

Career Exploration Workshop

“WE’LL CALL YOU IF WE NEED YOU” **WORKBOOK**



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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?

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Chapter 1: Vocabulary

apprenticeship (3,9) _____

*footings (7) _____

*journeymen (10) _____

tangible (10) _____

*apprentice coordinator (12) _____

piqued (13) _____

*IBEW (13) _____

*blue collar (14) _____

improvising (14) _____

*(to) plane (14) _____

keel (14) _____

asset (15) _____

frayed (16) _____

ludicrous (16) _____

evolved (17) _____

expertise (17) _____

seven 12s (17) _____

sub contractor (19) _____

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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.

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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)_____

compliant (29)_____

aptitude test (29)_____

indentured (30)_____



... Established in 1981

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pursue (30) _____

*hunting license (30) _____

*sheetrock/drywall (32) _____

*metal studs (32) _____

*concrete (32) _____

*EEO (33) _____

veneer (33) _____

vouch (36) _____

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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?

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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) _____

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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?

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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) _____

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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)

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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(ness) (81) _____

domain (81) _____

livid (83) _____

pummel(ed) (83) _____

insidious (83) _____

malice (85) _____

ironic (85) _____

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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?

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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)*

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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) _____

infamous (p. 103) _____

mentor (p. 104) _____

inevitable (p. 104) _____

*sheetrock(ed) (p. 105) _____

maneuver(ing) (p. 105) _____

malicious (p. 106) _____

vulnerable (p. 106) _____

*pusher (p. 106) _____

self-fulfilling prophecy (p. 107) _____

trepidation (p. 107) _____

correlation (p. 107) _____

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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):

____ Donna (p.113):

____ Cheryl (p 114):

____ Randy (pp 114,115):

____ Marge (p 115):

____ Deb (pp 116,117):

____ Mary (pp 116,117)

____ Karen (p 118):

____ Melinda (p 119):

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?

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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) _____

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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?

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Chapter 9: Vocabulary

dynamics (123) _____

festered (124) _____

focal point (124) _____

*traveler (125) _____

*man-lift (125) _____

*honey-dipper (127) _____

incensed (127) _____

forthright (128) _____

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Chapter 10: Carrying Weight

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)*

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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) _____

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Chapter 11: Customized Treatment: Women of Color

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)

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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) _____