

Women in Trades

**Part 4: Personas
of women and
employers in trades**

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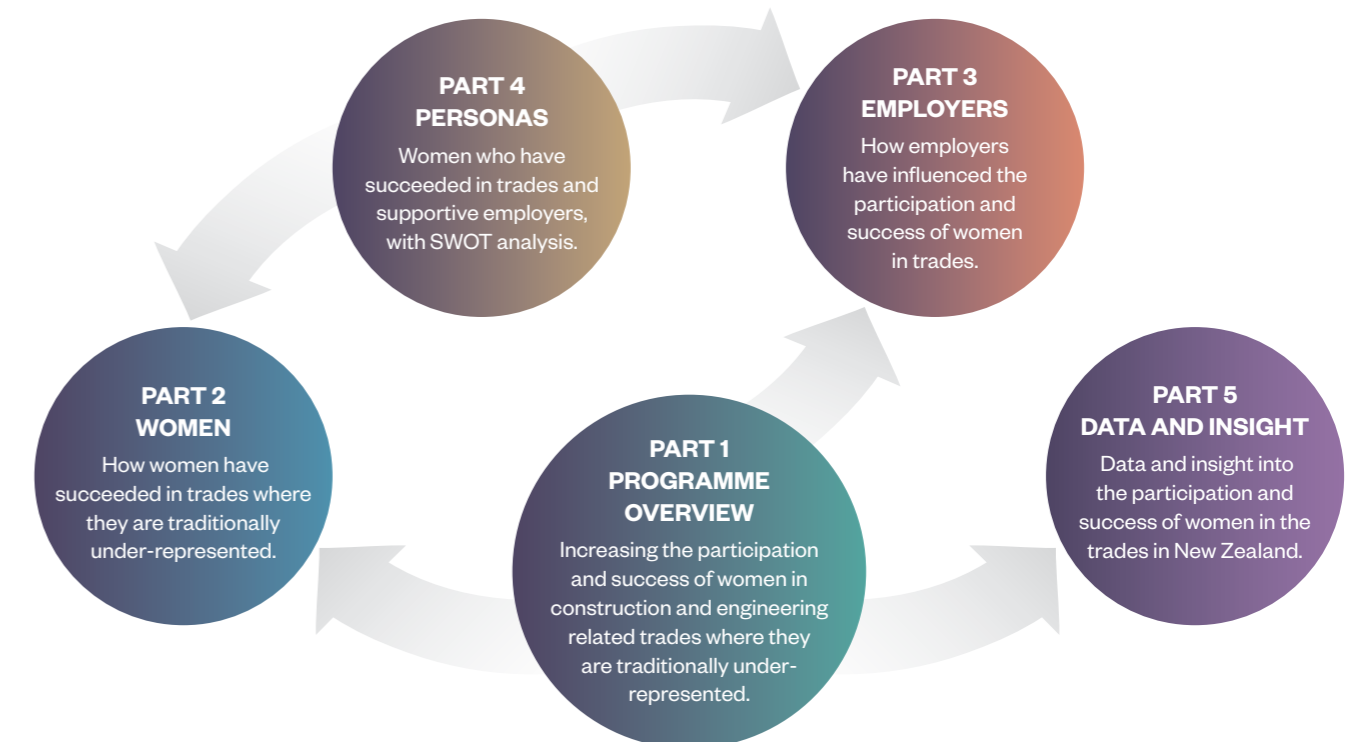
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Programme of Work

The programme of work includes the following interrelated components. All documents are available via the Ako Aotearoa project page: www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades



Purpose of study

Purpose of study

The purpose of the research programme, that this document is part of, is to increase the participation and success of women in the construction and engineering related trades where they are traditionally under-represented. To conduct this research, 35 successful tradeswomen were interviewed from a range of trades across the industries represented in the research consortia. Although the women were predominately of European descent, the sample included women of Māori, Pasifika and Asian descent. The women came from across New Zealand, from Auckland to Invercargill. Their ages ranged significantly, and their experience did not always directly correlate with their age as some women chose to enter the trades later in life.

The focus of this research is to gain a deeper understanding of the significant characteristics of the learning and career journey of successful tradeswomen. This would allow influencers, employers and stakeholders to understand how to support women in their journey into a career within a trade and identify actionable outcomes to address specific aspects of the barriers.

Background to and development of personas

We can learn a lot from the interviews of every woman in the research sample of 35, but the employment journey and experiences of many women were similar to those of others in the sample. By grouping the women with similar experiences together, we can describe the attributes of the group by using a persona. Personas are detailed descriptions used to identify the specific enablers, barriers and influencers of an imaginary person, identifying the shared attributes and experiences developed from real stories; the personas for this project are separated based on their learning and employment journey and particularly their entry into the trade.

The aim of this research is to increase the percentage and success of women in the trades. Developing personas based on the different stages in life in which the women chose to enter the trades, and their chosen trade, helps stakeholders (Industry, Business, Tertiary Education Organisations and Schools) to examine their policies, processes and procedures to see how they could better support the participation and success of women.

To help stakeholders evaluate their performance, each persona includes a strengths, weaknesses, opportunities and threats (SWOT) analysis with tailored questions to help stakeholders get the most from the review of their support.

The seven personas identified are listed below, along with the page number

Title	Pathway Descriptor	Page
1. Hannah the adapter	Had a family > looking for a challenge > apprenticeship	8
2. Lily the rebuildier	Unemployed > pre-trade > apprenticeship	12
3. Suzie the newbie	School > pre-trade > apprenticeship	16
4. Michaela the self-improver	Working > left to do a pre-trade > now works in the trades	20
5. Aroha the team-builder	Working outside trades > went directly to trades > did apprenticeship	24
6. Karina the 2nd time around	Started > left > came back	28
7. Janine the late-bloomer	Already in industry > gained qualification > advancing career	32
8. Earl the early adopter	Employs women in trade roles > offers flexible work arrangements	36
9. Peter the potential employer	Open to employing women > has flexible work arrangements	40

The research findings, summary recommendations and timeline are available in the project reports available online via the Ako Aotearoa project page.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Influencers, Enablers and Barriers

The following list highlights the influencers, enablers and barriers identified by the tradeswomen interviewed for this project. These are discussed further in the body of this report and in the personas.

Many of the influencing factors and barriers listed below are not specific to women; however, it is the compound effect of these which creates a more significant obstacle to their entry into and employment journey within the trades.

Influencing factors to enter the trades:

- Personal reasons: stable income, passion for the product, resilience
- Family: exposure to the trade, encouragement, role model
- Friends: providing job information, providing information on trade qualification
- School staff: providing information on trades, providing work experience, taught skills.

Barriers faced by women wishing to enter the trades:

- Difficulty finding employment
- Personal concerns: lack of confidence, lack of practical skills
- The culture of many construction workplaces.

Barriers faced by women when in the workplace:

- Male-dominated industry: comments made on-site, physical expectations, customer bias
- Balancing apprenticeship requirements, full-time work and other commitments
- Lack of structured training programme in the workplace.

Many of the influencing factors and enablers listed below are also not specific to women; however, their presence is far more critical to the women's positive entry into the workplace and a successful learning and employment journey within the trades.

Factors that enabled the tradeswomen to enter the trade:

- Exposure to trades
- Skill development: family, school, pre-trade programme and work experience
- Network of significant people: work experience employer or pre-trade tutor, mentor or peer support
- Employers open to employing a gender diverse workforce.

Factors that influenced workplace success:

- Workplace environment: positive, supportive, focus on learning and progression
- Work tasks: customer focus, working with a product they enjoyed
- Nature of the job: physical opportunities, problem-solving, collaborative
- Personality: ability to manage negativity, lifelong learning, attitude towards working in a male-dominated environment.

Project resources and programme outputs related to this project report

The following information is available via the Ako Aotearoa project page.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 1: Women in Trades Research Programme Overview

This document includes the executive summaries from the first two projects and a snapshot of learnings from the third. It highlights findings and lists the major influencers, enablers and barriers for women working in trades.

The perceptions, barriers and influence of employers who have or have not employed women, (Part 2) and the initial findings from the NZ Government's Integrated Data Infrastructure (IDI) (Part 5) are also presented.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 2: Successful women in trades

This report outlines the findings of research conducted on the learning and career journey of 35 successful tradeswomen.

It includes identified benefits and barriers, summary recommendations and the action strategy timeline.
www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 3: Employer perspectives

This part of the research looks at the differences between employers with and without women tradespeople, employers views on the main strengths of and barriers to women tradespeople, employer

identified ways to attract more women tradespeople and what employers can do to attract more women tradespeople.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

Part 5: Programme Data

Initial data is available on the Sweet Analytics website.

Proportion of women over time, Recently trained workers, Snapshot of women in trades, Gender breakdown of women's participation in different trades, Origins and Destinations of ITO trainees, Secondary to tertiary programmes and Income outcomes.

www.sweetanalytics.co.nz/2-general/47-women-in-trades-over-time2018 Detailed sector profile document

2018 Detailed sector profile document

This document provides detailed (61 Pages) information on the industry, occupations, skills and demographics of industries included in the Women in Trades Research Consortia.

www.ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades

External Resources

Personas resources not developed within the Women in Trades research, which complements the data presented in this report includes:

Designing for a Pasifika audience

Project Lumana'i is an investigation into the needs of Pasifika youth, families and teachers, with the aim of supporting better resource design and improving career support for Pasifika audiences. This document provides a summary of two pieces of research:

1. **Digital Channels Survey:** To better understand how Pasifika young people use digital channels.
2. **Insights and Personas:** To better understand Pasifika audiences' needs.

www.careers.govt.nz/assets/pages/project-luminai/Project-Lumanai-summary-report-2016-for-print.pdf

Designing for a Māori audience

Project Kāmeheameha is a programme of research to inform the design and delivery of career resources for Māori. This report includes in-depth focus group research undertaken with in-classroom kaiako/teachers

(in both Māori medium and mainstream schools), rangatahi in Years 7 to 13 and whānau/family who influence young Māori.

www.careers.govt.nz/assets/pages/project-kamehameha/project-kamehameha-summary-report-updated-mar2016-press-version.pdf



#1 Hannah the adapter

Had a family > looking for a challenge > apprenticeship

Although I was nervous about becoming an apprentice at this age, I had my goals, I wanted to do this, and no one needed to encourage me.

Just the act of all this construction stuff feeds my mind; it feeds my body. It's like my mental ability, it's like playing netball, if I don't, it's like I am losing it.

Barriers:

- Training Wage
- Family commitments
- *Male-dominated industry
- *Workplace comments
- *Physical capability
- *Trade clothing

*= gender/stage specific – as opposed to trade/age generic.

Although Hannah felt she was paid the same as others in the same position, one non-gender specific barrier was the fact she was paid the training wage as an apprentice. For an apprentice with children this made it challenging to meet the needs of the family.

Hannah felt she was a lone ranger being the only woman on-site, feeling like an imposter in the industry at times. She felt that she had to prove to herself and others that she was capable of doing the job on a regular basis. This mental negativity was a clear barrier, but one she felt she was overcoming. *It is nerve-racking on the job because you are working with young men and it can make you feel a bit like an imposter sometimes. It doesn't make me want to quit.*

Hannah found working and studying as an apprentice was challenging with work commitments, family time and childcare a constant balancing act. She was exhausted after a physically demanding day and then coming home and addressing the needs of the family was tough. Although her partner was supportive, combining the expectations of the childcare centre with her workplace was difficult.

Our Voice quotes from interviewed women

I pay for everything and now I am on minimum wage and that would be one of my pet peeves. If you want to promote people into the industry, you need to put something back in, and for women particularly. It's like you've got to entice people, but you're not going to entice anyone with minimum wage.

Had I not had this team that were open to me working with them, it wouldn't have occurred to me to do it.

When I am on the job, I do feel like there is a bit of catching up to do. A good manager is key, one who will give you the opportunities. With my work, all I have to do is ask a question, they will answer it. They won't put me down or make me feel stupid. Even the male apprentices can feel a bit silly for not knowing, but we all get an answer that is explanatory and without judgement. It's never about gender.

It is nerve-racking on the job because you are working with young men and it can make you feel a bit like an imposter sometimes, it doesn't make me want to quit.

This is me; I am a mother; I have to try and do as much as I can and leave work on time so I can pick up my kids. Spend my weekends running my kids around for sports and play dates. But I made the decision if you know what I mean. That is probably like a lot of women out there.

I went to buy safety boots the other day and the men's selection, there was a whole wall, there were about 50 different types of boots. There were nice boots; there were the kind of boots an architect would wear when he is on-site, beautiful leather boots with steel cap toes. There were 4 women's boots, 2 of which were pink, really boring.

Hannah is a 37-year-old Pākehā. She had gone to university but didn't study anything trade-related.

She worked in a non-trade area before having a family and being a stay-at-home mum. She became interested in the trades after working with a tradesperson and was offered employment by a previous trade contact she had hired to do work for her. She is now part way through her apprenticeship.

Enablers:

- Exposure to trades
- Workplace environment
- Customer focus
- Workplace learning environment
- Maturity
- Physical and mental fit
- Pride in work
- Task-focused

Hannah's contact with the trades is what attracted her as she saw people in action and it captured her interest. She enjoyed working for the company and felt these work environments were a result of the manager/owner being "forward thinking", having values that led to a positive work environment and making good choices, employing a good team. It was a small thing but Hannah really valued the team having lunch together, it helped her feel included at the start and she felt now the team "had her back" in all situations. The value the employer put into customer relations was important to Hannah. She felt she too could add value to the team as there was a large focus on customer retention.

Hannah felt her learning needs were met and her skill levels were constantly being improved. She felt her employer, and the team she worked with, saw her potential and what she was capable of and did not see gender as a factor in her ability or inability to complete tasks. Hannah enjoyed the learning and took pride in having a good understanding of the skills and knowledge required for her role. She saw her age as a benefit, as she felt she had the maturity to work in a male-dominated environment.

Personal Characteristics: Intelligent, determined, motivated to succeed, conscious of her age and gender at times, mentally strong.

Needs: opportunities to get into a trade, support while she catches up physically and technically, understanding regarding childcare commitments, flexibility.

Motivators: pride and the sense of achievement in creating something, providing for the family, remaining physically and mentally fit.

Our Voice quotes from interviewed women

I got to see a few tradespeople in action and, since I enjoy creating things, this piqued my interest in a trade. I set myself a goal and began to work towards it. It was a big change and I did have to make family sacrifices; my kids miss having a lot of family time due to me working and studying. But I make sure that each sacrifice I make counts by succeeding.

There will be times when I just don't have the strength that they have. But as my boss says, it's not about me not being able to lift it, it is about finding the right person to do the right job.

There is nothing better than standing back and looking at the finished product and knowing I had a part to play in it. I also like the mental challenge; it is so different from being a stay-at-home parent.

I do love that I have created something; I have made a difference in someone's life.

My formal training is totally flexible and the trainer or assessor that I have will come on-site and be like, "oh I see you've done this". So even though it wasn't one of the units we'll have a look at that. There is no real pressure to know everything, which is great when you are juggling an apprenticeship with a family.

Notes

Hannah's contact with the trades gave her exposure to a trade, but the sense of achievement in creating something and remaining physically and mentally fit is what attracted her to the trade. She had had a family,

was looking for a challenge and an apprenticeship fitted the bill. She had the option of training with a family member but got a job with a tradesperson she had hired to do work for her, and has stayed with them ever since.

To Employers

All the women really valued the efforts employers made and felt their learning needs were met and their skill levels were constantly being improved. All women felt their employers and the team they worked for saw their

potential and what they are capable of and did not see gender as a factor in their ability or inability to complete tasks.

<p>Industry SWOT Analysis</p>	<p>Strengths</p> <p>What makes your industry the top career for Hannah?</p> <p>What are the cutting-edge features, novel capabilities that set your industry apart?</p> <p>Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses</p> <p>What aspects of your industry have room for growth?</p> <p>What improvements could be made to strengthen your appeal to Hannah?</p> <p>What elements have prompted feedback?</p> <p>Example: Little opportunity to build a career.</p>	<p>Opportunities</p> <p>What does your industry need?</p> <p>What skills, knowledge, and tools does your industry have that make it appealing to Hannah?</p> <p>Women returning to work already have a connection with your community. How can you recruit them?</p> <p>Example: Skilled labour, flexible hours.</p>	<p>Threats</p> <p>What obstacles do you foresee challenging your industry's success?</p> <p>Which technology or environmental changes have the potential to threaten your business?</p> <p>Is your consumer market evolving in a way that poses a risk to your industry's future?</p> <p>Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths</p> <p>What makes your business the top choice for addressing consumer needs?</p> <p>What are your cutting-edge features, your novel capabilities, that set your company apart?</p> <p>Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses</p> <p>What aspect of your company has room for growth?</p> <p>What aspect of your business is a barrier to attracting women like Hannah?</p> <p>What part of your business could be improved to strengthen your services?</p> <p>What elements have prompted feedback?</p> <p>Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities</p> <p>What are consumers craving?</p> <p>What does your community need?</p> <p>Do you offer work experience?</p> <p>What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations?</p> <p>Example: Well-established position with a well-defined market niche, identified market for diversified growth.</p>	<p>Threats</p> <p>What obstacles do you foresee challenging your company's success?</p> <p>Which competitors have the potential to threaten your business?</p> <p>Is your consumer market evolving in a way that poses a risk to your company's future?</p> <p>Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths</p> <p>What makes your organisation the best option for Hannah training for a career in the trades?</p> <p>What are the human capabilities, cutting-edge features, novel capabilities that set your organisation apart?</p> <p>Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses</p> <p>What aspects of your organisation have room for growth or improvement?</p> <p>What part of your organisation or product offering could be improved to strengthen your appeal to Hannah?</p> <p>What elements have prompted feedback?</p> <p>Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities</p> <p>What are students craving?</p> <p>What support do you provide?</p> <p>What does your community need?</p> <p>What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations?</p> <p>Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats</p> <p>What obstacles do you foresee challenging your organisations success?</p> <p>What are alternative training organisations offering?</p> <p>Is your student or employer market evolving in a way that poses a risk to your organisation's future?</p> <p>Example: Mismatch between employer needs and current provision model.</p>



#2 Lily the rebuilder

Unemployed > pre-trade > apprenticeship

I did, and still do, really enjoy the physical act of making something, being outside, being a part of a team. You know I can drive around town and see all the different things I have worked on and that's very cool. Not so cool for the people I tell about as I drive past, but cool for me.

Barriers:

- **Difficulty getting work**
- ***Work expectations**
- **Repetitive work**
- ***Lack of progression**
- **Lack of structured training programme**
- **Feeling that age was a barrier**

*= gender/stage specific – as opposed to trade/age generic.

Lily found the lack of structure in her workplace training programme difficult to manage. The employer focused on getting the work done and her training advisor “turned up to check and sign the books”. This lack of support was not limited to the initial apprenticeship programme. Another woman found the work for an advanced training programme to be unclear and lacking support.

Our Voice quotes from interviewed women

You were there as a labourer to do the job, they weren't particularly interested in upskilling you. So, there was nobody in that company whose job it was to upskill people.

I had two employers when I was doing it, the first one, they had a designated apprentice supervisor and that was great. He would come round and do your books, he would turn up with the training advisor, very organised. It was quite different when I went to the second company that was privately owned and run and he got his wife to do it and she didn't really know anything about the industry. So, two different experiences. The training advisor on that one basically just turned up marked the books and left. I didn't really have that much contact; it was having that personal touch that really helped out.

The course was very unclear, the questions were really unclear, lack of support, lack of anything really. It was actually terrible and to be fair, it hasn't much changed. We have a staff member doing it at the moment. He is doing really well, he is getting close to being finished, but once again there is not much support and guidance. It is really unfortunate.

I guess when you are working on the tools and you meet a new client, you've just got to do a really good job and prove yourself.

When I was on the tools, I really enjoyed it, but I wanted to go further and do something more. My boss kept on mentioning he could see my organisational and management skills and he wanted to work me up to workshop manager type thing. But it was a lot of talk, it never happened.

I said “I am looking for an apprenticeship, I am currently doing pre-trade” and he is looking at me and he looked at my CV and then he said “have you got muscles, cause there is heavy lifting” I said “well I am not as strong as the guys, obviously, but I can hold my own”. I was fit, I played a lot of sport and then, I'll never forget it, he lowered his glasses and leaned over the counter and said “you realise there is dirt involved in this job”. I was like this guy isn't taking me seriously.

Lily is Pākehā. She describes herself as a mature learner. She was made redundant from her long-time role and attended a pre-trade programme recommended by WINZ.

She preferred the hands-on physical element of the work on her pre-trade course compared to the office work she had done previously and chose to pursue a career in the trades.

She knows she was lucky to have gained employment through her work experience placement and knows of others who had applied for a heap of trade roles before getting accepted.

Enablers:

- **Trade-related course**
- **Workplace learning**
- **Opportunities**
- **Pride in work**
- **Maturity**
- **Own attitude**

Lily knows the industry has a lot to offer. She has had many opportunities to learn her trade, whether it was to become more skilled, branch out into another role in the industry or into management roles. She was also given opportunities in roles to suit her family commitments.

Her love for the trades comes from the feeling of a job well done. This could be the end result of a project or a customer requesting her to complete the work. The satisfaction derived from her work and the support of her mentor, employer and team all contribute to her attitude towards the trade and her desire to stay and succeed in the industry.

Our Voice quotes from interviewed women

I had a foreman in one of my places that was really onto it and was really keen that a woman be out there doing things and he took me on as his project, so I learnt a bucket load from him.

I've had a fun journey, that's all I can say. It helps if you have a semi-positive attitude, I mean it helps that I am a mature person.

So probably that last year of my apprenticeship it was just stubbornness, I really wanted to finish, that piece of paper meant quite a lot. It did mean I could go and get jobs afterwards.

Personal Characteristics Lily is focused on building a new career. She is loyal, listens closely and wants to learn so she can be qualified in her trade. Even when she was new to the trade, she felt she had life experience which helped her add value to the team she worked in.

Motivators Lily is grateful to her employer for giving her the opportunity to enter the industry and enabling her to stay.

She found the support of a mentor to be a significant factor in her being able to come up to speed quickly and stay in the industry. Also, the support of her work colleague who took the time to teach her how to do things, and why, also gave her confidence.

As she builds her career, she is seeking out training and development opportunities in the workplace.

It was a course through WINZ, we had to go and do this seminar thing, and they only picked so many people out of it, that came across with a good attitude and positive outlooks. I managed to get on there and I excelled over the weeks that the course ran for and my boss came down and took me on for a work experience type of thing and signed me up the next week.

I didn't start until my late 20s, I actually did think about doing it straight out of school, but I just wasn't confident enough to do it. Confident in myself, confident in what people would say about me if I did it, that sort of thing. So, the fact that I was a bit older when I did it probably made it a bit easier.

I do wish I had done it younger; I just don't think I was in the right head space to do it younger, but teenagers don't know what they want anyway.

It is just great, a really cool industry, ever evolving. If you are not constantly learning you are going backwards in this trade. There is so much cool stuff to come, it is just a really neat trade, great people.

I think they need to know that you don't need to be stuck in one trade for the rest of your life. It opens up a huge amount of opportunities. It could lead you to an ITO, it could lead you to other training things, it could lead you to management, where you are off the tools and running the show. You don't have to limit yourself to one thing.

I'm still learning, I mean you do. There is no point in your career where you say, “I'm qualified, I am absolutely at the top”. You are always constantly learning things.

Notes

Lily is motivated; she has been unemployed, retrained and now wants to build a career. Her problem is getting an employer to give her a chance or even provide work experience to help her build networks and generate her own employment opportunities. She is loyal, listens closely and wants to learn so she can be qualified in her trade.

To trainers

As a career changer entering or re-entering a new industry, the key for Lily is developing industry contacts, gaining real world work experience and developing the confidence to get a job post programme.

To Employers

As a career changer entering or re-entering your industry the key thing you can do for Lily is to give her real world work experience, help her to develop industry contacts and develop the confidence to get on in your industry. There is no expectation that you will employ Lily at the end of the agreed period of work experience,

though you may. The key is to provide a foot in the door to build networks, get a reference and build confidence.

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Lily? What are the features, novel capabilities that set your industry apart? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspects of your industry have room for growth? What improvements could be made to strengthen your appeal to Lily? What elements have prompted feedback? Example: Little opportunity to build a career.</p>	<p>Opportunities What does your industry need? What skills, knowledge, and tools does your industry have that make it appealing to Lily? Women returning to work already have a connection with your community. How can you recruit them? Example: Skilled labour, flexible hours.</p>	<p>Threats What obstacles do you foresee challenging your industry's success? Which technology or environmental changes have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for attracting staff like Lily? What are your cutting-edge features, your novel capabilities that set your company apart? Which of these would connect with Lily as she returns to the workforce? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting women like Lily? What part of your business could be improved Lily to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: Well established position with a well-defined market niche, identified market for diversified growth.</p>	<p>Threats What obstacles do you foresee challenging your company's success? Which competitors have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your company's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Lily training for a career in the trades? What are the human capabilities, cutting-edge features, novel capabilities that set your organisation apart as a retraining option for Lily? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What part of your organisation or product offering could be improved to strengthen your appeal to Lily? What elements have prompted feedback? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>



#3 Suzie the newbie

School > pre-trade > apprenticeship

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.

Barriers:

- **Lack of support from school**
- **Difficulty finding a job**
- ***Customers**
- **Apprenticeships**
- **Being a scapegoat** – automatic and unfair blame

*= gender/stage specific – as opposed to trade/age generic.

Suzie got good support from her school, but some of the women in her pre-trade programme received either little support or a negative reaction. One woman was not able to access trade work experience, being sent to “more appropriate work experience for women”. Another was yelled at when she was signing out of school.

Suzie struggled to find work after her pre-trade programme. She knows women who gained employment through their family connections but she struggled to gain employment later in her career.

Another woman who completed her pre-trade at a similar time to Suzie remained at polytechnic beyond the year to complete the Level 3 and 4 programmes. This was partly due to her not being able to gain employment. What does this mean?

Suzie’s workmates are used to her, but dealing with new customers can be interesting. Some didn’t want to talk to her; they would look for the man to answer their questions. Suppliers were often as bad the first time she spoke to them for technical support.

Suzie had a few difficulties completing her apprenticeship. Her company didn’t cover the full scope of the qualification and she thought it was her employer’s or training advisor’s responsibility to find a solution because they had the industry contacts. The change in training advisors during her apprenticeship didn’t help.

Our Voice quotes from interviewed women

They were saying, “well you can be a sewing machine mechanic” and sending me on work experience at a department store in the bra area and I was like “this is not what I want to do, I have no interest in it”.

I had tried at high school to do the Gateway programme. But was unsuccessful in that, they didn’t really promote the trades or that sort of thing to us.

I actually got yelled at by one of the teachers when I was leaving. For not staying at school and finishing. No there wasn’t any real encouragement to go into a trade.

I rung up and went around and dropped my CV off. But I was ringing builders, none of them were interested, I was like “oh, I wonder if it is because I was a female?” I was starting to get quite deflated.

I got an apprenticeship and there was this three-way contract, I got fired from that job because when he took me on, he didn’t notify or tell his wife I was a girl.

I rang up about it and they said “oh, you know it is in the workshop?” “Yeah, I’m aware of that” and they were like “we are looking for a guy”. “Excuse me!”

I did have a couple of customers that did not want me working on their cars.

I’d get people coming into work and they would go straight to the first guy even though they are young apprentices, they would go to them because they are guys.

When I am ringing up about something technical, and I’ve rung because I need to find out something technical, and the person on the other end is like “well can you put me onto the mechanic that is doing the job” and I’m like “that’s me”.

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

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, whānau to support her career choice, driver’s licence, to develop industry skills and knowledge through work experience via school or a pre- trade, introductions to employers and job ready skills, opportunities to train.

Enablers:

- **Teacher support**
- **Pre-trade course**
- **Work experience**
- **Mentors**
- **Opportunities to progress**
- **Attitude to learning and negativity**

Suzie’s technology teacher saw her potential; he gave her the skills to produce crafted objects of high quality. These objects allowed her family to see she was serious about her trade. There were also career development teachers who coordinated work experience (Gateway) placements in her chosen trades.

Suzie found the tutors on her pre-trade course to be supportive and provided the experience she needed. The people she studied with were all male but they were supportive of her in class. She got some work experience in her chosen trade as part of her course, but the company didn’t have any permanent positions going (which she was fine with).

In the workplace Suzie really valued having a mentor who took the time to support and guide her progression. The management were open to her employment, which was really helpful as was the engagement and support from the older male tradies who were more than willing to teach her the trade. The best feeling was just being treated like everybody else, being given opportunities to learn, advice when it didn’t go to plan and encouragement when it did.

Suzie knows the importance of a good attitude and is ready to take up any learning opportunity knowing she couldn’t just be good; she had to be great. Most of all Suzie is proud of her achievements and she uses that as motivation to continue when things aren’t going well. She feels her employers and co-workers recognise and respect this about her.

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 16 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. Four of the women went to a polytechnic and one went to a private training organisation. All programmes lasted a year.

Our Voice quotes from interviewed women

Gateway more or less just showed me the options. I went to tech and did the rest.

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 is 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.

Funnily enough, 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 is 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, if you play into their hands it is going to make it worse, if you look at it from “I 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 didn’t work out? Oh well back to school again and try something else. I was just fortunate that it worked.

Notes

Suzie has always been interested in the trades. Though she does not have a relative in the trades, her family came on board with the idea when they saw the pieces that she brought home from school.

To Trainers

Suzie is looking for extension and authentic learning experiences. She wants to be treated like anybody else and takes a lot of pride from being encouraged when she has done something well but is just as open to advice if there are things she could have done better. She has a good attitude towards the obvious prejudice of others; it is frustrating but she uses it as motivation.

To Employers

Work experience and the support Suzie received from employers was critical to her identifying the options available to her in the trade and picking a trade pathway. Suzie knew her work experience company were not in a position to hire her but their networks were invaluable to Suzie making connections in the trade.

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Suzie? Is she best to do a pre-trade programme or come from school? What are the features, novel capabilities that set your industry apart? What is going to attract Suzie to a career in your industry? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspects of your industry have room for growth? What improvements could be made to strengthen your appeal to Suzie? What elements have prompted feedback? Example: Little opportunity to build a career, highly repetitive tasks and reluctant to change.</p>	<p>Opportunities What does your industry need? Can you work with schools and/or pre-trade providers to meet the need? What skills, knowledge, and tools does your industry have that make it appealing to Suzie? Example: Skilled labour, flexible hours.</p>	<p>Threats What obstacles do you foresee challenging your industry's success? Which technology or environmental changes have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for attracting staff like Suzie? What are your cutting-edge features, your novel capabilities that set your company apart? Which of these would connect with Suzie as she returns to the workforce? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting Suzie? What improvements could be made to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations? Example: Well established position with a well-defined market niche, identified market for diversified growth.</p>	<p>Threats What obstacles do you foresee challenging your company's success? Which competitors have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your company's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Suzie as she prepares for a career in the trades? What are the human capabilities, cutting-edge features and novel capabilities that set your organisation apart as a retraining option for Suzie? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting women like Suzie? What part of your business could be improved to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>
<p>School SWOT Analysis</p>	<p>Strengths What makes your school the best option for Suzie as she prepares for a career in the trades? What are the teacher capabilities, instead of human capabilities for Suzie? industry connections, novel capabilities that set your school apart? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspect of your school has room for growth? What aspects have prompted feedback from industry? What part of your school could be improved to strengthen your connection with trades? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What does your community need? What skills, knowledge, and tools does your school have or have access too? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your school's success? What are alternative schools or training organisations offering? Is your student base or community evolving in a way that poses a risk to your school's future? Example: Mismatch between employer needs and current provision model.</p>



#4 Michaela the self-improver

Working > left to do a pre-trade > now works in the trades

I was pretty green when I entered that course, I couldn't hammer a nail or anything, so I can see that for someone with no experience it would be super, super helpful, instead of just jumping into a trade.

Barriers:

- **Unclear/Inaccurate information** – differing info from different sources creates confusion and frustration.
- ***Limiting male attitudes** – deciding she can't do it before they know whether she can or not is unfair.
- **Low standards** – workmates/bosses accepting second rate outcomes is not motivating or useful.
- ***Monotonous work** – being given the easy routine tasks is discouraging and disrespectful.
- **Lack of advancement** – not getting chances to upskill is discouraging.
- ***Size and physical aptitude** – believing others are naturally better equipped (both herself and employers) holds her back.

*= gender/stage specific – as opposed to trade/age generic.

Michaela feels her progress is not as fast as it could be because she doesn't get consistent investment in her skills growth.

She's a realist who acknowledges that her small physical size and lack of strength is a drawback that discourages some bosses from paying her to acquire skills that are not her natural forte.

She'd like them to value her potential and look forward to her getting the essential qualifications so she can move up. She will be loyal to people who support and give her opportunity.

Our Voice quotes from interviewed women

Being unfamiliar with the tools was very daunting. I didn't know what most of them were called. I didn't know what I was putting myself in for. It was very scary actually.

He (my boss) told me "you've always got to remember we have to look at you as a little bit more fragile". That was one of his reasons for not giving me a pay rise 6 months ago.

There was one site that didn't have a bathroom, it only had a male bathroom and they locked the female's bathroom so you had to ask for a key. They changed it; they got portaloos, one for males and one for females, so I didn't have to ask for a key anymore – that's good.

Michaela is 25 years old and Pākehā. Smart and positive, but not highly educated, she was in a relatively unskilled job and knew she wasn't fulfilling her potential – creatively, financially or physically.

A trade qualification was a way out of a dead-end job and a step up to a fulfilling career and healthier lifestyle.

Values: Colleagues to look up to and rely on, one-on-one mentoring, accurate, accessible and affordable information and the chance to fast track skills on the job.

Motivators: Rewards for achievement, feeling key to a successful project, certainty and a clear career path.

Personal Characteristics: Ambitious, optimistic, energetic, self-aware, determined (even pushy), sticks up for herself, impatient, perfectionist, won't give up.

"I've worked on the big [Wellington] sculptures. That's pretty cool. It's part of iconic Wellington and it's quite a buzz for me. We had our wedding photos taken in front of some of them."

Enablers:

- ***Supportive team environment** – acceptance by men, teamwork, encouragement and 'got my back' trust is the number one incentive.
- ***Positive role models** – friends and other women already working/good bosses. Positive stories and interactions.
- **Relatively low cost/low risk entry** – fees-free or subsidised are a door opener and much appreciated. Decent first job wages and a growing sector give ongoing encouragement.
- **Mentorship** – a respected colleague with personal investment in her success (a site buddy) equals faster learning, more accomplishment.
- **Variety** – not so much routine, not doing the same thing each day is energising.
- **Fast-track** – advancing quickly, experiencing success and constant incentives are exciting and motivating.
- **Quality projects** – being part of something meaningful and better than average – something she can brag about/'the cool factor'.
- **Clear career picture** – a path of opportunities and a map of how to get there, earns enthusiasm and loyalty.

*= gender/stage specific – as opposed to trade/age generic.

Michaela gets a huge kick out of working beside people (either a boss or colleague) who have exceptional skills, as then she is able to measure her progress against a pro. She is very excited when she sees women in charge on a site and aims for that herself.

Our Voice quotes from interviewed women

I felt like I needed to get a better education.

I decided to do a pre-trade because being a woman I kind of thought, if I just walk off the street, someone is going to be like "what do you mean you want a job?"

I wanted the higher pay at the end of it. I wanted a career pathway. I obviously look at it (building trade) as something that is not going to fade in the future.

I ran into a friend and they had the awards night of their pre-trade and it sounded pretty cool.

Where we worked, we always had locals come in on Thursday and Friday nights who were tradies and they had that group dynamic and I kind of liked that whole thing of being part of something.

I am quite creative and I like to feel physically fit and challenged and I really like social diversity. I enjoy working with a huge range of people from all walks of life and working as a team to get the best outcomes.

For a lot of people, the attitude in the wider building industry is to just give it a go. I am a bit more of a perfectionist. I don't like giving it a go and seeing what happens. I like to know how to do it properly.

Sometimes you are literally the only woman in the building, which is something that made me doubt being a builder in the first place.

I look at certain people and I say to myself "this person did it, I could do that" like going on-site and seeing those females as supervisors and site managers. It's very exciting thinking that could be you. It's good to see.

My boss he's great, he asks for my opinion on things and sometimes, if he's trying to figure something out, he says "Do you have a better idea? Would you do this differently?" I'm very involved in what's going on. He's a good boss.

Notes

Michaela has male and female friends in the trades, and their stories, active outdoor lifestyles and prospects, sounded much more attractive to her than being lowly paid and stuck behind a till. She has a reasonably large student loan as a result of her training, but chooses to see it as a motivator to plough on through challenges, qualify and go on to enjoy better money and conditions – that is; to make it worthwhile. On the other hand, she has a friend in her course whose training is subsidised (by MPTT) and who wouldn't be able to afford the training if she wasn't. Michaela appreciates that. She thinks it's great to see more women supported into careers that can ultimately give them greater autonomy and lifestyle choices.

She really admires her seniors who demonstrate excellent 'on the tools' skills and who empower others. She wants to be one of those bosses herself one day. She doesn't have respect for those who accept mediocrity, or prevent others from achieving, through laziness or non-inclusive management styles. She is aware that she's not

a natural 'on the tools' and is looking forward to the day when she can progress to management. She accepts that sexism is sometimes entrenched in the trades but as long as she can see progress, she'll stay with it. She's keen to be part of the change.

She feels her progress is not as fast as it could be because she doesn't get consistent investment in her skills growth. This is sometimes a time factor, and sometimes because people change roles, and she has to start again with someone new. Sometimes it's because her seniors simply don't believe she can do it as well as others – and sometimes they're right!

She thinks she often gets repetitive menial jobs because the guys know she can manage them and they don't want to risk her failing or can't be bothered to put her on something more challenging where she could be in danger or need more supervision. She will take them on over this. She'd like them to value her potential more and look forward – to let her get the essential qualifications so she can move on up. She will be loyal to people who support and give her opportunity.

To Trainers

Keep consistent – The problem was not the number of different training advisors, but that they were inconsistent with their information. You can have four or five different assessors and every assessor wants something different. Some were more motivated to offer her support than others.

Set the pace – It sort of got to the point where you felt you were nagging the Training Advisor to get things done. I had three different Training Advisors.

To Employers

Invite input – My boss he's great, he asks for my opinion on things and sometimes, if he's trying to figure something out, he says "Do you have a better idea? Would you do this differently?" I'm very involved in what's going on. He's is really good.

Support apprenticeship criteria – My whole apprenticeship I pretty much organised everything. I organised the evidence, the photographs, the job sheets – every single thing. They didn't ask me once "what do you need to do for your apprenticeship?" It was me, going, "I need this job, can I have this job, I need to do this job for my apprenticeship".

Treat equally – Sometimes I will be in the middle of doing certain things and they will just take it off me. I am like "you wouldn't do that to anybody else, so give it back".

Set high standards – A lot of people, the attitude in the wider building industry is to just give it a go. I am a bit more of a perfectionist. I don't like giving it a go and seeing what happens. I like to know how to do it properly.

Reward loyalty – They weren't focused on training you up, because the boss had the idea, if I train you up you are going to leave my company – so he kind of tried to not train us as much as possible.

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Michaela? What are the cutting-edge features, novel capabilities that set your industry apart? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspects of your industry have room for growth? What improvements could be made to strengthen your appeal to Michaela? Example: Little opportunity to build a career, highly repetitive tasks and reluctant to change.</p>	<p>Opportunities What does your industry need? What skills, knowledge, and tools does your industry have that make it appealing to Michaela? Women returning to work already have a connection with your community. How can you recruit them? Example: Skilled labour, flexible hours.</p>	<p>Threats What threats do you see challenging your industry's success? Which technology or environmental changes have the potential to impact your industry? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for addressing consumer needs? What are your cutting-edge features, your novel capabilities that set your company apart? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting Michaela? What improvements could be made to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? How would Michaela know you have a job vacancy? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend individuals, businesses, or connect with your community? Example: Well-established position, identified market for diversified growth.</p>	<p>Threats What obstacles do you foresee challenging your company's success? Which competitors have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your company's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Michaela training for a career in the trades? What are the human capabilities, cutting-edge features, connection with industry and novel capabilities that set your organisation apart? Example: Strong connection with industry, female staff and past student role models.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What part of your organisation or product offering could be improved to strengthen your appeal to Michaela? What elements have prompted feedback? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>



#5 Aroha the team-builder

Working outside trades > went directly to trades > did apprenticeship

I went down to Wellington and there were a few women there at Got a Trade, Got it Made. That was cool to see so many women.

Barriers:

- ***Looking to guys first** – men getting first option for training and contractors automatically giving men more authority.
- ***Lack of respect** – a tendency, from older men particularly on-site, to dismiss women's knowledge or ability.
- **Monotonous work** – being given repetitive tasks that are boring and don't advance skills.
- ***Being a scapegoat** – automatic and unfair blame.

*= gender/stage specific – as opposed to trade/age generic.

Aroha acknowledges she has a gritty/stubborn character and she has grown stronger with age.

She has stayed with the employer she did her apprenticeship with – but if need be (if something happened to her employer), the apprenticeship has helped get her the credentials and job security to seek work and further her career in another company – without the need to prove herself as a woman in the industry, all over again.

Our Voice quotes from interviewed women

I asked the boss for some variety and he pretty much said, "sorry it has to be finished and that is just what you have got to do". Boring!

I did talk to him recently and said, "If I don't keep doing different things, I'm not going to ever get them signed off, because you have got me doing the same thing".

I find a lot of the older guys don't listen to me all that much and I don't get the respect I supposed I would if I was male and a little bit older. I think being younger and female, it sort of takes a little while for people to get used to it.

Quite often what would happen if something has gone wrong – it's automatically that I have done it, even if I haven't even been on-site. I'm like, "I wasn't even there!" Sometimes you can be made a bit of a scapegoat.

Whenever a project manager wants to know something, they'll go to one of the male workers and they will turn around and say, "well, no, she is the foreman. It all needs to go through her". But usually, they're good with it and once they find out and I do talk to them and they do know that I know what I'm talking about, it all works out pretty well.

They won't come up to me because I am female and what would I know – so there's a bit of that still goes on.

Aroha is 31 years-old and Māori. She was introduced to her trade – as were all the women in this category – by a friend or family member.

Employed in hospitality in her twenties, she saw an opportunity to join people she knew, in a supportive environment, and a sector she had more connection with. A plus was that she could do a paid apprenticeship and gain skills that carry industry recognition.

She was encouraged to do an apprenticeship – with industry training organisation and employer backing – and is still with the employer she did her apprenticeship with.

Values/Needs: Colleagues and bosses who 'have her back', and give her permission to stand up for her rights. Training that

recognises individual experience and teachers who are 'present' and flexible around her needs and work timetable.

Motivators: More responsibility, greater variety, respect and being asked to contribute her opinion. Sharing results. Learning in a non-blaming culture.

Personal characteristics: Honest, practical, proud, hard-working, communicative, stands up for herself and others, enjoys learning, values teamwork, fairness and flexibility, respects skills, relishes variety, wants to feel part of something.

Demographics of Group: Four women aged in their 20s when started trade. Three identified European – one Māori. None had completed a pre-trade or intro course.

Enablers:

- ***Supportive bosses and team mates** – boss actively involved in her learning and colleagues who've been there, done that and empathise.
- **ITO support** – regular contact, mindfulness and responsiveness to individual situation.
- **Customised learning** – curriculum and exams flexible enough to take previous time and work schedule into account.
- ***Supportive team environment** – acceptance and respect from men, positive caring and sharing crews, shared team responsibility.
- ***Non-sexist culture** – company where sexism is not cool or tolerated.

*= gender/stage specific – as opposed to trade/age generic.

Aroha hugely values collegial support – particularly from her boss who has backed her all the way through. She's had a good run – but she has friends who have been discriminated against, belittled and left out of the action. They have battled to get apprenticeships and to be taken seriously.

Today, Aroha sometimes stands in as site supervisor and enjoys the responsibility and mana that comes with knowing she's good at what she does and that others know she has done the time, got the skills and knows what she's talking about.

She doubts she would be in her current position without having had the support (financial and emotional) to complete an apprenticeship. She feels it puts her on an equal footing with men and is official proof that she can 'cut it' and deserves respect.

She relishes the opportunity to interact with and hear about other women in trades.

Our Voice quotes from interviewed women

One of the guys has his own business and he needed a hand and I needed a job so I helped him out and I enjoyed it so I started looking for an apprenticeship.

I found out I can do an apprenticeship through the time I've already done, rather than starting at the beginning.

Going anywhere new I was a bit nervous. But as soon as I got there and everyone was so welcoming, it was really good.

To be honest, I've actually had it pretty good. I mean everyone has been pretty good on-site. I think I've probably only had one guy that has been a bit funny about a girl being on-site, other than that, everyone tells me it is good to see me on-site.

When I found out my results this guy came up to me and said "don't worry about it, I didn't pass the first time". I look up to him, he's a real good fitter. He was like "I didn't pass, it's not the end of the world you know, just knuckle down and focus on the next exam". Having his support was real huge. Especially since he is like really good.

My bosses have said just leave and call us if anyone is rude, just walk off-site. It's good. I've never had that happen though.

My boss, for a while there he was writing up questions for me to do every morning. So, he was quite good in helping prep me for my exam.

Just being able to be open with my boss about anything, any issues or feelings that I have. Knowing that he has always 'got my back' and he will support all the decisions I make, that helps a lot.

Notes

Aroha believes that attitude is the most important aspect to success for women in the trades – you have to be staunch. She knows she had a relatively easy entry through people she already knew, who had belief in her, and so she had a level of comfort entering into a new, predominantly male trade. However, while her close colleagues are supportive, she has certainly encountered men – particularly older men – who are not predisposed to having women on-site and less so to having a younger woman in charge.

Having completed her apprenticeship she is confident in her skills, which in turn gives her the confidence to know that she is entitled to respect and can insist that she be listened to. Without the backing of her boss and colleagues, she wouldn't have been able to gain that authority, and most likely would not have found the confidence or necessary fortitude to stay around.

Aroha says she wouldn't have done the study if it hadn't worked around her work hours. She didn't want to take a lot of time off or get less pay. She appreciated the direct ITO support that came to visit her on-site. The one-on-one discussions were helpful to answering questions on-the-spot and keeping her on track. The opportunity to be flexible and take prior training into account was a clincher. The invitation extended from the ITO to meet other females was warmly taken up and added to her confidence.

In general, Aroha feels there is a fair way to go before all men readily accept that a woman on-site knows what she's doing and can be relied on to make good calls and lead the team. Bosses, and senior colleagues, visibly supporting and promoting women will help bring that about – as will having good experiences with more senior tradeswomen and natural generational change.

To trainers

I said that if I can do it (apprenticeship) through the time I've already done rather than starting at the beginning and having big chunks of work to go, and study, then I would do it. We had the meeting with the Training Advisor and she said my time qualifies me for it. So, I was more than happy to do it after that.

I was worried that if I had to do a course where they said "this is how you use your paint brush" I just wouldn't do it. It's good that they will notice what areas need improvement and what areas are fine.

To Employers

It was a pretty big risk from my boss's point of view, and mine, because I didn't know if I would be able to do it or not. But with the new rules now I pretty much said to him "there is 90 days, if I'm not working out and I'm not liking it, then we can cut our losses and go". You don't have a lot to lose by giving someone a chance. I am still there so... My job isn't guaranteed at the end of my time...I was talking to him to see if there was a possibility or not. Otherwise, I will look elsewhere.

We were just pre-wiring 16 three-storey apartment blocks and they were just all the same, repetitive, pulling cables, boring stuff. I did not like it, so I came back over here where there is a lot more variety.

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Aroha? What are the cutting-edge features, novel capabilities that set your industry apart? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting Aroha? What part of your business could be improved to strengthen your services? What elements have prompted feedback? Example: Little opportunity to build a career, highly repetitive tasks and reluctant to change.</p>	<p>Opportunities What does your industry need? What skills, knowledge, and tools does your industry have that make it appealing to Aroha? Women returning to work already have a connection with your community. How can you recruit them? Example: Skilled labour, flexible hours.</p>	<p>Threats What obstacles do you foresee challenging your industry's success? Which technology or environmental changes have the potential to impact your industry? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for addressing consumer needs? What are the cutting-edge features, the novel capabilities that set your company apart? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What improvements could be made to strengthen your appeal to Aroha? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations? Example: Well established position with a well-defined market niche, identified market for diversified growth.</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Aroha training for a career in the trades? What are the human capabilities, cutting-edge features, novel capabilities that set your organisation apart? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What improvements could be made to strengthen our appeal to Aroha? What elements have prompted feedback? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>



#6 Karina the 2nd time around

Started > left > came back

I'm flicking through Facebook, as you do, and someone I used to know puts up a post "is anyone looking for an apprenticeship?" So, I messaged "I'm keen to learn, I'm just not exactly young, but I'm keen". And that's where it started this time round.

Barriers:

- **Difficult to find work experience** – lack of positions, unable to succeed and move to next level by satisfying experience criteria.
- ***Shut out by chauvinism** – men simply didn't want women in their domain or to answer to a woman.
- ***Ageism** – older women are less likely to put up with things and they demand more respect. Men know this and don't want the challenge or hassle. Older women re-entering can be out of touch and rusty.
- ***Inappropriate and inconvenient environment/facilities** – women excluded from parts of the site because of porn material, single loo, etc.
- **Non-questioning/lazy culture** – frustration at being actively discouraged from asking questions or challenging the status quo and finding ways to do things better.
- ***Lack of support** – not having a champion, lack of belief in ability or acceptance of personal ambition.
- **Insufficient retraining information** – gap in knowledge after absence not recognised or catered for.

*= gender/stage specific – as opposed to trade/age generic.

As a teenager, lack of opportunity, unwelcoming attitudes, sexual harassment and general conflict led to Karina being fired from one job and quitting another.

Since then she's worked in other industries, become a solo mum, studied part-time and learned more life skills and coping mechanisms. She re-entered her original trade 5 years ago (after 10 years' absence) with encouragement from friends and the offer of an apprenticeship from a supportive boss. She says more customised retraining would make re-entry an easier and more empowering option for more women and their employers.

Our Voice quotes from interviewed women

So, our tutor starts telling us we need to start looking for work experience over Christmas, so that we can come back the following year and do the next level. I couldn't find anyone to give me work experience, so I had to make that choice. It was a really hard choice to make, to leave.

I just got so exhausted I couldn't put the energy into finding work experience with people who completely didn't want me around. They didn't want to know, so I gave up. I gave in; it's not that I gave up, I gave in.

I started to get into trouble when I guess you could say I started getting pushy. I started asking more questions. I was challenging things. My employer took it that I was challenging his authority. He said to me "I'm the builder, you do as I say", even though I was telling him I wasn't trying to challenge his authority, I'm just questioning why you are telling me to do it that way, when the books I'm reading are telling me to do it this way, and I need to understand. From there on out, our relationship went downhill.

Because I was making an issue, they just kept sweeping it under the rug. Their infrastructure wasn't really set up properly to deal with those kinds of situations.

There was dominant chauvinism back then, there still is, but it's not as bad as it was. So, it's kind of like this "oh, you want to work in a man's world, suck it up princess. You chose to be here so you deal with it, you deal with that bullshit because you wannawork in a man's world".

Karina is 34 years old and Pākehā. She had a brother and father in the trades and she herself entered the trades directly from school after being signed up by a labour hire company. However, she found the going tough, her ambition was thwarted and the sexist environment became intolerable.

Her interest in her old trade was reignited through a friend connection and she was ready for the challenge.

She's now completed her apprenticeship and is fulfilled and growing in her role.

Needs: Appropriate re-entry training, welcoming non-sexist environment, some flexibility around family needs and hours,

Enablers:

- ***Supportive team environment** – acceptance by men, teamwork, encouragement and 'got my back' trust is the number one incentive.
- **Friends/family in the trades** – acceptance, not having to jump through hoops and overcome age/gender prejudice, inherent trust, shared understanding, positive stories and interactions.
- **Life experience gained** – confidence in self and handling relationships, the public, and customer interactions.
- **Great bosses** – mutual respect, role models, family values.
- **Career arch** – seeing potential to discover best self and role and opportunity to grow with a company.
- **Flexibility** – around family commitments/training requirements.
- **Benefits other than pay** – the authority to self-manage and give and take on conditions, hours and perks.

*= gender/stage specific – as opposed to trade/age generic.

While not condoning the sexist behaviour that led her to leave her trade, Karina doesn't regret her time away. She feels she has grown her perspective, knowledge and people skills and is better equipped to succeed in a still mainly male world. She's grateful for the chance to get back in, appreciates that progress has been made and intends to take the opportunities she's given and make the most of them.

opportunity to take on more responsibility, opportunity to earn more, opportunity to find own personal 'sweet spot' (niche).

Motivators: Appreciation of life experience, being seen as an individual, being trusted, included and valued, feeling key to a successful project, realising own potential and achieving a level of autonomy.

Personal Characteristics: Older and wiser, grateful, relatively thick-skinned, humorous, open-minded, questioning, keen to be involved, inclusive and keen to share her knowledge.

Demographics of Group: Two women entered as teenagers through personal connections – one directly, one with pre-trade.

Our Voice quotes from interviewed women

I'd become an adult. I spent 5 to 10 years figuring out what kind of person I was, who I wanted to be and the type of people that I wanted to be around.

Life experiences are definitely going to help you, making those choices, asking those questions, asking the hard questions is really hard. I've learnt how to stand up for myself, I guess.

I learnt a whole lot of skills that I don't think I would have learnt if I'd stayed in the trades the whole time. I mean working in 'hospo' for so many years, I learnt really quickly how to build rapport with different people from all walks of life. I learnt how to read people really quickly and know different ways to approach people.

There is heaps of stuff that I learnt from my degree study, like the environmental management stuff. I never thought I would be able to use it, but I do use it, quite a lot.

It's quite cool really. I don't ever go "Oh I wish I stayed and finished my trade back then".

My boss is amazing. He is passionate about seeing more women in the trades. I can't see it being any other way, otherwise he wouldn't have taken me on. He's a great teacher. He comes to me and says "this is what I want you to be focusing on as my apprentice".

Because he is a family man, he's great with morals and has the same morals as I believe in about family and flexibility and communication.

The opportunities are there if you want to succeed in this business. All you have to do is bust your arse, you know.

Notes

Karina entered the industry as a teenager; negative experiences in the trade made her leave and try other things. Having had more life experience working in other industries, becoming a mum and studying part-time, she has developed coping mechanisms. She has now re-entered her original trade with encouragement from friends and the offer of an apprenticeship from a supportive boss.

To trainers

I think the biggest impact of leaving was retaining the information. I'd learnt a lot but then I'd had nothing to do with it other than if I tried to initiate a DIY thing at home.

To Employers

My boss tells me "I am relying on you to do this, but if there are any questions you have or you don't think you can do it, you have to tell me," so his communications skills are off the chart.

He'll be the first to say "oh, you've got a problem, who do I need to come down to talk to you?" You know, he'll always have my back, so that's cool.

He's creating an environment where he gives everybody opportunities.

Because I'm so engaged, he (my boss) can see that I wanted to go somewhere else. I want to go higher. I want to climb the ladder. And I want to be a key player, not just a team player. I want to be the key to open the door.

I actually ended up in operations management. I was already doing project management, but I was still on the tools. I ended up here because me and my boss had a conversation. I want to do more of this sort of operations side of things. He hates doing the paper work, so it actually worked out quite well for us to sort of swap and him do more of the project management, which is his forte, and me doing more of the office side of things.

There's flexibility that comes with me not pushing the point. Someone said to me the other day "you could get another \$5 an hour no problem for what you do" and I was like "yeah, but I could be working for some arsehole that I hated and have no flexibility and have them yelling at me when I wanted to go home at 4 o'clock".

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Karina? What are the cutting-edge features, novel capabilities that set your industry apart? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspects of your industry have room for growth? What could be improved to strengthen your appeal to Karina? What elements have prompted feedback? Example: Little opportunity to build a career, highly repetitive tasks and reluctant to change.</p>	<p>Opportunities What does your industry need? What skills, knowledge, and tools does your industry have that make it appealing to Karina? Women returning to work already have a connection with your community. How can you recruit them? Example: Skilled labour, flexible hours.</p>	<p>Threats What obstacles do you foresee challenging your industry's success? Which technology or environmental changes have the potential to impact your industry? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for addressing consumer needs? What are the cutting-edge features, the novel capabilities that set your company apart? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting Karina? What could be improved to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations? Example: Well established position with a well-defined market niche, identified market for diversified growth.</p>	<p>Threats What obstacles do you foresee challenging your company's success? Which competitors have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your company's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Karina training for a career in the trades? What are the human capabilities, cutting-edge features, novel capabilities that set your organisation apart? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What could be improved to strengthen your appeal to Karina? What elements have prompted feedback? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisation's success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>



#7 Janine the late-bloomer

Already in industry > gained qualification > advancing career

I just thought to myself “right I’m going to go hell for leather and do as much as I can in the shortest amount of time and be the best I can be if I am given an opportunity like this”.

Barriers:

- **Lack of supervision** – not providing onsite support.
- ***Lack of opportunity** – not getting the same opportunities as men, not being considered for promotion, not seeking advancement.
- ***Pay inequality** – having to fight for fair/equal remuneration.
- ***Different demographic** – not fitting in to the ‘norm’ and feeling it.
- **Location** – depending on industry, sometimes having to move geographically to get ahead.
- ***Interrupted by family** – sometimes having to put family first.
- ***Injuries** – consequences of sometimes impractical physical expectations.

*= gender/stage specific – as opposed to trade/age generic.

Janine thinks that women in general are not aware of the many opportunities or diversity available in the trades – unless they are directly connected through family or have personal contact with an encouraging tutor. She describes herself and others as having “fallen into it” because of family connections.

She believes women are underpaid and often have to make a stand before they get a review or are fairly remunerated. She feels her lack of obvious ambition earlier on, may have put her at a disadvantage.

She says it is harder being an older female apprentice in the trades because the age gap between colleagues can make you feel like an outsider. She acknowledges that younger women face different obstacles in terms of sexism and assumptions about their intelligence and skills.

Our Voice quotes from employers

They just threw you with someone that was supposed to train you and some of them didn’t train me, because they didn’t think I should be there.

I had no supervisor to train me, so it was basically down to me just reading manuals and trying to figure out the CAD programmes by myself, which was quite challenging to say the least.

It’s a matter of pushing through, getting the qualifications, proving your worth, recognising your weaknesses and playing to your strengths.

I approached my manager and said, “I need someone to come in and help me and/or I need to be recognised for all my hard work. Is there some kind of bonus system or something you could do for me because I’m happy to put in the hours and the work, but I need to be recognised for it. If I’m not going to get an increase in salary or bonus, it’s basically not worth my time”. So, they talked and talked and nothing came of it, so I handed in my notice one day and they were like, “oh no, what can we do to keep you?” Typical!

Pay has been a battle. I’m not a great negotiator and I won’t push for getting as much as I can. I generally have that female thing of feeling that I am not quite worth what other people are.

I think my pay is probably nothing to do with me being a woman. I think it’s because I had been here so long and came from a reception role.

The excuse was “you’re new in the role”, and so when I got the certificate I thought “hang on, I’ve been doing this for 3 years now. I’ve done the course and this is what I am doing”. I think it was kind of my fault for just accepting less.

Janine is 39 years old and from the UK. She began working in her husband’s trade (although not his company) as a receptionist part-time and studied while her children were in high school. She chose to gain a trade qualification, not only to improve her ability, but because she thinks seeing her set goals and studying is good role modelling for her teenage children.

Needs: To see results, make things better, be customer-facing, have a level of control, achieve high standards, feel involved and valued.

Motivators: Peoples’ (both colleagues and customers) positive reactions to her work, her husband’s and children’s respect,

feeling stimulated (even surprised sometimes) and being part of a shared vision.

Personal characteristics: Practical, capable, collaborative, hard-working, community minded, socially engaged, intelligent, positive and determined.

Demographics of Group:

- Seven women ranging in age from their late 20s to late 40s – all identify as European.
- Three immigrated to New Zealand.
- Two had university qualifications in related fields.
- Range of trades – three different ITOs.

Enablers:

- **Direct connection with customers** – face-to-face communication, seeing outcomes delivered and positive reactions first hand.
- **Making a practical difference** – transforming situations and helping people.
- **Quality results** – a high standard output to feel proud of.
- ***Fresh Opportunity** – opening up new scenarios and challenges she hadn’t foreseen – for herself, for other women and for customers.
- **Flexibility** – hours considerate of family and work/life balance.

*= gender/stage specific – as opposed to trade/age generic.

Janine sees her age and life experience as a distinct advantage when it comes to dealing with customers and understanding their hopes and challenges.

Her favourite aspect of the job is seeing the difference a quality result and good communication can make in people’s lives. She gets a kick out of great feedback.

Our Voice quotes from employers

I just found what I loved doing, which was making things.

They said “we think you’ve got the personality that can take on a role like that”.

I got paid; my boss paid me when I went on the block courses as well. So, it all just fell into place and worked really well.

I think it is encouraging that they are investing in me, not only to help me grow as a person, but also to help the business.

They made me sign an agreement that says I have to complete my 2-year course, pass and then stay with them for another 2 or 3 years after that. It’s nice to have people that are confident enough with where you’re at, to put you on that, with the expectancy that you will pass.

I actually completed my certificate in about 3 months. Because of all my practical work I had already done. I had been working for quite a while.

The trainer has got a lot of experience, been in it longer than I’ve been alive, so he’s seen the transition through. Really, really cool, quite in-depth.

I had a really good relationship with my manager. You need that and you need someone who is going to encourage you and push you on the days that, because we are women and we are a little emotional. He was really good. He understood if I had to go because of the kids.

I have had a lot of growth, I moved up the ranks. It is nice to feel like you’re needed.

Seeing people’s faces when they’ve brought their car in and it looks like a heap of crap and it goes out looking a million dollars, that’s priceless.

Notes

Janine has been in the industry for a while but only had the opportunity to sign into an apprenticeship with her third industry employer. That employer backed Janine to succeed, covered the cost of her training, paid her while she was on block courses and met with her fortnightly to go through her work, training and external commitments. Janine's experiences with her earlier employers was supportive, as they were willing to employ her, but not quite as positive as they lacked the systems to support her workplace learning. In one company, the employer was on board but the supervisor she worked with on a daily basis was not as supportive,

didn't provide much support and left her to struggle with unfamiliar jobs rather than walk her through them first.

Janine would now be seen as an older or mature apprentice but has quite a bit of trade experience, takes pride in her finished products and her boss is already talking about opportunities to develop within the company. She chose to gain a trade qualification, not only to improve her practical abilities and work prospects, but because she wants to be a good role model for her teenage children.

To trainers

Janine described her first course this way: "I was twice as old as anyone else on the course and they were all boys and I felt they felt I was a complete alien. I was the wrong sex and the wrong age and they sort of creeped out around me. That was a difficult experience".

To Employers

Thinking about Janine's two contrasting workplace experiences, her first employer had her working alongside older guys who had heaps of experience, but didn't want to share that with a woman. Her second employer was supportive but the supervisor she worked alongside did not support or train her. Contrast this with her third employer who encouraged her to get qualified, backed her financially to do it and mentored her, touching base regularly.

<p>Industry SWOT Analysis</p>	<p>Strengths What makes your industry the top career for Janine? What are the cutting-edge features, novel capabilities that set your industry apart? Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses What aspects of your industry have room for growth? What improvements could be made to strengthen your appeal to Janine? What elements have prompted feedback? Example: Little opportunity to build a career, highly repetitive tasks and reluctant to change.</p>	<p>Opportunities What does your industry need? What skills, knowledge, and tools does your industry have that make it appealing to Janine? Women returning to work already have a connection with your community. How can you recruit them? Example: Skilled labour, flexible hours.</p>	<p>Threats What obstacles do you foresee challenging your industry's success? Which technology or environmental changes have the potential to impact your industry? Is your consumer market evolving in a way that poses a risk to your industry's future? Example: Specialisation, automation, self-service.</p>
<p>Business SWOT Analysis</p>	<p>Strengths What makes your business the top choice for addressing consumer needs? What are the cutting-edge features, the novel capabilities that set your company apart? Example: Reputation in marketplace, expertise at partner level, flexible employment options.</p>	<p>Weaknesses What aspect of your company has room for growth? What aspect of your business is a barrier to attracting Janine? What improvements could be made to strengthen your services? What elements have prompted feedback? Example: Unable to deal with large projects because of capacity constraints or lack of ability.</p>	<p>Opportunities What are consumers craving? What does your community need? Do you offer work experience? What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations? Example: Mentoring of staff, identified market for diversified growth, connected with industry data and trends.</p>	<p>Threats What obstacles do you foresee challenging your company's success? Which competitors have the potential to threaten your business? Is your consumer market evolving in a way that poses a risk to your company's future? Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?</p>
<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths What makes your organisation the best option for Janine training for a career in the trades? What are the human capabilities, cutting-edge features, novel capabilities that set your organisation apart? Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses What aspects of your organisation have room for growth or improvement? What could be improved to strengthen your appeal to Janine? What elements have prompted feedback? Example: Improve connections with industry and availability of work placements, increase women role models.</p>	<p>Opportunities What are students craving? What support do you provide? What does your community need? What skills, knowledge, and tools does your company have to extend to individuals, businesses, or organisations? Example: What industries that you support are growing? What industries that you don't support are growing?</p>	<p>Threats What obstacles do you foresee challenging your organisations success? What are alternative training organisations offering? Is your student or employer market evolving in a way that poses a risk to your organisation's future? Example: Mismatch between employer needs and current provision model.</p>



#8 Earl the early adopter

Employs women in trade roles > offers flexible work arrangements

Team effort and the attitude is 90% of it; someone who is willing to work, learn and get on with the others will probably be a good fit for us. We are a small team, like family, most of the team have been together for years and I do not want to stuff that up.

Barriers:

If people cannot display the following:

- Willingness to learn
- Work ethic
- Punctuality
- Reliability
- Honesty
- Ability to work in a team
- Driver's licence

Worksite barriers include:

- Male-dominated industry
- Physical capability

Earl's highest priority for hiring anybody is his or her willingness to learn. If they do not show a willingness to learn, this trade is not the career for them.

Close behind is having a strong work ethic, being reliable and honest. When you are at work you are there to work, not be on your phone. Reliability is more than just punctuality or getting the right food on the pie run, it is being able to rely on you as part of the team. In the same way, honesty is more than not pulling a sickie; it is about owning up to something you did wrong, before the job progresses on, even if you do not think it will be found.

The most important thing people could do before asking for a job with Earl was to get a full driver's licence. Earl says, "many people applying for work only have a restricted licence".

Teamwork is critical to getting a project finished on time, on budget and to the standard required. Critical to teamwork is communication!

Our Voice quotes from employers

I don't think there is many [women] that go through the pre-trade courses as far as I am aware. In the past eight years I can think of two occasions when girls have come looking for work experience while they have been doing the pre-trade course.

(Hamilton, automotive, general manager, female employee, male)

Concreting is not a 9 to 5 job, it can be a 7 to 5 job, the hours are random, so staff need to be very flexible and stay sometimes until the pour is finished - I can't see how a female with any children would be able to meet these demands.

(concrete and paving, owner, male)

They have to put themselves through a pre-trade course, and if I am looking at taking on an apprentice I will ring a training officer from the BCITO, who is a very good proactive person, and she will say who is on the courses out there, have a talk to the tutor out there about who needs placements.

(painting & decorating, owner, female employee, male)

Earl is a 53-year old Pākehā. He started in the trades from school and worked his way up, through from the broom to supervisor, before going out on his own 15 years ago.

He recognised his business skills were not as good as his trade skills, so he and his wife Erin joined the trade association and signed up to business mentoring for a year.

Earl and Erin have done a mix of courses in accounting, marketing, health & safety and business planning but do not have any business qualifications.

Enablers:

Business attributes including:

- Advertises new position online
- Female business partner involved in hiring decisions
- Positive workplace environment
- Partners with schools and pre-trade providers
- Business mentoring and experience
- Mentoring support for staff
- Flexible work practices

Earl advertises all jobs on Trade Me. He wants to employ the best person he can for any role; while that includes developing and promoting existing staff, it also means throwing the net wide for new positions, especially entry level roles.

Earl's partner and equal business shareholder, Erin, is involved in all key business decisions, especially hiring new staff. They work in the business too and, while they have to put in long hours from time-to-time, they also value being in a positive workplace environment with some flexibility in work hours.

Having been involved in business mentoring and their trade organisation they feel the time they put into their staff is an investment. They pick up on things going on in the business faster and have been able to be flexible when they know staff are facing things in their personal life. They like the Richard Branson quote "train people well enough so they can leave, treat them well enough, so they don't want to". Staff still leave but some have become sub-contractors back to them when they have big projects.

Earl had a holiday job in the trade when he was still at school; he likes to be able to offer work placements to people at school and pre-trade courses, he doesn't employ them all but is happy to give them a reference or use his networks to put them onto people with vacancies.

Personal Characteristics: Intelligent, determined, motivated to succeed, fair, mentally strong and ethical.

Needs: work/life balance, opportunities in the future to sell the business, reduce bad debts, increase customer base and minimise staffing issues.

Motivators: pride and the sense of achievement in creating something, providing for the family, remaining physically and mentally fit and being accountable to his business partner and, from time to time, business mentors.

Our Voice quotes from employers

50% of clients are women. They like to deal with women.... I think women make the majority of home decisions.
(owner, electrical, female employee, female)

She thinks differently to the guys; she is not as gung-ho as the males and is more methodical in her work.
(owner, service technician, female employee, male)

I just like to see the change in attitude of people when a woman comes into their work area. All of a sudden there is a lot less swearing and people start to treat each other with a little more respect as well; not just the women, but the guys start treating each other a little better too. So maybe that is something you can use because then attitudes change towards women and they change their attitude towards each other as well and become a little bit more tolerant on the whole about all kinds of people.
(motorcycle, manager, female employee, male)

We have our first female employee now. It is not so much that there is an avoidance of it, it is just that there has been not as many ladies interested in the trade I suppose or to the fact that it hasn't really been promoted to females as much either, I think.
(painting & decorating, owner, female employee, male)

[Some people have suggested thinking about employing more women into the trades as a possible solution?] I am all for it. There are two or three female apprentices around in our trade.
(flooring, owner, no female employee, male)

Bringing apprentices through, we work through some of the schools with the Gateway programmes and we also have a good relationship with the polytechnic pre-trade course.
(joinery, general manager, female employer, male)

Notes

Earl's contact with schools, pre-employment providers and advertising online gave him access to a wide range of potential apprentices. He focused on employing the best person for the job; individuals always bring a unique set of skills and talents, but in his experience, women generally pay greater attention to detail and were more careful with work equipment.

Earl had generally had positive experience with employing women. They were good workers and often improved the whole workplace culture and provided a different perspective and skill set. They were often good with customers, with some women preferring another woman on-site.

To Employers

Males generally became more considerate, not just of their new women colleagues, but also of their male counterparts. This mostly helped to soften aggressive behaviours – less foul language, helped to diffuse the testosterone – all made for a more pleasant work environment. Male staff tended to 'pull their socks up'; particularly when they noticed women colleagues producing higher quality work than their own.

These changes lead to a more professional workplace, which was good for businesses that increasingly needed to appeal to customers on multiple levels. Increasingly, trade staff had to be more than just technically proficient, they also needed to engage warmly with clients and provide a professional service.

Industry SWOT Analysis

Strengths

What makes your industry the top career for any apprentice?

What are the cutting-edge features, novel capabilities that set your industry apart?

Example: Career progression, leadership development, interesting and varied work.

Weaknesses

What aspects of your industry have room for growth?

What improvements need to be made to strengthen your appeal to female apprentices?

What elements have prompted feedback?

Example: Little opportunity to build a career.

Opportunities

What does your industry need?

What skills, knowledge, and tools does your industry have that make it appealing to women?

Women returning to work already have a connection with your community. How can you recruit them?

Example: Skilled labour, flexible hours.

Threats

What obstacles do you foresee challenging your industry's success?

Which technology or environmental changes have the potential to threaten your business?

Is your consumer market evolving in a way that poses a risk to your industry's future?

Example: Specialisation, automation.

Business SWOT Analysis

Strengths

What makes your business the top choice for addressing consumer needs?

What are your cutting-edge features, your novel capabilities that set your company apart?

Example: Reputation in marketplace, expertise at partner level, flexible employment options.

Weaknesses

What aspect of your company has room for growth?

What aspect of your business is a barrier to attracting women?

What part of your business could be improved to strengthen your services?

What elements have prompted feedback?

Example: Unable to deal with large projects because of capacity constraints or lack of ability.

Opportunities

What are consumers craving?

What does your community need?

Do you offer work experience?

What skills, knowledge, and tools does your company have to extend individuals, businesses, or organisations?

Example: Well established position with a well-defined market niche, identified market for diversified growth.

Threats

What obstacles do you foresee challenging your company's success?

Which competitors have the potential to threaten your business?

Is your consumer market evolving in a way that poses a risk to your company's future?

Example: How high is your staff turnover? Are larger companies moving into your area? Who is purchasing your services?

Tertiary Education Organisation SWOT Analysis

Strengths

What makes your organisation the best option for Earl to work with?

What are the human capabilities, cutting-edge features, novel capabilities that make your organisation the #1 choice to work with?

Example: Strong connection with industry, female staff role models.

Weaknesses

What aspects of your organisation have room for growth or improvement?

What part of your organisation or product offering could be improved to strengthen your appeal to Earl?

What elements have prompted feedback?

Example: Tools and techniques used in training align with industry needs and give women confidence on work placements.

Opportunities

What are students craving?

What support do you provide?

What does your community need?

Have you asked employers to comment on your programme lately?

What skills, knowledge, and tools does your organisation have to add value to individuals, businesses, or organisations you work with?

Example: What industries that you support are growing? What industries that you do not support are growing?

Threats

What obstacles do you foresee challenging your organisation's success?

What are alternative training organisations offering?

Is your student or employer market evolving in a way that poses a risk to your organisation's future?

Example: Mismatch between employer needs and current provision content or delivery/support model.



#9 Peter the potential employer

Open to employing women > has flexible work arrangements

I have offered flexible work options to staff for years and we have changed our culture to be health and safety orientated. In the past we would be having competition as to how much we could each carry, now a team or mechanical lift, if at all possible.

Barriers:

Company-based barriers include:

- **Only advertises new position via word of mouth**
- **All male management team**
- **Doesn't partner with schools or pre-trade providers**

Worksite barriers include:

- **Physical capability**
- **Male-dominated industry**

Peter uses the connections he has always used to find staff – his sports club, family and staff connections. These networks do not include many, if any, women looking to get into the trades.

In the back of Peter's mind, though he may not say it, is the thought that a female apprentice might get pregnant and he would lose a team member and the investment he has made in training.

Peter does not come across many women wanting to work in his trade; if he did, he thinks he would decide on their suitability in the same way he would a male.

He really values the team culture and is a bit concerned with how women will fit in.

Our Voice quotes from employers

If a female didn't already have kids, but I thought she might have kids, then there is the obvious that she is going to get pregnant and be off work. So being honest and being blunt it is a deterrent in those sorts of ways.
(Otago, owner, no female employee, male)

But if you don't train them you are not going to have any, and I think the whole country for a long time there hasn't been enough focus on training apprentices and even right back through school.
(Northland, owner, no female employee, female)

We are working in people's houses, so whoever is opening the front door they want to see someone who is presentable, clean and tidy and don't look like they are going to rip the house off while they are there. So, someone who is well mannered, well groomed, polite.
(Masterton, owner, no female employee, male)

The biggest barrier will be having a foreman that doesn't want that person there for some reason. It is about having a good understanding of all your staff and the staff understanding they are just another technician, just a different gender.
(Wellington, manager, diesel mechanic, female employee, male)

Peter is a 58-year old Pākehā. He went to university but retrained in the trades and worked his way up, through from the labourer to supervisor, before going out on his own 10 years ago.

He is the main decision-maker for the company but enjoys having a strong team around him. He has a website and does his accounting and payroll online but does not have a detailed business plan that he sticks to.

Personal Characteristics: Intelligent, hands-on and practical, gritty, motivated to succeed, mentally strong, fair and ethical.

Needs: to improve his work/life balance, he would like the opportunity to sell the business one day but recognises in many ways he is the business.

Motivators: pride and the sense of achievement in creating something, providing for the family, remaining physically and mentally fit.

Enablers:

Business attributes including:

- **Positive workplace environment**
- **Business mentoring & experience**
- **Mentoring support for staff**
- **Flexible work practices**
- **Openness to diversity**

Peter offers his staff flexible working arrangements with the most common option being staggered hours. He has had people working part-time hours, and occasionally flexi-time, where staff have the freedom to work before or after a set core of hours or after a set core of hours (by mutual agreement).

Peter has not employed a woman in a trade role but thinks they would have greater attention to detail and soften workplace behaviours. He already offers his staff a mix of flexible work arrangements, mostly staggered hours, so does not see that as a barrier to employing women.

Peter thinks women potentially lack some physical strength but looking after your body, working smarter together and staying safe on-site is more important than what you can bench press.

Peter was open to the idea of employing a woman in a trade role, he just did not get many, if any, applying for roles.

Our Voice quotes from employers

Quite often if there is a bunch of blokes it gets a bit coarse and if there is a female present, they pull their socks up a wee bit.

(Otago, owner, no female employee, male)

[Some people have suggested thinking about employing more women into the trades as a possible solution?] I am all for it. There are two or three female apprentices around in our trade. There are not a lot because it tends to be a very physical job, which probably would scare a lot of women off, but there are a couple out there who seem to be doing quite well. I know there is one in Levin, apparently. I have just seen stuff through Facebook on some of the work she is doing and if I was approached by a woman wanting to do the job it is something that I would have to consider. And if she was well-built, strong and not sort of a feminine physique, she would be more suited to undertake a manual trade like the flooring trade.
(Masterton, owner, no female employee, male)

The only difference is men can do more of the heavy lifting, but increasingly there is not a lot of this anyway. There is the perception that our trade work is dirty work but it is not always like that. We could get ladies who are already in the industry to promote it at schools and universities.

(Auckland, no female employee, owner, male)

I normally tell people the good things about our trade is that it is a highly skilled profession that pays well and can take you right around the world.

(Auckland, owner, no female employee, male)

Team effort and the attitude is 90% of it; someone who is willing to work and get on with the guys because it is a pretty small team, like family, most of the guys have been here for a very long time.

(Northland, owner, no female employee, female)

Notes

Peter's use of word-of-mouth channels constrains the scope of people he talks to but feels safer, because if they are friends or family already working for the business, they should fit in. He focused on employing the best person for the job, but the people he employs generally look and sound like him 25 years ago.

Peter has never interviewed a woman for a trade role, though he is not against the idea, he just has not come across a woman who wanted to. He generally has a positive attitude to employing women and thinks they could have better communication skills, pay more attention to detail and be easier on gear.

To Employers

Many companies without women in trade roles offer flexible working arrangements, which sets them up well to have a more diverse workforce. Employers and supervisors can have concerns about maintaining their team dynamic when a new person starts with them. Employers of women have commented that their male staff generally became more considerate, not just of

their new women colleagues, but also of their male counterparts. This mostly helped to soften aggressive behaviours – less foul language, helped to diffuse the testosterone. Their summary was that this all made for a more pleasant work environment.

<p>Industry SWOT Analysis</p>	<p>Strengths</p> <p>What makes your industry the top career for any apprentice?</p> <p>What are the cutting-edge features, novel capabilities that set your industry apart?</p> <p>Example: Career progression, leadership development, interesting and varied work.</p>	<p>Weaknesses</p> <p>What aspects of your industry have room for growth?</p> <p>What improvements need to be made to strengthen your appeal to female apprentices?</p> <p>What elements have prompted feedback?</p> <p>Example: Little opportunity to build a career.</p>	<p>Opportunities</p> <p>What does your industry need?</p> <p>What skills, knowledge, and tools does your industry have that make it appealing to women?</p> <p>Women returning to work already have a connection with your community. How can you recruit them?</p> <p>Example: Skilled labour, flexible hours.</p>	<p>Threats</p> <p>What obstacles do you foresee challenging your industry's success?</p> <p>Which technology or environmental changes have the potential to threaten your business?</p> <p>Is your consumer market evolving in a way that poses a risk to your industry's future?</p> <p>Example: Specialisation, automation.</p>
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<p>Tertiary Education Organisation SWOT Analysis</p>	<p>Strengths</p> <p>What makes your organisation the best option for Peter to work with?</p> <p>What are the human capabilities, cutting-edge features, novel capabilities that make your organisation the #1 choice to work with?</p> <p>Example: Strong connection with industry, female staff role models.</p>	<p>Weaknesses</p> <p>What aspects of your organisation have room for growth or improvement?</p> <p>What part of your organisation or product offering could be improved to strengthen your appeal to Peter?</p> <p>What elements have prompted feedback?</p> <p>Example: Tools and techniques used in training align with industry needs and give women confidence on work placements.</p>	<p>Opportunities</p> <p>What are students craving?</p> <p>What support do you provide?</p> <p>What does your community need? Have you asked employers to comment on your programme lately?</p> <p>What skills, knowledge, and tools does your organisation have to add value to individuals, businesses, or organisations you work with?</p> <p>Example: What industries that you support are growing? What industries that you do not support are growing?</p>	<p>Threats</p> <p>What obstacles do you foresee challenging your organisation's success?</p> <p>What are alternative training organisations offering?</p> <p>Is your student or employer market evolving in a way that poses a risk to your organisation's future?</p> <p>Example: Mismatch between employer needs and current provision content or delivery/ support model.</p>

