

THE PINK TO GREEN TOOLKIT: ADDING A GENDER LENS TO GREEN JOBS TRAINING PROGRAMS

CREATED BY WIDER OPPORTUNITIES FOR WOMEN FOR THE GREENWAYS
INITIATIVE

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TOOL 3.2 DEVELOPING JOB-READINESS PROGRAMMING

Use this tool for envisioning and developing your organization's approach to integrating work readiness into your occupational training design. The worksheet provides a structure for developing core work skills, along with a metric for their successful implementation. It can also help you plan key aspects of delivering instruction and identify challenges, capacity, linkages, and opportunities. A sample worksheet provides examples of important components of core competency programming.

WHO SHOULD USE THIS TOOL

Training program directors; soft skills instructors; career coaches

THE PINK TO GREEN TOOLKIT

This tool is part of *The Pink to Green Toolkit: Adding a Gender Lens to Green Jobs Training Programs*, created by Wider Opportunities for Women for the GreenWays initiative. All tools are available online at: <http://greenways.jff.org/pinktogether>

The GreenWays initiative provides high-quality workforce services to employers and to workers seeking to advance their careers in the green economy. The initiative invests in 20 workforce partnerships across six diverse industry sectors

in eight metropolitan labor markets. It builds on JFF's approach of organizing employers and workforce resources into sectoral workforce partnerships to promote career advancement for lower-skilled workers. GreenWays is supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.

greenways.jff.org

WORKSHEET: DEVELOPING JOB-READINESS PROGRAMMING

| JOB-READINESS SKILL | MEASUREMENT OF ACHIEVEMENT | HOW/WHEN TO DELIVER SKILL BUILDING | WHO DELIVERS | CHALLENGES | CAPACITY (Needs Work, Exists, External) |
|---------------------|----------------------------|------------------------------------|--------------|------------|--|
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SAMPLE: DEVELOPING JOB-READINESS PROGRAMMING

| JOB-READINESS SKILL | MEASUREMENT OF ACHIEVEMENT | HOW/WHEN TO DELIVER SKILL BUILDING | WHO DELIVERS | CHALLENGES | CAPACITY (Needs Work, Exists, External) |
|--|---|--|--|--|--|
| Being a self-advocate | Participant can present opinions, answer questions, request help, etc., assertively but not aggressively. | Interactive classroom instruction Workshop on assertive behavior in construction Workshops on sexual harassment and safety on jobsite | Classroom instructors Career coach | Classroom instructors need professional development in modeling and discussing assertiveness | Exists |
| Career Awareness | Participant can describe career pathways in construction, employer expectations, and construction worksite culture. | Model worksite behavior in training Field trips to construction sites Workshops with guest speakers | Case manager/career coach Industry guest speakers | Cost to transport participants to worksites Recruiting and scheduling guest speakers, especially women role models | Needs work |
| Financial literacy for the building trades | Participant develops budget plan incorporating slow work periods. | Series of financial literacy workshops | Outside vendor | Few workshops address the unique challenges of construction sector employment. | Needs work—find external consultant willing to adapt standard workshops to construction sector |
| Balancing work and family in the trades | Plans or strategies are developed for off-hours needs, such as child care and transportation to worksite. | Case manager discusses individual plans; provides referrals Workshops on stress management, stereotyping of nontraditional careers, and handling family emergencies | Case manager/career coach | Hard to find off-hours child care Need resources for addressing transportation challenges (e.g., for car loans, suspended licenses) | Exists/needs work |