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ABSTRACT

This guide presents 21 one- or two-page recruitment strategies for women in nontraditional careers. Each entry includes sections on what, when, where, who, and how. Strategies included are: (1) attention-getter giveaways; (2) bias-free brochure; (3) bias-free slide-tape; (4) "bring a friend" day; (5) brochures with utility bills; (6) craftperson demonstration; (7) family night; (8) field trips to business and industrial sites; (9) flyer dissemination in community; (10) program visitation day by successfully employed former participant; (11) information booths; (12) logo; (13) media announcements of successful program completers; (14) newsletter to community organizations; (15) newspaper advertisements; (16) "opportunities in selected occupations" day; (17) placement of recruitment posters and brochures in the community; (18) radio and television spots; (19) resource persons; (20) telephone number with pre-recorded information; and (21) testimonial letters from successful graduates. Appendices include suggestions for preparing materials and implementing the strategies. (ABL)

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# RECRUITMENT STRATEGIES FOR WOMEN IN NONTRADITIONAL CAREERS

by  
**Drs. Beverly and Tom Stitt**  
**Southern Illinois University**  
**Carbondale , IL**

adapted from

## FAIR RECRUITMENT MODEL AND STRATEGIES

**Beverly Stitt and Marcia Anderson**  
**Co-Directors**

**Illinois State Board of Education**  
**Department of Adult Vocational**  
**and Technical Education**

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# Recruitment Strategies for Women in Nontraditional Careers

1



**WHAT:** ATTENTION-GETTER GIVEAWAYS

**WHEN:** Throughout the year

**WHERE:** At locations of formal recruitment activities, i.e., shopping malls, fairs, career days

**WHO:** Program instructors, participants, or program staff

**HOW:** For all target groups:

Purchase or have participants develop any of the following items for dissemination through other recruitment modes, i.e., display at a shopping mall or mobile recruitment unit. Have appropriate messages or logos printed on:

Bumper stickers

Pens

Book covers

Lapel buttons

License plate holders

Folders or portfolios

Seam cutters

Bookmarks

Be sure that the mobile unit or booth is located in the way described in the strategies to reach all populations—go to ethnic neighborhoods, or located at neutral places on the fairgrounds or shopping areas.

# Recruitment Strategies for Women in Nontraditional Careers

2



**WHAT:** BIAS-FREE BROCHURE

**WHEN:** Anytime, allowing for printing time so that brochures are available when needed as part of other strategies

**WHERE:** For use in community displays, mailings, or other display plans

**WHO:** Program instructors, counselors, or administrators

**HOW:** For All Target Groups:

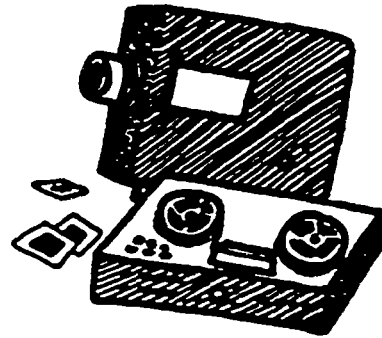
Show target populations in nontraditional work situations by means of drawings or photographs. Present men and women of various ages, ethnic cultures, and physical conditions. Give wage and hour information in brief and estimate school time for completion. Indicate special facilities for handicapped and special services offered. Give more than one name, male, female and ethnic group member, if possible, as contact persons.

Be sure to use brochures where they will reach the target population, i.e., place them where the target population congregates or spends time.

See Appendix A for specific guidelines for preparing brochures.

# Recruitment Strategies for Women in Nontraditional Careers

3



**WHAT:** BIAS-FREE SLIDE-TAPE

**WHEN:** Anytime during the year

**WHERE:** Wherever recruitment is done

**WHO:** Program recruitment staff or person selected by the program administrator

**HOW:** The critical factor for the slide-tape series is that all target populations find themselves somewhere in the series, that all populations can see and/or hear that they personally are invited and expected to enroll and succeed in the program. See the slide-tape guidelines in Appendix J for general guidelines in preparing slide-tape series.

## Sex:

Make certain that women of all ages and ethnic cultures and physical conditions are shown studying or working in the traditionally male occupations as well as the traditionally female occupations. Also picture males participating in classes or work in the traditionally female occupations. Try to avoid tokenism, that is, just one male cooking, or one female welding. If it is absolutely impossible to picture nontraditional workers, at least spend time on the audio portion of the series explaining that males and females are successful in these occupations; give examples if possible. When using nontraditional pictures, be sure that none of the males in the nontraditional fields appear effeminate or in a submissive role. Likewise, be sure that the females do not appear awkward, out-of-place, or expressly masculine in the nontraditional environments.



**Age:**

Slides should include people of middle and older ages participating in classes and occupations. Use the audio portion to explain that often times older persons want to learn more about their chosen occupation or to change occupations completely and need more education. If "catch up" courses are available, be sure to mention them but do not refer to them as remedial classes.

**Handicap:**

Include pictures of any special facilities, ramps, braille signs, earphones, wide aisles and halls, low-placed bulletin boards and clocks, specially designed work tables and/or shop equipment. Pictures are more effective than words in this case. Also, mention any special service available. Obviously, if the needs of any particularly handicapped persons cannot be met, do not lead them to believe that they can. Assist in getting the institution and program prepared as soon as possible and recruit accordingly.

**Ethnic:**

It is just as important to include faces of persons of various cultures as it is to include both sexes and all ages. Of course, it is impossible to include pictures of every ethnic culture. However, it is possible to include pictures of several ethnic cultures. Persons of these and other ethnic cultures will get the message that the institution or program welcomes all people, that they may be able to find someone there who is similar to themselves. Be sure to indicate if there are special services in the way of language assistance and tutoring available. Be sure to show these individuals in positions at several levels of the advancement ladder so that they do not feel that they can only succeed at entry-level work.

# Recruitment Strategies for Women in Nontraditional Careers



- WHAT:** "Bring A Friend" Day
- WHEN:** Annually
- WHERE:** Programs in the region
- WHO:** Program instructors, counselors, and participants
- HOW:** For All Target Groups:

Encourage participants to bring a friend to class - a special effort to include a friend or relative. Activities may be structured around:

1. Projects to demonstrate the various technical skills developed by current participants.
2. Allowing guests to closely inspect the equipment and to ask questions about involved techniques.
3. Arrange for an informal group discussion with a focus on the development of education and career plans.
4. Provide information concerning academic courses, enrollment procedures, and client services.

# Recruitment Strategies for Women in Nontraditional Careers



**WHAT:** BROCHURES WITH UTILITY BILLS

**WHEN:** At least once a year

**WHERE:** In cooperation with a local utility

**WHO:** Program staff

**HOW:** For all Target Groups:

Make contact with management of the utility to identify guidelines and procedures for accomplishing this activity. Develop brochure according to possible specifications the utility may require. The brochure should address the total career realm in the area which would be of interest to participants.

Refer to Appendix A for specific guidelines in preparing brochures in general. Refer to strategy BIAS-FREE BROCHURES for specific guidelines in making the brochure "people fair".

# Recruitment Strategies for Women in Nontraditional Careers



- WHAT:** CRAFTPERSON DEMONSTRATION
- WHEN:** Anytime
- WHERE:** In session rooms or community meetings
- WHO:** Program staff to secure volunteer craftperson from community
- HOW:** Sex:

Arrange for a female in a nontraditional craft to prepare a brief explanation of her craft, the problems and rewards. Seek her willingness to become part of a support group for nontraditional workers in the crafts area. Be sure a contact name and number is available to interested participants, not only a contact person in the program, but also people who could be contacted in the community at local business and industry sites.

Handicap and Ethnic:

Arrange for a handicapped person to perform an aspect of the vocation to familiarize students with the operational techniques of various occupational tasks by observing the actual performance. Also discuss the physical and mental requirements of the task and how these may be mastered through completion of the vocational training program.

# Recruitment Strategies for Women in Nontraditional Careers

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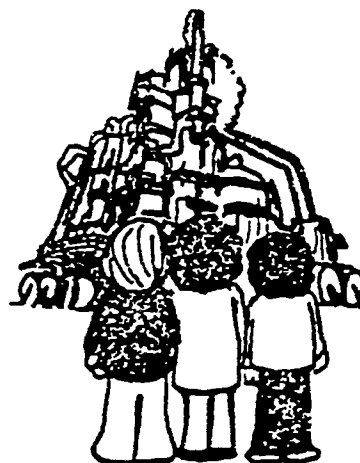


- WHAT:** FAMILY NIGHT
- WHEN:** Once a term
- WHERE:** At the community college
- WHO:** Program staff, instructors, and counselors
- HOW:** Adult:

This strategy is effective especially for re-entry women. Family members are invited to a "family night" orientation instead of a traditional "parents night". This provides an opportunity for the entire family to understand programs and support services available to adults returning to school. Have various staff available to give presentations on programs and services and socialize with the families.

# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** FIELD TRIPS TO BUSINESS AND INDUSTRIAL SITES

**WHEN:** At convenient times for the business and industry

**WHERE:** On-site at the business or industry

**WHO:** Program instructors and staff

**HOW:** Sex:

Choose industries traditionally considered primarily male or female. Stay close to home if possible so that participants can see employment opportunities near by, but travel as far as money permits if there are no nontraditional workers nearby. Get permission from the industry or business. Select industries that have at least some nontraditional workers. If possible arrange for a question and answer time with these nontraditional workers.

Age:

Spend a half or full day at individual business and industries. Make an appointment with management responsible for training to determine if assistance might be provided. Ask for the opportunity to talk to personnel on an individual basis about training, retraining, and other opportunities that the institution may provide.

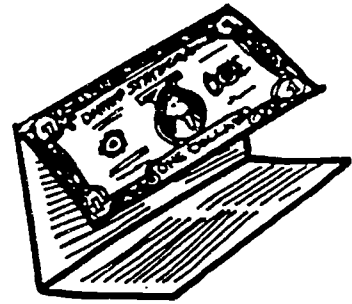
**Handicap:**

Visitation for the handicapped may present special problem. It is important to select work places that are accessible to the handicapped employees in various line and administrative positions.

**Ethnic:**

Spend half or full day at individual businesses and industries, and select businesses with ethnic workers if possible. Ask for the opportunity to talk to personnel on an individual basis about training, retraining, and other opportunities that the institution may provide especially for the target group.

# Recruitment Strategies for Women in Nontraditional Careers



- WHAT:** FLYER DISSEMINATION IN COMMUNITY
- WHEN:** At various times throughout the year, particularly prior to the beginning of the term or school year
- WHERE:** In places where the various target populations will see them (See HOW)
- WHO:** Participants, teachers, or program staff
- HOW:** The flyers must contain by means of pictures or words, clear inclusion of each target population. Show pictures of people of both sexes, all ages, several ethnic cultures, and various physical conditions where possible, engaged in various forms of vocational work and learning. Consider designing special flyers in a dollar-bill format to depict the economic benefits of vocational training. The key to this strategy is in where the flyers are placed so that they reach the target populations.

### Age:

Place flyers in bank information areas, county court house information areas, unemployment office envelope stuffers, utility bill, welfare, and/or social security information stuffers, coffee rooms of nearby factories or places of business.



**Handicap:**

Place flyers in rehabilitation centers, medical service waiting rooms, medical equipment outlets, community bulletin boards, and real estate or rental property offices.

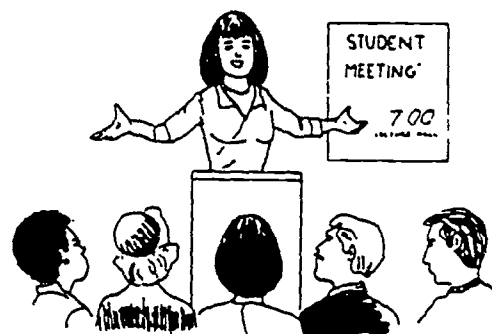
**Ethnic:**

Place flyers as sack stuffers in neighborhood grocery stores, and in local recreational centers, and local arcade establishments.

See Appendix A for detailed directions on preparing flyers.

# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** PROGRAM VISITATION DAY BY SUCCESSFULLY EMPLOYED FORMER PARTICIPANT

**WHEN:** Spring

**WHERE:** Program Training Site

**WHO:** Program instructors and counselors

**HOW:** For all Target Groups:

Interest may be enhanced by allowing the former participant to present information concerning the vocational area in which they are working. Ideally this would include visuals of the target groups performing specific occupational tasks, as well as serving in supervisory roles. The benefits of such presentations may be increased by conducting an informal question and answer session in which the following areas are discussed:

1. An account of any adjustment problems which were encountered such as mobility, grades, social acceptance, training, equipment, etc.
2. The process of applying, entering, and completing a training or degree program with a focus on any problem areas.
3. A review of the person's experience in the world-of-work, detailing problems which might have arisen due to membership in one of the target groups.
4. A summary of the person's career path and present position with an emphasis on salary, job responsibilities, working conditions, and career advancement potentials.

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# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** INFORMATION BOOTHS

**WHEN:** At any community event

**WHERE:** State and county fairs, school career day, senior citizen programs, church or women's club bazaar, flea market, community yard sales, shopping malls, athletic events

**WHO:** Program instructors, participants, advisory council members, and counselors

**HOW:** Sex:

Be sure that flyers and brochures show both males and females at work in all fields of work, that females do not appear awkward or out of place, and that males in nontraditional fields do not appear feminine or in submission to females. Locate booth where it will receive the attention of a broad spectrum of society. For example, do not locate near farm equipment tents or handicraft tents, but find a neutral area.

Age:

The booth must have an attention-getter for adults. These are possibilities: "Are you thinking of changing jobs?" "Are you afraid of entering that world of work?" "Do you feel a need to upgrade your technical skills?" "Stop here for some options that you may find helpful."

Have available success stories of adults who have sought different options at different ages with pictures to show them on the job. Be able to distribute ages with pictures to show them on the job. Be able to distribute brochures with specific information about occupations, jobs, positions, programs, and schedules. Have them register for a drawing so you get names and addresses for possible follow-up.

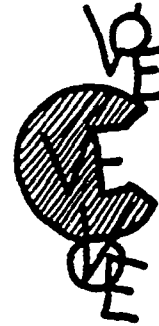
### Handicap and Ethnic:

Provide audio/visual presentations of participants in classroom and laboratory settings; include handicapped and representatives of the ethnic culture group. Have special equipment on display with a handicapped person performing a task. An example would be a word processing unit for the blind or deaf. Allow those in attendance to practice with the equipment.

Make available for inspection or dissemination catalogs, bulletins, or other literature relating to the academic and student support services offered by the program or nearby educational institutions. Emphasize institutional attempts to comply with P.L. 94-142 and efforts to meet the needs of ethnic culture groups.

If names of interested parties can be obtained, follow-up with a personal letter or phone call to determine if further information or services are desired.

# Recruitment Strategies for Women in Nontraditional Careers



- WHAT:** LOGO
- WHEN:** When appropriate
- WHERE:** On all printed material
- WHO:** Program staff and participants
- HOW:** For All Target Groups:

A symbol for association with vocational training for all target groups. Conduct a contest and encourage various designs to be submitted from the community. A consensus from a selected panel will determine the most appropriate design.

# Recruitment Strategies for Women in Nontraditional Careers



**WHAT:** MEDIA ANNOUNCEMENTS OF SUCCESSFUL PROGRAM COMPLETERS

**WHEN:** Week-ends or "prime-time" spots

**WHERE:** Local radio, TV, or newspaper

**WHO:** Program staff

**HOW:** Sex:

Find successful graduates of nontraditional programs. Have them describe the peer and/or family pressures as well as attitude adjustments they faced in completing the program. Also describe the current level of satisfaction achieved. Mention any support activities that contributed to their program completion and vocational progress.

Age:

Use an adult graduate of a program for a "before" and "after". A good example might be a displaced homemaker showing the before as an individual left with several children to support and no source of income. Be sure the individual indicates the steps they completed in locating information about training and sources of support for them as they pursued training. Then show them in their actual place of employment and indicate the amount of time it took for the individual to be gainfully employed.

**Handicap and Ethnic:**

The purpose of such announcements is to create interest in vocational training in general and certain programs in particular. Whether in English or another language content might include:

1. Job opportunities for those with specific technical skills.
2. Feature stories of graduates who have found success in a particular vocational field.
3. Obstacles a handicapped graduate overcame.

# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** NEWSLETTER TO COMMUNITY ORGANIZATIONS

**WHEN:** Monthly, quarterly, or semi-annually

**WHERE:** Various community organizations and businesses

**WHO:** Program staff and participants

**HOW:** This should be considered a possible project for those interested in journalism, office and/or publishing occupations.

Use the local library as a source of lists of active organizations in the community. Such organizations may include Chamber of Commerce, Business and Professional Women, Women's Club, lodges, social and service organizations, AARP, hunting clubs, labor unions, American Legion, VFW.

## Age:

Present overall information about vocational education, job market trends in the area, the programs of various schools, success stories of enrolled adult student as well as graduates. It should contain specific information on schedules for program starts, on individuals to contact for further information, and program completion time.

## Handicap:

Provide information in the following areas:

1. Employment opportunities in various occupations including salary, working conditions, and job responsibilities.



2. Educational and student support services available at the local educational facility with an emphasis on specific education provisions in accord with P.L. 94-142.
3. How vocational training serves as a means for facilitating the professional, social, and personal development of the handicapped to such organizations as the Salvation Army, YMCA, YWCA, Department of Rehabilitation Services, Mental Health Services, Public Aid, and the Cerebral Palsy Foundation. Provide name and address of the facility contact person.

# Recruitment Strategies for Women in Nontraditional Careers



**WHAT:** NEWSPAPER ADVERTISEMENTS

**WHEN:** Several times during the year

**WHERE:** Local newspaper, advertisement weekly, or school newspaper

**WHO:** Program staff

**HOW:** For All Target Groups:

Advertisement should contain information about availability of jobs in the community and specific programs available to train for those positions. This could also be used to provide information about other programs available at the institution or within the community. Be sure the advertisement contains specific information about who to contact for information.

To reach more female readers, place in part of the paper most likely to be noticed by females--family section, recipe section, television program section, school notice section. To reach more male readers, place in sport section, news section, or television program section. Emphasize wages and hours that are convenient for people with children in school or show drawings that invite nontraditional students of all ages.

See Appendix D for guidelines in the preparation of news articles.

# Recruitment Strategies for Women in Nontraditional Careers



**WHAT:** "OPPORTUNITIES IN SELECTED OCCUPATIONS" DAY

**WHEN:** Anytime during the year

**WHERE:** At shopping malls, social clubs, community colleges, employment centers, public aid offices, social service agencies, target group organizations

**WHO:** Nontraditional vocational educators and vocational program participants

**HOW:** For All Target Groups:

Provide information with pictures, flyers, brochures and displays of nontraditional workers in the field. Also, provide information for the traditional workers, but be sure nontraditional is the attention getter to draw the interest of passerby.

# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** PLACEMENT OF RECRUITMENT POSTERS AND BROCHURES IN THE COMMUNITY

**WHEN:** Periodically

**WHERE:** At strategic locations that attract specific target groups

**WHO:** Program staff and participants

**HOW:** Sex:

To reach both males and females, place posters and brochures in places where same-sex groups may congregate and spend some time, i.e., Girl Scout meeting place, YWCA building, women's restroom in public places or private business (get permission), lunch rooms, shopping malls, beauty shops, doctor's office waiting rooms, dentist's office waiting rooms, grocery stores, exercise centers, home extension offices, laundromats, displaced homemaker centers, re-entry program centers, libraries.

Picture males and females in nontraditional work situations. Show males and females of all ages, cultures, races, and physical conditions. Give wage and hour information in brief and estimate training time for completion. Give a name and phone number of a contact person.

### Age:

The posters should depict specific opportunities available for adults with details about programs and persons to contact with tear-off information. These should be placed on a quarterly basis at locations such as: YMCA/YWCA, lodges, American Legion, police stations, detention centers, churches, movie theatres, bars, restaurants, amusement centers, shopping malls, beauty shops, banks, hospital waiting rooms, medical offices, employment agencies, unemployment offices, bowling alleys, bus stations, train stations, grocery stores, exercise centers, real estate agencies, home extension offices, credit unions, lending institutions.

The posters/brochures should address second career opportunities, retraining possibilities, and such services as child care available to adult students.

### Handicap:

Depict a handicapped person in the performance of an occupational task. Also, briefly relate training programs to employment opportunities with an emphasis on the manner in which training equipment and curriculum content has been modified to meet the needs of the handicapped. Place in locations frequented by the handicapped, i.e., rehabilitation offices, medical service offices, equipment supply businesses.

### Ethnic:

Display posters/brochures containing representative target group members performing occupational tasks in locations frequented by members of the target group, such as, restaurants, churches, recreational centers, bilingual centers, and other community centers.  
See Appendix A for detailed directions for preparing brochures.

# Recruitment Strategies for Women in Nontraditional Careers

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- WHAT:** RADIO AND TELEVISION SPOTS  
(PUBLIC SERVICE ANNOUNCEMENT)
- WHEN:** Throughout the year
- WHERE:** Local radio or television station
- WHO:** Program staff, vocational educator or counselor sensitive to the target population.
- HOW:** Refer to guidelines for preparing radio and television announcements

Sex:

Use a female speaker and alternate culturally different voices with older female voices. Emphasize that vocational training is for women, too, that particular programs are for women, and that particular institutions welcome women in all areas. Emphasize the personal satisfaction of an occupation that matches interests. Include examples of women choosing to combine work and family living.

Age:

Radio stations popular for adult listening should be used. Use adults to give testimonials on how they used a vocational program to upgrade, retrain, or prepare for a new occupation. Be sure the testimonials by adults explain how they progressed through the program, how it impacted their lives, and how they used services provided while completing the program.

**Handicap:**

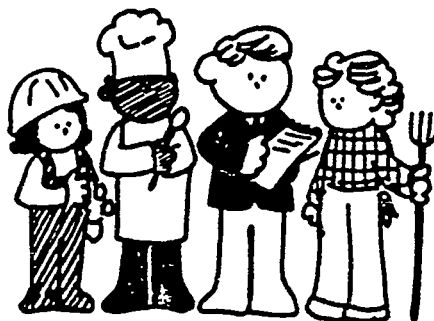
Describe the buildings and classrooms that have been modified for the handicapped, including ramps, elevators, braille signs, adjustable lab stations, and modified curriculum designs. State that vocational institutions are seeking the enrollment of handicapped students.

**Ethnic:**

Use radio and television stations popular with target group. Use ethnic culture members as speakers to indicate that vocational training is an appropriate avenue for a successful and rewarding career. Indicate that particular institutions offer a wide range of support services such as financial aid, tutoring, guidance, and placement service to supplement the vocational and technical course offerings. Finally, note the salary range and job availability of particular occupations.

**Note:** Related media presentations regarding the various aspects of vocational education are available through the Illinois State Board of Education Department of Adult, Vocational and Technical Education.

# Recruitment Strategies for Women in Nontraditional Careers



- WHAT:** RESOURCE PERSONS
- WHEN:** For continuous contact
- WHERE:** From community and school
- WHO:** Program director
- HOW:** For All Target Groups:

Develop a list of resource people with telephone numbers from the faculty and community who will encourage participants in their vocational interests. Include men who do shopping, can food, and type. Use women who do woodworking, repair appliances, and operate heavy equipment. Use the list to:

1. Supply names to staff involved in career education, along with ideas of how the people might be called upon as speakers for panels, to do demonstrations, and for interviews.
2. Work with other program staff and guidance counselors, then have the people at a career fair.
3. Obtain information and photographs of the people "on-the-job" for use in other promotional activities.



# Recruitment Strategies for Women in Nontraditional Careers



**WHAT:** TELEPHONE NUMBERS WITH PRE-RECORDED INFORMATION

**WHEN:** Available 24 hours

**WHERE:** Special facility number

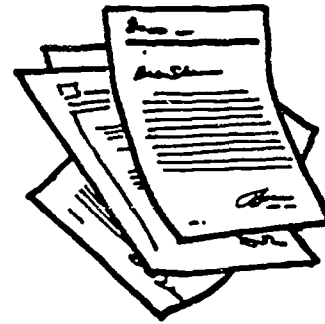
**WHO:** Program staff

**HOW:** For All Target Groups:

Have a telephone number that target participants can use to hear pre-recorded information about regular programs as well as pioneering programs. The recording should be no longer than several minutes, and the content should be changed frequently. Be sure there is always a person's name, location, and number to contact for additional information. Consider listing the telephone number under "Vocational Training" in the yellow pages.

# Recruitment Strategies for Women in Nontraditional Careers

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**WHAT:** TESTIMONIAL LETTERS FROM SUCCESSFUL GRADUATES

**WHEN:** Anytime during the year

**WHERE:** For use within the community

**WHO:** Program staff

**HOW:** Sex:  
Contact graduates from a follow-up study and assist them in preparing a letter that touches on present tasks, responsibilities, opportunities, what courses helped them the most, salary range, personal satisfaction, etc. Place letter and current picture, if possible, on a centrally located bulletin board--not just the program area bulletin board, otherwise only previously interested or enrolled students may see it.

Age:  
Display letters from adult graduates who have experienced career change or retraining on bulletin board located near rooms where adults attend classes or have meetings.

Handicap and Ethnic:  
Include brief statements concerning the person's social and educational background and the manner in which this developed into present career. Other information may include salary range, working conditions and job responsibilities. It would be beneficial for the person to outline the ways in which a facility accommodated his/her handicap; include a contact name at the local vocational training facility for further information. Such letters could also be included in other publications such as monthly newsletters.

# Appendix

## A

### PREPARING BROCHURES, POSTERS, AND FLYERS

#### Format

Brochures and flyers are probably the most common forms of printed material for giving information briefly and inexpensively. Even when produced on a limited budget, they can be very effective. There are several important facts to keep in mind when doing such a printed piece:

1. Identify the target audience.
2. Organize the information for the brochure, keeping copy brief and to the point.
3. Be factual and honest.
4. Use photos only if good ones are available and the publication will be printed professionally. Keep graphics simple on the cover. Select a title that identifies the topic clearly.
5. If at all possible, use color to catch the reader's eye.
6. If colored paper is chosen, avoid dark shades. For readability, white or off-white is best.

## Style

When writing brochures:

1. Get the most important information where it is read first.
2. Appeal to the reader's ego or self-interests.
3. Use simple words.
4. Use statistics if possible.
5. Use subtitles to organize the reading.
6. Keep a file of brochures for ideas.
7. Always include the important facts, but there is no need to tell the whole story of a program on a brochure or flyer.

**Note:** See also Module G-3, Develop Brochures to Promote Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.

B

# VOCATIONAL TRAINING IS FOR YOU

(PROGRAM NAME)



# Appendix

## C

### PREPARING A DISPLAY OR EXHIBIT

A display or exhibit is an excellent technique for motivating and stimulating interest because they attract attention and arouse interest.

#### Planning\*

1. Decide on the purpose--who is the audience, what technique is most likely to reach them.
2. Decide on what materials to use--clippings, photos, charts, sample products
3. Draw up a plan--select content, keep it simple, convey one idea, sketch idea on paper, check for visual balance, determine space needed.
4. Assemble the display--seek student help.
5. Evaluate--observe individuals looking at the display. What do they look at most, how much time do they spend looking at the display, what are their comments.

#### Tips

1. Avoid statistics--pictures are better
2. Keep the display simple and uncluttered

3. Use movement or special activities to get attention--persons performing at machines, flashing lights, a movie projector, a push-button, equipment in action, good lighting
4. Combine many techniques--color, action, photographs.

\*Promoting Vocational Education, West virginia department of Education, 1976, p. 18.

# Appendix

## D

### PREPARING NEWS ARTICLES

Contact with editors of local newspapers and school newspapers should always begin with a personal visit, telephone call, or both. Personalizing things can go a long way toward helping achieve this objective: gaining publicity for the program via news coverage. An editor is always glad to be able to make the association between news releases and the individuals who originated them. Personal contact tends to open and keep open the lines of communications.

#### Format\*

1. Type the copy, double-spaced on high-quality 8-1/2" x 11" paper. Use only one side of the paper. Copy must be clean, legible, and free of typographical errors.
2. Allow ample margins (1-1/2") for the editor to make notes.
3. Identify the institution in the upper left-hand corner of the first page. Give the date the release is sent, the name of the person to contact for further information, and the name, address, and telephone number of the institution.

\*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 25.



4. Get an Associated Press Stylebook. Many newspapers adhere to AP style as closely as possible and anything written according to AP style will be instantly usable. Contact the Associated Press, 50 Rockefeller Plaza, New York, N.Y. 10020: phone 212-262-4000; or contact the nearest college or university bookstore for a copy.
5. Write a release date at the top of the page to indicate when the story can be published. If it can be published anytime, write "For Immediate Release." In the body of the release, use specific dates rather than "yesterday" or "tomorrow."
6. The first paragraph should answer the basic questions: Who? What? When? Where? How? Why? Develop the story so the most important facts are given in the first paragraphs. Then go with more information which is slightly less important. The editor can then cut the story without losing any vital information.
7. Use simple, accurate words; avoid editorial comment and personal opinion. If the purpose of the story requires an expression of opinion, present it as a quotation. Obviously, one must have permission to use the person's name in this context.
8. When identifying someone, give the first name, middle initial, and last name, along with the person's title or position. Be accurate in spelling names.
9. Keep sentences and paragraphs short. The release itself should also be brief--one or two pages is usually enough. If it runs more than one page, write "more at the bottom of each page except the final one. Identify and number each succeeding page at the top. On the last page, put "-30-" or ### at the bottom.
10. Send an original, typed copy, if possible, to each person. If the list is extensive, send a clean photocopy or mimeographed copy. Never send carbon copies; keep one for a record.
11. Never write two stories on the same page.
12. Send the release to only one person on the staff of each newspaper.

## Style

Successful news article writing comes through reading, practicing, and repeating the reading. Some suggestions for what newspapers usually like include:

- Human interest stories
- Steady, day-by-day, year-round coverage
- Easy-to-understand interpretations of programs and services.

Suggested topics include announcements of contests, committees, new programs, upcoming meetings, enrollment deadlines, elected officers, and stories about clubs, club projects, and programs. Of course, it is desirable to announce program aims, special events, success stories of students, faculty accomplishments, interviews, and other information valuable for public knowledge.

## Tips

Some pointers for better relations with your local news staff:

1. Do not ask or expect the newspaper to publish a news release exactly as written. Most papers will do some editing.
2. Do not insist on a particular day for the item to appear. If there is no reason for the article to appear on a particular day, the paper may save it for a filler.
3. Do not overlook the newspaper deadline. Always have the item in on time.
4. To save time and effort for subsequent news articles, keep biographical sketches of administrators and faculty members handy for use in news items.
5. Be sure to follow the proper channels used in the school for the release of news. If a person is responsible for publicity, cooperate with that person.

**Note:** See also Module G-5, Prepare News Releases and Articles concerning Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens Georgia, 1977.

# Appendix

E

## SAMPLE NEWS RELEASE\*

Central University  
June 10, 1981  
Paul Sloan  
10 Center Street  
Centerville, Illinois  
555-7777

For Immediate Release

As a high-school senior, Ann Drake wanted to become an airline stewardess. Now, some 10 years later, Drake still has her head in the clouds, but her feet are solidly planted on earth.

The former Springfield North High School student will go to work February 4 for Eastern Airlines, but serving sandwiches and drinks will not be part of her routine.

She will be responsible for scheduling engine maintenance for Eastern's entire fleet at the airline's engine overhaul facility at Miami International Airport in Florida.

For someone who never gave much thought to a college education, much less a management position with one of the world's largest airlines, Drake admits she has come a long way.

Her path to an entry-level management job as a work controller

\*Tom Wood, University News Service, Southern Illinois University, Carbondale Illinois. (Paraphrased and names changed)

with Eastern has taken her through more than three years in the U.S. Navy, a stint as a records clerk and maintenance scheduler for Delta Airlines and a couple years in Central University's aviation management program.

She completed work toward a bachelor of science degree in aviation management in December, and, with the help of counselor Sheila Long of the Central University's career Planning and Placement center, landed the job for which she was training.

It's like a dream come true, but one I've been working hard for," said Drake, "I can hardly wait to get started."

Drake will not pick up her CU degree until commencement ceremonies in May, and by then she expects to have her Federal Aviation Administration airframe and powerplants license and her private pilot's license.

Those might seem like pretty heady accomplishments for a woman who is just breaking into a work field dominated by men, but Drake says she's got her sights set pretty high.

"By the end of the year I hope to have passed my tests and gained a promotion from work controller to work manager," she said. "I'll be one of only three women work controllers at Eastern's engine overhaul facility."

Drake will be responsible for scheduling hundreds of airplanes for engine maintenance. She will be in charge of a multi-million dollar budget and a work force of some 100 mechanics, according to Mike Jackson of Eastern Airlines.

"I hope to be with Eastern for years and to work my way up the management ladder," said Drake. "I figure the more progress I make the more doors I open for women."

And, according to Long, Drake's ambitions are realistic.

"We know Ann is extremely well qualified, and Eastern is making unusually strong efforts to work more women into top-level management positions," said Long. "I think Ann has the world at her feet."

That and a few hundred aircraft.

# Appendix

F

## PREPARING A NEWSLETTER

### Format\*

A regularly published newsletter can be an effective method of communicating the vocational education story. Before beginning, determine the target groups to reach with the message so it can be geared to their interests. Then plan a production schedule backwards, beginning with the date the issue is to reach the readers. Leave time for distribution. Find out from the printer how much time is needed for the production and be sure to allow enough time to read proofs. Working backwards in this endeavor, you can easily set deadlines for completion of the copy and layout.

Some basic steps to follow:

1. Select a good name for the newsletter that will help establish its identity.
2. Determine whether it will be typeset or typed, and how it will be printed.
3. Establish a copy deadline for receiving materials from those who wish to write for the newsletter.

\*Promoting Vocational Education. The American Vocational association, Inc., Washington, d.C., 1978, p. 25.

4. Find some key people in the school who can help-- journalism, English, art, photography, and business and office teachers can all be excellent resources.
5. Design a masthead or "flag" which includes the publication's name and can be used on every issue.
6. Select the size newsletter - popular sizes are 8-1/2" x 14", and 11" x 15".
7. Type should be simple and no smaller than eight point. Ten point is recommended for good readability.
8. Photographs help immeasurably to enhance the appeal of the paper. If facilities for printing photographs are not available, then try to use graphics or illustrations. Keep graphics and illustrations to a minimum.
9. Column widths are also important. Never set type across the width of the page. On an 8-1/2" x 11" page, for example, use two or three columns of copy. On larger paper, three to five columns would be desirable.

#### Style\*

The content will make the newsletter interesting or boring. Some of the kinds of information that might be included are:

1. Unusual projects by program participants
2. Calendar of events
3. Stories about programs
4. Question and answer column for teachers/trainers
5. Success stories
6. Concerns of participants, trainers, and administrators
7. Organization activities

8. Cartoons and jokes
9. Articles from readers
10. Recognition of teachers/trainers
11. Write in simple language: write as if speaking

**\*Promoting Vocational Education.** West Virginia Board of Education,  
Charleston, West Virginia, 1976.

# Appendix

## G

### PLANNING AN OPEN HOUSE

One method of introducing and explaining the vocational program to the public is through the use of an open house. An open house may vary in complexity from a very simple affair in which only a few persons and a single teacher are involved, to a very complex event in which the entire community and entire program take part. Sometimes open houses are planned in order for the general public to visit departments, classrooms, and laboratories as they desire. The important point is that any open house activities should have a clear purpose.

#### Planning\*

1. Involve participants and trainers--this provides both an opportunity for cooperation among the trainers and a learning experience for participants.
2. Have specific objectives--clear cut objectives will help in planning worthwhile activities. for example, if "real world" experiences are needed for printing students, invite the public to see what the students can do and provide them with samples of the students' work to encourage the community to make use of the student services.

\*Conduct an Open House, Module G-7, The Center for Vocational Education, The Ohio State University, AAVIM, Athens, Georgia, 1978, p. 9-11.



3. Identify the audience--this permits the activities and displays to attract the interests of the persons to be reached.
4. Identify the activities--choose activities that meet the objectives.
5. Obtain approval from the program administrators--this provides a means to be sure dates do not conflict and that there are sufficient funds to pay for the event.
6. Assign chairpersons and/or committees to handle:
  - a. publicity--local paper, radio and television, brochures, invitations
  - b. guest reception--greeting and seating
  - c. facilities--equipment, paper and pencils, heating, lighting, microphone
  - d. displays--design, materials, setting up and dismantling
  - e. program--program selection, guides, scripts, speakers
  - f. entertainment/refreshments--hosts, food, serving, cleaning up
  - g. clean up--overall check for returning facility to standard condition.
7. Schedule date and time--be sure there is no conflict with major community events.
8. Supervise and coordinate events--hold regularly scheduled meetings with chairpersons and/or committees to be sure the plans are moving along on schedule.

### Tips

1. Arrange for several news stories about how trainers and participants are preparing for the open house.
2. See that people know their assignments and are in place at the appropriate time.

3. Have a map of the center available.
4. If a large crowd is expected, provide for directed parking.
5. Use signs to direct people in the halls.
6. Make a final check of the facilities, displays, and materials.
7. Meet guests and make presentations.
8. Follow through with clean up, thank you's, and evaluations.

# Appendix

## H

### PREPARING RADIO AND TV SPOTS

#### Format\*

Place name, institution, address, and phone number on the top of the page. Identify as a 10-second, 30-second or 60-second announcement. Note the dates for it to be aired: "Request frequent airings of the following Public Service Announcement over WMAT Saturday, June 4, through Sunday, June 12."

Type copy in capital letters and double or triple space. Leave a two-inch to three-inch margin on the left and a one-inch margin on the right. Ask the station about any other copy requirements.

Announcements should be written in a clear, direct fashion. Use simple language and provide phonetic spelling for unusual names or words.

Time the announcement before submission with the aid of a second hand or stopwatch, reading at normal speed.

A 10-second announcement = about 25 words

A 30-second announcement = about 65 words

A 60-second announcement = about 120 words

\*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 29.

When preparing copy for television spot announcements, number the slides in the sequence of appearance and give a brief identification in the left hand-margin. Indicate with an "X" when you want the slide to be changed.

Example: SLIDE #1

X-HIGH SCHOOL STUDENTS HAVE  
AN OPPORTUNITY TO TRY OUT A  
JOB BEFORE MAKING A CAREER  
DECISION.

#### Types of programs\*

Two Types of spot announcements are commonly used by radio and television stations. The commercial or paid announcement is sold by the station and is scheduled in specific time periods. Public service announcements (PSA's), on the other hand, are free and scheduled at the station's discretion. Stations are required by Federal communications Commission regulations to broadcast free announcements that are in the public interest. Local stations will air announcements if they are timely and well written.

Spot announcements. These should be simple descriptive, and in a few words tell the story. Most spots run 15 seconds to one minute.

Panel Discussion. This can be an interesting program if the panel is lively and stays on the subject at hand. Controversial issues or questions usually bring the best response.

Interviews. Interviews, like panel discussions, can be deadly dull unless carefully prepared and lively. It is usually best to follow an outline rather than written script. A series of five-minute interviews between a trainer, counselor, participant and station talent makes a good program.

New Documentaries. News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one-to-three minute human interest subjects for their news shows.

\*Promotional Vocational Education. West Virginia Board of Education, Charleston, West Virginia, 1976, p. 5.

### Tips

Because they are visual, television spot announcements demand the use of slides, film, or videotape. Color slides are the least expensive and simplest to use. They must be horizontal. If facilities to produce the slides are not available, the TV station can advise and even do the actual photography. Consider using a standard slide ( a photo of your program logo) for all announcements that are 10-seconds in length. A longer announcement requires more slides. Use three to five slides for a 30-second spot and six to ten for a 60-second spot.

Television and radio stations reserve the right to determine what has news value, when it will be aired, and from what perspective. It is important to know personnel in the news departments. When a contact person is established, then it is possible to ask for time which will reach the target audience.

**Note:** See also Module G-6, Arrange for Television and Radio Presentations Concerning Your Vocational Program, The Center for Vocational Education, The Ohio State University, AAVIM, Athens, Georgia, 1977.

# Appendix

## I

### SAMPLE PUBLIC SERVICE ANNOUNCEMENT\*

January 26, 19--

**TO:** WHAT RADIO PUBLIC AFFAIRS DEPARTMENT

**FROM:** Name  
Institution  
Address  
Telephone

If possible, please use these public service announcements on your station to promote Vocational Education Week, Feb. 6-12. Your cooperation will be appreciated.

#### **PUBLIC SERVICE ANNOUNCEMENTS - VOCATIONAL EDUCATION WEEK**

For use Feb. 6 through Feb. 12

10 seconds

**SLIDE #1** X-FEBRUARY 6TH THROUGH 12TH IS  
VOCATIONAL EDUCATION WEEK. SUPPORT  
VOCATIONAL EDUCATION - REACHING OUT  
TO TRAIN MEN AND WOMEN FOR  
REWARDING CAREERS.

**SLIDE #2** X-FEBRUARY 6TH THROUGH 12TH IS  
VOCATIONAL EDUCATION WEEK.  
VOCATIONAL EDUCATION NEEDS YOUR  
SUPPORT TO PROVIDE THE SKILLS MEN AND  
WOMEN NEED FOR SATISFYING CAREERS.

**NOTE:** These announcements were prepared for a television station. The same announcements could be used by a radio station without the references to the slides.

**\*Promoting Vocational Education, The American Vocational Association, Inc., Washington, D.C., 1978, p. 30.**

# Appendix

## J

### PREPARING SLIDE TAPE SERIES

#### Format

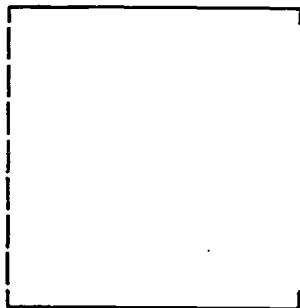
There are just three main steps in preparing a slide-tape series.

1. Write the script.
2. Take the slides.
3. Narrate the show.

In writing the script, outline the main points to get across. Then write the script, thinking in terms of the slides that can be obtained fairly certainly. Use form similar to this, jotting down the picture idea on one side and the text on the other. Keep the presentation short - between eight and twelve minutes is best. Each slide should be on the screen from five to fifteen seconds.

Slide idea

Script



---

---

---

Frame \_\_\_\_\_



In taking slides, take several pictures of each scene - that way there will be several from which to pick. Avoid posing the subject. Of one does not feel comfortable taking the pictures personally, call on the institution's photography or art instructor and students for help. If the budget permits, hire a professional photographer. If this way is chosen, provide the photographer with a copy of the script so that the photographer will have an idea of what to capture on film.

When ready to narrate the show, the best option is to rely on a professional narrator. Many television and radio announcers freelance in this way. If a nonprofessional is selected, make sure the person's voice is pleasant and easy to understand. The quality of the sound track will be better if it is recorded in a sound studio. If this is not possible, be sure there is no background noise. When taping is done, music can be added at the beginning and at the end.

#### Tips\*

1. If possible, put on an inaudible beep. Check with the audio-visual department to see if the equipment to do this is available. If not, use an audible beep. Use one that is low and unobtrusive to the ears. This can be done with a bell or some other sound.
2. The image should always fill the screen to the edges, even overlap.
3. Be sure to place the screen where it is easily seen by everyone.
4. Have a spare bulb.
5. Hook the tape recorder into the public address system if possible.
6. If a PA system isn't available, use a larger speaker which is attachable to the recorder. Unless the group is 15 people or less, do not rely only on the recorder's speaker.

\*Promoting Vocational Education, West Virginia Board of Education, Charleston, West Virginia, 1976, p. 14.