/issue_advocacy/actionpages/upload/WSFbriefing050410_transcript.pdf).

*HHW Toolkit for the Recruitment and Retention of Women, Supported by a grant from the U.S. Department of Labor Women in Apprenticeships and Nontraditional Occupations*  
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