How women have succeeded in trades where they are traditionally under-represented.

Presenter
Kylie Taffard
Expected programme outputs & Scope of work

Outputs

1. Increased participation and success
2. Understand significant characteristics of women’s engagement and learning journey
3. Identify significant characteristics of influencers
4. Build on the personas focusing on barriers and benefits
5. Be disruptors of the status quo and be the change champions in the industries we work with.

Scope

1. Women supply
2. Employers demand
3. Data information
Context

• More women in the workforce (Stats NZ)
• Need women at all levels (Devillard, Hunt & Yee, 2018; ESITO, 2014)
• Women can address the shortage of skilled workers (Statistics New Zealand, 2015)
• Benefits to women (Australian Human Rights Commission, 2013)
The research process
Characteristics of women entering non-traditional trades

Age

Location

Ethnicity

So what is it?
How did they find out about the trades?

- Personal reasons
- School influencers
- Family as influencers
- Friends
Gaining skills and employment

Pre-trade

Industry exposure

Work experience

Time taken to gain employment
On-job training

Industry Training Organisations (ITO)

Qualification

Apprentice

Other

Employer support
People in the workplace

Employer
Don’t believe women should be in the trades.
Supportive (at times patronising)
One of the team
Physical facilities

Extrinsic motivations

Intrinsic motivations
### Recommendation Actions

<table>
<thead>
<tr>
<th></th>
<th>Industry</th>
<th>ITO</th>
<th>Providers</th>
<th>Schools</th>
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</thead>
<tbody>
<tr>
<td>1. Facilitate authentic workplace experiences</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>2. Promote trade careers to women and influencers</td>
<td>✓</td>
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<td>3. Promote pre-trade programmes to women and influencers</td>
<td>✓</td>
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<td>4. Develop a brand to identify employers committed to supporting women</td>
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<td>5. Establish support structures for trades women e.g. mentoring, networking</td>
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<td>6. Develop training for experienced tradeswomen to provide support and/or mentoring for women</td>
<td>✓</td>
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<td>Recommended Actions</td>
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<td>7.</td>
<td>Establish a job seeker site e.g. DCC Jobs, where women and influencers can find</td>
<td>✓</td>
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<td></td>
<td>employers committed and supportive employers</td>
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<td>8.</td>
<td>Investigate and publish a list of Personal Protective Equipment (PPE) suppliers</td>
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<td></td>
<td>that make equipment specifically for women</td>
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<td>9.</td>
<td>Ensure consistent and reliable facilitation and support for apprentices</td>
<td>✓</td>
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<td>10.</td>
<td>Establish a website providing access to information regarding effective practice,</td>
<td>✓</td>
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<td></td>
<td>research, monitoring programmes and statistics.</td>
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Persona development

What is it?

How would we create the categories?
• Had a family, looking for a challenge
• Looking for work (unemployed)
• School to pre-trade
• Career change - Already working, went to a pre-trade
• Career change – Already working outside the trades and went directly into a trade
• Working in the trade
• Started, left and came back.
Persona development

What is it?

How would we create the categories?

What information went into the persona?
Suzie #3 The Newbie

School: Pre-trade > Apprenticeship

Barriers:
- Lack of support from school
- Difficulties finding a job
- Apprenticeship

Support System:
- National Apprenticeship
- Industry Payroll

Problematic tasks:
- "Suzie has always been interested in trades. Though she doesn't have a relative in the trades, her family came on board with the idea since they’ve never seen people from home in trades."

Suzie is looking for an extension and alternate learning experience. She wants to try out electrician and get a lot of pride from being encouraged when she was doing something well, but she also wants to ensure that if there is something she could have done better, she has a good attitude towards the obvious impatience of others. Suzie’s passion但这 the main reason she has not made a big leap in her growth.

Notes:
- Suzie has always been interested in the trades. Though she doesn't have a relative in the trades, her family came on board with the idea since they've never seen people from home in trades. She has a passion for the electrical field and wants to ensure that if there is something she could have done better, she has a good attitude towards the obvious impatience of others. Suzie’s passion is the main reason she has not made a big leap in her growth.

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<tr>
<td>Strengths</td>
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<tr>
<td>Industry has many opportunities.</td>
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<tr>
<td>Suzie has many skills.</td>
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<td>Suzie is ready to learn.</td>
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Anyone who has doubted me, anyone who has said anything wrong. You know, not that there has been a lot, but just enough to be my driving power behind me succeeding.

Suzie was ill. She left school at 17 to attend a one-year pre-trade programme at a local polytechnic. Suzie had an uncle in the trades. He had worked for the same employer for four years, starting her apprenticeship after four years.

Personal Characteristics: A bit stubborn and very determined, prepared to overcome barriers, motivation to succeed, knowing she couldn’t just be good, she had to be great.

Needs support from school, where to support her career choice, drivers licence, to develop industry skills and knowledge through work experience via school or a pre-trade, introduction to employers and job ready skills, opportunities to learn.

Motivators: Proud of her achievements, just being treated like everybody else and being given opportunities to learn.

Demographics of Group: Five women, all of whom left school to attend a pre-trade programme between the ages of 10 and 18.

Aged in early 20s when they started their trade.

Some have been in the industry for decades and are business owners while others are still in their apprenticeship.

Three identified as Māori, two as European.

Women want to work in a polytechnic and one went to a private training organisation.

All programmes were year long.

Our voice: quotes from interviewed women

I was the first elected female student rep for the training organisation and the boys elected me. I was doing work experience while at pre-trade and he was awesome. He didn’t have a position for an apprentice, which was fine.

The other technician and I got on really well and he mentored me. The management there were really open to me being there, so it was good.

Finally, I got on really well with the older guys. It was the older guys that actually got me through it. The older boys are the ones that are willing to teach me.

I loved working there. I had the most fantastic foreman and leading hand and they just treated me the same as anybody else, gave me lots of opportunities because I wanted to learn.

The difference between them and me, I showed that I wanted it, whereas they were just turning up to work.

When those obstacles come along and it might be that someone doesn’t want to deal with you or someone is being derogatory or whatever, you play into their hands if you’re not making it worse, if you look at it from need to be able to stand proud and I need to be comfortable with what I am doing” it shouldn’t matter what someone else is saying.

What’s the worst thing that can happen. It (work) can go out of school and try something else. I was just fortunate that it worked.
NZ Integrated Data Infrastructure

Status:

Initial data available via http://sweetanalytics.co.nz

Report to be published
Employer perspectives  Report to be published late 2018

Research objectives

- **Identify characteristics** of employers who have or haven't employed women in trades
- Explore **reasons for employing and not employing women** tradespersons
- Identify the range of **enablers** and **barriers** that employers believe exist
- **Identify resources** employers believe would assist them to enhance enablers and break down barriers to the participation and success of women in trade roles
- **Explore how these resources could be made readily available to employers**

Method

- Dual-stage qualitative research with face-to-face and phone qualitative interviews
- The quantitative component (online survey) has had over 550 respondents so far
- Both research phases have targeted and achieved a 50:50 split of employers who have and have not employed women in trades roles. The goal being to identify the effects of unconscious bias
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PROJECT
What are the characteristics of an effective learning journey for women entering trades?

Workplace learning, Learner Access and Pathways, Supporting learners, Architecture and Building, Engineering and Related Technologies, In progress

Due to be completed: 16 July 2020

For programme enquiries or feedback please contact mark.williams@bcito.org.nz