

# North America's Building Trades Unions

and

## NABTU's Committee of Women in the Trades



### Diversity Toolkit

Your Guide to Best Practices for Recruiting a  
More Diverse Membership



North America's Building Trades Unions

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For more than 100 years, NABTU's affiliate unions have maintained apprenticeship programs that have become one of the largest privately-funded education programs in North America – with over 1,900 training centers. We are dedicated to providing the training necessary to produce the safest, most highly skilled and productive construction workers in the world, as well as providing opportunities and middle-class careers to historically underserved populations – particularly communities of color, women, and transitioning veterans.

As NABTU works to expand Registered Apprenticeship in construction and the diversity of our union members, we are excited to share the existing tools and best practices developed by organizations such as Chicago Women in Trades, Oregon Tradeswomen, the Policy Group on Tradeswomen's Issues, Helmets to Hardhats, and other groups dedicated to this important cause. With the tools and best practices found in this toolkit, we aim to more effectively extend these opportunities for middle-class construction careers to people of all backgrounds.

Through our joint efforts, we will be able to continue to offer the education and training necessary to create an effective and skilled workforce and a pathway to a middle-class life for a diverse coalition of construction craft workers. We appreciate the time, knowledge, and commitment dedicated to working toward our common goal of increasing diversity and ensuring economic security for organized construction workers.

Brent Booker  
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Vicki O'Leary  
Women in the Trades Committee

**Value on Display. EVERY DAY.**

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**TO:** NABTU APPRENTICESHIP AND TRAINING CONFERENCE

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**SUBJECT:** ELEMENTS FOR RECRUITING AND RETAINING DIVERSE APPRENTICES

**DATE:** OCTOBER 2016

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## **Elements for recruiting and retaining diverse apprentices**

### **Three Principles of Effective Recruitment**

1. Repeated contact with your intended audience.
2. Clear next step for them to take.
3. Build relationships for trust and word of mouth recruiting.

### **Five Key Actions to Recruit for Diversity**

1. A marketing plan that reaches your desired audience with a message targeted to them.
2. Nurture diverse applicants so they feel welcome and stay motivated throughout the sometimes long application process.
3. Keep diverse applicants connected to your industry, so they continue to be interested and gain industry knowledge and skill.
4. Feed the pipeline by reaching the younger generation.
5. Build relationships with those your desired audience trusts.

### **Action One**

#### **Reach Your Desired Audience with a Targeted Message**

- Target with the image itself; show successful women and minority workers from your industry. This makes it clear you are interested in reaching those groups.
- Target through where it is posted or sent or presented. For instance to Girl Scouts, minority advocacy or service groups, minority or women oriented news media, or minority or women oriented events.
- Target by who gives the message. Women and minorities from your industry are the best recruiters and spokespeople to reach a diverse audience.
- People need to hear/see the message more than once in order to respond. Cultivate your audiences with regular repeat messages over time.

## Action Two

### **Nurture Your Female and Minority Applicants**

- Have women and minorities from your industry be part of orientations. This shows women and minority applicants that they are welcome and can be successful. It connects them to important mentors for when they get started.
- Inform applicants that women and minorities are welcome and successful in your industry during orientation or application. This message from a respected industry leader sets the tone for the whole group as well as the individual minority or female applicant. This message can help applicants stay interested and motivated throughout the sometimes long and difficult application process.
- Encourage those who do not score well to apply again through a letter or phone call; call or write again periodically or just before your next opening to encourage re-application. You have worked hard to get minorities and women thru your door, make this effort continue to pay off by retaining potential candidates. Make sure they know of actions they could take to improve their scores or chances of being selected.

## Action Three

### **Keep Female and Minority Applicants Connected to Your Industry**

- Ask your employers to hire the best female and minority candidates in entry-level positions such as material handler, warehouse or yard helper so that they gain skills and remain interested.
- If your industry has a women's group or minority caucus, send the applicant an invitation to their next meeting.

## Action Four

### **Feed the Pipeline by Reaching the Younger Generation**

- Adopt a school that has a large minority population, and sponsor their team.
- Teach workshops about your industry at schools or youth groups; taught by women and minorities from your industry. Target youth groups that serve minorities or girls.
- Host field trips to your offices or to job sites for groups of young women and minority youth.
- Provide summer internships for high school aged young women and minority youth.

## Action Five

### **Build relationships with those your audience trusts**

- Join organizations that represent various minority groups such as the Urban League, Metropolitan Hispanic Chamber of Commerce, Tribal organizations, etc.
- Send a representative to speak about your industry and opportunities.
- Attend and support events such as dinners, International Women's Day celebrations, Martin Luther King Day events, pow-wows, etc.

### **Example: 5-Step Marketing Plan for Reaching Diverse Applicants**

- Ads featuring photos of women and minorities from your industry with a message inviting women and minorities to apply – run 4-6 times a year in general news media as well as news media that serves minorities or women.
- Create a poster and brochure with photos of women and minorities from your industry and mail 4-6 times a year to community groups, employment offices, libraries, community centers, etc.
- Brochures and cover letter mailed to women and minorities in your industry several times annually asking them to refer their family and friends – take advantage of word of mouth recruiting.
- Post images of women and minorities and a welcoming message on your web site.
- Staff your career fair booth and orientations with women and minorities from your industry.

### **Five Key Action Steps Apprenticeship Programs Can Take for Effective Retention of Women and Minority Apprentices**

1. **Orientation:** Provide an orientation or “boot camp” for new apprentices that helps them prepare for industry expectations and culture around attendance, performance, appropriate work behavior and work ethic, as well as deepen their understanding of the trade and job site environment.
2. **Welcoming job site environment:** Assist your employers to create a respectful and welcoming job site environment, including defining expectations of employers who have the privilege of using apprentices, teaching about best practices for training apprentices, and providing employers with information about the economic costs of apprentice cancelation (a 2009 study of apprentice retention in the Cincinnati area estimated that apprentice attrition was costing local industry over \$7 million annually). A job site that helps new apprentices feel welcome, confident in what is expected of them, a part of the crew, and knowledgeable about how to work safely, gains a more productive worker.
3. **Skills training:** Make sure your employers provide apprentices with the opportunity to learn more technical aspects of the trade on the job; carefully monitor to make sure minority and women apprentices don’t solely do grunt work and are learning the practical on-the-job skills that lead to being a valued worker. Women and minority apprentices may find themselves relegated to sweeping up, moving materials or doing simple repetitive tasks. In order for minorities and women to become good hands, employable, and confident in their skills, they need to learn more technical aspects of the trade. While not practical to train every apprentice on every aspect of the trade on the job, apprenticeship programs can set the standard for on the job training and carefully plan with their employers for all apprentices to grow in their skill.
4. **Help for issues or concerns:** Make sure apprentices know where to get help for issues or concerns that might arise. Apprentices need to know who to go to if they experience difficulties. This could be an apprentice rep, the apprenticeship coordinator, an apprentice liaison, apprenticeship instructors, a job steward, an employee assistance program or a mentorship program. In general, women and minority apprentices have trouble speaking up for themselves and don’t want to rock the boat by complaining, so need to have spelled out for them very clearly the safe and proper channels to get help.

5. **Fair Amount of Work:** Watch out for, and discuss with your employers if you find that minority and female apprentices are getting laid off sooner and thus not getting the hours to advance. With lay-off choices sometimes being the responsibility of a mid-level foreman or superintendent, unintended biases or personal friendships may influence unknowingly their lay-off choices, resulting in fewer work hours for apprentices from underrepresented groups.
6. **Relationships & mentoring:** Most apprentices work in a teamwork or crew environment. Thus, an apprentice's ability to have a good working relationship with their co-workers is critical for the apprentice to learn, perform and be successful. When the relationship-building is left to chance or to the apprentice, barriers of race and gender may get in the way of the apprentice becoming a true part of the work crew. The following mentorship elements could contribute to apprentices from underrepresented groups gaining the crew connections and social guidance needed to be successful.
  - New worker job site orientation: Very complete orientation to the job site and its expectations on the first day/week on the job: how to be safe, attendance expectations, appropriate work behavior, etc. Best for those giving the orientation to follow a check list – sometimes job site expectations are so assumed by the established worker that they are not communicated and they trip up a new worker. (see checklist from the State of Wisconsin's "Transition to Trainer" job site mentoring curriculum at the end of this document).
  - New worker has an assigned go-to journey worker. May not work every day with them, but is that experienced worker's responsibility to help the new worker understand expectations, get questions answered, be safe, get settled in.
  - Culturally or gender-specific mentoring for women and minority groups, such as the IBEW Electrical Minority Caucus, Carpenter's Sisters in the Brotherhood, organizations such as Oregon Tradeswomen. A chance to learn survival and success skills in a safe environment from those from the underrepresented group who have been successful.
  - Harassment-prevention: JATCs can train employers on prevention techniques, set the tone at related-training, and thru curriculum designed to train apprentices on the value of a harassment-free environment.
  - Ombudsperson – a person of authority, recognized by the JATC, to be an apprentice liaison, to assist the apprentice with apprenticeship or job site issues that come up such as low scores on math test, harassment on the job, understanding construction culture, make sure the apprentice is receiving adequate training, as well as assist the employer in communicating job site expectations or mediating worker to worker conflicts.
  - Transition to Trainer: This curriculum was developed by the State of Wisconsin apprenticeship system to assist with retaining apprentices. It is designed to teach experienced workers how to pass on their skills to the new worker, and is available to use free of charge, "a gift to the apprenticeship community from the State of Wisconsin."

**Note:** Apprenticeship Programs have little direct authority to mandate on-the-job aspects of retention, but could have standards for training agents, training for new training agents, provide forums for their training agents to discuss best practices in training and in retaining minority and female apprentices, and could have trainings for employers that would include how to develop retention processes.

## **Planning Guide for Retaining Women in Industry**

### **1) Analysis: What do you know about women who leave your industry?**

*Look over the statistics for women leaving over the past 5 years. Are there any patterns you can identify? At what term are women leaving? How do the patterns of women leaving compare to those of men? Did female apprentices have the same number of work hours annually as male apprentices? Did they have steady work with just a few employers?*

### **2) Learning why women leave**

*Looking at the women who left – are you able to say why each of them left? How do those reasons compare with those of male apprentices? If women or men left for family reasons, were they encouraged to take a leave of absence? Does your union/apprenticeship program have a process for people to take leave and then return? Have you done “exit” interviews with women who left?*



3) Learn from the experts:

*Successful journeywomen are the experts. You could develop a survey to send them, or set up a meeting or focus group to gather their ideas about why they were successful and what helped them stay in the industry. Which of your employers has the best record for hiring and retaining women? Discuss with them their successes and what they felt led to this success.*

4) Share what you learned from the experts:

*Perhaps your employers who have been most successful at retaining women could make a presentation at a trust or employer meeting? Share what you learned from women journey workers at a trust or union or employer meeting.*

5) Prevention is the best strategy.

*What systems do you have in place to ensure retention of women? Do you have a program for preventing harassment on the job? Do you have a clear avenue for women to share concerns about issues that come up on the job? Perhaps your employers who have been most successful at retaining women could make a presentation at a trust or employer meeting?*

*Female apprentices benefit from having an identified go-to person on the job for guidance and to answer questions. You could encourage the women in your Union to start a women's committee and make sure all new female apprentices are connected to the women's committee.*

6) Mentoring and networks

*Female apprentices benefit from having an identified go-to person on the job for guidance and to answer questions. You could encourage the women in your Union to start a women's committee and make sure all new female apprentices are connected to the women's committee.*

7) Develop a plan

*Now that you have examined some potential strategies, what is your plan? What are the next steps you want to take towards retaining women?*

8) Who else needs to be involved or informed?

*Who else from your organization should be involved or could help with your plan?*



## APPRENTICESHIP: WHAT WORKS FOR WOMEN

### Strategic Approaches & Curriculum for Women's Success in Building Trade Apprenticeships

Women remain underrepresented in the construction industry. Ensuring that more women are aware of and supported in entering construction careers is critical, not only for achieving economic equity for women and their families, but also for building a competitive workforce. To adequately open their training and career pathways to women, apprenticeship and pre-apprenticeship programs must be attuned to and address a range of barriers women face when entering these fields. Barriers, such as lack of awareness, sex stereotypes, limited training and work experience, women's perception of construction careers, myths and stereotypes about women's work, sex discrimination, and institutional practices directed to men, can be overcome by adding a gender lens on pre-apprenticeship curriculum. This document reviews some of the best practices for properly addressing these obstacles and supporting women's success, including:

- Addressing Gender Differences in Learning and Communication
- Effective Education for Women in the Classroom/Workshop
- Core Competencies for Work Readiness
- Gender Targeted Lesson Plans
- Ensuring an Equitable Pre-Apprenticeship Program

#### Gender Targeted Policies and Planning

- Set goals for the number of women applicants, participants, graduates and placements
- Design outreach and recruitment plans to employ practices that will attract and engage women applicants.
- Train staff on the impact of gender stereotypes and hidden biases.
- Establish policies and professional development practices to build staff capacity to support and serve traditionally underrepresented groups.
- Address the need for gender and culturally sensitive teaching practices.

#### Program Practices

- Examples of diverse women are evident in materials and in the training facility.
- Examine assumptions about gender stereotypes and biases.
- Promote and enforce civil rights and sexual harassment policies and practices.
- Engage a diverse teaching and support staff.
- Facilitate informal support groups, mentoring, peer counseling and networking activities.
- Avoid isolating individuals from underrepresented groups.

*Support groups, gender-neutral language, and materials that address hidden gender biases are ways to add a gender-lens to your pre-apprenticeship or apprenticeship program!*



## APPRENTICESHIP: WHAT WORKS FOR WOMEN

### Strategic Approaches & Curriculum for Women's Success in Building Trade Apprenticeships

#### What Do Women Need in the Classroom and Workshop?

- Exposure to multiple trades/skill sets/tasks
- Tool Identification
- Strategies to reduce test-taking anxiety
- Spatial and mechanical aptitude
- Physical fitness preparedness:
  - aerobics, strength training, agility exercises
- Technical skill practice opportunities

#### Core Competencies for Work Readiness

- Self-esteem
- Rights in the workplace
- Developing support systems
- Maintaining healthy habits
- Interviewing and application guidance/tips
- Strategies for balancing work/family
- Strategies and tips for surviving and thriving in a male-dominated environment

#### Gender Inclusive Instruction and Communication

- Curriculum additions to reflect diverse experiences
- Guidelines for teaching in an inclusive manner:
  - Sensitivity
  - Neutrality
  - Inclusivity
- Females prefer learning experiences that:
  - They help design
  - Are learner-centered
  - Engage them in a group
  - Include structured opportunities for feedback on drafts rather than just the final product
  - Focus on the process and de-emphasize competition.
- Integration of topics into curriculum that address gender issues and sex-role stereotypes

#### Ensuring an Equitable Pre- Apprenticeship Training Program

- Role models and mentors
- A safe and supportive place for:
  - Breaking through stereotypes
  - Overcoming fear of the unknown
  - Practicing new things

#### Gender Targeted Curriculum Modules

**Sexual Harassment Prevention**  
**Interviewing To Be a Competitive Candidate**  
**Building Cultural Competence**  
**Health and Safety of Women in Construction**

# APPRENTICESHIP: WHAT WORKS FOR WOMEN

## Technical Assistance Resources



## NATIONAL CENTER FOR WOMEN'S EQUITY IN APPRENTICESHIP AND EMPLOYMENT

The workplace has changed, women now make up 47% of the workforce and it is no longer uncommon to see women working in what were once considered male-dominated professions. Despite these changes, the construction industry continues to lag behind this trend with a workforce that is just 3% female nationwide, a figure that has remained stagnant so for decades. Women want access to high-wage, high-skill careers and the construction sector and other male-dominated industries need a skilled workforce to meet market demand. Registered Apprenticeship Programs and industry partners can bridge this gap, broadening career choice for women while gaining access to a wider pool of skilled, qualified and diverse applicants.

**The National Center for Women's Equity in Apprenticeship and Employment at Chicago Women in Trades (CWIT)** can provide useful suggestions and practical support for increasing the number of women entering and being retained in registered apprenticeship through our on-line resources and customized technical assistance and training. In addition to online resources available through our website, the Center offers intensive, customized technical assistance to registered apprenticeship and other industry stakeholders to:

- Increase the number of women in the nontraditional apprenticeship and employment workforce pipeline
- Prepare skilled and qualified women to meet industry demand
- Attain recruitment, retention, and advancement goals for women
- Develop, implement and evaluate Equal Employment Opportunity Plans
- Increase leadership and skills for tradeswomen
- Facilitate tradeswomen networks as resources for registered apprenticeship, unions and employers.

### WE SERVE:

- Registered Apprenticeship Employers
- Unions
- Job training programs
- Tradeswomen Networks



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Apprenticeship**USA**



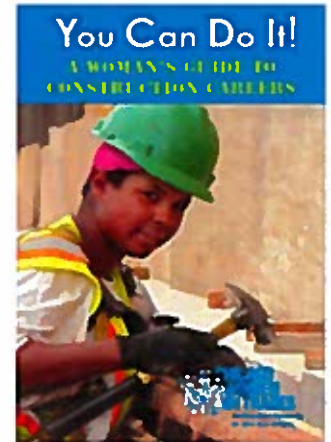
## ON-LINE TOOLKIT

**OUTREACH AND CAREER EDUCATION** – This section guides you through effective outreach strategies and provides you with the tools you need to educate women about construction and other nontraditional career opportunities. Includes “**You Can Do It! A Woman’s Guide to Construction Careers**” career education guide and video to recruit aspiring tradeswomen.

**ASSESSMENT** – This section provides best practices for ensuring that your selection process provides equitable opportunity to female candidates.

**TRAINING AND RETENTION** – This section focuses on strategies and tools for effectively training and retaining women in apprenticeship and beyond. Full pre-apprenticeship training curriculum is available on-line, including lesson plans, schedules, handouts, tests, and instructions for math, spatial visualization, mechanical reasoning, numerical reasoning, physical conditioning, basic construction skills, hands-on experience and workplace readiness.

**EVALUATION AND PLANNING** – This section includes a range of resources to help you assess your program’s current performance, set goals and develop plans for improving women’s participation and successful completion rates



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trades2.org/  
mtac](http://www.chicagowomenin<br/>trades2.org/mtac)

## CUSTOMIZED TECHNICAL ASSISTANCE

### Outreach and Recruitment

- Marketing materials to promote apprenticeship opportunities to women
- Training and support to improve effectiveness of outreach
- Assessment materials to ensure gender neutrality and sensitivity

### Pre-Apprenticeship/Apprenticeship Training

- Best Practice Pre-Apprenticeship Training (PAT) Model
- “What Works for Women in Apprenticeship” Guides and Toolkit
- Curriculum modules to address issues such as Health and Safety for Women in Construction, Sexual Harassment Prevention, Cultural Competency and Diversity

### Supportive & Retention Services

- Tradeswomen Mentorship Program
- Equity Partner Program for Employers
- Tradeswomen Leadership Academy
- Establishing tradeswomen’s committees



# The PGTI Model



## Integrating supply and demand for women in the construction industry

Despite several brief periods since the late 1970s of increased participation by women in construction apprenticeships, the percent of women working in the construction trades in the United States has been consistently stalled in the low single digits. Beginning in 2008, a collaboration of stakeholders across the construction industry in Massachusetts began meeting to address the problem of the persistent lack of access to good jobs for women in the construction trades. Convened by the Labor Resource Center (LRC) at the University of Massachusetts Boston; the Boston Metropolitan District Building Trades Council and its Registered Pre-Apprenticeship Program, Building Pathways, Inc.; the New England Regional Council of Carpenters (NERCC), the Dorchester/Roxbury Labor Committee and the Massachusetts AFL-CIO, this multi-stakeholder collaboration, known as PGTI (the Policy Group on Tradeswomen's Issues), has over 150 participants from business, labor, government and policy. It has met bi-monthly for the past 8 years and is focused on and committed to improving outreach, recruitment, hiring, training, employment, and retention of women in the Massachusetts construction industry.

Over the past eight years, participating stakeholders have been engaged in developing, implementing and evaluating both a strategic framework and technical tools for increasing women's participation in the pipeline from recruitment into apprenticeship through the steady employment that is a precondition to a successful career in the construction.

The strategic framework, the **Integrated Supply and Demand Model**, provides a conceptual approach to the variety of barriers faced by women entering the industry and also by those stakeholders who seek to change entrenched ways of doing business that reinforce the exclusion of women. Challenges ranging across the various sectors of the construction industry include, but are not limited to:

- gender bias that affects women from recruitment to employment
- market forces which determine when and how many apprentices are trained by the Registered Apprentice Programs
- institutional gap between the RAPS which train and the employers who hire.

See Figure 1 for a schematic representation of the complex forces addressed by the Integrated Supply and Demand Model.

Among the technical tools developed by participating stakeholders is a set of area best practices titled *Finishing the Job*, which have been implemented and evaluated across Massachusetts and have been shown to be effective in increasing women's opportunities and access to careers in the construction trades. *Finishing the Job* consists of a set of checklists customized to the needs of each stakeholder groups including construction owners, contractors, subcontractors, building trades unions, registered apprenticeship programs, and community-based organizations that are working to diversify their local construction workforce.

PGTI's mantra: *We are in this together. There is no silver bullet.  
We will never never give up.*

May 2016



These best practice checklists have now been adopted, as a whole or in part, on approximately \$14 billion worth of construction in Massachusetts, including the University of Massachusetts Building Authority, Massachusetts Gaming Commission, the Division of Capital Asset Management and Maintenance, the Department of Transportation, the Boston Redevelopment Authority and the City of Boston. As a result of this industry-wide collaboration and the implementation of the Integrated Supply and Demand Model's best practices, we have seen a steady rise in participation of women in Registered Apprenticeship Programs since 2012 (SEE TABLE 1) and increased employment where the best practices have been implemented.

- The construction of the Integrated Sciences Complex at the University of Massachusetts Boston was the pilot site for the best practices from 2011-14 and was able to attain 10% women's work hours for the 24 months of the project.
- Working with the City of Boston, we have been able to track women's work hours under the city's jobs ordinance.
- The Mass Gaming Commission's (MGC) completed Plainville construction site had 7% women's work hours in 2014.
- MGC's has two additional projects under construction. Wynn in Everett has 7.3% women's hours through March 2016. MGM in Springfield MGM has 8.94% women's hours.

**TABLE 1: PERCENT OF WOMEN APPRENTICES IN MASSACHUSETTS RAPS, 2012-2015. Source: Massachusetts Division of Apprentice Standards, [www.mass.gov/lwd/labor-standards/das/](http://www.mass.gov/lwd/labor-standards/das/)**

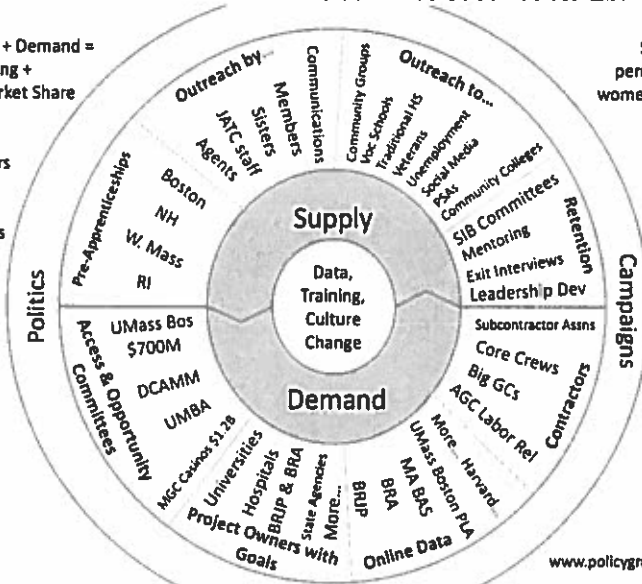
Year (4 <sup>th</sup> quarter)	Total active apprentices in Mass JATCs	Active women apprentices	Percent of active apprentices who are women
2012	3550	173	4.87%
2013	4083	228	5.59%
2014	4871	298	6.12%
2015	5880	389	6.62%

**FIGURE 1: AN INTEGRATED SUPPLY AND DEMAND MODEL FOR INCREASING WOMEN'S ACCESS TO GOOD JOBS IN THE CONSTRUCTION TRADES.**

**The PGTI Model:**  
Moving Both Supply + Demand =  
More Women Working +  
Increased Union Market Share

**PGTI meetings:**  
Regional stakeholders  
meet regularly  
to develop &  
implement strategies  
Focused on policy  
level solutions  
Started 2009  
Meets bi-monthly

**PGTI participants:**  
Tradeswomen  
Unions  
Contractors  
Academics  
City, state & federal  
government officials  
Community groups  
Elected officials



**Results:**  
Since 2009, doubled the  
percent of hours worked by  
women in Boston. Previously,  
number hadn't moved  
significantly since 1986.

**Finishing the Job, PGTI's**  
"how to meet hiring  
goals" manual,  
has been adopted  
by the MA Gaming  
Commission, DCAMM,  
UMBA & parts of the  
BRJP and the BRA,  
covering almost  
\$14 billion of work.



www.policygroupontradeswomen.org

PGTI's mantra: *We are in this together. There is no silver bullet.  
We will never never give up.*

May 2016

# National Center for Women's Equity in Apprenticeship and Employment

## Subject Matter Partners Contact List

For more information on free downloadable resources, please visit our website at: [www.womensequitycenter.org](http://www.womensequitycenter.org)  
or contact us at [info@mtac.org](mailto:info@mtac.org) to be connected to an industry equity subject matter expert in your region today.



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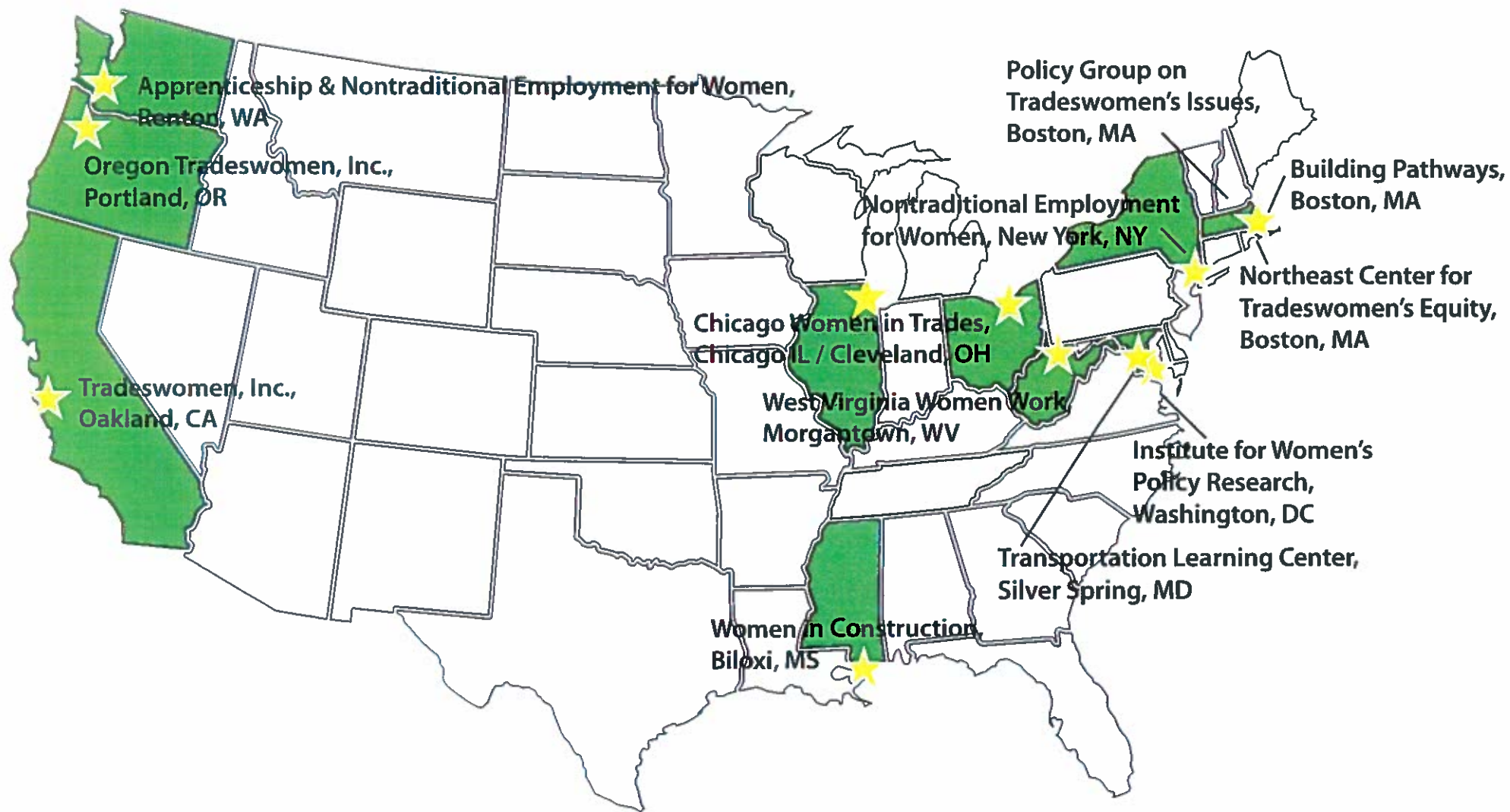
**Apprenticeship & Nontraditional  
Employment for Women (ANEW)**  
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## Strategy for Engaging Underrepresented Populations

*The goal of this National Governors Association Center for Best Practices paper is to assist AAI grantees with their efforts to expand apprenticeship opportunities to historically underrepresented groups. By following the strategy outlined below, grantees should be better positioned to better integrate and serve target populations with their apprenticeship program. Grantees should understand that these are general strategies, and must be tailored depending on the specific target population.*

### Outline of Strategic Plan:

*The following are actions that should be pursued holistically by the AAI grantee, in coordination with the host company, to not only reach out to specific populations in apprenticeship occupations and alert them of the opportunities you have to offer, but also to support the apprentices through the apprenticeship program and beyond. Grantees should be sure to consult with their Federal Project Officer before taking any actions other than those in their approved Statement of Work to ensure compliance with applicable regulations. Grantees should also consult with Apprenticeship Consultants to ensure they are leveraging all available Registered Apprenticeship resources.*

### I. Participant Outreach and Recruitment

- **Partnerships:** Establish trusted partnerships to assist with outreach
- **Messaging:** Develop targeted marketing plan based on target group's needs and interests
- **Orientation:** Provide a pre-program assessment with an explanation of realities of potential job duties and benefits
- **Pre-Apprenticeship Program:** Develop or connect to pre-apprenticeship programs that give participants a leg-up in starting an RA program

### II. Participant Support and Retention (Once the applicant has joined the RA program)

- **Peer Support Groups:** Create a cohort of apprentices to encourage and support each other through the program.
- **Mentorship:** Provide mentorship from industry professionals so that the apprentice can develop a professional relationship, see what their potential future career may look like, and have a contact for asking questions they may not want to ask their direct supervisor.
- **Provide Supportive Services:** Identify what support could be provided to make it less burdensome for apprentices to participate in the program.
- **Leverage Partnerships:** Establish partnerships through developing MOUs to assist with the provision of supportive services. Examples can include:
  - Academic tutoring
  - Career counseling
  - Mental health and drug counseling
  - Transportation
  - Child care
- **Soft Skills:** Provide soft skills and leadership training throughout RA program to complement technical skills

### III. Beyond the Apprenticeship



- **Follow-Up:** Continue contact with former apprentices and provide continued career guidance
- **Reunions:** Bring together former apprentices in forums or reunions where they can learn from each other's career paths, celebrate successes, and spread the word about RA programs to potential applicants
- **Mentorship:** Pair a former apprentice with a new apprentice and ensure the continual support and retention process for underrepresented populations



Helmets to Hardhats is a national program that connects National Guard, Reserve, veterans and transitioning active-duty military service members with skilled training and quality career opportunities in the construction industry. The program was created by the Center for Military Recruitment, Assessment and Veterans Employment a 501 (c) (3) non- profit joint labor-management driven entity. The program is designed to help military service members successfully transition back into civilian life by offering them the means to secure a quality career in the construction industry.

Most career opportunities offered by the program are connected to federally-approved apprenticeship training programs. Such training is provided by the trade organizations themselves at no cost to the veteran. No prior experience is needed; in fact, most successful transitions start with virtually no experience in their chosen field. All participating trade organizations conduct three to five year earn-while-you-learn apprenticeship training programs. These institutions teach and train service members to become a journey person with a specialization in a particular craft. Because these apprenticeship programs are regulated and approved at both federal and state levels, veterans can receive their G.I. Bill benefits to supplement their wages as they progress to higher levels of experience and wage rates.

Other careers that H2H works with in the construction industry are management positions that can vary from Project Managers, Engineers, Safety Managers, and many other staff positions. By working closely with both labor and management, Helmets to Hardhats is able to provide this important link to quality careers for our nation's brave and deserving warriors all over the United States.

Over the last thirteen years Helmets to Hardhats has built a reputation of success and gained respect among the military and construction industries and helped over 22,000 veterans find quality careers. A solid network of relationships and communication lines that are unique and invaluable to our nations' National Guard and Reserves, veterans and transitioning active duty military service members has been constructed. Through it all H2H remains steadfast in serving and helping those who have served.

For more information, please visit us at [www.helmetstohardhats.org](http://www.helmetstohardhats.org) or call 1-866-741-6210



# Appendix



# North America's Building Trades Unions APPRENTICESHIP READINESS PROGRAMS



Photo by Kristoffer Newsom, RoguePlanetArt.com



# Building Trades Apprenticeship Readiness Programs (ARPs)

Building Trades ARPs are designed to prepare young people and transitioning adults to enter and succeed in registered apprenticeship programs, which are gateways to good middle class jobs in the US construction industry. Building Trades ARPs are sponsored by State and Local Building Trades Councils, Training Coordinators and Joint Apprenticeship Training committees (JATCs) in partnership with community groups, construction owners and contractors, government agencies and schools.

The goals of the Building Trades ARPs are to increase the number of qualified candidates for apprenticeship across all crafts; to increase the diversity of apprenticeship candidates by recruiting women, communities of color, veterans and out of school youth; and to increase the retention rate among apprentices by providing them with a deeper understanding of both the industry and the role of craft unions in construction.

The educational foundation for the Building Trades ARPs is the Multi-Craft Core Curriculum (MC3), a standardized, comprehensive, 120-hour construction curriculum designed to help young people and transitioning adults choose and succeed in an apprenticeship program that is appropriate for them. In 2012, the US Department of Labor recognized the MC3 with its Registered Apprenticeship Innovator and Trailblazer Award.



# ARPS



# The Multi-Craft Core Curriculum (MC3)

Most Building Trades ARPs use the Multi-Craft Core Curriculum (MC3), a nationally-recognized, comprehensive apprenticeship-readiness training curriculum. In 2015 the MC3 was revised and updated, and is now available in an online format. The MC3 curriculum is still taught face-to-face, but it is now delivered to all approved ARP programs via the Building Trades' new online learning management system. All of the student and instructor materials for the updated MC3 are now available in one integrated format.

There are nine sections in the new online MC3:

- Construction Industry Orientation
- Tools and Materials
- Construction Health and Safety (including OSHA 10 and CPR)
- Blueprint Reading
- Basic Math for Construction
- Heritage of the American Worker
- Diversity in the Construction Industry
- Green Construction
- Financial Literacy

*In urban areas across the US, Building Trades Council leaders, working with construction contractors, are creating sustainable career opportunities for local residents through the innovative use of project labor agreements. These agreements have community standards, including specific provisions for apprenticeship readiness programs (ARPs). The goal is to provide communities of color, women, veterans and out of school youth with access to career pathways in the construction industry.*

To gain access to the MC3, a Building Trades Council or their partner organization(s) must submit an MC3 Implementation Plan to the Building Trades' National Office. For more information, contact Thomas Kriger, PhD, NABTU Director of Research ([tkriger@buildingtrades.org](mailto:tkriger@buildingtrades.org)) or Art Lujan, Special Assistant to the NABTU President ([alujan@buildingtrades.org](mailto:alujan@buildingtrades.org)).



# North America's Building Trades Unions

## International Association of Heat and Frost Insulators and Allied Workers



Members of this union apply insulation to pipes, tanks, boilers, ducts, refrigeration equipment and other surfaces requiring thermal control of temperatures. The responsibilities of these mechanics, improvers and apprentices also include the manufacture, fabrication, assembling, molding, erection, spraying, pouring, mixing, hanging, preparation, application, adjusting, alteration, repairing, dismantling, reconditioning, corrosive control, testing and maintenance of heat or frost insulation. Workers also handle insulation materials made of fiberglass, rubber, calcium silicate and urethane. Insulators also handle the removal of asbestos containing material.

[www.insulators.org](http://www.insulators.org)

## International Union of Painters and Allied Trades



IUPAT members work in one or more of several crafts: painting, wallpaper hanging, glazing (glass work), drywall and taping, floor covering, and sign and display work. Painters and paperhangers work in industrial, commercial and residential settings, from bridges and ships to interior walls of office buildings and homes. Drywall finishers tape, fill in and smooth seams in sheets of drywall. Glaziers prepare and install various kinds of glass, mirrors, metal framing and doors/entrances to buildings. Floor coverers work with resilient floors, as well as carpet and decorative coverings. Exterior sign and display work, like billboards, is another choice. Other types of work are convention display and show decorators.

[www.iupat.org](http://www.iupat.org)

## International Brotherhood of Boilermakers, Iron Ship Builders, Blacksmiths, Forgers and Helpers



The Boilermakers are a diverse union of workers in construction, maintenance, manufacturing, professional emergency medical services, repair and related industries. Boilermakers build and repair ships, fishing boats, ferries, barges, cranes, boilers, tanks, pressure vessels, plate and structural fabrications among other things. These skilled workers often use acetylene torches, power grinders and other equipment for welding, burning, cutting, rigging, layout and bolting. It's hard work, and heavy lifting and dedication to the craft is required.

[www.boilermakers.org](http://www.boilermakers.org)

## United Union of Roofers, Waterproofers and Allied Workers



Members of the Roofers union install new roofs and remove old roofs using a variety of materials. Roofers install hot built-up and single-ply roofing systems on mostly commercial/industrial structures. Waterproofers install moisture-resistant products on below-grade structures and other surfaces to prevent water intrusion into buildings. The work is performed in all weather conditions. Members also operate a variety of mechanical and electrical equipment associated with the installation of roofing and waterproofing products.

[www.unionroofers.com](http://www.unionroofers.com)

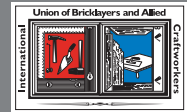


## International Association of Sheet Metal, Air, Rail and Transportation Workers

SMART members work in several industries. Sheet metal workers fabricate, install and service heating, venting, and air conditioning (HVAC) systems; blowpipe and industrial systems; metal roofing; coping and flashing; and stainless steel work for restaurants, kitchens and hospitals. They prepare shop and field drawings manually and with computer programs. Members also provide HVAC and refrigeration service.

[www.smart-union.org](http://www.smart-union.org)

## International Union of Bricklayers and Allied Craftworkers



BAC represents all skilled trowel trades workers, including bricklayers, tile setters, plasterers, cement masons, marble masons, restoration workers, stonemasons, helpers or finishers, terrazzo and mosaic workers. Their work includes buildings, homes, stadiums, monuments and landmarks throughout the United States and Canada.

[www.bacweb.org](http://www.bacweb.org)

## International Brotherhood of Electrical Workers



The IBEW represents workers in the electrical industry including construction, gas and electric utilities, telecommunications, railroads and government agencies. Construction and residential electricians work in all phases of the electrical construction and service industry. Their worksites range from single-family residences to state-of-the-art industrial plants. Inside wire workers may install and maintain conduits, switches and converters, as well as wire lighting, to complex systems incorporating computerization and current technology. Electricians work in the electric sign industry and increasingly perform more work in the installation of fiber optics and voice/data/video equipment.

[www.ibew.org](http://www.ibew.org)

## United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry of the United States and Canada



UA is a multi-craft union that represents plumbers and pipe, sprinkler, and refrigerator fitters, as well as service technicians. All of these jobs require the installation, remodeling or maintenance of systems that carry water, steam, air and other liquids or gases necessary for sanitation, industrial production, heating and air conditioning, and many other uses. Workers measure, cut, and bend pipe, as well as weld, braze, caulk, solder, glue or thread joints at residential and commercial job sites.

[www.ua.org](http://www.ua.org)



# North America's Building Trades Unions

## International Union of Operating Engineers



IUOE members are operating and stationary engineers, as well as significant numbers of public employees engaged in a wide variety of occupations. Stationary engineers work in operations and maintenance in building and industrial complexes, and in the service industries. Operating engineers operate heavy construction equipment such as cranes, bulldozers, pavers, trench excavators and many other kinds of equipment used in constructing buildings, dams, airports and highways. Operating engineers also work in the sand and gravel, cement and asphalt industries; in shipyards; on water dredges, oil refineries and oil pipelines; in sewer and water construction; in ports of major cities and many other industries. Most work is done outdoors and depends on the weather.  
[www.iuoe.org](http://www.iuoe.org)

## United Brotherhood of Carpenters and Joiners of America



Members of the UBC are commercial and residential carpenters, floor layers, millwrights, pile drivers, interior systems carpenters, lathers, cabinetmakers and trade show carpenters. They build forms for concrete and frame buildings, walls, footings, columns and stairs. Carpenters also install doors, windows, storefronts and hand rails, and build cabinets, counter tops and finished stair handrails. Carpenters must read blueprints, measure accurately and calculate dimensions.

Carpenter crafts include: Carpenters and Joiners, Millwrights, Pile Drivers, Residential Carpenters, Interior Systems Carpenters, Lathers and Drywallers, Cabinet Makers, Millworkers and Floor Layers.  
[www.carpenters.org](http://www.carpenters.org)

## International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers



Members of the Iron Workers assemble and erect steel framework and other metal parts in buildings and on bridges, dams, skyscrapers, factories and other steel structures. They raise, place and join steel girders and columns to form structural frameworks, including the welding for metal decking. In addition iron workers are responsible for the steel reinforcing of concrete construction. Iron workers fabricate and install ornamental, architectural and miscellaneous metal building components. They also install curtain wall under the umbrella of the Ornamental and Architectural Department.  
[www.ironworkers.org](http://www.ironworkers.org)

## Laborers' International Union of North America



LIUNA represents members working in construction, environmental remediation, maintenance, food service, health care, clerical and other occupations, as well as in state, local and municipal government jobs and as mail handlers in the U.S. Postal Service. LIUNA members have helped lay down new highways, build spectacular bridges, dig tunnels and subways, build new plants, factories, dams and power plants, and erect new schools, churches, hospitals and houses. In building construction and housing, Laborers' work includes excavation, footing and foundations, carpenter tending, compaction, concrete placement, power and hand tools, general clean-up and mason tending for bricklayers. Environmental laborers do asbestos removal, hazardous waste and radiation clean-up. The work performed by Laborers is very physical and it includes digging, carrying, pulling and bending—usually outside in all kinds of weather for long hours at a time.  
[www.liuna.org](http://www.liuna.org)

## International Brotherhood of Teamsters



The Teamsters union has several divisions, including a Building Material and Construction Trades Division. Members in this division are truck drivers who transport and haul material, merchandise, equipment or personnel between various locations—including construction sites, manufacturing plants, freight depots, warehouses, and wholesale and retail facilities. They may also load and unload, make mechanical repairs and keep trucks in good working order.

Building material and construction Teamsters are employed in the following types of work: rigging, demolition work, landscaping, pipeline construction work, warehousing and building supply manufacturing.  
[www.teamster.org](http://www.teamster.org)

## Operative Plasterers' and Cement Masons' International Association of the United States and Canada



OPCMIA members represent skilled plasterers, cement masons, shophands and associated members. Plasterers finish interior walls and ceilings of buildings, apply plaster on masonry, metal, wirelath or gypsum. Bridges, canals, dams, reservoirs, roads and many other engineering feats would be impossible without the skills of OPCMIA cement masons. Cement masons are responsible for all concrete construction, including pouring and finishing of slabs, steps, wall tops, curbs and gutters, sidewalks, paving and other concrete construction.  
[www.opcmia.org](http://www.opcmia.org)

## International Union of Elevator Constructors



The IUEC represent the most qualified and trained elevator constructors in the world. Members assemble, install and replace elevators, escalators, dumbwaiters, moving walkways and similar equipment in new and old buildings. Elevator Constructors also maintain and repair this equipment once it is in service, as well as modernize older equipment.  
[www.iuec.org](http://www.iuec.org)



# ARPS

  
**NORTH AMERICA'S  
BUILDING TRADES UNIONS**  
Apprenticeship Readiness Program

# BUILD TOGETHER

WOMEN OF THE BUILDING TRADES



## Creating a Safe and Welcoming Work Environment

Preventing and Addressing Workplace Harassment  
and Discrimination



# Harassment

In every province or territory in Canada, as well as for employees under federal power, there are human rights laws which make harassment in employment illegal. All employees have a right to work in an environment where their dignity is respected and they are free from harassment.

Most people, when they think of harassment, think of sexual harassment cases in which a superior attempts to coerce sexual favours from a female subordinate. However, the term “harassment” is far more inclusive than this. Harassment is not limited to sexual harassment.

Harassment is a behavior in the work place which causes the work environment to be stressful, degrading, and discriminatory for some employees. Harassment can affect the mental health of employees who are subjected to it, and have a negative effect on their ability to contribute as employees. The Canadian Human Rights Commission has defined it as “any unwanted physical or verbal conduct that offends or humiliates you” In essence, any behavior which is demeaning or offensive, and which is based on membership or presumed membership in a group protected by human rights law could be considered to be harassment.

There have been human rights cases regarding harassment because of race, sexual orientation, and disability. The prohibition on harassment extends to all people protected under human rights legislation. Any conduct or comments aimed at humiliating or offending people because of their membership in a protected group<sup>1</sup> could be considered harassment.

It is important to note that harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

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<sup>1</sup> The term protected group or affected group, as is used in this Guide, refers to the various groups or conditions of people that are covered by the applicable Human Rights Code in either a province or Federally. This can include: race, ancestry, religion, place of origin, colour, ethnic origin, citizenship, creed, sex, pregnancy, sexual orientation, age, marital status, family status, mental or physical disability, social conditions, and political beliefs.



# Discrimination in the Workplace

Discrimination is simply the act of setting up or acting upon perceived distinctions or differences. The problem arises when the differences or distinctions that we use to make our decisions are irrelevant or based on stereotypes that have little or no basis in fact. Discrimination is defined as any distinction, exclusion, or preference based on certain grounds that nullifies or impairs equality of opportunity in employment or equity in the terms and conditions of employment.

# Types of Harassment in the Workplace

## **Quid Pro Quo**

*Quid Pro Quo* is a Latin phrase that means “this for that”. In this kind of sexual harassment, the harasser demands a sexual favor; in return the victim keeps a job, gets a promotion or earns good assignments. It involves someone in a position of authority stating or implying that the victim’s job, promotion or assignment depends on submitting to sexual advances. This type of harassment may not always originate with the person in authority and in some cases that person in authority may be the object of someone who is seeking advancement in exchange for sexual favours. In either circumstance it is wrongful behaviour in the workplace.

## **Hostile Work Environments**

Undesirable, unwanted conduct that unreasonably interferes with the victim’s job performance or creates an intimidating, hostile or offensive workplace creates a Hostile Work Environment.

## **Harassment by Non-Employees**

An employer may also be responsible for the acts of non-employees, in regards to harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action.

It is important to note that conduct by nonemployees such as customers, representatives of the client in an on-site situation or the general public can create potential harassment situations. Employers are deemed to know, or to reasonably have to a known, in some circumstances that their employees are being harassed and that creates a situation where they are obliged to take appropriate action.

## **Sexual Favoritism**

Incidents involving a supervisor playing favorites, rewarding those who respond to sexual advances. Employees who do not go along with the supervisor's demands and are denied promotions or the best job assignments may claim harassment.

## **Harassment Based on Gender**

Behavior that is not overtly sexual, which is directed at a explicitly because of his or her gender. Profanity, pictures (including hand-drawn cartoons by an "artist" who thinks he/she is a wit), other materials, pranks, derogatory comments or other inappropriate behavior may be considered sexual harassment when it is based solely on gender.

## **Harassment Based on Sexual Orientation**

Harassment based on sexual stereotyping i.e. "he doesn't act like a real man should act" "she dresses and acts like a man". Any harassment based on an individual's sexual orientation is harassment. This can easily include conduct that the harasser thinks is "just in fun". It is not unusual for the harasser to be dumbfounded that their conduct was offensive. As in a number of the other harassment situations the answer is in education around Respect in the Work Place.

## **Bullying and Harassing Behaviour Can Include:**

- Verbal aggression or yelling.
- Humiliating initiation practices or hazing.
- Spreading malicious rumours.
- Calling someone derogatory names.

- Vandalizing personal belongings.
- Sabotaging someone's work.
- Making personal attacks based on someone's private life and/or personal traits.
- Making aggressive or threatening gestures..

## **Bullying and Harassing Behaviour Does Not Include:**

- Expressing differences of opinion.
- Offering constructive feedback, guidance or advice about work-related behaviour.
- Reasonable action taken by an employer supervisor relating to the management and direction of workers or the place of employment (e.g. managing a worker's performance, taking reasonable disciplinary actions, assigning work).

## **Effects of Bullying and Harassment on the Target**

People react differently to bullying and harassment. Reactions may include one of any combination of the following:

- Impaired concentrations or ability to make decisions, which could lead to safety hazards (such as lack of attention when working with dangerous equipment).
- Distress, anxiety, sleep disturbance, substance abuse, and/or suicidal thoughts or actions.
- Physical illness.
- Reduced work performance.

## **Effects on the Workplace**

- Reduced efficiency and productivity due to poor staff morale.
- Increased stress and tensions between workers.
- High absenteeism rates.
- Higher turnover, resulting in higher recruitment costs.
- Higher levels of client dissatisfaction.

## **What if the Behavior that is Deemed to be Harassment wasn't Intended to Offend or Upset Anyone?**

Some behaviour is so obviously intended to cause stress and humiliation to the recipient that it is clearly harassment. With other behaviour, the intent may be less clear. What one person considers to be lighthearted teasing or fun may be a source of stress, anxiety and unhappiness to another. Whether something is harassing or not depends on the effect it has on the person who is its target, not on the intent of the harasser. If behaviour is unwelcome, it is harassing. However, if it is the behaviour that the harasser could not reasonably have known to be unwelcome, the person who is upset by the behaviour should make his or her discomfort know. If a person, after being informed, persists in behaviour that is unwelcome, that person is engaging in harassment.

## **A joke Can be Harassing**

While humour is an important part of work place interaction, and can have a positive influence, it can also be used to degrade and insult. Jokes about the incompetence of women, or stereotypes of racial minorities, or imitations of a co-workers accent or disability can be hurtful, degrading and humiliating forms of humour. This kind of humour sends the message that some members of the work force are less valuable than others, and are not fully accepted as equals in the workplace. If everyone in the work place enjoys a joke and finds it to be good fun, it is not harassing. If it targets a member of a group protected by human rights legislation in such a way as to denigrate members of that group, it may be harassing.

## **Harassment can Occur after Working Hours and Off Site**

The protection against harassment in employment extends to all places and occasions where people are gathered together for work purposes. For example, harassment which occurred during the company picnic would still be the responsibility of the employer.

# Sexual Harassment

## **Sexual Harassment is Not Always a Male Harassing a Female**

Sexual harassment can include women harassing men, men harassing other men, and women harassing other women, as well as the more common scenario of men harassing women.

### **Forms of Sexual Harassment**

- Propositioning.
- Explicit jokes.
- Demeaning comments.
- Sexual innuendoes.
- Discussing sexual activities.
- Unnecessary touching.
- Commenting on physical attributes.
- Reading or displaying sexually suggestive materials.
- Using demeaning, suggestive or inappropriate terms, such as “babe” (inappropriate nicknames can also create a harassment situation and whether or not there is a sexual nature involved is dependent upon circumstances).
- Using offensive gestures.
- Workers of one gender ostracizing those of the other.
- Granting job favors to those who participate in “consensual”<sup>2</sup> sexual activity.
- Using crude and offensive language.

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<sup>2</sup> *The power imbalance between the parties may blur this line beyond consent and into the area of compulsion.*

**Myth:** Sexual harassment is a normal behavior and victims should feel complimented.

**Fact:** *Sexual harassment is a power play - a tactic to dominate by embarrassment or degradation. Sexual harassment is not a victim's fault in any way. This is very much compounded where the harasser is a person in authority; this unequal balance of power makes it very difficult for the victim to resist.*

## Is this Sexual Harassment?

**Male employees whistle at a female employee as she walks through the warehouse.**

This may be sexual harassment, if it is unwanted and repeated. A female worker should not have to report to her supervisor that this is unwanted; it is the supervisor's responsibility to monitor the worksite; he or she should be aware of this behavior and warn the group that this may be sexual harassment.

This sort of situation represents a mild form of harassment; sometimes the victim could be a male working in an area where everyone else is a female. Some people may think this is just good clean fun, the answer here is education. Having this pointed out most everyone will act appropriately.

**A male worker asks a female co-worker if she 'got any' (or any other sexual context) over the weekend.**

This may be harassment (and easily could become sexual harassment) if it is unwanted and repeated.

**A male on a crew asks a female on the crew out for a date. She says no, she's not interested; he continues to ask.**

This is sexual harassment; it is unwanted and repeated.

**A crew leader writes notes with sexual innuendos and leaves them in a female worker's locker**

This is sexual harassment. The fact that it is the crew leader who is leaving the notes puts the company in jeopardy since he is in a supervisory position (which assumes an imbalance in the power relationship which makes it difficult for the victim to say no).

### **Pin-ups of naked women are hanging in the shop**

This is may be sexual harassment. Materials that are commonplace on television or in the newspapers might not be sufficient that is why the courts have ruled that pornography and pin-ups could create a hostile work environment. It's a supervisor's responsibility to make it clear that such pictures are completely inappropriate in the workplace. Pictures of naked men are equally inappropriate. The difference between pornographic, suggestive and acceptable materials is difficult to define but, it should suffice to say that if anyone is offended the best answer is to take stuff down!

### **A supervisor puts a hand on a worker's shoulder and says 'You're really doing a great job. Let's go out for a drink later and talk about your future with the company.'**

This can be sexual harassment if not going out has a negative impact on the worker's job. Even if saying no doesn't affect a worker's job, this behavior puts workers in a very uncomfortable position. Are they really free to say no? What will happen after they say no?

Supervisors also put themselves in a difficult position; even if they accept that the worker didn't want to go out, and they have no intention of asking that person out again, what would happen if by coincidence the worker was laid off? The worker might not believe that this was coincidence, and perhaps neither would the courts.

The way to avoid an uncomfortable situation is to have the conversation about the future on company time, on company premises and remove the potential connotation that it's more about going out than it is about business. Simply put, business is better conducted in a businesslike way during business hours and without the potential for innuendo.

**Steve is a forklift operator. All of his co-workers are female. He is young and attractive and the women take turns teasing him about his physique and making suggestive remarks. As a result, Steve often finds it hard to concentrate on his work. This has led to errors and Steve has been given a warning by his boss. Steve has now asked the women to stop, but they treat it as a big joke and continue.**



**Steve is being sexually harassed.** In this situation Steve has made an appropriate request for conduct to stop. This is an important element in any harassment situation. If the conduct doesn't stop Steve is entitled to make the employer to step in and do something.

In this circumstance Steve (this the same situation for a young woman in a similar circumstance) may be very reticent to bring a complaint forward. There are issues of being the “workplace rat” or being considered “weak” and very few people want to be cast into that role. It is most important that they understand that there is a route to be followed and that it is all right to do so. In the circumstances of this example the supervisor would need to use tact and usefully point out to the female co-workers that the situation really isn't that amusing at all. It is amusement at the expense of the self-esteem of Steve and the fact is that he is making errors as a result is putting his employment at risk. If the co-workers understand that their amusement could get Steve fired perhaps they would look at the situation differently.

## **What Should an Employee do Who is Being Harassed?**

The first thing an employee should do is tell the harasser to stop. It is essential to make it clear that the behaviour is unwelcome and objectionable. If the employee feels unable to approach the harasser, the employee should approach a member of management with whom he or she feels comfortable for help in communicating the problem to the harasser.

If the behaviour doesn't stop, the employee should seek assistance through the organization's harassment policy procedures, if they exist, or through a member of management or a union representative.

The employee should document the incidents related to the harassment and maintain a written record that includes the who, where, when and how of the harassment, as well as the names of any witnesses.

# Tips for Employers and Unions on Preventing and Addressing Workplace Harassment & Discrimination

## **Employers Responsibilities:**

Employers are responsible for providing their employees with a work environment that is free of any form of discrimination and harassment, and for dealing effectively with complaints when they occur within the workplace. Employers are required by law to take steps to prevent discrimination and harassment in the workplace.

Prevention is the best method for dealing with discrimination complaints. A discrimination-free workplace can be a key competitive advantage. Employers should actively communicate their commitment to anti-discrimination and harassment free workplace..

Employment discrimination and harassment is, of course against the law. If a complaint is made, an employer can find itself facing an intrusive and potentially lengthy investigation that may impact company morale and public image. Additionally, the remedies awarded by human rights tribunals can be expensive and far-reaching.

Aside from potential impact of a complaint, there are other good reasons for employers to ensure that their organizations are free from discrimination. Employees from affected groups are unlikely to be attracted to join organizations where discrimination occurs, resulting in the organization having less of a chance of employing the best people available, thus losing a key competitive edge. As well, if such employees do join the organization, employees from affected groups are less likely to reach their full potential for productivity and achievement. They are more likely to leave, and turnover can be costly to employers. Clearly, ensuring a working environment free from discrimination is the right thing to do.

## **Unions Responsibilities:**

According to a statement endorsed by the Supreme Court of Canada, “Discrimination in the workplace is everybody’s business”. Thus, unions share a joint responsibility with employers to promote and protect equality in the workplace. Unions, along with employers, must ensure that the provisions of collective agreements do not discriminate. Where collective agreement provisions must be modified to allow an employee to be accommodated, unions are required to assist employers in this endeavour.

Many unions have been active in ensuring a discrimination-free workplace for their members. For example, in several cases, unions have negotiated collective agreement provisions on harassment and discrimination in the workplace and have been of great assistance to individual employees in pursuing their human rights through the grievance and arbitration process. However, in some cases, unions may be a part of the problem in a workplace, not part of the solution. In such cases, unions may be found responsible with the employer for workplace discrimination.

## **Employers and Unions Should Have:**

### **Written & Communicated Policy**

Have a written policy prohibiting illegal discrimination of all employees/union members/apprentices. There are more policies readily available online, from your lawyers, from human resources organizations and from the labour component of the provincial or federal government. The policy should also specifically address sexual harassment as prohibited conduct and describes steps to be taken if harassment occurs. Establish a procedure for reporting incidents of harassment to their direct supervisor, another level of management, union representative or human resource specialist. The policy needs to be communicated both initially and at regular intervals thereafter to the people who are going to be affected by the policy. This may also include those persons who come on your premises or on whose premises your members/employees will work on. Post the policy in prominent locations throughout the union hall/training center/workplace.

### **Resolution: Problem Solving, Investigations and Discipline**

Have informal mechanisms that enable complainants to discuss concerns about harassment (sexual or otherwise) without filing a formal complaint. It is useful to have a person who is respected in the workplace and who has some skills around trying to mediate a solution to an issue before it becomes a cause célèbre. In a number of circumstances simply bringing the issue to someone's attention is sufficient to sort the problem out.

In the event that it is necessary to proceed beyond informal resolution or informal mediation make sure that you have an effective way to deal with investigations. Investigations need to be confidential, frequently sophisticated employers or unions, when they have a matter that must be investigated will get an outside person who has either specialized experience or training in the area of conducting an investigation to do the investigation and move matters forward. Investigations need to proceed in a timely manner and not be left to fester. Ensure there are disciplinary processes in place to address those found to have harassed others

## Awareness Training

Harassment (sexual or otherwise) awareness training should be conducted for employees/union members/apprentices. Awareness training should be made available to new members and apprentices/new employees as soon as is practicable upon there being enrolled/employed. Training needs to be reiterated and reemphasized at regular intervals. This can be done at the morning toolbox safety talk.

Leadership should attend required training sessions to review relevant organizational policies, laws, build problem solving skills and commit them to create a harassment-free environment. Where leadership, from the top of the chain of command to the immediate supervisor, is not participating the impression is conveyed that the training sessions are just mere “window dressing” and are not a matter to be taken seriously. Where leadership is engaged the best results are always found.

## Assessing the work environment

Periodically assess and regularly monitor the work/training environment for issues of harassment (sexual or otherwise) including pictures, calendars, magazines, graffiti, etc. Some employers use anonymous surveys of employees to gauge the work environment in their work place(s). If such objectional materials are found in the workplace use tact, discretion and treat the situation as an opportunity to educate. Of course, repeated conduct may form the basis for discipline.

## Leadership models appropriate behavior

Ensure all individuals who are in leadership roles (president, general manager, job steward, foreman, etc.) are aware of the importance of their compliance with policy and actively model appropriate behavior. To effectively represent workers who report harassment, leaders should be trained to understand the victim's dilemma, to take harassment (sexual or otherwise) complaints seriously and to handle the complaints with sensitivity. Leaders must remain objective and impartial as they process the complaint. Confidentiality is a very important aspect of this process, since reputations and livelihoods are at stake..

## Effectively deal with the issue of Tradeswomen & Fear

Oftentimes, many people (consider a woman in a new environment and a new job) are not comfortable speaking out as they are afraid. Tradeswomen are afraid to report instances of harassment even when the company they work for has formal anti-harassment policies.

Tradeswomen fear making the situation worse, or being targeted by their co-workers. Tradeswomen fear the employer/union will not be supportive and it won't make a difference if they complain and that complaining could make it worse.. Unfortunately, the experience of some in this area has proven to be so; this is a state of affairs that we should all consider to be intolerable and refuse to allow it to continue into the future. Tradeswomen fear they won't be taken seriously, or believed. That is why it is so important for workers to have their shop stewards and management be champions of respectful workplaces.

We may not be able to change attitudes, but we can and must change behaviour. Moreover, as people change their behaviour, they often change their attitudes. Supervisors are not responsible for changing workers' attitudes; they are responsible for appropriate behaviour on a site. The minimum expected behaviour from everyone within the union or employed by the employer is civility, that is treating others with respect and expecting to be treated respectfully yourself. No one needs to suffer in silence for the amusement of others or to tolerate the bad behaviour of others. We will meet the standard and those who do not can expect corrective action which may entail discipline and eventually discharge or loss of membership!

# Q & A

## **What should an employer do if the harassment is found to have occurred in the workplace?**

If a complaint of harassment is proven, remedies may include verbal or written reprimand, mandatory counselling, transfer of the harasser, dismissal, or other alternate forms of discipline of the harasser. The complaint must be handled in a manner that is fair and respectful of the rights of both the complainant and the harasser. The employer should also takes steps to ensure that the complainant is not penalized in any way for making the complaint, whether the complaint is made to the employer or to the human rights adjudicative body

## **What could happen if an employer doesn't deal properly with the issue of harassment in the workplace?**

An employer can be held responsible for harassment in the workplace, even if he or she is unaware that the harassment is occurring. Penalties may include requirements to make monetary compensation for financial losses resulting from the harassment and for injury to self-respect. Additionally, an employer may be required to change workplace policies and procedures by putting into practice an educational program on discrimination and harassment, implementing a human rights complaint process, or introducing anti-discrimination policies.

## When will a union be considered a party to a discriminatory rule or practice?

A trade union will be considered to be a party to a discriminatory rule or practice if any of the following situations occurs<sup>3</sup>:

- The union has participated in the formulation of a work rule that has a discriminatory effect on an employee. The union's participation in the formulation of the work rule will be assumed if the rule is a provision in a collective agreement negotiated by the union, since all provisions in a collective agreement are formulated jointly by the parties; employers and unions must therefore bear equal responsibility.
- The accommodation of an employee who is differentially affected by a workplace rule requires the co-operation of the union, but the union impedes the efforts of the employer to provide accommodation.
- The Union allows, directly or indirectly, a discriminatory practice, by its officials
- The Union 'leadership' does not react to a situation that requires its intervention.

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<sup>3</sup> This list should NOT be considered final, there are as many ways for the Union, as employer itself, as trainer or apprenticeship agency to commit a discriminatory act, and how the Union handles its responsibility may also be the subject of a complaint



# How to Create a Safe and Welcoming Workplace Checklist

## **Signs of an inclusive Employer:**

- A clear, consistent and communicated commitment that extends to all people connected to the organization
- Diversity (i.e. job ads indicating that they hire women).
- Gender neutral and inclusive language.
- Recruiting practices that include highlighting or showcasing diversity in posters, videos and marketing materials.
- Reference to diversity goals and anti-harassment or zero tolerance policies.

## **Signs of a Safe and Welcoming Work Environment**

- Clean, accessible women's washrooms.
- Safety equipment in a variety of sizes to fit a variety of people.
- Safety signs posted.
- Sexual harassment/Respectful workplace policies in place
- No offensive posters or photos on the walls.
- Respect in the Workplace materials displayed.

# Steps to Ensure a Safe and Welcoming Workplace

- Develop a policy statement on bullying and harassment.
- Train supervisors and workers and refresh them at regular intervals.
- Clearly and consistently make certain that the policy is communicated to those who will be affected by it
- Take steps to prevent or intervene in incidents of bullying and harassment.
- Develop and implement procedures to report and deal with incidents.
- Inform workers of the policy statement and procedures to address incidents.
- Train supervisors and workers.
- Orient all new workers on bullying and harassment policy and procedures
- Ensure that the existence of the policy, procedures and expected conduct is intermittently but regularly communicated to maintain focus on the issue.

All of the guidelines listed in this handbook have a trickle-down effect and every bit counts in creating a safe and welcoming work environment for everyone.

For more information and resources including template policy statements, reporting procedures, investigation guide/ procedures & forms, please visit [buildtogether.ca](https://buildtogether.ca)

**BUILD  
TOGETHER**  
WOMEN OF THE BUILDING TRADES



Sources: Chicago Women in Trades, Wider Opportunities for Women (WOW) IBEW Sexual Harassment Booklet, Canadian Labour law Reporter, Volume 2, Human Rights/Equity Issues, Discrimination in the Workplace 7125/7135, Canadian Labour law Reporter, Volume 2, Human Rights/Equity Issues, Harassment in the Workplace, 7130, Canadian Labour Law Reporter, Harassment in the Workplace- Recognition and Prevention, Work safe BC





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/ Expanding Apprenticeship to Under-Represented Populations



## Expanding Apprenticeship to Under-Represented Populations



Registered Apprenticeship continues to expand in the U.S. at rates not seen in a decade.

To meet the new demand for apprentices, all potential candidates must be considered, which is why states, employers, and intermediaries have been making efforts to directly address those segments of the nation's population that remain under-represented in apprenticeships.

*The following pages offer tools, program examples, outreach materials, and other resources for these target populations:*

- Expanding Apprenticeship for Veterans
- Expanding Apprenticeship for Ex-Offenders
- Expanding Apprenticeship for Minorities
- Expanding Apprenticeship for Individuals with Disabilities
- Expanding Apprenticeship for Women
- Apprenticeship and Youth

*Visit this page to find more information and resources on equal employment opportunity in Registered Apprenticeship programs.*

- U.S. Department of Labor Apprenticeship EEO Regulations

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Topics: Pre-Apprenticeship | Registered Apprenticeship - General

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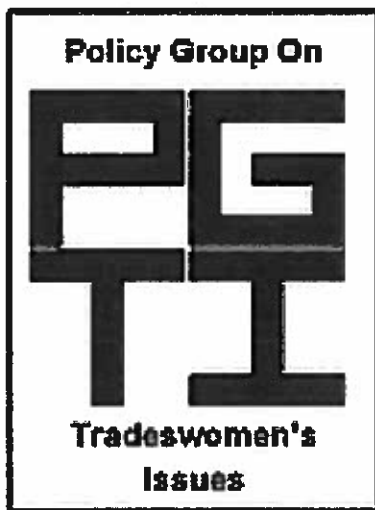
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# *Finishing the Job*

## **Best Practices for a Diverse Workforce in the Construction Industry**

**A HOW-TO MANUAL FOR CONSTRUCTION OWNERS,  
DEVELOPERS, MANAGERS, CONTRACTORS,  
SUBCONTRACTORS, BUILDING TRADE UNIONS, TRAINING  
AND APPRENTICESHIP PROGRAMS AND COMMUNITY-  
BASED ORGANIZATIONS**



This manual is a work in progress. It is produced by the Policy Group on Tradeswomen's Issues (PGTI), a regional collaboration of researchers, government agencies, unions, community-based organizations and contractors committed to increasing access for women and people of color to good paying careers in the construction trades. Our goal is to make our shared efforts and experiences helpful to industry leaders who share our commitment. It is based on best practices developed on several major projects that came close, met, or exceeded workforce hiring goals.

This manual and additional resources are available online at on the PGTI website at [www.policygroupontradeswomen.org](http://www.policygroupontradeswomen.org). There is also a comment section. We look forward to receiving feedback from users that will help us improve the tools contained here.

## WHAT IS PGTI?

The Policy Group on Tradeswomen's Issues (PGTI) is a regional collaboration of stakeholders working together since 2008 to tackle the persistent failure of decades-old policies created to open up good paying jobs in the construction trades to women. Participants include tradeswomen, regional and local political and union leaders, representatives from regional U.S. Department of Labor agencies, staff from area pre-apprentice programs, community-based organizations (CBOs) and other interested parties. Participants are building relationships and sharing information and expertise across silos of expertise to identify points of intervention that will get women into training and jobs and support high retention rates for women in the trades. We begin each of our meetings with the following mantra:

*"We are in this together.  
There is no silver bullet.  
We will never, never give up."*

Our focus on women explicitly supports efforts to increase *all* forms of diversity in the construction industry. As the industry opens up to people of color, recent immigrants and women, the culture of the workplace will improve for all. In addition, the goal of opening up to women of color addresses economic inequalities of both gender and race.

## ACKNOWLEDGEMENTS

These recommendations build on the work of many, including but not limited to the UMass Boston Labor Resource Center, the Dorchester-Roxbury Labor Committee, the UMass Boston Project Labor Agreement and its Access and Opportunity Committee, the Boston City Council Working Group on the Boston Resident Jobs Policy, the Metro Boston Building Trades Council, the New England Regional Council of Carpenters Women's Committee and the Massachusetts AFL-CIO.

## REVIEWERS

Jill Alexander, Mukiya Baker-Gomez, Jill Houser, Rocky Hwasta, Janet Jones, Liz Skidmore and Susan Moir.



## INTRODUCTION: THE IMPORTANCE OF WOMEN'S LABOR TO THE CONSTRUCTION INDUSTRY

This manual is intended for those who are committed to building a diverse construction workforce and are struggling with *how* to do on their jobsite, it at their company, in their community or in their union.

For those who are not yet convinced of the value of building a diverse construction workforce, we have published a research report, *Unfinished Business: Building Equality for Women in the Construction Trades*.<sup>1</sup> For you, the convinced, we summarize below the arguments in *Unfinished Business*. You will need them when you face opposition.

Women's growing significance as an important segment of the construction workforce can be understood in the context of four economic factors:

- **The Projected Labor Shortage in the Construction Industry:** The long-term workforce projection in construction is for severe labor shortages due to an aging workforce and early retirement levels in the industry. The average construction worker is now over 40 and the proportion of younger workers has decreased in recent decades. Women, especially low wage women who are striving to improve their economic position, will be an important source of the new construction workforce.
- **Growing Importance of Women's Earnings:** Women still average less than 80¢ for every \$1.00 earned by men. The increase in female-headed households and the growing importance of women's wages in dual-earner homes has amplified the wage disparity and have put many families at higher risk of financial vulnerability. Increased dependence upon women's wages is an incentive for women's greater interest in employment in the building trades. It also makes union construction jobs for women an important anti-poverty policy.
- **Post Military Employment:** The growing role of women in the military means more female veterans who are capable, trained and ready to enter the building trades. They have worked in a male-dominated field and many have experience with the tools and technology of the industry. The building trades' history of incorporating returning military veterans is a good fit for the 14% percent of veterans returning from Iraq and Afghanistan who are women.
- **The Emerging Green Industry:** As the economy opens up to green industries and the construction industry includes more green technologies and practices, new jobs will be created, opening up opportunities for women in the construction sector. It will be important, however, to ensure that the shift toward a greener industry does not result in another tiered-employment structure where women and minority workers find

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<sup>1</sup> Available online at [scholarworks.umb.edu/lrc\\_pubs/5/](http://scholarworks.umb.edu/lrc_pubs/5/) or order hardcopies at [labourresourcecenter@umb.edu](mailto:labourresourcecenter@umb.edu).

employment in lower skilled and lower paid jobs.

The combination of these four economic drivers, if combined with the political will to confront and diminish widespread discrimination against women across the construction industry, can create a higher demand and pull more women into better paying construction jobs.

## THE GAME CHANGERS

In 2009, a PGTI participant met with a high-ranking official responsible for government enforcement of workforce participation goals and was asked by him, “What are the game changers?” Since the first publication of this document, two specific BEST PRACTICES have proven to be essential:

- **DIVERSE CORE CREWS:** When a contractor or sub-contractor begins work on a project with a crew that is all male and all white, workforce diversity is all about catch up. Laying off core crew members to diversify creates resentments and undermines the mission. The game changer is for contractors to diversify the workforce that they carry with them from job to job and arrive on a project with a crew that meets the goals from day one.
- **FREQUENT EXTERNAL MONITORING:** The dynamic and transitory nature of construction makes it nearly impossible to catch up with non-construction related problems. We have found that the designation of an external body, whose singular responsibility is monitoring compliance for workforce diversity, is the best method of staying on track and on time. This body may be established by the construction owners or by affected communities, but it must have the support of the project’s decision makers and at least monthly access to all workforce compliance data by subcontractor and by trade.

## A DIVERSE CONSTRUCTION WORKFORCE IS EVERYONE’S RESPONSIBILITY

*“The challenge is really getting acceptance by trade unions, contractors, developers, builders so that they in their minds they can imagine and see a workforce that is 50% women and 50% men.”*<sup>2</sup>

We include in this document five Best Practice Checklists, one for each of the stakeholder

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<sup>2</sup> Bruce Ratner, President & CEO, Forest City Ratner Companies, 2006, “Celebrating the Women Who Build Our Cities,” Nontraditional Employment for Women (NEW).

groups that have responsibilities for success in increasing diversity in the construction workplace. These are:

- **Page 9: CHECKLIST #1: Best Practices for Owners and Developers**
- **Page 11: CHECKLIST #2: Best Practices for Construction Managers and General Contractors**
- **Page 13: CHECKLIST #3: Best Practices for Subcontractors**
- **Page 14: CHECKLIST #4: Best Practices for Building Trades Unions**
- **Page 15: CHECKLIST #5: Best Practices for Community-Based Organizations**
- **Page 17: CHECKLIST #6: Best Practices for Training and Apprenticeship Programs**

Each Checklists can be removed from this document and given to the relevant stakeholder. The Checklists identify the actions that should be addressed in each stakeholder's area of responsibility in order to maximize the chances of success. If there is an overarching "game changer," it lies in early and constant involvement in a project by all stakeholders—and especially those communities which have the most to gain from greater gender and racial diversity. Project by project, those committed to these goals have the opportunity to try and try again and to do better each time. We look forward to feedback on the checklists and to improving them as they are tested in the field.<sup>3</sup>

Although each stakeholder group in construction has specific responsibilities for diversity, some steps cross all groups. We have identified four:

- Set and communicate workforce participation goals early and often
- Seek out and establish the partnerships needed to access a diverse workforce
- Monitor and report progress to all stakeholders
- Do it all again

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<sup>3</sup> Many of the Best Practices described here have been tested on-site and made possible by the broad stakeholder cooperation under the PROJECT LABOR AGREEMENT FOR UNIVERSITY OF MASSACHUSETTS BOSTON CAMPUS BETWEEN BUILDING AND CONSTRUCTION TRADES COUNCIL OF THE METROPOLITAN DISTRICT AND THE NEW ENGLAND REGIONAL COUNCIL OF CARPENTERS AND WALSH BROTHERS, INC. REGARDING DIVISION OF CAPITAL ASSET MANAGEMENT PROJECT NO. UMB0802, DCI. (UMass Boston PLA).

## STEP ONE: SET AND COMMUNICATE WORKFORCE PARTICIPATION GOALS EARLY AND OFTEN

Setting goals is relatively easy if a project is under government mandated workforce participation targets. The hard work is communicating and implementing them.

- Do not accept the legal floor and oft used loophole of “good faith efforts.” “Good faith” is subjective and easily evaded. Demand “MAXIMUM EFFORTS” by all parties.
- If you are responsible for these targets, make them known to all up front. Put the language in the first paragraph of bid packages and legal documents and in a larger font. Tell everyone from the beginning that the days of weak enforcement are over and they will be held to obeying the law.<sup>4</sup>
- If you are a developer or contractor, know what the targets are if you are in a locality with a Jobs Ordinance or if you are receiving government funding. Let the funders know that you are committed to diversifying the workforce.
- If you are representing a community advocating employment opportunities, investigate the relevant mandated goals. If none apply, meet early with the developer to make clear your demands for a diverse workforce.
- Each project should have a written Workforce Participation Plan before a shovel goes in the ground. The Plan should be integrated with all other project systems.

Subcontractors are both the critical point of entry and the weakest link in the chain. They do most of the hiring on a construction project, they are the most time-driven and can be the most economically marginal. *THE SUBS MUST KNOW THAT YOU MEAN BUSINESS.*

Where “core crews,” the subcontractors’ regular employees, are not diverse, their regular employment is not an excuse for breaking the law. Contractors and developers can accelerate change by giving priority to subcontractors who diversify their core crews.

## STEP TWO: SEEK OUT AND ESTABLISH THE PARTNERSHIPS NEEDED TO ACCESS A DIVERSE WORKFORCE

At the earliest stages of project planning, identify the pipelines needed to bring members of the community into successful employment on the project.

Seek out and build relationships with area community-based organizations (CBOs), building trades unions, tradeswomen’s organizations, regional One Stop Career Centers and training programs. Make your goals and commitment known to all partners. Designate the person who will be responsible for building partnerships.

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<sup>4</sup> See APPENDIX 1 for sample language.

Advertise your goals publicly with signage on the site and through community and social media. Develop a working walk-on system that calls back qualified applicants when needed and refers others to the training that will make them ready for the next project.

### STEP THREE: REPORT AND MONITOR PROGRESS PUBLICLY AND TO ALL STAKEHOLDERS

***“That which gets measured gets done.”<sup>5</sup>***

Start compliance early and don’t let up. Measure everything weekly. Know whose job it is to collect and report data. Integrate compliance in all existing systems. (If you know how many board feet of lumber you have, do you know how many women’s work hours you have reached?) Report data and trends at least bi-weekly. Report data by compliance category and by trade. It is not acceptable—nor is it legal—to “diversify” through concentrating women and minorities in lower paid unskilled positions. Share data with community partners. Make data publicly available on the web.<sup>6</sup>

A standing stakeholder committee (for example, “The Access and Opportunity Committee”) should meet regularly, include all stakeholder groups, and provide an agenda, a chair and minutes.<sup>7</sup>

### STEP FOUR: DO IT ALL AGAIN

Workforce participation targets are only a floor, the lowest of goals. Work toward more than compliance. Build permanent compliance systems into planning and construction. You count your materials inventory; put the same efforts into your human capital.

**Do better on the next project.  
Never, never give up.**

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<sup>5</sup> Boston City Councilor Ayanna Pressley on getting compliance done, 2011.

<sup>6</sup> Examples of data sharing on the web include:

- **PROJECT-BASED REPORTS:** UMass Boston Integrated Sciences Complex monthly reports at <http://www.mass.gov/anf/property-mgmt-and-construction/oversight-agencies/dcam/community-access-and-outreach-for-the-university-/access-and-opportunity-goals-for-umass-boston-dcam-isc-project.html>.
- **MUNICIPAL ORDINANCE CONTINUOUS REPORTING:** City of Boston’s Resident Jobs Policy at <http://www.bostonredevelopmentauthority.org/compliance/compliance.asp>.

<sup>7</sup> See APPENDIX 2 for sample contract language for a stakeholder committee.

# 5 tips for increasing women's participation in the construction trades from New Zealand's Canterbury Rebuild \*

**GO**

## Develop and communicate your business case

Develop your business case: for example, high demand for a skilled workforce and low numbers of women training or working in your industry

## Collaboration

Identify your allies and get a core of influential people and organisations together

**GO**

**GO**

## Visibility

Make women in trades in your industry or region visible

## Treasure what you measure

Measure baselines and set targets to increase understanding and drive accountability

**GO**

**GO**

## Leading from where you are

Make the most of your leaders wherever they are.

**\* Getting it done: Utilising women's skills in the workforce-Lessons from the Canterbury rebuild, New Zealand Ministry for Women, August 2015, <http://women.govt.nz/documents/getting-it-done-utilising-womens-skills-workforce-2015>**

## CHECKLIST #1: Best Practices for Owners and Developers

Pre-Construction	During Construction	Action Step
<input type="checkbox"/>	<input type="checkbox"/>	1. Highlight and emphasize in writing and verbally the workforce and MBE/WBE goals in all Requests for Proposals, invitations to bid and throughout the construction process. Goals must <i>up front and prominent</i> . (See APPENDIX 1 for sample language.)
<input type="checkbox"/>	<input type="checkbox"/>	2. Include the costs of training and employing a Compliance Officer in your labor costs. Ensure that compliance appears as a time and cost item.
<input type="checkbox"/>		3. Require that CM/GCs emphasize the workforce diversity goals for the project in writing and verbally during and after the bid process for subcontractors.
<input type="checkbox"/>		4. Require that CM/GCs research the diversity experience of all proposed subcontractors during the bid process. Resources on the history of all subs that work in Boston is available from the Boston Resident Jobs Policy database at <a href="https://www.cityofboston.gov/brjp/">https://www.cityofboston.gov/brjp/</a> or by contacting the office at 617-918-5460 .
<input type="checkbox"/>	<input type="checkbox"/>	5. Require that the CM/GC and all subs designate a compliance officer for each project. Require regular communication.
<input type="checkbox"/>		7. Require that the CM/GC put processes in place for daily, weekly and monthly monitoring.
<input type="checkbox"/>	<input type="checkbox"/>	8. Communicate to CM/GC <i>in no uncertain terms</i> that “maximum efforts” are required to ensure that <ul style="list-style-type: none"> <li>• All anti-discrimination and anti-harassment laws are to be enforced .</li> <li>• The work environment will be free of harassment and discrimination.</li> <li>• Workforce goals will be met.</li> </ul>

☐☐

9. Require a pre-construction meeting with all CM/GCs, subcontractors, union business agents, local enforcement officials (if applicable) and interested community representatives to reinforce the message that this project will have a diverse workforce and explore solutions to any foreseeable barriers. At these meetings develop specific, written plans for CM/GCs to be successful in meeting the goals.

☐☐

10. Monitor compliance on a bi-weekly basis.

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11. Analyze compliance overtime for each subcontractor. Look closely at High Impact Poor Performers (HIPPs). Non-compliant large subcontractors will have the greatest impact on success or failure..

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## CHECKLIST #2: Best Practices for Construction Managers (CMs) and General Contractors (GCs)

Pre-Construction	During Construction	Action Step
<input type="checkbox"/>		1. Highlight and emphasize workforce goals in writing in invitations to bid for all subcontracts. Goals must be <i>up front and prominent</i> . (See APPENDIX A for sample clause.)
<input type="checkbox"/>		2. If a large project, host Community Information Sessions about the project, the workforce goals, and general knowledge of the building trades. Provide applications.
<input type="checkbox"/>	<input type="checkbox"/>	3. Designate an individual to be responsible for oversight, enforcement and documentation of compliance efforts, anti-discrimination and anti-harassment efforts. Ensure your compliance person works with and reports to the compliance person designated by the owner as well as meeting regularly with the subcontractors' compliance people
<input type="checkbox"/>		4. Host pre-construction meetings with subcontractors, union business agents, BRJP, state or federal compliance representatives and interested community representatives to reinforce the message and develop strategies to overcome any foreseeable barriers to meeting the hiring goals. At these meetings, develop specific written plans that will enable all subcontractors to successfully meet the goals.
<input type="checkbox"/>	<input type="checkbox"/>	5. Require that each subcontractor designate a compliance person for this project. Meet regularly.
<input type="checkbox"/>	<input type="checkbox"/>	6. Communicate to subcontractors that <i>maximum</i> efforts are required and that all anti-discrimination and anti-harassment laws will be enforced a harassment and discrimination free work environment must be ensured and workforce goals must be met via invitations to bid, contracts and pre-construction and other meetings.
<input type="checkbox"/>	<input type="checkbox"/>	7. Develop and implement a process for daily, weekly and monthly monitoring, using the BRJP reporting method as a model. (See Boston Resident Jobs Policy Weekly Utilization Form at <a href="http://www.cityofboston.gov/Images/Documents/weekly_tcm3-3211.pdf">www.cityofboston.gov/Images/Documents/weekly_tcm3-3211.pdf</a> )

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8. Develop, communicate and implement a process to verify Boston residency, to monitor applicant disposition, and to ensure follow up on community, minority and female

☐☐

9. Ensure that all requests for qualified workers clearly state that all qualified applicants referred for construction positions must be referred in the proportions specified in the Workforce Participation Target Plan. If the union hall, business agent or contractor's association to whom a request has been made fails to fully comply with such a request, the requesting party's compliance officer shall obtain written confirmation that there are insufficient employees in the categories specified in the request and that such insufficiency is documented on the unemployment list maintained by the hall, agent or

☐☐

10. Identify community and city resources for potential employees where compliance is in doubt.

☐☐

11. Identify community stakeholders and meet with them periodically to update the community and get feedback.

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12. Prepare a monthly report, to be submitted electronically to the owner, which includes a description of compliance efforts, compliance data and an analysis of compliance

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13. Maintain records necessary to ascertain compliance over the course of the project and maintain such records for seven years after its completion. Require subcontractors to do the same.

☐

14. Ensure someone is assigned to perform regular audits of the entire jobsite to find and remove any racist, sexist or otherwise offensive items including calendars, pin-ups and graffiti, paying particular attention to portable toilets.

☐☐

15. Develop and implement a process to record and share walk-on applications, modeled on the BRJP applicant disposition process. Share applications with subcontractors, the BRJP jobs bank and relevant unions.

☐

16. Ensure resident, minority and female applicants receive a letter acknowledging receipt of application and describing application process.

## CHECKLIST #3: Best Practices for Subcontractors

Subcontractors (subs) are the key to success of the hiring goals for any project because generally subs are the primary employers of tradespeople.

Pre-Construction	During Construction	Action Step
<input type="checkbox"/>	<input type="checkbox"/>	1. Demonstrate and document that your company is making <i>maximum</i> efforts to meet the workforce participation goals, as required by your contract.
	<input type="checkbox"/>	2. Meet workforce goals for this project by hiring <i>by trade, by week</i> from day one.
<input type="checkbox"/>	<input type="checkbox"/>	3. Bring Boston residents, people of color and women into your core crew. The long-term solution to meeting workforce hiring goals is to include women and people of color in your core crew.
<input type="checkbox"/>	<input type="checkbox"/>	4. Build relationships with organizations that can be pipelines to new, qualified members. These can include pre-apprenticeship programs and community-based organizations.
<input type="checkbox"/>	<input type="checkbox"/>	5. Document that hiring and supervisory staff are sufficiently knowledgeable and trained in hiring and retaining a diverse workforce. (Tip: The Mass Commission Against Discrimination has developed a course specifically for construction, and has now trained hundreds of union members.)
<input type="checkbox"/>	<input type="checkbox"/>	6. Ensure that your compliance person is someone who has expertise <u>and</u> authority within your company.
	<input type="checkbox"/>	7. Ensure that the company owner/ president monitors compliance frequently.
	<input type="checkbox"/>	8. Refuse to engage in "checkerboarding." This is the practice of bringing a worker on a job only long enough to meet a goal, then moving them to another project. Checkerboarding is the unfair treatment of members of certain groups in relation to others and often results in inadequate skill development.
	<input type="checkbox"/>	9. Treat the goals like a floor, not a ceiling. Exceeding the goals is a good thing.

## CHECKLIST #4: Best Practices for Building Trades Unions

Pre-Construction	During Construction	Action Step
<input type="checkbox"/>		1. Present to the project owner a report delineating the current makeup of each signatory union, specifying total numbers of its members by compliance category: Boston residents, minorities and women.
<input type="checkbox"/>	<input type="checkbox"/>	2. Inform all relevant union staff of project goals and the expectation of <i>maximum</i> efforts and develop plans to ensure meeting goals.
<input type="checkbox"/>		3. Develop outreach tools for new apprentice, including creating listings of all openings for all trades for current and succeeding years, application dates, applicant requirements and the criteria and process used to determine how applicants will be chosen for apprenticeships.
<input type="checkbox"/>	<input type="checkbox"/>	4. Develop and implement strategies to improve retention of women and minorities including mentoring and constituent committees (i.e. Women's and Minority Committees).
<input type="checkbox"/>	<input type="checkbox"/>	5. Support and collaborate with community groups on pre-apprentice and retention programs for women and minorities.
<input type="checkbox"/>	<input type="checkbox"/>	6. Develop and implement strategies to address underutilization in apprentice enrollment as well as apprentice completion.
<input type="checkbox"/>	<input type="checkbox"/>	7. Repudiate "checkerboarding," i.e. keeping women and minorities on jobs just long enough to meet the compliance hours, and instead commit to increasing the numbers of women and minorities who reach journeyworker status.
<input type="checkbox"/>		8. Advertise for women apprentices with language such as "Seeking women applicants."
<input type="checkbox"/>		9. Hold a job fair for prospective employees and apprentices, including outreach to community-based organizations, religious institutions, vocational/technical schools and women, minority and veterans' organizations.

## CHECKLIST #5: Best Practices for Community-Based Organizations (CBOs) <sup>8</sup>

<i>Pre-Construction</i>	<i>During Construction</i>	<i>Action Step</i>
<input type="checkbox"/>		1. Ensure inclusion on notification lists for projects before Request for Proposals (RFP) stage.
<input type="checkbox"/>		2. Identify each developer, the funding source(s) and the size and duration of project. Meet with developer/owner as early as possible to discuss their plans for meeting hiring goals.
<input type="checkbox"/>		3. Ensure community benefits and participation agreements are prominently included in Requests for Proposals (RFP).
<input type="checkbox"/>		4. Obtain data on the past 5 years of compliance with the Boston Resident Jobs Policy (BRJP) or other relevant state and/or federal mandates for General Contractors (GCs) and Construction Managers (CMs) <sup>9</sup> .
<input type="checkbox"/>	<input type="checkbox"/>	5. Ensure scheduled post-award meetings with the developer and GC/CM, before project starts; include CBO representatives as well as other stakeholders. Identify the developer's and CM/GC's designated persons responsible for community relationships and compliance.
	<input type="checkbox"/>	6. Ensure CBO representatives meet with GC representatives, city or state monitors and other stakeholders to review and discuss compliance numbers and related issues at least every 2 weeks (or as needed) for duration of project. Insist on remedies anywhere compliance is lacking. (See APPENDIX 3 for D/RLC's Best Practices)
	<input type="checkbox"/>	7. Monitor walk-on list and other recruiting methods at each meeting. Active use of a walk-on list is essential.

<sup>8</sup> See APPENDIX 3 for an example of one community group's detailed plan of action: Dorchester/Roxbury Labor Committee's Best Practices for Community Construction Monitoring.

<sup>9</sup> Data on compliance with Boston Resident Jobs Policy is available online at <http://www.cityofboston.gov/brjp/> and <http://www.bostonredevelopmentauthority.org/projects/compliance/construction-activity-and-reports>



# CHECKLIST #6: Best Practices for Training and Apprenticeship Programs

Approved by the Division of Apprentice Standards WAOC subcommittee 10.7.14

<p><b>INTERNAL COMMUNICATION OF THE SPONSOR'S EQUAL OPPORTUNITY POLICY</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The sponsor's Affirmative Action Plan (AAP) and Selection Procedure was completed on <u>  [date]  </u> and the required annual analysis and review will be completed by <u>  [date]  </u>.</li> <li><input type="checkbox"/> Revisions to the AAP and Selection Procedures based on the annual review were submitted to the Registration Agency for approval on <u>  [date]  </u>.</li> <li><input type="checkbox"/> The Affirmative Action Pledge is prominently posted in the Training Center/Employer Sponsor facilities and in common meeting spaces where journeyworkers may gather.</li> <li><input type="checkbox"/> All training center personnel, including trustees, staff and instructors, have received training in <ul style="list-style-type: none"> <li>• the goals and practices of the Affirmative Action Plan and Selection Procedure</li> <li>• diversity practices, anti-discrimination and cultural competence.</li> </ul> </li> <li><input type="checkbox"/> Female journeyworkers are actively involved in all steps of the AAP's implementation including communication, outreach, selection, placement and retention.</li> </ul>
<p><b>OUTREACH</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Those persons responsible for outreach are clearly identified and a budget is allocated.</li> <li><input type="checkbox"/> An analysis of deficiencies in past outreach and selection has been completed and used to inform the updated data appearing in the DAS/OA Workforce Analysis Sheet. This information is used to inform the updated AAP and Selection Procedures.</li> <li><input type="checkbox"/> A detailed written plan for adequate and positive outreach which identifies at least 5 "best sources" for qualified women applicants is complete and incorporated into the AAP. Sources will include, but not be limited to: <ul style="list-style-type: none"> <li>• One Stop Career Centers and Employment Service Agencies</li> <li>• Women's organizations and educational institutions</li> <li>• Vocational and technical schools including high schools</li> <li>• Area pre-apprenticeship programs</li> </ul> </li> <li><input type="checkbox"/> The written plan includes: <ul style="list-style-type: none"> <li>• Who will be contacted? (agency, person, etc.)</li> <li>• When they will be contacted? (date)</li> <li>• Where are they located? (city, state)</li> <li>• How they will be contacted? (newspaper ads, career fairs, community flyers, public transportation ads, PSAs, etc.)</li> <li>• Subject matter of contact</li> <li>• Who will be contacting the source.</li> <li>• Sample of job posting including the language "actively seeking women applicants"</li> <li>• Sample of correspondence notifying applicant(s) of status</li> </ul> </li> <li><input type="checkbox"/> Outreach materials include:</li> </ul>



	<ul style="list-style-type: none"> <li>• when and where to apply</li> <li>• basic qualifications as listed in your standards</li> <li>• an EEO statement including the phrase <b>“Actively seeking women applicants”</b></li> </ul>
SELECTION	<input type="checkbox"/> Women journeypersons are actively involved in reviewing, interviewing and selecting applicants. <input type="checkbox"/> Before selection begins, the eligibility pool is analyzed to ensure adequate representation by women before selection. <input type="checkbox"/> After ranking, the pool is again reviewed to ensure adequate representation by women before final selection. All applicants’ names, gender, ethnicity and rank are documented in a bound log by the Sponsor.
PLACEMENT	<input type="checkbox"/> All apprentices are rotated through OJT and receive equal opportunity and hours on the job. Performance is documented on an evaluation <input type="checkbox"/> If the annual review reveals unequal hours worked by female apprentices placement procedures are modified to equalize training hours on the job. The annual review will collect data on access to placement on contractor core crews. <input type="checkbox"/> The Training Center and its Trustees and Employer/Sponsors will host an annual EEO workshop for employers to review an updated plan, to clarify the goals and procedures of the AAP and discuss collaborations for improvement. Career Centers, CBOs, OA, OFCCP and DAS are invited to EEO workshops.
RETENTION	<input type="checkbox"/> The training staff of the center/Employer Sponsor is diverse, reflecting the equal opportunity goals of the sponsor. <input type="checkbox"/> The periodic review and evaluation of apprentices’ performance is essential to well-rounded training and is required in the Program Standards of the DAS/OA. The review shall include an analysis of possible bias by individuals and/or within the evaluation procedures. <input type="checkbox"/> Adequate and safe equipment and facilities for training and supervision (as called for the Program Standards) should be of a size that is suitable to all size apprentices, including women. <input type="checkbox"/> As required by Title 29, CFR parts 29.5(23), 30.4, and 30.8, the following journeyworker statistics are kept on file and used to evaluate progress toward EEO greater participation of women in the trade: <ul style="list-style-type: none"> <li>• Total number of journeyworkers in sponsor’s workforce</li> <li>• Number and percent of female journeyworkers in sponsor’s workforce</li> <li>• Current journeyworker rate of pay</li> </ul>

#### RESOURCES

The Division of Apprentice Standards is at <http://www.mass.gov/lwd/labor-standards/das/>.

The DAS has a link to Affirmative Action Resource at <http://www.mass.gov/lwd/labor-standards/das/affirmative-action-resource-.html>.

The US Department of Labor’s Office of Apprenticeship is at <http://www.doleta.gov/oa/>.

The Policy Group on Tradeswomen’s Issues (PGTI) has an archive of resources at [www.policygroupontradeswomen.org](http://www.policygroupontradeswomen.org).



## ***Game Changers***

### **Proven strategies for increasing gender and racial diversity on construction sites**

1. Prioritize diversity from day one of conception of the project. Budget and plan for diversity.
2. Project Labor Agreements are proven to improve diversity performance.
3. Establish an Access and Opportunities Committee (AOC) that includes all stakeholders, meets monthly and rigorously reviews monitoring data and compliance strategies.
4. Establish and budget for a comprehensive reporting and monitoring system, including collecting written documentation of all workforce requests and union responses.
5. Use HIPP analysis (High Impact Poor Performers) to identify and improve the worst performers.
6. Workforce participation targets are a floor, not a ceiling. Aim above the targets.
7. Report data at least monthly in an online and searchable format.
8. End “checkerboarding.” Stop the practice of moving women and minorities from job to job to cover diversity targets. Checkerboarding interrupts tradesperson’s on-the-job skills training and results in fewer women staying in the trades.
9. End tradeswomen’s isolation on worksites. Assign tradeswomen, especially those new to the trades, in pairs or more.
10. Establish from the bid process that core crews are no excuse for not complying with contractually mandated workforce diversity. Prioritize the placement of women and minorities on core crews to ensure steady employment and consistent skills training.
11. WBEs are not a solution. WBEs hire women at lower rates than other contractors.
12. When subcontractors fail to comply with their contracts, fine them using the New Haven model of clear notification followed by small initial fines with aggressive escalation.
13. It is the increase in numbers and the presence of tradeswomen on sites that will change the industry and drive all diversity goals. Hire more women.

PGTI’s mantra: *We are in this together. There is no silver bullet.  
We will never never never give up.*

# The Policy Group on Tradeswomen's Issues

*Committed to 20% tradeswomen by 2020 Follow #20percentby2020 on twitter.*

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