Career Exploration Workshop

“We’LL CALL YOU IF WE NEED YOU” WORKBOOK
Chapter 1: Footings

Read the story of these 8 women and how they came to the trades. Which are similar to your story and how? Consider the following:

How old were they when they started?

What were their backgrounds?

To what ethnic group did they belong?

Did they have children? If so, what ages were the children?

What level of education did each have?

Where did they live?

How did they find out about the trades/apprenticeship tests?

What related experience, if any, did they have?

In what trades were they interested? Why?

Anything else that is relevant?
<table>
<thead>
<tr>
<th>Term</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>apprenticeship</td>
<td>(3, 9)</td>
</tr>
<tr>
<td>footings</td>
<td>(7)</td>
</tr>
<tr>
<td>journeymen</td>
<td>(10)</td>
</tr>
<tr>
<td>tangible</td>
<td>(10)</td>
</tr>
<tr>
<td>apprentice coordinator</td>
<td>(12)</td>
</tr>
<tr>
<td>piqued</td>
<td>(13)</td>
</tr>
<tr>
<td>IBEW</td>
<td>(13)</td>
</tr>
<tr>
<td>blue collar</td>
<td>(14)</td>
</tr>
<tr>
<td>improvising</td>
<td>(14)</td>
</tr>
<tr>
<td>(to) plane</td>
<td>(14)</td>
</tr>
<tr>
<td>keel</td>
<td>(14)</td>
</tr>
<tr>
<td>asset</td>
<td>(15)</td>
</tr>
<tr>
<td>frayed</td>
<td>(16)</td>
</tr>
<tr>
<td>ludicrous</td>
<td>(16)</td>
</tr>
<tr>
<td>evolved</td>
<td>(17)</td>
</tr>
<tr>
<td>expertise</td>
<td>(17)</td>
</tr>
<tr>
<td>seven 12s</td>
<td>(17)</td>
</tr>
<tr>
<td>sub contractor</td>
<td>(19)</td>
</tr>
</tbody>
</table>
Chapter 2: *Doors, Windows, Locks*

Read the stories of these 13 women to get the following information:

A. Personal stories: (answer these questions on the chart)

1. How did each hear about the trades?
2. What trades did they choose?
3. What process was involved? (what did they have to do to get in??
   (call the office, fill out application, send documents etc'.)
4. What was the test like, if there was one? The interview? (was there one? If so, what
   was it like?)
5. How long after starting the process did they begin working in the trades?
6. If they attended a training program, what was covered?
7. In what city/state did they live?

B. Note how the process was made harder for women. How did women cope with the
   following:  (answer these questions below)

1. limited number of applications (pp. 26-27)
2. harassment (pp. 27-28)
3. age limits (p. 28)
4. interviews (pp. 28-29)
5. “losing” applications (p. 29)

C. Examine the different ways by which women entered the trades (p. 30)

D. Note problems encountered and how the women solved them.

E. Also note any encouragement they received and from whom.
Career Exploration Workshop
“WE’LL CALL YOU IF WE NEED YOU” WORKBOOK

Chapter 2: Vocabulary

urban(22)________________________________________________________________________

“buy their book”(22)________________________________________________________________

*journeylevel (22)______________________________________________________________

*mechanic (22, not 15)__________________________________________________________

derailment(22)____________________________________________________________________

*pre apprenticeship or pa (23)____________________________________________________

agility (24)_______________________________________________________________________

*business agent (24)______________________________________________________________

*NECA (24)_______________________________________________________________________

rigid (24)_______________________________________________________________________

conceive (26)_____________________________________________________________________

mellow (28)_______________________________________________________________________

subjective (28)___________________________________________________________________

articulate 28)___________________________________________________________________

*licensed trade (28)________________________________________________________________

mentor (28)_______________________________________________________________________

aptitude test (29)_________________________________________________________________

indentured (30)___________________________________________________________________
pursue (30)______________________________________________________________
*hunting license (30)_____________________________________________________
*sheetrock/drywall (32)_____________________________________________________
*metal studs (32)__________________________________________________________
*concrete (32)____________________________________________________________
*EEO (33)_______________________________________________________________
veneer (33)_______________________________________________________________
vouch (36)_______________________________________________________________
Chapter 3: Crossing the Threshold: First Days

Read the stories of these 11 women to get ideas about:

A. 5 typical “first days” problems and how the women solved them
   1. 
   2. 
   3. 
   4. 
   5. 

B. How construction work differs from typical “woman’s work”
   1. what’s unfamiliar (p 38)
      a. 
      b. 
      c. 
      d. 
      e. 
      f. 
      g. 
      h. 
      i. 
      j. 

C. Hiring/layoff notification time (p 38)
   a. usually hiring/layoffs were __________________________
   b. to be given __________________________ was considered generous
      1. preparation time for new job (p 38): it’s normal to get notified at __________
         for a starting time at ________________
      2. time men vs. women waited for 1st jobs (p 39)
         men went to work __________________________ while women often
         waited __________________________
      3. what’s considered a “good faith effort” (p 39)
      4. how visible women feel on site (p 39)
      5. Deb’s 2 isolated situations with men & how she dealt with them. (p 43-44)
         a. 
         b. 

D. How did most tradesmen feel about having women on the job? Exceptions?
Chapter 3: Vocabulary

threshold (37)

*metal snake (37)

ruddy complexion (37)

ashen (37)

methodical (37)

corrosive (38)

disorientation (38)

culture (38)

factor (39)

shanty (40)

*roughing out (40)

navigating (41)

tram (41)

aerial (41)

*rebar (41)

*toggle bolt (42)

per se (43)

trepidation (43)

*girders (44)

*Channellocks (47)
Chapter 4: Ain’t Got to Show You Shit

Tradeswomen have to be flexible, to adapt, maneuver & compromise to get well-rounded training. These stories show that apprentice training is not uniform, but dependent on chance.

1. How did each of these women deal with this problem?
   A. Susan (pp.49-50)
   B. Paulette (pp.51-53)
   C. Mercedes (pp.58-59)
   D. Bernadette (pp.60-61)
   E. Cynthia (pp.61-63)
   F. Lorraine (pp.66-67)

2. What are the 2 components of apprenticeship training listed on page 50? Which is the best/worst?

3. What happens when a job ends? (p 54) What does this have to do with varied training?

4. For what types of jobs are women usually hired/seldom hired (p 56) How does this impact training?

5. What are side jobs? How are they acquired? (p. 64)

   What impact does this have on women?

6. Why do many women have to play “catch up” when they turn journeylevel?

7. How will you address this?

8. What were Lorraine’s ideas on guys that can/can’t get along with women on the job? (p68)

9. Do you agree or disagree? Why?

10. What does being a partner mean? Why is one’s partner so important? (p 67)

11. What role in training an apprentice does the crew/foreman/steward/superintendent/apprentice coordinator/apprentice play?

   Who is ultimately responsible for seeing that he/she receives well-rounded training?

12. In any of these stories, was sexism compounded by racism?
Chapter 4: Vocabulary

irk(ed)49)

drudge (49)

wary/warily (p 50)

menial (50)

* batter boards (51)

residential (51)

*isometric (52)

*commercial (53)

lax (53)

farcical (53)

unruly (54)

* form work (56)

premise (59)

gradation (59)

random(59)

benevolent (60)

hierarchy (60)

inequity (60)

tirade (62)

nuance (65)

subtle(ties)(65)
innuendo (65)
jeopardize (66)
credibility (66)
feisty (66)
quell (66)
gruff (68)
magnitude (68)
Chapter 5: *Marking Gender Boundaries: Porn, Piss & Power Tools*

This chapter explores the raw side—from unpleasant to physically dangerous...

1. *On a job site, who sets the tone for the crew’s behavior? (p 70)*

2. The behavior of union reps gave women a sense of whether or not the union would help them. What was the difference in behavior between Lorraine’s foreman (p. 70) and Karen’s superintendent (p. 79)?

3. Cheryl (p. 76) and a female plumber on the same job were both harassed by the same man. How did each deal with the harassment? Did it stop?

4. What was the action taken, and with what result, in these cases involving porn on the job site?
   A. Mary Ann (p 72)
   B. Yvonne (p 74)
   C. Melinda (p 75)
   D. Barbara (p 80)
   E. Irene (p 81-82)

5. How did Helen (p 81) describe how men act?

6. Do you agree/disagree with her? Why?

7. *Attacks on women put men in a position of choosing between what two alternatives? (p 71)*

8. Which did most men in this chapter choose?

   List any exceptions.
9. How could many of the injuries Karen mentions on page 78 been prevented?

10. Why does she think apprentice schools don’t teach more power tool safety?

11. Accidents set up against women/people of color accomplish what 3 things? (pp. 84-85)

12. In cases involving physical violence: What happened to the tradeswoman

What action did she take and why?

A. Kathy (p 71)

B. Maura (p 72-73)

C. Karen (p 73-74)

D. Karen (p 78-79)

E. Gloria (p 83-84)

F. Bernadette (p 85)

13. What did Maura do (p 82-83) that was so unusual?

What happened?

What was her superintendent’s reaction?

What would have happened if all those involved had been male?

So----- why do women still want to work in the construction trades?? (See CH. 6 &7)
Chapter 5: Vocabulary

*steward (69)

option (69)

vulnerable (70)

retribution (70)

petty (70)

perceive(d) (70)

solidarity (71)

tacit (71)

ogre (72)

inherent(ly) (72)

blackballed (75)

congenial (75)

stigma (76)

intervene(d) (77)

amulet (78)

*Baker (80)

capricious(ess) (81)

domain (81)

livid (83)

pummel(ed) (83)

insidious (83)

malice (85)

ironic (85)
Chapter 6: *(and yet)* Passions

In this chapter tradeswomen share why they chose to stay in the trades:

- Lorraine, Nancy, Gay, Paulette, Randy & Helen liked

- Irene, Gloria & Angela relished

- Deb & Karen shared a love of

- Kathy liked

- Cheryl pointed out that tradeswomen could

- Bernadette became a carpenter because she

- Cynthia chose plumbing because she liked

- Gloria liked

- Barb enjoyed

- Mary Ann thought

- Diana did a

Which of these matches your reasons for becoming a tradeswoman?
Chapter 7: Exceptional Men

1. Briefly describe the following men and explain why they were included in this chapter.

A. Kathy Walsh’s laborers (p 97):

B. Bill Swanson (p 97-98):

C. Patrick Costello (p 98-99):

D. Kathy’s carpenter friend (p 99):

E. Cynthia’s first general foreman (p 100):

F. “Silvertongue” (101):

G. Hank McGuire (p 101):

H. Melinda’s father (p 102):

I. Lorraine’s foreman Bob (p 102):

J. Herb (p 104):
K. Paulette’s foreman (p 104-105):

L. Karen’s foreman (p 105):

M. Bill (p 106):

N. Helen’s foreman (p 107):

2. Who were the foremen and journeymen of whom women spoke most fondly? (p 102)

3. How were tradeswomen’s mistakes most often seen? (p 104)
Chapter 7: Vocabulary

volatile (p. 97) ____________________________________________________________
staunch (p. 98) __________________________________________________________________
chronic (p. 98) __________________________________________________________________
repetitive (p. 98) ___________________________________________________________________
*conduit (p. 98) __________________________________________________________________
coddling/ to coddle (p. 98) __________________________________________________________________
*EMT (p. 98) ______________________________________________________________________
*bender (p. 98) ____________________________________________________________________
*stubbing in (p. 98) __________________________________________________________________
*ream (p. 98) ___________________________________________________________________
*rasp (p. 99) _____________________________________________________________________
*lathe (p. 99) _____________________________________________________________________
*splice (p. 100) ___________________________________________________________________
cantankerous (p. 100) __________________________________________________________________
curmudgeon (p. 100) __________________________________________________________________
*Phillips (p. 102) __________________________________________________________________
camaraderie (p. 102) __________________________________________________________________
inamous (p. 103) ___________________________________________________________________
mentor (p. 104) ___________________________________________________________________
inveitable (p. 104) ___________________________________________________________________
*sheetrock(ed) (p. 105) ____________________________________________________________________
Chapter 8: Balancing Alone Across an I Beam

1. Briefly describe what each of the 16 women has to say on this topic:
   (On the lines to the left of each name, put a + if she had a positive experience, a – if she reported in a negative fashion, and a ? if you could not tell—some women will have more than one symbol)

   ___ Sara (pp 109,113,116):

   ___ Irene (pp 110,113-4,114,117-8,118-9):

   ___ Helen (pp 110,115,118):

   ___ Barbara H (p 111):

   ___ Gay (p 111-2):

   ___ Mary Ann (p 112):

   ___ Paulette (pp 112,116):

   ___ Kathy (p 113):
2. Which 3 women wished they’d been more supportive of women on their jobs?

3. Which 2 mentioned troubles lesbian tradeswomen had?
4. Which 4 were part of a larger, official tradeswomen organization?

5. Which 2 mentioned the dilemma of drinking with the guys?

6. Which 4 spoke about the problems women have talking to, hanging out with or eating lunch with other tradeswomen on the job?

7. What solutions to lunchtime problems were mentioned and by whom?

8. Which 4 did not feel solidarity with other tradeswomen?

9. Who thought that non-tradeswomen couldn’t understand the problems of a tradeswoman?

10. Who wished she’d had some tradeswomen role models to learn from?

11. Who had negative interaction with union officials?
Chapter 8: Vocabulary

initiated (110) _________________________________________________________________
nuance (110) _________________________________________________________________
charwoman (111) ______________________________________________________________
internalize (112) ______________________________________________________________
*Symons forms (113) __________________________________________________________
caucus (113) _________________________________________________________________
*affirmative action (113) _______________________________________________________
intimidated (114) _____________________________________________________________
solidarity (115) ______________________________________________________________
askance (115) _________________________________________________________________
subtle/subtly (115) ____________________________________________________________
enclave (117) _______________________________________________________________
radical (119) _________________________________________________________________
Career Exploration Workshop
“WE’LL CALL YOU IF WE NEED YOU” WORKBOOK

Chapter 9: Bucket or Bathroom

1. What happened to the 1978 percentage goals relating to women in construction? (p 121)

2. List the reasons Sara (p 123) didn’t go to the bathroom and the names of women in this chapter whose stories illustrated each problem.
   A.
   B.
   C.
   D.

3. Who is responsible for sanitation facilities and upon what does the quality of these facilities depend? (p 123)

4. What are the advantages of working on a remodeling job? (p124)

5. Difficult access to sanitary facilities leads to what other issues/risks? (p 126 & elsewhere)
   A.
   B.
   C.
   D.
   E.
   F.
   G.
   H.
   I.

6. Briefly explain each woman’s experiences:
   A. Susan (p 123):

   B. Barbara (p 124,127):

   C. Sara (p 124):

   D. Melinda (p 125,128):
E. Mary (p 125):

F. Karen (p 126):

G. Gloria (p 127):

H. Cynthia (p. 128):

7. In whose recollections were stewards or unions:
   A. helpful:
   B. not helpful:

8. Which 2 women were lucky enough to have the use of a Ladies Room in a building?

9. Which 2 women were actually told to use a bucket for their toilet?

10. List 10 solutions tried by women who had issues with using the jobsite bathrooms:
    A.
    B.
    C.
    D.
    E.
    F.
    G.
    H.
    I.
    J.

10. What other words were used in this chapter to describe sanitary facilities on jobsites?

11. List the top 3 candidates for biggest jerk in this chapter.

12. How will you deal with the lack of running water, soap, tampon machines on a jobsite?
Chapter 9: Vocabulary

dynamics (123)

festered (124)

focal point (124)

*traveler (125)

*man-lift (125)

*honey-dipper (127)

incensed (127)

forthright (128)
1. What 3 factors influence the importance of physical strength in construction? (p 129-130)

2. How were some tradeswomen able to increase their physical strength? (p 129)

3. What were Gay’s thoughts (p130-131) on machinery, age and women’s abilities?

4. Why was Mary Michels angry (p 131) and what did she say about attitude?

5. How did Bernadette’s crew (p 131) try to weed her out?

   What conclusion did she come to regarding the weeding out process?

6. What advantage did Karen (p 132) have that other women did not, and how did this hurt them?

7. On Kathy’s second job (p 133) what did her foreman say/do and how did this affect her physically?

8. Historically, what was the union view (p 133) and how was this affected when women entered construction jobs?

9. Describe Paulette’s situation and solutions (p 133-134)
10. What could unions have done to address upper body strength issues? (p 134)

11. Describe Randy’s experience on the West Seattle Bridge job (p 135). Why didn’t she quit?

12. What 2 things were missing from affirmative action policies that enabled Randy’s contractor to claim he’s made a “good faith effort” toward compliance? (p 135-136)

13. What difference did Cheryl’s size mean for her? (p 136 & 137)

14. Describe Donna’s experiences. (p 137)

15. What did some men consider to be their “special asset”? (p 138)

16. What 2 techniques did Angela develop to deal with a partner who wanted to carry heavy pipe? (p 138)

   What did she find out about some guys?

17. What were Randy’s views? (p 138)

18. What did the fact that affirmative action was most often enforced on big federal or IDOT jobs mean to women, especially women of color? (p 138)
Chapter 10: Vocabulary

perilously (129) _________________________________________________________________

pitch (129) _________________________________________________________________

*ramset (129) _________________________________________________________________

grappled (129) _______________________________________________________________

component (129) ______________________________________________________________

caricatured (130) _____________________________________________________________

brute (130) _________________________________________________________________

prefabricated (130) ____________________________________________________________

brawn (130) _________________________________________________________________

deem (131) _________________________________________________________________

clarity (132) _________________________________________________________________

vulnerable (132) _____________________________________________________________

taunts (132) _________________________________________________________________

remediation (134) _____________________________________________________________

curricula (134) _____________________________________________________________

flexible (134) ________________________________________________________________

ingenuity (136) ______________________________________________________________

*mechanic (136) _____________________________________________________________

versatile (136) _____________________________________________________________

assets (136) _________________________________________________________________

liabilities (136) _____________________________________________________________

leverage (138) ______________________________________________________________
1. Cynthia Long (p 141) found it hard to separate why some people reacted badly to her, saying it could have been based on one of three things:

She knew, however, that she missed a lot of opportunities she might have had if she’d been either _________ or _______________________________.

2. How/when did Susan (p 141) find out about the harassment of a black female laborer of her jobsite?

3. In 1988, according to the Department of Labor statistics, how many black or Hispanic women were working in most construction trades?

4. Why did Melinda (p 142) think she, Cynthia & Jackie got more harassment than Beth?

Who did she say would not harass white women & why?

5. How did Bernadette (p 142), as a double minority, say she was treated?

6. With what part of Bernadette’s observation did Donna (p 142-143) agree?

7. What differences did Mary (p 143) see in prejudice toward black men or black women?

8. When/where/why did Karen face racism? (p 143)

What did she do?
What factor did she find that later worked in her favor?
9. Describe Yvonne’s observations (p 144) generally and regarding interior vs exterior workers.

10. Who did Irene notice were the worst harassers (p 144) and why?

11. Contrast the treatment of two pregnant third year apprentices, one white and one African-American. (p 146)

12. List the difference standards for the Hometown Plan & Kathy’s apprenticeship. (p 146-147)

13. In the NYC carpenters’ training programs (p 147), what were the 2 basic differences between trainees and apprentices?

14. Why would unions in Kansas City, NYC and Washington, DC set up 2 separate training programs?

15. List Barbara Henry’s related experience before she entered apprenticeship. (p 147-148)

   Why didn’t she get accepted the first 2 years? (p 148)

   What kind of work did trainees do? (p 148)

   When/why was she accepted as an apprentice? (p 149)

   What changes did she notice then? (p 149)
Chapter 11: Vocabulary

conclusive (142) ___________________________________________________________________
ethnicity (142) ___________________________________________________________________
Chicana (143) ___________________________________________________________________
liability (145) ___________________________________________________________________
* trainees (146) ___________________________________________________________________
unbeknownst (146) ___________________________________________________________________
stipend (147) ___________________________________________________________________
bizarre (147) ___________________________________________________________________
logistics (147) ___________________________________________________________________
demeanor (148) ___________________________________________________________________
* grunt work (149) ___________________________________________________________________