



## JOBS FOR THE FUTURE

# ADDING A GENDER LENS TO NONTRADITIONAL JOBS TRAINING

CREATED BY WIDER OPPORTUNITIES FOR WOMEN

APRIL 2017

## TOOL 4.2 FACILITATOR GUIDE

The historical and social roots of the underrepresentation of women and minorities in the building trades create unique challenges to building a diverse construction workforce and equitable worksites. Supporting workers from under-utilized groups and ensuring a productive, cooperative workplace requires enhancing what is referred to as the “cultural competency” of all workers—that is, their skills in understanding and incorporating into their own lives the particular backgrounds of the diverse people with whom they work.

This tool is a manual for instructors teaching a curriculum module to occupational training participants. This module addresses why diversity matters, equal employment opportunity, and nondiscrimination rights in the workplace and classroom. It promotes traits for all workers to survive and thrive in the construction industry. The guide includes supplemental handouts, exercise sheets, and references. This module can be integrated into a general pre-apprenticeship or occupational training curriculum.

*This tool is adapted from the pre-apprenticeship Multi-Craft Core Curriculum of the Building and Construction Trades Department, AFL-CIO.*

### WHO SHOULD USE THIS TOOL

Occupational training instructors

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This tool is part of Adding a Gender Lens to Nontraditional Jobs Training, created by Wider Opportunities for Women for the GreenWays initiative and revised by JFF as part of the Delivering the TDL Workforce initiative. All tools are available online at: <http://www.jff.org/newlensonjobs>.

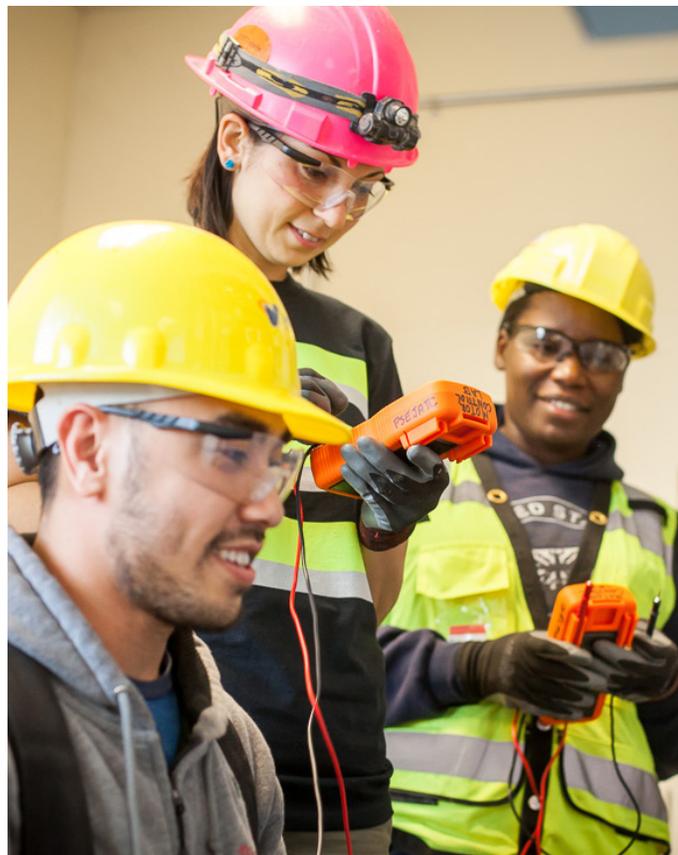
Supported by the Walmart Foundation, Delivering the TDL Workforce expanded high-quality transportation, distribution, and logistics training programs in ten regions and promoted best practices in program design and delivery, employer engagement, and workforce partnership development. GreenWays was supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.

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# OVERVIEW

The historical and social roots of the underrepresentation of women and minorities in nontraditional industries create unique challenges to building a diverse workforce and equitable worksites. Supporting workers from underrepresented groups, and ensuring a productive, cooperative workplace, requires enhancing what is referred to as the “cultural competency” of all workers—that is, their skills in understanding and incorporating into their own lives the particular backgrounds of the diverse people with whom they work. This module addresses diversity matters, equal employment opportunity, and nondiscrimination rights in the workplace and classroom. It promotes traits for all workers to survive and thrive in the construction industry.



## LEARNING OBJECTIVES

Students will be able to:

- > Explain the importance of a diverse workforce in their nontraditional industry
- > Identify the importance of their industry to diverse populations
- > Identify the historical and social roots of underrepresentation of women and minorities in nontraditional industries
- > Explain the barriers and challenges to building a diverse workforce and an equitable worksite
- > Explain what it means to be a culturally competent person and organization
- > Identify equal employment opportunity and nondiscrimination rights in the workplace and classroom

Students will build skills and resources for:

- > Creating an equitable work environment
- > Preventing and addressing discrimination
- > Working with traditionally underrepresented populations
- > Promoting gender and race neutrality, sensitivity, and inclusivity in the apprenticeship program and on the jobsite
- > Surviving and thriving in a male dominated workplace
- > Balancing work and family

# MODULE-AT-A-GLANCE

## [5.5 Hours]

The lesson plan is divided into two parts: **Diversity and Inequality**; and **Roots of Inequality**. The module is designed to be flexible and can be tailored to class schedule, class size, and time constraints and program needs.

SESSION #	SESSION TITLE	TIME
1.	<b>DIVERSITY AND INEQUALITY</b>	<b>1.5 Hours</b>
	1.1 Understanding Diversity	5 Minutes
	1.2 Gender Equity	25 Minutes
	1.3 Cultural Competency	15 Minutes
	1.4 Exploring Stereotypes	30 Minutes
	1.5 Strategies for Addressing a Prejudiced Speaker	15 Minutes
2.	<b>ROOTS OF INEQUALITY</b>	<b>2 Hours</b>
	2.1 Barriers to Women's Participation in Nontraditional Jobs	30 Minutes
	2.2 Myths and Facts	30 Minutes
	2.3 Images and Words are Powerful	30 Minutes
	2.4 Gender Neutral Terms	15 Minutes
	2.5 Summary and Closing	15 Minutes

## MATERIAL LIST

### MODULE MATERIALS

- > Handouts
- > Exercise sheets
- > Reference sheets
- > PowerPoint presentation

### SUPPLIES/EQUIPMENT

- > Flipcharts and markers
- > Projector and screen
- > Adhesive labels
- > Plain paper
- > Masking tape

## FACILITATOR INSTRUCTIONS

# SESSION 1: DIVERSITY AND INEQUALITY

[1.5 Hours]

## MATERIALS NEEDED:

- > PowerPoint slides [related slide number indicated in brackets]
- > Projector and screen
- > Flipcharts and markers
- > Adhesive labels
- > Handouts:
  - » **Tool 4.3** Gender Equity Quiz

## 1.1 UNDERSTANDING DIVERSITY

[5 Minutes]

Introduce the module by reviewing the following:

The International Brotherhood of Electrical Workers makes it clear that diversity is important to the main goals and objectives of the union. It states:

*The IBEW is committed to eliminating all forms of discrimination or harassment from the workplace. The goals and objectives stated in the Preamble of the IBEW Constitution are as relevant today as they were when they were written. These goals and objectives seek to protect our members and enable them to attain a higher standard of living in all areas of their lives: social, intellectual and moral.*

*We can find strength in the diversity of our membership. By working together, helping each other and respecting each other, we can promote a cooperative and progressive work environment. Diversity in the workplace is nothing to fear. In fact, it can provide the strength we need to organize and to build the IBEW to meet the challenges of the global marketplace in the 21st century.*

The Bricklayers and Allied Craftworkers have a similar statement and link diversity and non-discrimination to the union's future growth.

*"Apart from the moral and legal consequences of failing to combat discrimination is the failure to grow. BAC's ability to maintain current membership levels and grow in the future requires the Union to recruit and retain minorities and women in greater numbers than ever before. It requires us to speak up when we are aware of discrimination or harassment. It requires us to challenge damaging stereotypes about different groups and offer support and respect for all members as individuals. And, it requires us to embrace all of our members as equals."*

Review the benefits of having a diverse workforce as outlined in

**[Slide 2]:**

- > Expanded pool of candidates
- > Increased market share
- > Public image
- > Social justice
- > Equal Employment Opportunity and affirmative action regulations
- > Community Benefit Agreements/Project Labor Agreements

## 1.2 GENDER EQUITY

[25 Minutes]

Distribute the **Gender Equity Quiz** and explain that we are going to look at the importance of the construction industry to women's economic equity [Slides 3-4].

### ACTIVITY:

- > Give students time to complete the quiz individually.
- > Pair students up and have them compare and discuss their answers.

### REPORTS:

- > Ask for a volunteer to read the first question and give the answer.
- > Rotate volunteers until all questions have been addressed.

### SUMMARY:

- > Review key points raised during the discussion.
- > Summarize using [Slide 5] as an example of the earnings difference between traditional and non-traditional female occupations.

## 1.3 CULTURAL COMPETENCY

[15 Minutes]

Define and explain cultural competency using the following:

Cultural Competency is the ability to work effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served. The following defines the stages of the "Cultural Competency Continuum."

### Cultural Destructiveness

- > Individual or groups refuse to acknowledge the presence or importance of cultural differences in the teaching/learning process
- > Any perceived or real differences from the dominant mainstream culture are punished or suppressed
- > Cultural Competency Continuum

### Cultural Incapacity

- > Cultural differences are neither punished nor supported
- > The individual or organization chooses to ignore differences

- > There is no attention, time, teaching, or resources devoted to understanding and supporting cultural differences

- > Cultural Competency Continuum

### Cultural Blindness

- > Individual or organization actively proffers the idea that cultural differences are inconsequential and of no importance
- > Cultural differences may be noted, but being colorblind (and culture-blind) is the desired state.

- > No resources, attention, or time are devoted to understanding cultural differences

- > Cultural Competency Continuum

### Cultural Pre-competence

- > Teachers, learners, and organizations recognize and respond to cultural differences and attempt to redress non-liberating structures, teaching practices, and inequities

- > Individuals and organizations recognize the need for cultural competency and this serves as a first step in removing some of the debilitating practices that limit the educational progress of diverse learners

- > Cultural Competency Continuum

### Cultural Competence

- > Organizations and individuals learn to value cultural differences and attempt to find ways to celebrate, encourage, and respond to differences within and among themselves

- > Teachers and students explore issues of equity, cultural history and knowledge, social justice, and privilege and power relations in our society

## 1.4 EXPLORING STEREOTYPES

[30 Minutes]

PREPARATION: Obtain the same number of adhesive labels (e.g., file folder labels), as there are students in your class and write a stereotypic attribute on each label. Examples could include: violent, athletic, cute, overemotional, incompetent, good at math, lazy, untrustworthy, unclean, musical, materialistic, diseased, unintelligent, exotic, forgetful, and frail.

After discussing research and theories on stereotyping, explain that you will conduct a labeling exercise to help students learn about how stereotypes affect the self-perception and behavior of the person who is stereotyped.

## ACTIVITY:

- > Participation in this exercise is optional; anyone who prefers not to participate directly can simply play the role of an observer.
- > Attach a label on each student's forehead (or back) so that the label is not visible to the wearer. Make clear that these labels are being assigned randomly and have nothing to do with students' actual attributes.
- > Then ask students to spend 15 minutes talking with each other about "future goals" (another general topic can be chosen, but this one works well in eliciting responses to the labels).
- > Tell students that they should circulate in order to talk with several different people, and to treat one another according to the other person's labeled attribute. For example, someone labeled "forgetful" might be repeatedly reminded of the instructions.
- > After 15 minutes, reconvene the class and ask students to leave their labels on for a little while longer (if the class size and furniture allows, it's best to sit in a circle).

## REPORTS:

- > Ask students to share how they felt during the exercise, how others treated them, and how this treatment affected them. Students will often mention their discomfort not only with being stereotyped but also with treating others stereotypically.
- > Finally, tell students that they can now remove their labels. Discuss the exercise using the following questions:
  - » Was the label what you guessed, or were you surprised by it?
  - » When people stereotyped you, were you able to disregard it?
  - » Did you try to disprove the stereotype? If so, did it work?
  - » How did you feel toward the person who was stereotyping you?
  - » If your attribute was positive (e.g., "good at math"), how did you feel?
  - » When stereotyping others, how easy was it to find confirming evidence?
  - » When stereotyping others, how did you react to disconfirming evidence?

These questions offer a natural forum to discuss subtyping, self-fulfilling prophecies, confirmation biases, belief perseverance, and other psychological factors involved in stereotyping.

## 1.5 STRATEGIES FOR ADDRESSING A PREJUDICED SPEAKER

### [15 Minutes]

Review with students strategies for addressing a prejudiced speaker and emphasize the value of:

- > Humanizing the victims of prejudice
- > Avoiding arguments that provoke reaction
- > Finding common ground and enlarging upon it
- > Planting a seed rather than needing instant resolution
- > Considering why the comment was made—not just whether it's true
- > Thinking about what has worked to change one's own mind, and using that approach

- 1.** Use questions such as "Why do you say that?" and "Do you feel that way about every person in that group?" Questions don't engender resistance.
- 2.** Tap into the speaker's self-image. "I'm surprised to hear you say that, because I've always thought of you as someone who is very open-minded."
- 3.** Tell the other person how you feel (e.g., "It makes me uncomfortable to hear that") rather than how to behave (e.g., "You shouldn't say that"). The latter statement can be disputed, but the former cannot.
- 4.** Approach the other person with respect rather than self-righteous indignation. Many prejudiced comments are misguided attempts at humor by speakers who do not view themselves as prejudiced; consequently, an effort to convince them not to be prejudiced is likely to fail.

# SESSION 2: ROOTS OF INEQUALITY

[2 Hours]

## MATERIALS NEEDED:

- > PowerPoint slides [related slide number indicated in brackets]
- > Projector and screen
- > Flipcharts and markers
- > Plain paper and masking tape
- > Handouts:
  - » **Tool 4.4** Myths and Facts
  - » **Tool 4.5** Identifying Gender Neutral Terms

## 2.1 BARRIERS TO WOMEN'S PARTICIPATION IN NONTRADITIONAL JOBS

[30 Minutes]

### ACTIVITY:

- > In pairs or small groups, have students brainstorm barriers to the participation of women and people of color in the skilled trades, warehousing, or other industries aligned with the training program.
- > Remind students this is a brainstorm—there is no right or wrong answer.
- > Provide plain paper and markers for each team. Have them record their responses on the paper—one idea per sheet, print, and use a marker.
- > Examples if needed to spur discussion [Slide 6]:
  - » Lack of outreach and information
  - » Stereotypes and sex segregated vocational education
  - » Limited training and disparate impact of selection criteria
  - » Discriminatory hiring practices
  - » Differentiated on-the-job training, hiring, and job and overtime assignments

### REPORTS:

- > Have all the teams tape their sheets to the wall grouping like items.
- > Ask for each team to review two of their responses and explain why there are barriers.
- > Review any additional points and summarize the discussion.

## 2.2 MYTHS AND FACTS

[30 Minutes]

### ACTIVITY:

- > Distribute the **Myths and Facts** worksheet.
- > Divide students into pairs or small groups.
- > Review the worksheet directions and read the “myths” out loud.
- > Give pairs/groups 15 minutes to complete the worksheet.

### REPORTS:

- > Ask for volunteers to read the MYTH and share their FACT.
- > Ask for feedback from the other groups.
- > Ask for examples from the students.
- > Summarize the discussion and review key points using [Slides 7-8].

## 2.3 IMAGES AND WORD ARE POWERFUL

[30 Minutes]

### ACTIVITY:

Discussion: Multicultural Dynamics in the Classroom

- > Keep students in the same groups from the previous exercise.
- > Explain that during this discussion, we will focus on our experiences and understanding of multiculturalism and diversity.
- > In the small groups, have students discuss the following questions [Slide 9]:
  - » When did you first become 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 various “minorities” or “majorities” 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.

- > Summarize the discussion.

## 2.5 SUMMARY AND CLOSING

### [15 Minutes]

Review the key points of the module highlighting student responses and reinforcing key areas.

Ask students to reflect on what they have learned in the module and think of one word to describe how they feel at the conclusion of this module.

Go around the room and have each student give their one word.

### REPORTS:

- > Reconvene in the large group.
- > Ask for volunteers to share the discussion from the small group.
- > Ask for highlights, questions, interesting points, etc.
- > Summarize the discussion.

## 2.4 GENDER NEUTRAL TERMS

### [15 Minutes]

### ACTIVITY:

- > Distribute the **Identifying Gender Neutral Terms** exercise sheet.
- > Review the directions and the “common terms” **[Slide 10-11]**.
- > Have students work in pairs to identify gender-neutral terms.

### REPORTS:

- > Reconvene in the large group.
- > Review the terms and ask for group responses on gender-neutral terms.
- > Ask students to identify other “gendered” terms in common usage and how they might be changed to be gender neutral.

# APPENDIX A - MATERIALS GUIDE

The following is list of associated tools and handouts.

## **FACILITATOR GUIDE**

- > **Tool 4.2** Cultural Competency - Facilitator Guide

## **HANDOUTS**

- > **Tool 4.3** Gender Equity Quiz (with Answer Guide)
- > **Tool 4.4** Myths and Facts Exercise
- > **Tool 4.5** Identifying Gender Neutral Terms

## **RESOURCES**

- > **Tool 4.6** Cultural Competency - PowerPoint Presentation

# APPENDIX B - RESOURCES AND REFERENCES

## RESOURCES

### Teaching Tolerance

A Project of the Southern Poverty Law Center  
400 Washington Avenue  
Montgomery, AL 36104  
334.956.8200  
[www.tolerance.org](http://www.tolerance.org)

### EdChange and the Multicultural Pavilion

<http://www.edchange.org>

### Understanding Prejudice

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

## REFERENCES

### 1.3 Cultural Competency

Developed by National Center for Cultural Competence. 2002. Cross, Bazron, Dennis, & Isaacs. 1989.

### 1.4 Exploring Stereotypes

Adapted from Goldstein, S.B. 1997. "The Power of Stereotypes: A Labeling Exercise." [Teaching of Psychology](#), 24, 256-258.

### 1.6 Strategies for Addressing a Prejudiced Speaker

Adapted from: [www.UnderstandingPrejudice.org](http://www.UnderstandingPrejudice.org)

Plous, S. 2000. "Responding to Overt Displays of Prejudice: A Role-Playing Exercise." [Teaching of Psychology](#), 27, 198-200.

### 2.3 Images and Words are Powerful

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