

# Opportunities for Women in Non-Traditional Employment

## Adding a Gender Lens to Nontraditional Job Training Programs



EMPOWERMENT | EQUITY | ECONOMIC SECURITY

# Strategies to Increase Women's Participation in Nontraditional Job Training Programs

## AGENDA

- Introductions
  - Wider Opportunities for Women's National Center for Women's Employment Equity
  - Workforce Alliance for South Central Kansas & Wichita Area Technical College
  - Gateway Community & Technical College
- Benefits, Barriers and Myths for Women in Nontraditional Occupations
- Best Practices for Adding a Gender Lens to Nontraditional Programs
  - Recruitment
  - Assessment
  - Instruction: Curriculum & Delivery
  - Work Readiness
- Confronting Privilege
- Next Steps to Effectively Include and Serve Women

# Wider Opportunities for Women (WOW)

WOW works to:

- Measure the circumstances and obstacles facing low-income women and families trying to become economically secure
- Develop programs and policies to increase opportunities for low-income families to become self-sufficient
- Inform and mobilize the public and policymakers about the needs of low-income families and the policies and programs to ensure economic security for women and families across the generations

# Gateway Community & Technical College

## ❖ 2 Year Community & Technical College

- Part of Kentucky Community & Technical College System
- Accredited by Southern Association of Colleges and Schools

## ❖ Located in Northern Kentucky

- 3,500 college students across 4 campuses
- 5,000 incumbent workers trained through Workforce Solutions
- Center for Advanced Manufacturing located in heart of Industrial Park with over 80 manufacturers

## ❖ 6 Manufacturing Majors

- 500 Students in Manufacturing
- 90 Apprentices from 9 Companies

# Why Manufacturing?

- ❖ **Many job openings in Northern Kentucky**
  - 680 currently unfilled; 2500 in next 3 yrs.; 6250 in next 10 yrs.
- ❖ **Manufacturing Impacts the Local Economy**
  - \$205,000 impact for every one manufacturing job
- ❖ **Manufacturing is High-Tech and High-Wage**
  - Most entry level positions start greater than \$12 per hour
  - Excellent benefit packages
- ❖ **Manufacturing Provides a Career Pathway**
  - Certificates and degrees with options for paid tuition

# Why Women?

- ❖ **Women are 1 of 5 Potential Employee Groups Targeted by the Northern Kentucky Industrial Partnership**
  - Currently, women comprise less than 10% of the manufacturing workforce in northern Kentucky
  - The Manufacturing Institute has identified women as “one obvious human power source” for the manufacturing industry
- ❖ **Manufacturing Provides the Opportunity for Self-sufficiency**
  - Self sufficient wage for a single mom with 2 children is approximately \$20 per hour
  - Many careers in manufacturing **start at \$12 to \$14 an hour** with opportunities for significant increases in wages

# What is Raise the Floor?

- The purpose of the Raise the Floor program is to help women complete manufacturing training, matriculate successfully into manufacturing jobs, and maintain their employment to increase their economic self-sufficiency.
- Raise the Floor is an initiative designed to create a sustainable pipeline of skilled employees for the advanced manufacturing sector in the Northern Kentucky/Greater Cincinnati region.

# What is Raise the Floor?

- Provides training in advanced manufacturing ranging from certificates to an associate's degree
- Offers support services for academic and non-academic needs
- Offers mentoring and peer support opportunities
- Provides placement into advanced manufacturing jobs and apprenticeships



# The Four Pillars of the Program

## ❖ Awareness

- Marketing plan

## ❖ Support

- During training and employment

## ❖ Training

- Short-term, stackable credentials

## ❖ Futurists

- Sustainability

# Training Program

## ❖ Short-Term Training

- May apply for manufacturing job after first 4 months of training or anytime thereafter

## ❖ Earn Certificates Including a National, Industry-driven Credential

- Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT)

## ❖ Suitable for Target Populations

- Unemployed or underemployed women
- Displaced workers
- Undecided college women
- High school girls

# Training Program-Stackable Credentials

- Start with a single course, called a “launch pad” course.
  - MFG 102 Certified Production Technician
  - Complete the 6 credit hour class and pass the assessments
  - Earn a national, industry-driven credential: Manufacturing Skill Standards Council (MSSC) Certified Production Technician (CPT)
  - **Apply for a job**
- Add three more courses to earn a Mechatronics certificate.
  - ELT 110 – Circuits I
  - MFG 125 – Fundamentals of Mechatronics A
  - MFG 130 – Fundamentals of Mechatronics B
  - **Apply for a job**
- Add one more course to earn a Fundamentals of Advanced Manufacturing and Mechatronics certificate.
  - CIT 105 Introduction to Computers
  - **Apply for a job**

# Training Program-Stackable Credentials

- Certified Production Technician Certificate
- Mechatronics Certificate
- Fundamentals of Manufacturing and Mechatronics Certificate
- Add more courses to earn other certificates and ultimately earn an associate's degree

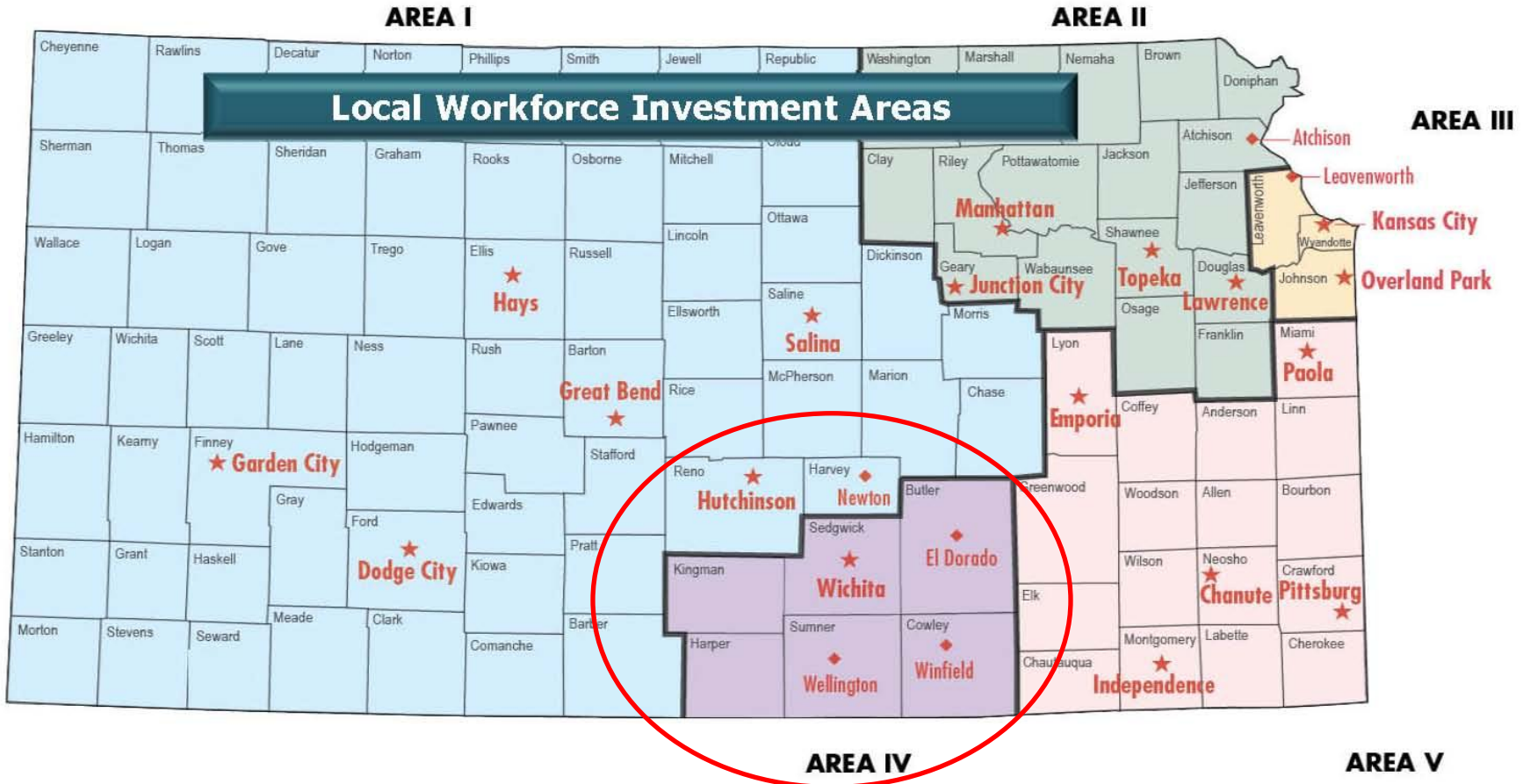
# Current Status

- Recruitment is a struggle.
- Family members (past and present) influence the choices women make regarding their own educations and careers.
- The women struggle with confidence as students.
- The advanced manufacturing workplace has been constructed by men, and women are challenged to create a space for themselves.

# Applications to Program

- Provide support system beyond the regular college services including mentoring, intrusive advising, and career exploration/preparation
- Provide academic and social opportunities for women to experience success
- Connect women with other women who currently work in manufacturing

# Workforce Alliance of South Central Kansas







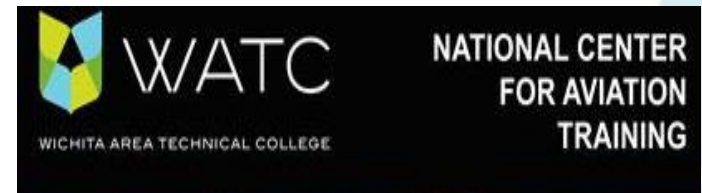


# PACES

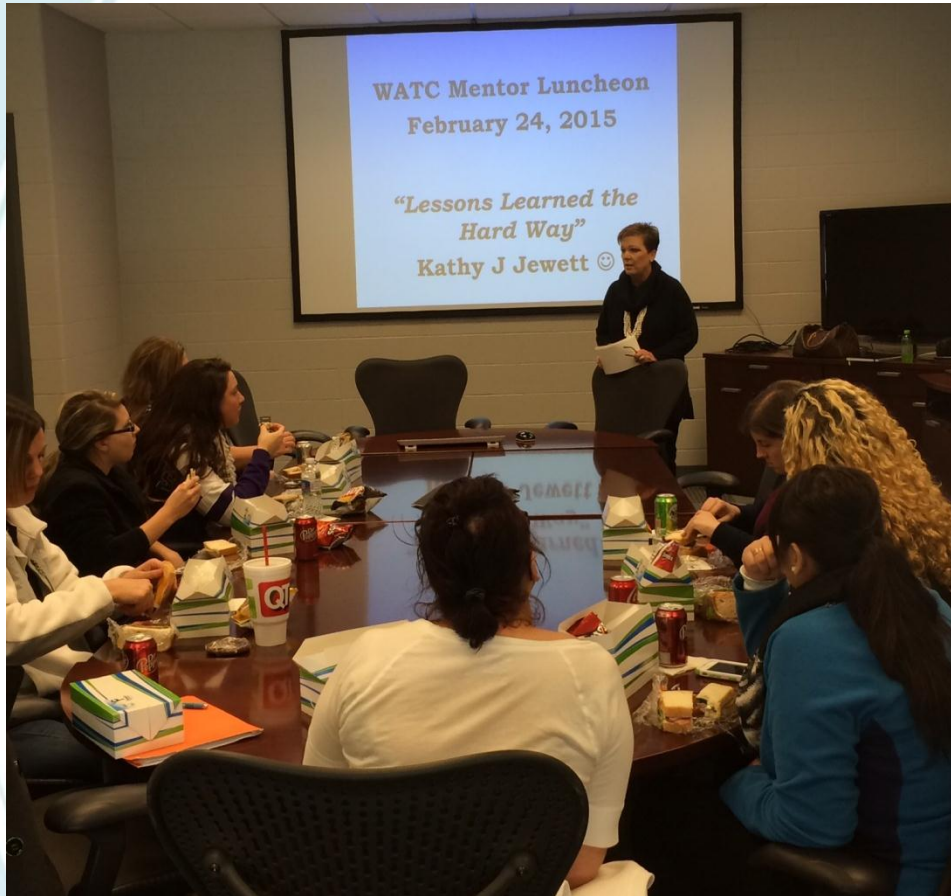
Preparation for Advanced Career Employment System



- Assembly Mechanic
- CNC/Machining Technology
- Composites Technology
- Electrical Assembly
- Tooling
- Quality Assurance



# PACES Women's Mentor Lunches



- Held bi-monthly with guest speaker from local Women in Aviation chapter, female HR Manager from area manufacturing company or other woman with a manufacturing career
- Luncheons are well attended, open exchange between students and mentor

# PACES Outcomes

# 100%

Placement in NTO

Average wage **\$14.17** per hour

Unintended consequence: 50% of participants continuing beyond short term NAC program

# Test Your Gender Equity IQ

- 1) Women today earn, on average, how much for \$1.00 earned by men?
- 2) What is the wage disparity for African-American women?
- 3) What is the wage disparity for Latina women?
- 4) 42% of all men earn over \$50,000. How many women do?
- 5) Of the 440+ occupations, how many are the majority of women working in?
- 6) What is the percentage of women in aviation mechanics nationally?
- 7) What is the percent of women veterans returning from the war in Afghanistan and Iraq?
- 8) What is the lifetime difference in earnings of a woman working in skilled manufacturing jobs vs. a woman in a traditional female job as a nurse assistant?

# Gender Equity Quiz Answers

- 1) Women on average earn **77%** of men's wages
- 2) African-American women earn only **68%**
- 3) Latina women earn only **59%**
- 4) **9%**—and this was the ceiling, although it is the floor for male workers.
- 5) **77%** of all women work in just 20 of 440 occupations
- 6) The percentage of women working as machinists 2010 = **5.4%**
- 7) **14%**
- 8) The lifetime difference in earnings of a woman working in skilled mfg vs. a woman in a traditional female job as a nurse assistant is **\$ 489,000**
- 9) Women working in manufacturing earn **69.6%** of the wages men in manufacturing earn?

# Occupational Segregation by Gender Accounts For as Much as 30% of the Wage Gap

## Traditional Jobs for Women

Occupation	% Female	Avg. Wages
Childcare worker	96.1%	\$12.00
Bank Teller	87%	\$11.92
Waitress	73.2%	\$9.77
Cashier	75.5%	\$9

## Non-Traditional Jobs for Women

Occupation	% Female	Avg. Wages
Mach/Equip Repair	8.9%	\$17.72
Machinist	5.4%	\$18.05
Aviation Mechanic/ Technician	1.84%	\$26.55
Electrician Apprentice/ Journey-level	<3%	\$16-20/hr \$40.40/hr

# Lifetime Differences in Earnings

## Traditional

### Nurses Assistant - Entry

- \$10.75 per hour\*\*
- \$21,500 per year
- Hospital Nursing Assistant: \$31,000
- Certified Nurse Aide CNA \$27,000
- Nursing Assistant CNA: \$32,000
- **\$900,000** in 30 years

## Non-Traditional

### Entry level mfg

- \$15- 18/hr

### Aircraft Mechanic (5 years exp)

- \$30.61 per hour
- **\$63,700** per year (median)
- **\$1,911,000** in 30 years

Earnings DIFFERENCE =

\$1,000,000 +

**But wait: What about Real Economic Security?!**



# Women choose programs that lead to lower paying jobs.

- Women are underrepresented in non-healthcare, high-paying fields like science, technology, engineering, and math (STEM) and STEM-related fields.
- In 2010, the median hourly wage was \$17.04 for welders, \$23.20 for electricians, and \$17.21 for automotive technicians. In contrast, the median hourly wage was \$9.28 for child care workers and \$10.82 for cosmetologists and hairstylists.

Source: AAUW analysis of U.S. Department of Education, 2010. *Integrated postsecondary education data system (IPEDS) fall enrollment survey*. National Center for Education Statistics. Washington, DC.

## What does it mean for women?

- Women's underrepresentation in STEM and STEM-related fields reduces the likelihood that their community college education will bring the expected payoff. STEM and STEM-related fields account for an increasing number of new, high-paying, positions. For women, especially low-income women and mothers who want to support their families, earning a degree in STEM can be a stepping stone to a better-paying career.

# Benefits of Non-Traditional Jobs for Women

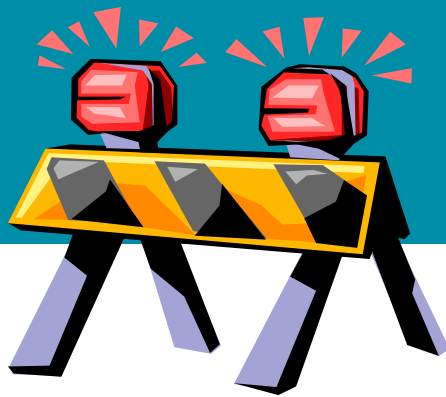


ARTWORK: J. Howard Miller

- Wages that lead to family economic security
- Pride of Accomplishment
- Increased Self-Esteem
- Sense of Empowerment
  - Self-Reliance
  - Jobs with Good Benefits
  - On-the Job Training
  - Portable skills

# ROOTS OF INEQUALITY: UNDERSTANDING GENDER (IN)EQUALITY AND OCCUPATIONAL SEGREGATION

## BARRIERS TO WOMEN'S PARTICIPATION IN SKILLED MANUFACTURING JOBS



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

# MYTHS AND FACTS

BLUE COLLAR WORK IS NONTRADITIONAL FOR WOMEN.	FACT:
WOMEN ARE NOT STRONG ENOUGH TO DO HEAVY LABOR.	FACT:
WOMEN WON'T LIKE TRADES WORK.	FACT

# Myths and Facts

<p><b>BLUE COLLAR WORK IS NONTRADITIONAL FOR WOMEN.</b></p>	<p><b>FACT:</b> Many jobs now thought to be nontraditional for women have been performed by women in the past.</p>
<p><b>WOMEN ARE NOT STRONG ENOUGH TO DO HEAVY LABOR.</b></p>	<p><b>FACT:</b> The strength requirements for nontraditional jobs are often exaggerated. Many nontraditional jobs are not much more physically demanding than housework, and many traditional women's jobs, such as nursing and waitressing, are just as physically demanding as some nontraditional jobs.</p>
<p><b>WOMEN WON'T LIKE TRADES WORK.</b></p>	<p><b>FACT:</b> Many women enjoy working with their hands and working outdoors. They take great pride in knowing that they have helped to build or create something. Many tradeswomen report a high degree of job satisfaction.</p>

# Myths and Facts, Continued

<p>WOMEN AREN'T INTERESTED IN NON-TRADITIONAL JOBS.</p>	<p>FACT</p>
<p>WOMEN WON'T WANT TO TOLERATE THE WORKING CONDITIONS IN MALE-DOMINATED BLUE-COLLAR JOBS.</p>	<p>FACT:</p>
<p>WOMEN'S FAMILY RESPONSIBILITIES WILL INTERFERE WITH WORKING CONDITIONS AND HOURS OF NONTRADITIONAL JOBS.</p>	<p>FACT:</p>

# Strategies to Increase Women's Participation in Green Jobs

<p>WOMEN AREN'T INTERESTED IN NON-TRADITIONAL JOBS.</p>	<p><b>FACT:</b> Witness jobs that used to be nontraditional and women's participation now. Often women haven't considered the possibility of these jobs but once they are introduced to the opportunities they are often quite interested in exploring more.</p>
<p>WOMEN WON'T WANT TO TOLERATE THE WORKING CONDITIONS IN MALE-DOMINATED BLUE-COLLAR JOBS.</p>	<p><b>FACT:</b> Conditions in traditionally female dominated jobs share many of the characteristics of nontraditional jobs.</p>
<p>WOMEN'S FAMILY RESPONSIBILITIES WILL INTERFERE WITH WORKING CONDITIONS AND HOURS OF NONTRADITIONAL JOBS.</p>	<p><b>FACT:</b> Most working parents manage work and family responsibilities and programs can link women to resources to help identify support services for childcare.</p>



# Benefits for Industry/Economy of Women's Participation in the Manufacturing Sector

- Expanded Pool of Candidates
- Public Image
- Social Justice
- Equal Employment Opportunity and Affirmative Action Regulations

# Outreach and Recruitment

- Go out of your way to bring in diverse applicants
- Cast a wide net
- Feature women working in targeted jobs
- Design outreach materials that appeal directly to women
- Post flyers in locations frequented by women
- Connect to activities, institutions and organizations serving women
- Pair outreach with education



# People Need to Hear and See the Message More Than Once in Order

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

# Reach Your Desired Audience with a Targeted Message

- Target with the image itself.
- Target through where it is posted or sent or presented.
- Target by who gives the message.
- Address women specifically in the headline
- Get their attention with information on benefits/advantages of jobs in the manufacturing and aviation industry



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Build a future.**

Carpenter > Electrician > Plumber > Painter  
We'll teach you how.

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

**Call 212-627-6252**

NYW, a nonprofit job-training organization, will prepare you for a rewarding career in the construction trades.  
For more information on our FREE training call or visit our web site [www.alwaysgoodwomen.org](http://www.alwaysgoodwomen.org)

**NYW** Nontraditional Employment for Women

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

Michael & Beaudry, NYC

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# Images and Words are Powerful



**SETTING THE STANDARD FOR  
ELECTRIFYING CAREERS**

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

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

**NECA** **IBEW**  
ELECTRICIAN LOCAL 44

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

Visit [www.MySpace.com/necaibew48](http://www.MySpace.com/necaibew48) and [NIETC.org](http://NIETC.org) to learn more.

# Effective NTO Orientation: Pair Outreach with Education

## Information Session:

- What exactly is a CNC machinist?
- What are the requirements for entry?
- Explain entry routes and career paths
- What are working conditions like?
- Where will the work be? What will the workday be like?
- Inform about barriers and strategies to overcome

## Host a career fair/orientation

- Role Models/Videos
- Industry Engagement: Messages from industry partners
- Hands- On Activities
- Description of industry and career opportunities—let women workers and program graduates tell their stories
- BE REAL! the good, the bad and the ugly
- Present benefits and requirements



# Creating the Message

Is your current outreach and recruitment material or message targeted to women specifically?

Create a headline message for a flyer targeted to women.

**Remember: Be relational and specific**

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

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# Delivering the Message

Name 2-3 underutilized media or places that you might use to reach women in your community.

- \_\_\_\_\_
- \_\_\_\_\_

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

\_\_\_\_\_

Name two gender related myths or misconceptions you believe might make women hesitant to explore green job opportunities and facts that redress them.

- Myth \_\_\_\_\_  
Fact \_\_\_\_\_
- Myth \_\_\_\_\_  
Fact \_\_\_\_\_

# Putting Gender Lens on Assessment

- Gender Neutral Assessment Tools
- Transferable Skills
- Career Exploration
- Career Pathways
- Income Adequacy: Wages to Gain Family Economic Security

What are three stereotypically female skills or interests that might be transferable to a job in manufacturing?

# Putting a Gender Lens on Assessment, Continued

## Assessment should help client to:

- **Get past the unknown**
- Self-assess for fit
- **Identify Transferable skills**
- Become aware of work/family issues
- Demonstrate commitment and ability to follow directions.
- **Experience** aspects of working tasks and responsibilities.

## Assessment should allow staff to:

- Raise questions about fit **without judging.**
- **Ask probing questions** to go beyond stereotypes.
- Lay the groundwork for case management needs or referral to a bridge program.
- Measure basic skill level and job readiness to determine how best to serve applicant.

# Putting a Gender Lens on Case Management

## Case Management

- Build Core Competencies for Work Readiness skills
- Empower client to function as independently as possible.
- Link client with essential resources using internal and external resources.
- Enhance client's self confidence to be better equipped to face the challenges of a career in a white/male-dominated industry.
- Track and support client's post training progress
- Self-Esteem
- Goal Setting
- Balancing Work/ Family
- Childcare Planning
- Lack of Family Support
- Domestic violence, spousal control issues
- Physical Fitness/Healthy Habits
- Budgeting/Financial Literacy

# Take Into Account Gender Differences in Communication and Learning

Female students are more likely than male students to:

- give their statements less loudly, and at less length
- present statements in a hesitantly, indirectly or politely
- use “I” statements (“I guess...” “I was wondering if...”)
- qualify their statements (“sort of” “I guess”)
- add “tag” questions (“isn’t it?” “don’t you think?”)
- ask questions rather than give statements
- use intonations that turn a statement into a question
- accompany their statements with smiles or averted eyes rather than more assertive gestures, such as pointing
- apologize for their statements (“I may be wrong, but...”)

Communication Styles

Perceptions of students exhibiting these traits:

as less rigorous in their ability to think critically

lacking in intellectual sophistication.

# Industry Engagement in Assessment

- Benefits for Client
  - Exposure to real employers
  - Hearing directly from employers on what they are looking for in an employee
- Benefits for Industry
  - Meeting Clients
  - Pre-Screened Applicants
- Benefits for Program
  - Employer Investment
  - Feedback for Program

# A Gender Lens on Training: Ensuring an Equitable Program

- ❑ Role models and mentors that are gender/race/ culture reflective
- ❑ A safe and supportive place for:
  - breaking through stereotypes
  - overcoming fear of the unknown and the foreign
  - Trying and practicing new things
  - Peer networking and support
- ❑ Integration of topics into curriculum that address sex-role and racial stereotypes, sexual harassment, and gender and race discrimination
- ❑ Curriculum additions to reflect diverse populations' experiences



# Gender Differences in Learning

Females prefer learning experiences that:

- they help design,
- are learner centered
- engage them in the group
- structured opportunities for feedback on drafts rather than just the final product.
- focus on the process and de-emphasize competition.

Females may be impacted by effect of “Stereotype threat” (not feeling that they fit), lack of confidence and low self-esteem. Address by emphasizing that:

- ability is expandable
- effort and process matter
- learning from mistakes.
- it is important to self-affirm

Pay attention to body language, assignments



# A Gender Lens on Training: What Do Women Need in the Classroom/Workshop?



- Exposure to the various occupations and career pathways
- Tool identification
- Test-taking anxiety reduction strategies and practice
- Spatial and mechanical aptitude exposure and practice
- Technical skill practice opportunities
- Strategies for surviving and thriving in a male-dominated environment

# Multicultural Dynamics in the Program and Classroom

What do you as the teacher bring to the classroom ?

What do your students see about you and the class environment you establish?

- Check out you own experience and understanding of multiculturalism and diversity.
- When did you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation?
- What are the “messages” that you learned about women’s roles and capabilities when you were a child? At home? In school? Have your views changed considerably since then? Why or why not?
- Recall an experience in which your own difference put you in an uncomfortable position vis-à-vis the people directly around you. What was that difference? How did it affect you?
- Rate your level of comfort when you are the only: male, white person, straight person, young person, of another religion in a work, social or classroom setting.

Adapted from: *Teaching for inclusion* (1998). Chapel Hill, NC: Center for Teaching and Learning, University of North Carolina at Chapel Hill.

# Program Services and Case Management: In and Beyond the Classroom

Other  
Strategies

Peer  
Support  
Networks

Mentoring

Retention  
services

## Case Management

- Build Core Competencies for Work Readiness skills
- Empower client to function as independently as possible.
- Link client with essential resources using internal and external resources.
- Enhance client's self confidence to be better equipped to face the challenges of a career in a white/male-dominated industry.
- Track and support client's post training progress

# Building Core Competencies for Work Readiness

Employers and program administrators typically cite soft skills as being more important than job-related skills in determining whether someone keeps a job

- Understanding the world of work/preparing to enter the workforce
- Managing work/family/life
- Lifelong learning skills
- Interpersonal skills
- Cultural competency
- Literacy skills
- Financial literacy

# Cultural Competency

## “Unpacking the Invisible Knapsack” of Gender Privilege

I have the privilege of being unaware of my privilege

- I can do well in a challenging situation without being called a credit to my race/gender.
- The odds of my encountering sexual/racial harassment/graffiti or slurs on the job are so low as to be negligible.
- I am never asked to speak for all the people of my race or gender.
- I can be confident that the ordinary language of the workplace will always include my gender.
- I will never be expected to change my name upon marriage or questioned if I don't change my name.
- Every major religion in the world is led primarily by people of my own race/sex. Even God, in most major religions, is usually pictured as being white and male.

# Adding a Gender Lens to Training Curriculum Modules

Modules include:

- Lesson plan;
- Teacher guide;
- Student manual;
- Presentation slides; and
- Handouts

## **Combating Discrimination and Sexual Harassment Prevention**

- **Evolution of laws and examples of sexual harassment**
- **Role of employers, unions and workers in preventing or addressing SH**
- **Action steps to take in response to witnessing or experiencing SH**

## **Health and Safety of Women in Construction (HASWIC): Learning Objectives**

- **Workplace culture**
- **Sanitary facilities**
- **Personal Protective Equipment**
- **Ergonomics**
- **Reproductive Hazards**
- **Health and Safety Training**
- **Injury and Illness Data and Research**

## Cultural Competency

- The importance of a diverse workforce
- The historical and social roots of under-representation of women
- The barriers and myths to building a diverse workforce
- Creating an equitable work environment
- Promoting gender and race neutrality, sensitivity and inclusivity in the training program and in the workplace
- Balancing work and family

## Building Successful Communication and Interviewing Skills

- Preparing for interviews and workplace communications
- Identify body language and other non-verbal behaviors that impact communication
- Assess and revise communication styles related to gender that may get in the way of making a strong impression and in team work



# A Gender Lens on Building Core Competencies for Work Readiness

- Self-Esteem
- Rights in the workplace
- Managing time effectively
- Developing support systems
- Maintaining Healthy Habits
- Building Physical Fitness: Strength training, Agility, Stamina
- Balancing Work/ Family
- Workplace culture
- HASWIM: Ergonomics, PPE, Sanitary Facilities

# A Gender Lens on Core Competencies

## Cultural Competency

- Understanding diversity on the job
- Recognizing and addressing discrimination and harassment on the job
- Finding support and allies
- Equal Employment Opportunity on the job and union – understanding the law
- Promoting an equitable worksite
- Team Work
- Conflict Resolution
- Communication and Listening skills: Interpreting the Dominant Culture

# Engaging Industry Partners

Adds Value to Industry by:

- Providing resource for recruiting and assessing prospective employees
- Building capacity for cultural competency
- Ensure training program relevancy with workplace needs
- Building HR EEO/AA capacity/practices

Adds Value to the Program

Engage Industry Partners at all phases of the program:

- recruitment;
- assessment;
- classroom;
- field trips; and
- mock interviews, etc.



# NEXT STEPS

- Conduct a Scan/Survey of Your Program's Current Policy, Practices and Cultural Competency
- Be Strategic
- Set Goals
- Develop a Plan with Targets and Benchmarks
- Monitor Progress
- Measure and Report Outcomes
- Go Out of Your Way to Recruit Women
- Apply a Gender Lens to All Aspects of Your Program
- Be an Advocate for Women with Industry Stakeholders

# Contact Us

**Wider Opportunities for Women**

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