TOOL 3.2
DEVELOPING JOB-READINESS PROGRAMMING

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

WHO SHOULD USE THIS TOOL
Training program directors; soft skills instructors; career coaches

This tool is part of Adding a Gender Lens to Nontraditional Jobs Training, created by Wider Opportunities for Women for the GreenWays initiative and revised by JFF as part of the Delivering the TDL Workforce initiative. All tools are available online at: http://www.jff.org/newlensonjobs.

Supported by the Walmart Foundation, Delivering the TDL Workforce expanded high-quality transportation, distribution, and logistics training programs in ten regions and promoted best practices in program design and delivery, employer engagement, and workforce partnership development. GreenWays was supported by grants from the U.S. Department of Labor through Pathways Out of Poverty and the Green Jobs Innovation Fund.
<table>
<thead>
<tr>
<th>JOB-READINESS SKILL</th>
<th>MEASUREMENT OF ACHIEVEMENT</th>
<th>HOW/WHEN TO DELIVER SKILL BUILDING</th>
<th>WHO DELIVERS</th>
<th>CHALLENGES</th>
<th>CAPACITY (Needs Work, Exists, External)</th>
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### SAMPLE: DEVELOPING JOB-READINESS PROGRAMMING

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

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**Jobs for the Future**