



Recommendations for the Recruitment and Retention of a Diverse Construction Workforce

March 2021

Dr. Maura Kelly
Department of Sociology
Portland State University
www.maura-kelly.com

Recommendation for recruiting and retaining a diverse workforce

Access to work

- Revise current processes for assigning work to ensure equal access to on-the-job hours for women and people of color
- Allow apprentices to rotate out of jobs (after a certain amount of time) that require long hours, are far from home, not ideal schedules, do not provide opportunities to learn the skills of the trade, or are otherwise not a good fit

Recruitment of a diverse workforce

- Expand pathways into the trades via pre-apprenticeship (e.g. Oregon Tradeswomen, Constructing Hope)

Harassment on the job

- Revise employer policies and practices and provide training to all workers (e.g. RISE Up)
- Provide a system for reporting harassment and discrimination across job sites

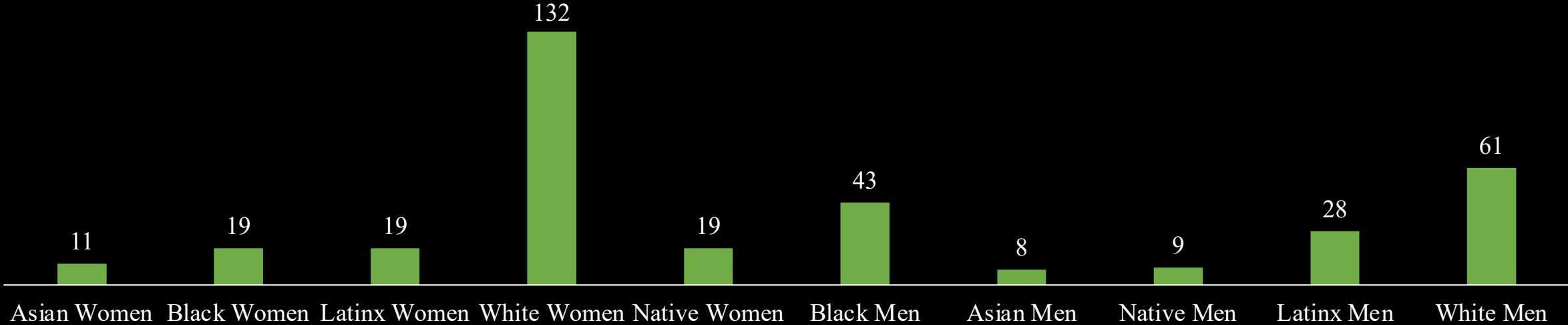
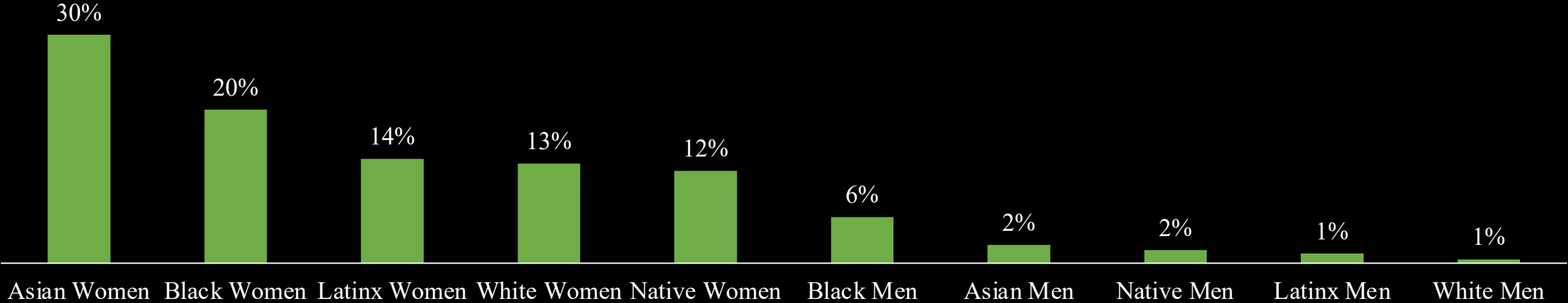
Access to training

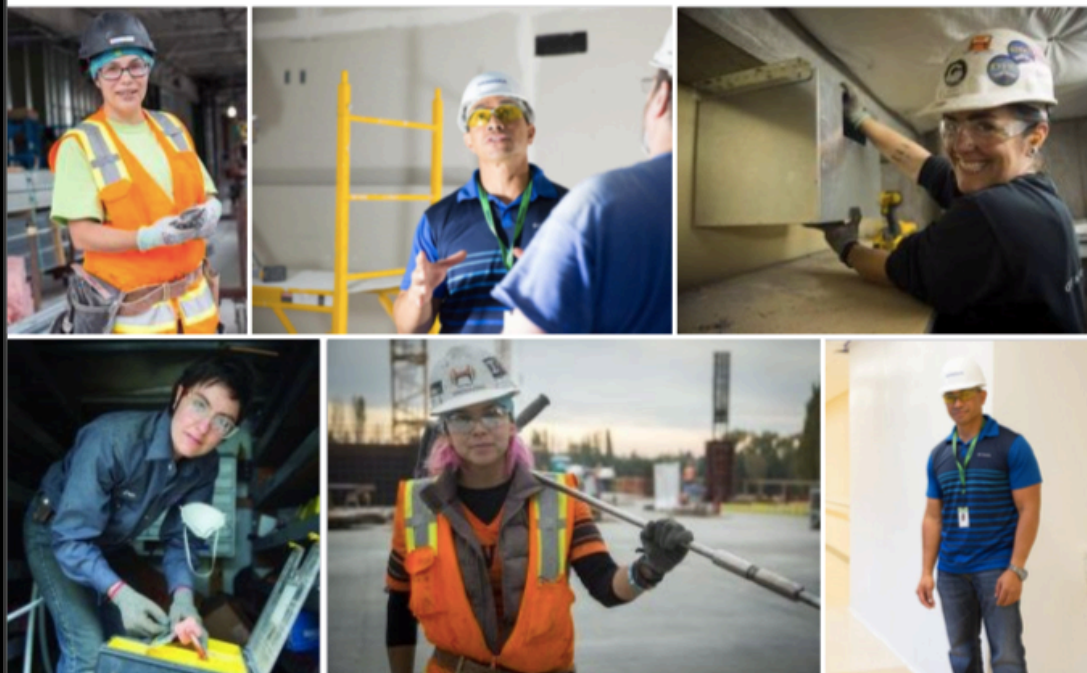
- Promote training and mentoring through employer policies and practices
- Provide training to apprentices and their mentors (e.g. Mentorship Matters)

Address apprentices' financial and non-financial needs for support

- Provide support for apprentices, ideally “wrap around” services with a single point of contact (e.g. Oregon Workforce Development Program)
 - Financial support (ready items, childcare, gas and travel, hardship funds)
 - Non-financial support (e.g. one-on-one mentoring, support groups, referral to sources of support within and outside the trades)

Percent and Number of Apprentices Completing a Pre-Apprenticeship by Race/Ethnicity and Gender, 2008-2019





**REGIONAL RESPECTFUL WORKPLACE MODEL
REVIEW COMMITTEE RECOMMENDATIONS:**

Tools to Address Jobsite Culture in Construction

OCTOBER 2020

Why We Recommend Green Dot and RISE Up

After reviewing the four models described in Appendix A, the Committee strongly recommends Green Dot and RISE Up as the most promising for the industry in the region.

Green Dot

The Green Dot Bystander Intervention training is based on a model that has been applied in school, community, and military settings and has trained over 600,000 individuals. The Construction specific curriculum was first designed in partnership with *Alteristic* in 2015 in Portland, Oregon. The design process included deep focus groups made up of women, people of color, General contractors, apprentices, journey level workers and other stakeholders all informing the approach and what aspects of the trades were critical to take into account when applying the Green Dot program to this industry.

The Committee was impressed with many attributes of this training. *Alteristic* was the organization with the longest history and experience with prevention and culture change work. Green Dot for construction has the potential to go national as a model, given its proven history of scaling training on college campuses, the military and the Forest Service. *Alteristic* has a deep understanding, based in research and evaluation, of what it takes to truly shift behavior real-time in a workplace based on best practices in culture change work. They are well known across the country as experts in harassment prevention approaches. The adaptation of Green Dot for the Trades was developed in Portland by real construction workers and contractors.



Additionally, the model is user friendly and accessible. It includes addressing real issues head on directly on the jobsite, it is well-structured with a variety of modules such as toolbox talks and longer trainings for influencers of the jobsite culture. The Green Dot concept is easy to visualize: a negative event is a "red dot," and every choice to be proactive as a bystander is categorized as a "new behavior" and thus a "Green Dot." Individual decisions (green dots) group together to create larger change and translates directly to culture change on worksites.

Lastly, preliminary evaluation conducted by Portland State University on the Multnomah County Central Courthouse (MCCCH) jobsite that piloted Green Dot proves that the training does improve the jobsite culture. In that way, this model presents real promise. None of the other models have yet been evaluated for effectiveness, but Green Dot has a history of ongoing evaluation, adaptation, and improvement. This pilot project shows that the model has demonstrated measured improvement and therefore is a model that has the potential to make real impact in addressing jobsite culture in construction.

The Green Dot concept is easy to visualize: a negative event is a "red dot," and every choice to be proactive as a bystander is categorized as a "new behavior" and thus a "Green Dot." Individual decisions (green dots) group together to create larger change and translates directly to culture change on worksites.



RISE Up

The Committee also strongly recommends RISE Up, which has many similar positive aspects. As with Green Dot, RISE Up uses a bystander intervention model to prevent bullying and harassment. The program was also developed through in-depth focus groups of women and minorities in the trades locally in the Seattle area. It is a program that was created by *ANEW*, a local community-based pre-apprenticeship program, who also administers the program and trainings.

Additionally, RISE Up is currently going through an evaluation process with Portland State University: evaluation of its effectiveness should be available within the next year or so. It also uses a variety of modules such as employee orientations, tool box talks, and manager training, making the curriculum easily accessible to all workers throughout the organization.

RISE Up has additional aspects the Committee found to be more comprehensive as an overall package. This includes marketing and jobsite materials, mentorship programs, organizational assessments, a Jobsite Team creation, and a 3rd party incident reporting service.

RISE Up has been scaled in the Seattle area with public owners such as the City of Seattle and Sound Transit requiring it on their jobsites. *ANEW* has worked with these project owners to cater the program branding as well as customize the trainings to fit their agency needs.

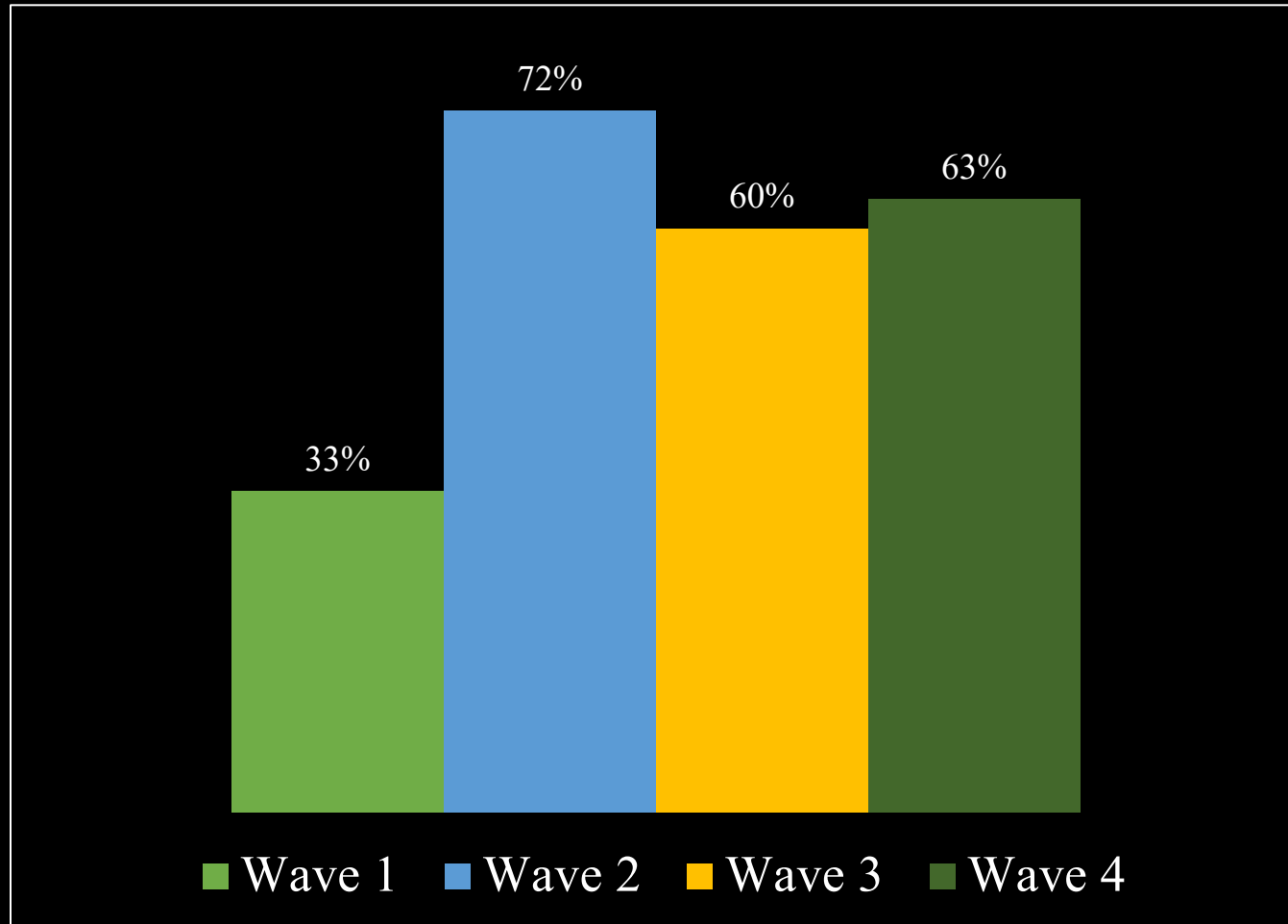
Lastly, RISE Up is actively being explored for adoption by industry leaders and has a business model structured to expand quickly. AGC Washington is looking to adopt for their members as well as other chapters across the country. Through an "affiliate" model, RISE Up is willing to train and designate local providers to administer the training locally.

The Committee felt that the RISE Up model achieved the most desired elements: It is scalable, clearly outlines the costs to participate, is open to tailoring and customization, covered more breadth of subjects and resources beyond the training, was created by a community partner invested in diversifying the trades, is specific for construction and is already being used in Seattle, includes clear policy influence and was originally developed by those most impacted by jobsite culture.

Through an "affiliate" model, RISE Up is willing to train and designate local providers to administer the training locally.

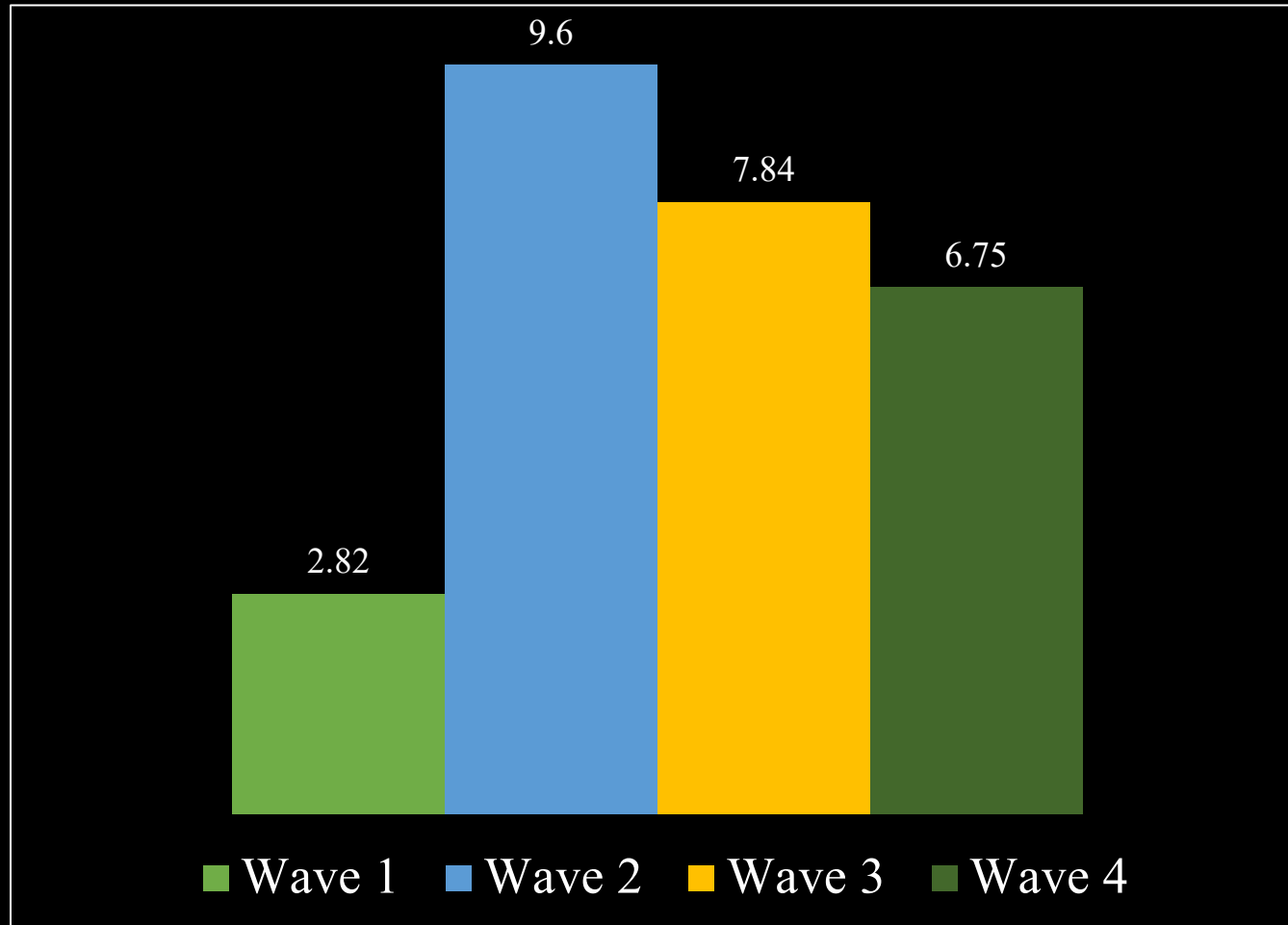


Percent of Workers on the Green Dot for the Trades Pilot Site Reporting Bystander Interventions (Among Workers Who Perceived They Had the Opportunity to Intervene) in the Last Month, Waves 1-4



At wave four, 63% of workers who reported having the opportunity to intervene reported an intervention (38% of *all* workers reported an intervention).

Mean Number of Times Workers on the Green Dot for the Trades Pilot Site Reported Observing Any Type of Harassing Behavior on the Job Site in the Last Month, Waves 1-4



At wave four, workers reported observing an average of almost seven instances of harassing behavior in the last month (77% of workers reported seeing any harassing behavior in the last month).

Mentorship Matters for Sound Transit (Seattle, WA)

What apprentices learned:

Be a better apprentice by asking questions

Take constructive criticism and have a good attitude about it

Positive communication helps us respect each other better

I guess the key is using positive reinforcement instead of yelling at apprentices.

(Journeyworker)

I think to retain employees, it's important that people are comfortable when they come into a new job and that people mentor them and teach them. People don't really spend a lot of time to mentor [apprentices] before it's like, "Hey, you sink or swim." ... it can't be a hostile work environment, you know? (Journeyworker)

What journeyworkers/foremen learned:

Give apprentices the right information

Importance of feedback

Communication and feedback between journeyworkers and apprentices is a two way street

Four Steps to Active Listening

- Hear** Focus on the message. Don't talk. Show interest by nodding or adding verbal responses such as 'Uh huh', 'Really?', or 'Okay'. Maintain eye contact. Remove or ignore distractions. If the job site is noisy, move closer to hear or ask the speaker to talk louder.
- Interpret** Check that you understand the message. Can you make sense of what you are hearing? If you do not understand or need to clarify a point, ask questions.
- Reflect** Think about and evaluate what you have heard. Do you need more information than what was given? Do you need information repeated?
- Respond** Let the speaker know you have understood the message by responding appropriately. A good way to respond is by summarizing or paraphrasing what the speaker said. Summarizing or paraphrasing is an excellent way for you to confirm what you heard while at the same time is an opportunity for the speaker to know whether or not the message was correctly received.

Active Listening Techniques

What are some verbal responses you can give to show that you are listening?

For example: *Uh huh. I didn't know that. I get it.*

What are some non-verbal clues you can give to show you are listening?

For example: *Nodding.*

What are some expressions you can use to clarify?

For example: *Do you mean...*

Six Steps to Mentoring: Useful Phrases

Use this page to remind yourself of the Six Steps and what you can say to your apprentice.

Step 1: Identify the point of the lesson

Today I'm going to show you...

What we're going to do is...

When we're done, you'll be able to...

Step 2: Link the lesson

Before/After this we'll do...

This is part of...

This links to...

This is how this fits into what we're doing here...

You need to know this because...

Step 3: Demonstrate the skill

First we're going to...

The first step you're going to do is...

Let's start by...

We'll start with... and move on to...

This is how you ...

We're doing this because...

We do this when...

This is a ... that will help you...

Step 4: Provide opportunity for practice

Now you have a try.

Let me see you do it.

You're ready to try it on your own.

I'll check back with you later.

Call me if you have any problems.

Step 5: Give feedback

Good job.

You've done a great job with...

You need to think more about...

That's okay but...

Don't forget to...

Let's go over this again.

Step 6: Assess progress

Overall, you're doing well.

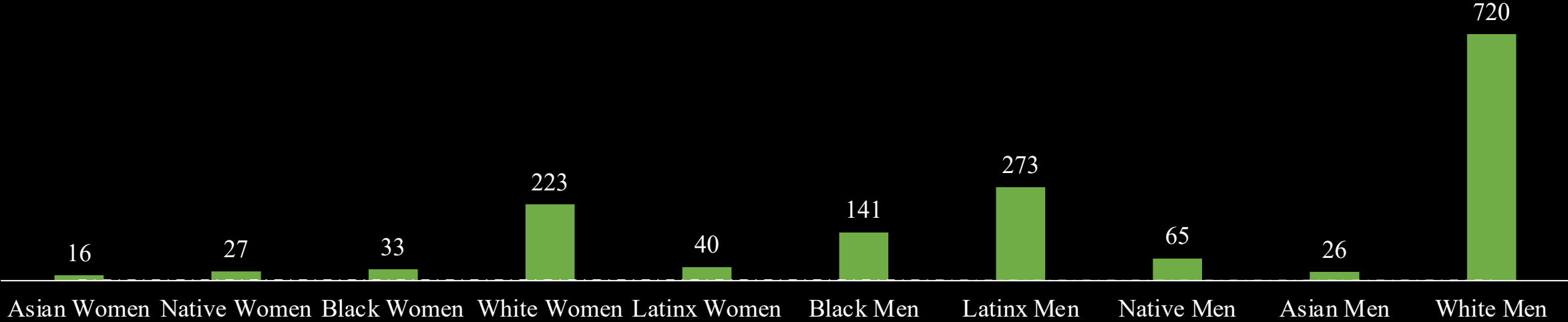
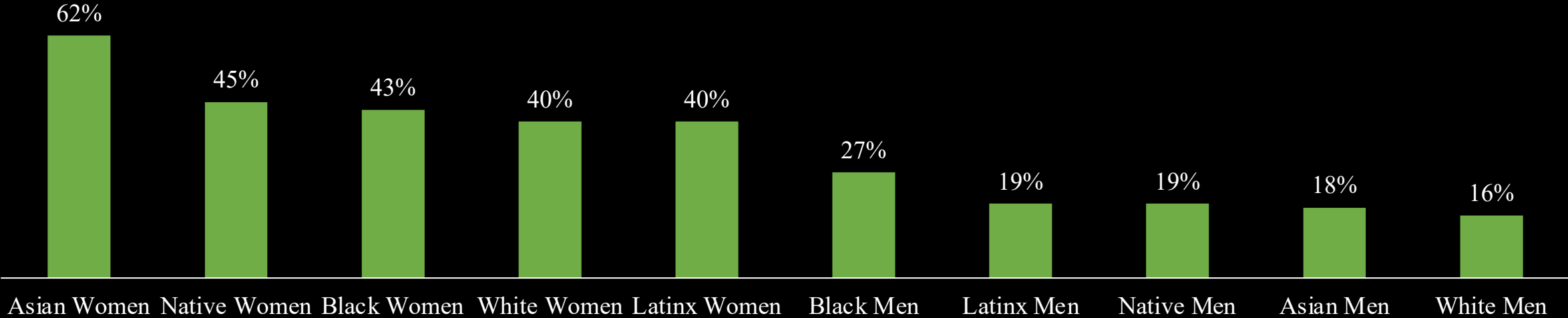
You've come on very nicely.

You've learned the basics quite well.

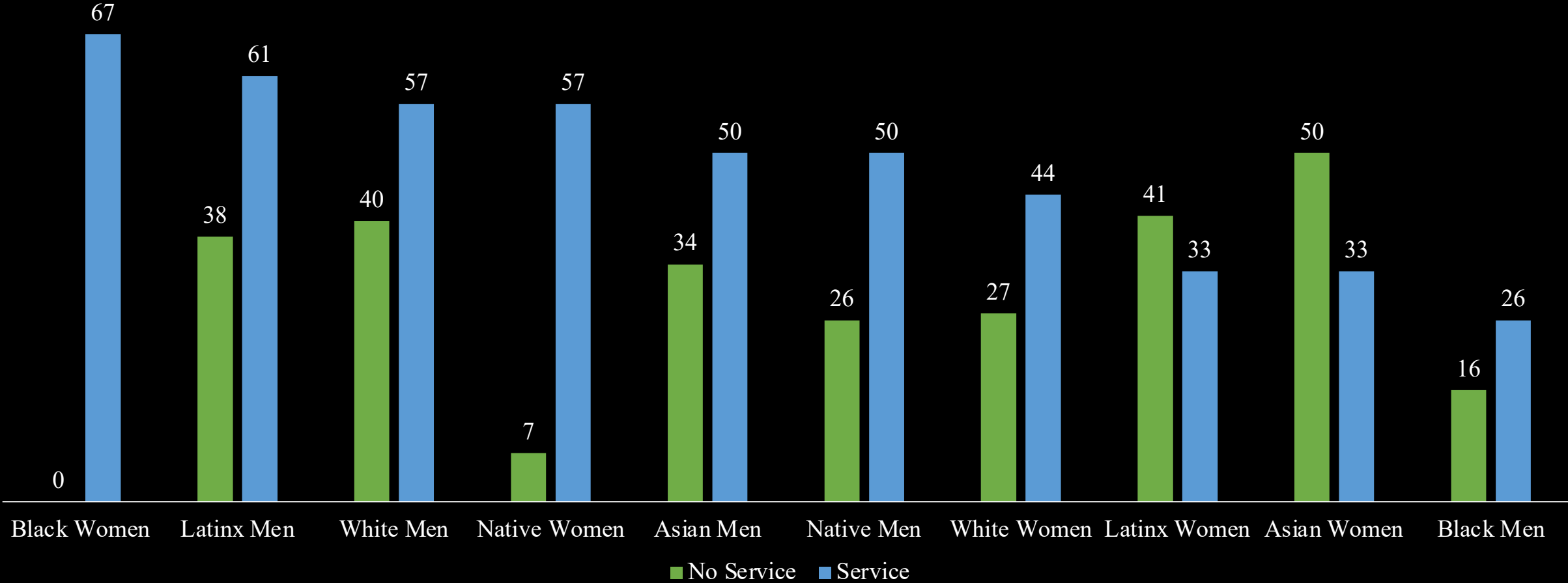
We're going to have to work on...



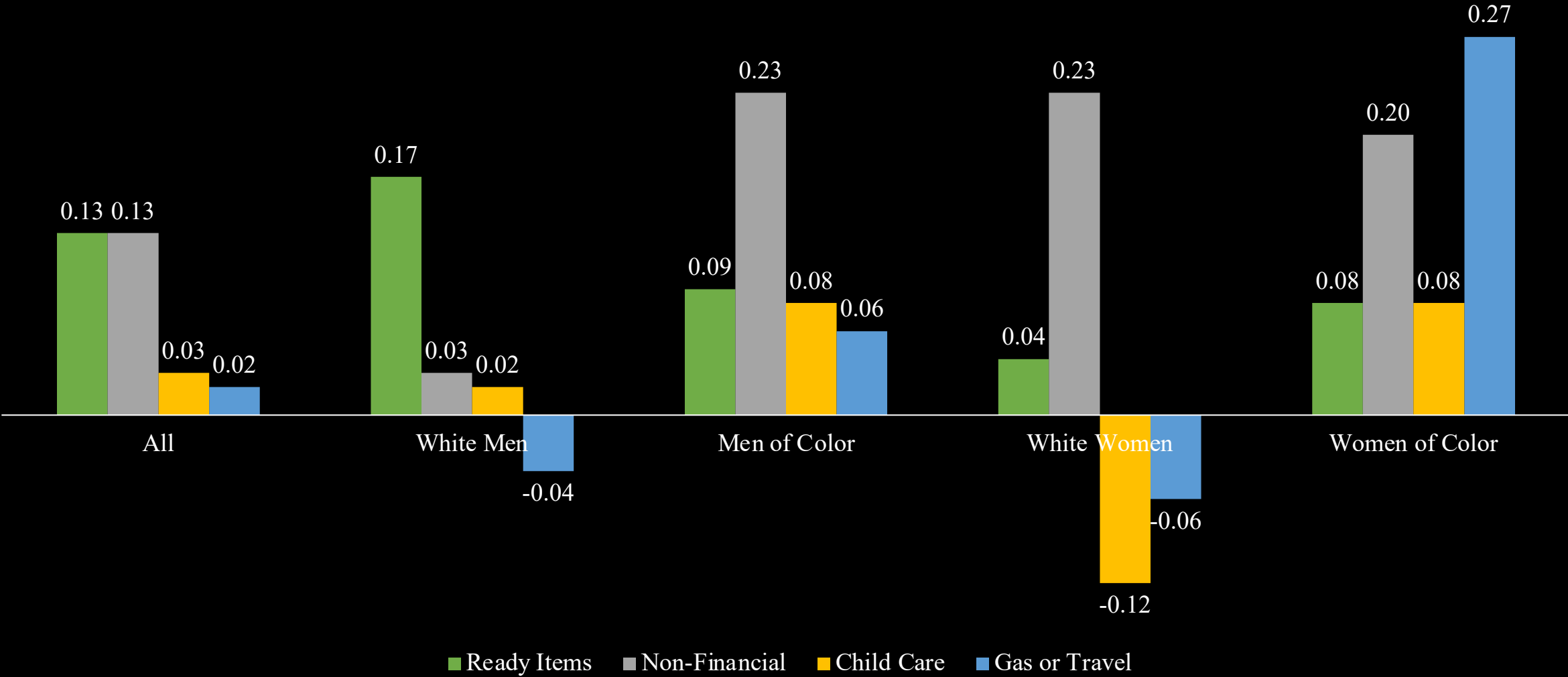
Percent and Number of Apprentices in Highway Trades Receiving Services From the Oregon Construction Workforce Development Program by Race/Ethnicity and Gender, 2008-19 Cohorts



Percent of Apprentices in Highway Trades Completing On-Time by Race/Ethnicity and Gender and Receipt of Services, 2008-2013



Marginal Effects of Receiving Services on On-Time Completion of Highway Apprenticeship by Race/Ethnicity and Gender, 2008-13 Cohorts



Apprentices need additional support on how to...

- Stay consistently employed
- Budget, apply for unemployment, and access other financial supports within and outside the trades
- Buy and care for tools, clothing, and PPE
- Deal with harassment and discrimination, including advice about how to communicate with the employer, apprenticeship program, and/or union about it
- Access mentorship and on-the-job training, including advice about how to communicate with the employer, apprenticeship program, and/or union about it (and ask for a rotation if needed)
- Communicate with the employer, apprenticeship program, and/or union about the challenges of working out of town (and ask for a rotation if needed)

The impact of non-financial support

I went to every single [Oregon Tradeswomen] social hour I could manage in the first several years of my apprenticeship because I needed their help. I almost quit. Between Oregon Tradeswomen and one of my very favorite people in the [trade] union, I stayed (white woman, completed, 2020 interview).

I will say that Penny [Painter, Program staff] was the most amazing person, that if it wasn't for her, I wouldn't have stayed in the construction industry, to be a hundred percent honest (Black man, completed, 2020 interview).

[Penny has] been in the trades for a long time. And speaking with another woman that can give you the insight into working with other people, how to protect your gear, how to take care of it, and just being mindful of the gift that is given because it is a huge thing. Also, she was very informative of reminding us of different other supports that are out there. (Black woman, terminated, 2020 interview)

Recommendation for recruiting and retaining a diverse workforce

Access to work

- Revise current processes for assigning work to ensure equal access to on-the-job hours for women and people of color
- Allow apprentices to rotate out of jobs (after a certain amount of time) that require long hours, are far from home, not ideal schedules, do not provide opportunities to learn the skills of the trade, or are otherwise not a good fit

Recruitment of a diverse workforce

- Expand pathways into the trades via pre-apprenticeship (e.g. Oregon Tradeswomen, Constructing Hope)

Harassment on the job

- Revise employer policies and practices and provide training to all workers (e.g. RISE Up)
- Provide a system for reporting harassment and discrimination across job sites

Access to training

- Promote training and mentoring through employer policies and practices
- Provide training to apprentices and their mentors (e.g. Mentorship Matters)

Address apprentices' financial and non-financial needs for support

- Provide support for apprentices, ideally “wrap around” services with a single point of contact (e.g. Oregon Workforce Development Program)
 - Financial support (ready items, childcare, gas and travel, hardship funds)
 - Non-financial support (e.g. one-on-one mentoring, support groups, referral to sources of support within and outside the trades)



Recommendations for the Recruitment and Retention of a Diverse Construction Workforce

March 2021

Dr. Maura Kelly
Department of Sociology
Portland State University
www.maura-kelly.com