

**STATEWIDE MENTORING PLAN  
(Final Report)**

**AUGUST 4, 2009**

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## ACRONYMS AND ABBREVIATIONS

AATF	Affirmative Action Task Force
BOLI	Bureau of Labor and Industries
CD	Compact disk
DBE	Disadvantaged business enterprise
ESB	Emerging small business
MSR	Monthly status report
ODOT	Oregon Department of Transportation Office of Civil Rights
OTJ	On-the -job
QA	Quality assurance
QC	Quality control
UC	Union Coordinators
WBE	Woman-owned business enterprise

## EXECUTIVE SUMMARY

The purpose of the Statewide Mentoring Services project was to maintain the development of a qualified heavy highway construction workforce in Oregon. To this end, the Oregon Department of Transportation Office of Civil Rights (ODOT) developed and delivered statewide mentoring services to improve retention in the heavy highway construction workforce.

This project included an initial assessment to identify the reasons that construction workers, apprentices, and journey workers were leaving their jobs after only short periods working in the heavy highway construction workforce. Based on the results of this assessment and other information gathered by ODOT during previous projects, ODOT developed and delivered one-on-one mentoring, materials, and training courses throughout the five ODOT regions in Oregon. Mentoring training courses were delivered in a classroom setting to Regional Alliance members. One-on-one mentoring sessions were conducted with new and experienced workers during on-the-job (OTJ) meetings as well as after normal working hours. The materials developed for and provided during these sessions were distributed to contractors, apprenticeship programs, and pre-apprenticeship programs throughout the state.

Many apprenticeship coordinators viewed the mentor training program as an asset to apprenticeship training. Six apprenticeship programs already have incorporated mentor training. The Carpenters and Laborers Unions have had representatives attend the mentor training classes implemented by ODOT. Several other apprenticeship programs have received CDs of the mentor training program materials.

Nearly everyone involved agreed that ODOT is taking workforce development very seriously and recognized ODOT's willingness to contribute to activities that support both the stability and quality of the bridge and highway workforce. Completion of several mentoring training sessions with contractors located around Oregon has successfully encouraged these companies to implement mentoring programs. However, some contractors have delayed the implementation of a formal program due to a lack of work and smaller workforce (fewer apprentices) in the current economy. These contractors, however, plan to implement the program in the future.

Continued funding of this project is needed for the reasons summarized below.

- The program is just starting to gain acceptance by the construction contracting community. Continued support is necessary to convince business owners that ODOT is seriously committed to providing the Statewide Mentoring Services program to all contractors working with ODOT, including small minority firms and not only the few large construction firms that initially volunteered to take part in the program.
- As training sessions for the large construction contractors have been completed, information regarding the program is spreading to the rest of the construction community. Continued support is necessary to provide training to other interested companies.
- As training sessions have been completed, business owners are starting to understand the benefit of the mentoring program rather than their initial perception of the program as an

additional burden placed on them by ODOT. Continued support is necessary to demonstrate ODOT's commitment to the program.

- As business owners are recognizing the benefits of mentor training, they are becoming more willing to allow interaction with mentor/protégé pairs on the job site. Continued support is necessary to develop long-term relationships with mentor/protégé pairs and to ensure that mentoring becomes part of the corporate culture, eventually enhancing employee retention.
- As business owners are participating in the training sessions, they are understanding the benefits of applying the mentoring skills learned in the classes to their interactions with small, minority, and disadvantaged business subcontractors.
- Because of the current economic climate, the number of crisis counseling calls has increased within recent months. This trend is expected to continue in the future. Continued support is necessary to keep workers that are still employed on the job and to employ workers looking for jobs in the trades.
- When the current economic situation improves, Bureau of Labor and Industry (BOLI) statistics indicate that the construction trades in Oregon still face a significant labor shortfall in the coming years. Continued support is necessary to attract and retain workers in Oregon's construction trades.
- A link has been established between the Statewide Mentoring Services program and apprenticeship programs (both union and non-union) through the training, presentations, and informational materials offered. Many apprenticeship programs have identified the need to incorporate mentor training into the initial training of apprentices. Continued support is necessary to encourage, assist, and ensure that the apprenticeship programs are incorporating mentor training into apprenticeship training.
- A link has been established between the Statewide Mentoring Services program and the BOLI – Affirmative Action Task Force (AATF). Efforts are currently underway with the AATF Team to have BOLI adopt the Statewide Mentoring Services training as part of the apprenticeship training. Continued support is necessary to support the AATF Team to incorporate mentor training into apprenticeship training programs in the State of Oregon.

ODOT strongly encourages the continuation of the Statewide Mentoring Services program. ODOT should continue working with those contractors who are willing to implement a mentoring program as soon as possible.

## **1.0 INTRODUCTION**

The Oregon Department of Transportation Office of Civil Rights (ODOT) developed and delivered statewide mentoring services to improve retention in the heavy highway construction workforce. This report summarizes the implementation of the ODOT Statewide Mentoring Services project.

To be effective in workforce development, one must understand construction employment opportunities, the employers, and past methods used to increase the heavy highway construction workforce. One of the key parameters for success in workforce mentoring is the attention given to the employee, particularly for highway construction jobs. Historically, viable new hires have not been successfully retained in the heavy highway construction workforce, and experienced worker mentoring has not been successful because of (1) the lack of the full-time presence of senior representatives of construction companies, (2) small crew size, and (3) job sites outside major urban areas where mentoring resources are available. To counter these factors and provide individualized attention for successful workforce mentoring, the following are required: (1) a proper first encounter that results in a mentoring plan, (2) follow-up counseling to ensure willingness and follow-through, and (3) willing employers. It is important to gain the trust and interest of potential candidates for mentoring and to identify their level of experience and interest in the construction trades. This approach is not only best for the individual's career path but also empowers each individual to share information, support, and guidance in mentoring others.

In order for a mentoring program in the heavy highway construction workforce to be successful, construction employers, union apprenticeship trainers, educators, and the workforce must all make an ongoing effort. Mentor/protégé training sessions are essential to retention in the workforce. Mentor training will continue to educate individuals and to strengthen and support the morale of individuals entering the workforce as well as experienced workers taking ownership of training responsibilities. The new worker draws from the experiences, skills, guidance, advice, and examples of the experienced worker. The experienced worker sets a precedent as a member of the industry, demonstrating leadership qualities that may lead to upper management positions. Mentoring is a valuable tool and has been a proven teaching technique since apprenticeships began.

The following subsections summarize the corporate background of the companies involved in the Statewide Mentoring Services contract; the experience and responsibilities of the staff responsible for implementing the project; Regional Alliance partners, roles, and responsibilities; and the organization of this report.

### **1.1 REGIONAL ALLIANCE PARTNERS, ROLES, AND RESPONSIBILITIES**

The Regional Alliance partners were to provide the following support for the Statewide Mentoring Services project:

- Complete five assessment surveys during the assessment and planning stages of this project (one in each region)

- Send at least two representatives from each Regional Alliance partnership office to attend the Statewide Mentoring Services project training within the region (some regions only sent one representative)
- Acquire all mentor training materials and share this information with colleagues and counterparts within the region after attending the training (attendees received a compact disk [CD] containing a complete electronic copy of the materials)
- Plan and facilitate at least two training sessions in the region after completing the mentor training, and invite heavy highway construction experienced workers to the mentoring training (none of the regions completed this activity)
- Designate one person in each Regional Alliance office to set a time for visiting experienced workers who have completed the mentor training; monitor the mentoring process of trained experienced workers in order to ensure the success of job site training plans; and provide support and guidance for experienced workers who are mentoring new workers (none of the regions completed this activity)
- Report information about the training sessions facilitated and delivered, the individuals trained, and the results of follow-up job site visits in the region to the ODOT Project Manager (none of the regions completed this activity)

Although extensive involvement of the Regional Alliance partners was envisioned during the planning stages, based on feedback received during training, the Regional Alliance partners did not see a connection between the Statewide Mentoring Services program to their programs and did not become involved in the assessment process. After several conversations with different Regional Alliance representatives, it was decided that ODOT would give the training information to the Regional Alliance representatives in each workforce department and invite the representatives to take the training. The Regional Alliance partners have not planned or facilitated any training sessions. Therefore, the workforce representatives who attended the ODOT training sessions were given the contact information for the ODOT Project Manager for reporting purposes.

## **1.2 REPORT ORGANIZATION**

This report consists of the sections summarized below.

- Section 1.0, Introduction, discusses the Statewide Mentoring Services contract and the organization of this report.
- Section 2.0, Statewide Mentoring Plan, discusses general and specific training and mentoring conducted under the Statewide Mentoring Plan.
- Section 3.0, Mentor Training Workshop and Materials, discusses the mentor training workshop and materials prepared for and delivered during the workshop.

- Section 4.0, Incorporation of Mentoring and Mentor Training, discusses the incorporation of mentoring and mentor training into apprenticeship programs and job sites.
- Section 5.0, Introduction and Marketing of the Statewide Mentoring Services Training Program, discusses how the training program was marketed and introduced to Regional Alliance members, contractors, and new and experienced workers.
- Section 6.0, Retention and Assessment Reporting, discusses the retention assessment conducted to determine why workers are leaving the heavy highway construction industry and the reporting of the assessment information to ODOT.
- Section 7.0, Project Performance Measurement, discusses the measurement of project performance.
- Section 8.0, Future of the Program, discusses the future of the Statewide Mentoring Services program.

Sections 2.0 through 7.0 present the information discussed above in terms of the project goals (including objectives under each goal), the action plan, and results. A reference used to prepare this report is listed after Section 8.0.

## 2.0 STATEWIDE MENTORING PLAN

For several years, ODOT has collaborated with various community organizations, training programs, public and private construction industry stakeholders, and government agencies throughout the State of Oregon regions on mentoring issues. Work and information gathered during the previous activities formed the basis for the Statewide Mentoring Plan developed for this project. The purpose of the project was to develop a statewide mentoring program that could be used for general training purposes by construction companies and trade associations, and on construction job sites. The mentoring plan targeted the bridge- and highway-related heavy construction trades.

**GOAL:** Use information collected during an assessment survey process to identify common workforce issues and to integrate problem-solving skills and solutions into the training curriculum to be developed for this project.

**OBJECTIVE A:** Identify ways for mentors to work with new workers to address root causes before they become issues.

**OBJECTIVE B:** Provide new workers with a clear understanding of expectations regarding job site-related training in addition to regular apprenticeship training.

**OBJECTIVE C:** Provide new workers with information regarding solutions for root causes either during the orientation process when the new workers are greeted by persons with experience on each particular job site or upon the arrival of the new worker at a job site on the first day.

### **ACTION PLAN:**

- ✚ Collect completed needs assessment survey forms from 19 Regional Alliance partners, contractors, apprenticeship training programs, and experienced workers throughout the five ODOT regions.
- ✚ Use the survey information as well as supplemental information collected during the mentor training workshops for talking points to help new mentors understand important issues addressed in the past with new workers.

### **RESULTS:**

In total, 19 completed surveys were received. The completed surveys indicate a high interest for new workers to receive more screening, training, mentoring, and financial planning assistance and an understanding that communication is of utmost importance. The completed surveys also indicate some major issues related to seasonal work, travel, transportation, and family.

Initially, there were concerns that the workers could not impartially complete the surveys because the surveys would be going through their employers. To alleviate the confidentiality concern, ODOT obtained contact information for the new workers and sent some surveys directly to the new workers without going through the employer. ODOT used other means for

directly contacting experienced workers (for example, through human resource departments) to ensure confidentiality and accurate survey information. ODOT only received one survey back from an experienced worker.

Surveys indicated that the established apprenticeship and pre-apprenticeship programs have a strong need for mentoring in the field. The surveys were filled out by people who listen to and address complaints from apprentices and trainees regarding hazing; harassment; and lack of training, initial preparation, orientation at job sites, understanding of the chain of command, and understanding about where necessary items are located (such as tools, materials, safety gear, and safety training tools). These surveys also indicated concerns regarding how layoffs work and down times between projects. ODOT adjusted the training accordingly and extended invitations to the Statewide Mentor Training classes to the established apprenticeship and pre-apprenticeship programs.

Contractor surveys indicated mixed opinions on the ability and willingness of contractors to pay their employees to attend training. ODOT proposed that ODOT offer incentives for the contractors or offer a statement that the training meets the training requirements for the contractors' current projects. The contractors also mentioned that ODOT needed to be more sensitive to their needs when developing the program, for example minimizing the training time and ensuring that the program has no impact on project scope, schedule, or cost.

Surveys from Regional Alliance members indicated concern about the attendance of members at the training sessions. ODOT anticipated that Regional Alliance members would attend the training and then be able to deliver the training themselves. Seats that were expected to be filled by Regional Alliance members were offered to workforce representatives who actively work with people seeking employment in the construction trade. Some of the initial Regional Alliance contacts would not participate in the survey process because they saw no impact or connection to their work. To counter this viewpoint, ODOT tried to (1) emphasize the connection between Regional Alliance programs with the training, (2) show how the Statewide Mentor Services program could benefit their work and the people they assist, and (3) show the benefit of providing Statewide Mentor Services program information to these people and using the information to mentor these individuals. ODOT found that it needed to offer the training to workforce development representatives and career counselors because these people directly contact and work with individuals applying for construction positions. ODOT adjusted the training accordingly and extended invitations for the Statewide Mentor Training classes to workforce development representatives and career counselors.

The following sections describe general mentoring, on-the-job (OTJ) mentoring, experienced worker training, crisis mentoring, and Regional Alliance member training conducted as part of the Statewide Mentor Training classes.

## **2.1 GENERAL MENTORING**

**GOAL: Coordinate meetings where new workers can socialize and network with experienced workers and develop mentoring relationships.**

**OBJECTIVE A:** Introduce experienced workers to new workers for incubation and growth of new mentoring relationships.

**OBJECTIVE B:** Help new and experienced workers understand how to establish OTJ training and mentoring plans for them to foster productive relationships.

**OBJECTIVE C:** Talk to experienced and new workers about sharing the information they learn under the Statewide Mentoring Services program with others. Encourage mentoring of all new workers entering the construction workforce.

**OBJECTIVE D:** Improve the retention of bridge and heavy highway new and experienced workers.

**ACTION PLAN:**

- ✚ Coordinate and facilitate two meetings in each region for 10 meetings.
- ✚ Bring new and experienced workers together, working through barriers to create a positive networking environment.
- ✚ Provide information and training plan documents to mentor and protégés to outline an OTJ training plan that allows the protégé to excel in job site skills.
- ✚ Provide a mentor/protégé plan so that new and experienced workers meet regularly, are prepared, have an agenda and timeline, and have a productive relationship.
- ✚ Empower experienced and new workers who attend the meetings to develop stronger mentoring relationships because of the networking sessions.
- ✚ Encourage new and experienced workers to share mentoring information with others they work with to start other mentor/ protégé relationships.
- ✚ Use the following documentation at every meeting or session to ensure that all information is shared with individuals and then collected and reported to ODOT:
  - General Mentoring Session Sign-In Sheets
  - Meeting and Classroom Training Summary Form
  - Evaluation Form
  - New Worker Training Plan Form
  - Creating a Mentoring Plan Document
  - General Mentoring Meeting Agenda

**RESULTS:**

ODOT coordinated and facilitated meetings for training sessions according to the General Mentoring Meeting Agenda to strengthen new and experienced worker mentor/ protégé

relationships. Some mentor/protégé pairs attended the sessions, and ODOT tried to have them share their experiences with the group. Contractors were just beginning to entertain the idea of mentoring in their companies and were contacting ODOT to plan and facilitate the Transition to Trainer Mentor training sessions. Therefore, ODOT was not able to obtain permission to contact workers in the field. During the training sessions, ODOT emphasized the importance of mentoring and found that most experienced workers who attended the training sessions became interested in mentoring after the training and plan to work with employers to become mentors in the field. ODOT distributed hard and electronic copies of all training materials, including the training and mentoring plans, to all attendees.

## **2.2 ON-THE-JOB MENTORING**

**GOAL:** Visit new and experienced workers and observe OTJ mentoring to ensure that a new worker training plan is developed, being used, and effective.

**OBJECTIVE A:** Ensure that support and guidance are provided to those in the mentoring program.

**OBJECTIVE B:** Ensured that a job site training plan is developed and provided to new workers. Issues may include job site orientation, moving with a purpose, and experienced worker shortcuts.

**OBJECTIVE C:** Ensure that new workers who receive assistance developing their job site training plans learn to orient and assist future new workers with job site training plans as they begin work.

### **ACTION PLAN:**

- ✚ Coordinate and facilitate 8 new worker job site visits in each region for a total of 40 visits
- ✚ Visit job sites to observe and meet with new and experienced workers and to ensure that new workers have received a thorough orientation to the job site and their job description.
- ✚ Provide support for the mentoring of new workers by experienced workers.
- ✚ Provide materials to and meet with workers to establish a training plan for the new workers related to on-site training and new skills.
- ✚ Work with the new and experienced workers to be involved in developing training plans for the new worker, and ensure that they share equally in the development of the plans and work with others in the future.
- ✚ Use the following documentation at every meeting or session to ensure that all information is shared with individuals and then collected and reported to ODOT:

- Mentoring Evaluation Form

- Site Visit Summary Form
- New Worker Training Plan Form
- Creating a Mentoring Plan Document

**RESULTS:**

ODOT did not receive permission from contractors to approach the job sites, so ODOT met with contractors to gather information about their retention experience and perceived reasons why new and experienced workers leave the profession. ODOT learned that these issues are related to personal reasons, such as the work being too hard, the extensive travel required, time spent away from family, vehicle issues, and childcare issues. ODOT also learned that only a couple of contractors provide orientations to new job sites and have OTJ training plans provided to apprentices. The contractors who do not have these items in place plan to distribute the orientation and OJT training plan in the mentor training materials to new people arriving on job sites. ODOT learned that the contractor’s chain-of-command preference is on the job site under the Foreman and Superintendent unless issues require the human resources department to address them. ODOT also learned about resources that several companies offer and how that information is communicated to workers during the first few days of employment. ODOT passed along information to the contractors to be posted at job sites about the Statewide Mentoring Services project and worked with contractors to identify candidates for mentor/protégé opportunities. ODOT also distributed program information regarding crisis counseling to the contractors for posting in job shacks that workers frequent.

**2.3 EXPERIENCED WORKER TRAINING**

**GOAL:** Train experienced workers to mentor new workers and develop training plans with new workers.

**OBJECTIVE A:** Provide experienced workers with mentor training materials and instructions on how to use mentor training materials.

**OBJECTIVE B:** Educate experienced workers about workforce retention issues. Ensure that experienced workers who obtain the mentor training and materials understand that they need to share their mentoring experiences with new workers and encourage new workers to become mentors as they gain experience.

**OBJECTIVE C:** Teach experienced workers how to develop job site training plans with new workers.

**OBJECTIVE D:** Teach new workers to develop training plans. Once new workers gain experience, they will assist the next generation of new workers in developing similar job site training plans.

## **ACTION PLAN:**

- ✚ Coordinate with construction companies to approach their job sites. Work with job site lead people (project managers, superintendents, foremen, etc.) to identify experienced workers who are good potential candidates as mentors or protégés.
- ✚ Provide mentoring service informational brochures to heavy highway contractor offices and job sites, and request that the brochures be distributed individually and posted at job sites.
- ✚ Approach the identified candidates to find interested and willing participants for the Statewide Mentoring Services project.
- ✚ Coordinate with companies to schedule meetings with the experienced workers at their job sites in each region once the mentor candidates are selected. Provide the mentor training materials and information so that experienced workers can learn how to effectively mentor new workers.
- ✚ Ask experienced workers if they can find protégés interested and willing to participate in the Statewide Mentoring Services program .
- ✚ Provide training plan worksheets, and train experienced workers on how to work with employers and new workers to develop job site training plans for new workers.
- ✚ Follow up with job site visits, telephone calls, and e-mail messages to monitor and support the mentoring relationships and to ensure that the OTJ training plan is being used.
- ✚ Ask whether experienced and new workers will attend a general meeting to learn more about mentoring and possibly to begin a mentoring relationship themselves, and invite others who might be interested in joining the meeting.
- ✚ Develop and deliver the mentor training to experienced workers by developing a “toolbox” version of the “Transition to Trainer: Your Role as a Journey Worker” training program produced by the Wisconsin Technical College System Board and the Wisconsin Department of Workforce Development, Bureau of Apprenticeship Standards (Wisconsin Technical College System Board 2007). During the curriculum development process, subjects may change because of information being collected that may require inclusion.
- ✚ Use the following documentation at every meeting or session to ensure that all information is shared with individuals and then collected and reported to ODOT:
  - Experienced Worker Training Sign-In Sheet
  - Meeting Summary Form
  - Meeting Evaluation Form
  - New Worker Training Plan Form
  - Creating a Mentoring Plan Document

- ✚ Provide certificates of completion to each experienced worker who completes the training by attending the training meeting, developing a mentor/protégé relationship, and completing an OTJ training plan for the new worker.

## **RESULTS:**

ODOT visited 26 companies during the course of the project. The training materials developed for the mentorship program impressed many of the companies visited. Of the 26 companies visited, 19 agreed to identify mentor/protégé pairs to receive the training. Three companies agreed with hesitation, citing potential or probable resistance in the workforce and the awkward nature of needing to implement the program while employees are working on non-ODOT projects. Seven companies requested that ODOT plan and facilitate the Transition to Trainer Mentor training for their experienced workers; one company requested a training session for new workers; and one company sent their Mentor/Mentee pair to a Regional training session. Furthermore, companies expressed concern that experienced workers may want more pay for participating in the mentoring activities. Two companies were forthright in their decision not to participate in the program because (1) the program was not geared toward new workers but rather toward journey workers and (2) a similar program has been established and the company felt that the Statewide Mentoring Services program was redundant. Additional information about the training sessions is provided in Section 3.0.

## **2.4 CRISIS MENTORING**

**GOAL:** Mentor new and experienced workers experiencing difficulties on or off the job site through telephone calls or e-mail messages.

**OBJECTIVE A:** Provide assistance to individuals in crisis situations that may become barriers between them and their job performance, and teach them how to handle personal issues before they become crisis situations.

**OBJECTIVE B:** Educate individuals in crisis situations about resources to resolve the situations.

**OBJECTIVE C:** Demonstrate techniques to better plan for personal job performance, development, and growth.

**OBJECTIVE D:** Provide assistance to contractors to improve the retention of individuals who do not intend to leave the workforce but find themselves in challenging situations.

## **ACTION PLAN:**

- ✚ Provide crisis mentoring informational brochures to heavy highway contractor offices and job sites, and request that the brochures be distributed individually and posted at job sites in order to bring attention to the Statewide Mentoring Services program's crisis mentoring services.

- ✚ Distribute the crisis mentoring brochure by hand, mail, and e-mail to heavy highway-related construction companies involved in the Statewide Mentoring Services program.
- ✚ Respond to new workers seeking assistance in a timely manner to address issues that may create barriers that affect their ability to learn or their job performance.
- ✚ Respond in a timely manner to new workers to address issues that may affect the new worker's ability to continue the mentoring relationship.
- ✚ Respond in a timely manner to experienced workers to address issues that may affect the experienced workers' ability to mentor new workers.
- ✚ Acquire as much information as possible about resources available to workers in the areas where they are working.
- ✚ Make ODOT's workforce development specialist available through e-mail and by telephone to screen, respond to, and refer individuals. The workforce development specialist will visit certain individuals if necessary.
- ✚ Use the following documentation at every meeting or session to ensure proper collection of information regarding inquiries, communication, meetings, and required visits with individuals concerning crisis situations, and to ensure that this information is reported to ODOT:
  - Crisis Mentoring Report Summary Form

## **RESULTS:**

In January 2009, ODOT revised the mentor and crisis brochures with the changes recommended by ODOT staff and sent them to the ODOT Project Manager for approval.

ODOT conducted crisis mentoring for a total of six individuals. Of these six individuals, four were contacted several times each. Crisis counseling has addressed issues related to workers running out of unemployment benefits, not being able to find work in their fields, wanting to move out of their trades because of the lack of advancement, personal health problems, hours being changed and creating childcare barriers, and personal issues getting in the way of continued apprenticeship training. In each case, the crisis counselor was able to help the individual address the issues and move forward in their careers, improving their retention.

ODOT responded in a timely manner to address any issues that may have created barriers for new and experienced workers' in their ability to learn, job performance, or the ability of experienced workers to mentor new workers. ODOT acquired information about the resources available in the areas where the workers were located for assistance in crisis mentoring. ODOT's workforce development specialist was available through e-mail and by telephone, and she visited certain individuals when necessary.

## 2.5 REGIONAL ALLIANCE MEMBER TRAINING

**GOAL:** Deliver training to Regional Alliance members through training workshops so that each member can (1) train experienced workers to mentor new workers and (2) mentor new workers entering the workforce.

**OBJECTIVE A:** Teach Regional Alliance members to train experienced workers and other construction professionals about mentoring practices.

**OBJECTIVE B:** Teach Regional Alliance members to mentor new individuals interested in starting a career in the construction industry.

**OBJECTIVE C:** Improve Regional Alliance member relationships within the construction industry and with their partners.

**OBJECTIVE D:** Improve the attendance of Regional Alliance members at construction-related meetings such as apprenticeship coordinator and workforce training meetings, pre-construction meetings, and associated general contractor meetings.

### **ACTION PLAN:**

- ✚ Coordinate and implement training sessions to Regional Alliance members, one training workshop in each region (see the Attachment).
- ✚ Invite Region Alliance members in each region to training workshops through e-mail, letters, and electronic confirmation notices. Follow-up with reminder e-mail notices and telephone calls just before the meetings.
- ✚ Implement a “train-the-trainer” method, providing the training materials used to train experienced workers to mentor new workers to Regional Alliance members.
- ✚ Encourage Regional Alliance members to learn about and share the importance of teaching and applying mentor education.
- ✚ Develop and deliver the mentor training to Regional Alliance members by developing a “toolbox” version of the “Transition to Trainer: Your Role as a Journey Worker” training program produced by the Wisconsin Technical College System Board and the Wisconsin Department of Workforce Development, Bureau of Apprenticeship Standards (Wisconsin Technical College System Board 2007). During the curriculum development process, subjects may change because of information being collected that may require inclusion
- ✚ Provide electronic and hard copies of the workshop materials to each attending Regional Alliance member, including the facilitators guide, the “Transition to Trainer: Your Role as a Journey Worker” guide, and the toolbox materials.

- ✚ Maintain a tracking system of all participants and graduates of each class by using the following documentation at every training workshop to ensure that all information is collected and reported to ODOT:
  - Regional Alliance Training Sign-In Sheets
  - Meeting & Class Training Summary Form
  - Meeting Evaluation Form
  - New Worker Training Plan Form
  - Creating a Mentoring Plan Document
  
- ✚ Provide a certificate of completion to each participant who completes the training.

## **RESULTS:**

ODOT conducted Regional Alliance member training classes in each region as discussed below. The Regional Alliance member training classes included a wide array of representatives from several workforce development areas. Nearly everyone involved agreed that ODOT is taking workforce development very seriously and recognized ODOT's willingness to contribute to activities that support both the stability and quality of the bridge and highway workforce.

Many Regional Alliance members did not initially recognize the connection between the training and their work. However, they soon realized the connection to their workforce development counterparts, who work directly with placing individuals in the construction trade. After attending the training class, the Regional Alliance members agreed to share the information with their counterparts. These individuals found the information to be valuable and agreed to introduce it to their respective planning boards to determine if it can be integrated into already existing workforce development training courses.

## **REGION 1:**

ODOT delivered the first Alliance Mentor Training Workshop in Region 1 on July 22, 2008. Attendees included representatives of the Region 1 Alliance and the State of Oregon Employment Division. ODOT delivered a second Alliance Mentor Training Workshop in Region 1 on August 21, 2008. Attendees included workforce representatives, apprenticeship recruiters (laborers and carpenters), Worksystems Inc., WorkSource Oregon, Better People, and the African American Chamber of Commerce.

ODOT was invited to be a speaker at the Region 1 Alliance Meeting on September 15, 2008. ODOT used this opportunity to talk about ODOT's work with ODOT to deliver the Statewide Mentoring Services program and to present the mentor training materials. In attendance were representatives from ODOT, Clackamas Community College, Oregon Tradeswomen, the NW College of Construction, Willamette Carpenters, the Oregon Building Congress, and Oregon Bridge Delivery Partners. Each of these individuals received a CD copy of all Transition to Trainer – Mentor Training materials.

## **REGION 2:**

ODOT delivered the first Alliance Mentor Training Workshop in Region 2 on August 26, 2008. Attendees included representatives of Chemeketa College and the Polk HALO Program. ODOT delivered the second Alliance Mentor Training Workshop in Region 2 on September 30, 2008, and attendees included representatives from ODOT and the Confederated Tribes of Siletz Workforce Training Department representative.

## **REGION 3:**

ODOT delivered the first Alliance Mentor Training Workshop in Region 3 on August 18, 2008. Attendees included representatives of DHS, SCBEC, and UT & E Inc. ODOT delivered the second Alliance Mentor Training Workshop in Region 3 on September 23, 2008. Attendees included representatives of ODOT and the Umpqua Community College.

## **REGION 4:**

All training workshops in Region 4 were cancelled because of a lack of response. ODOT notified ODOT that a Regional Alliance team inter-government agreements will not be formed in Region 4 and that no mentoring workshops will be delivered to Regional Alliance members in Region 4.

## **REGION 5:**

ODOT delivered the first Alliance Mentor Training Workshop in Region 5 on July 29, 2008. Attendees included representatives of the Region 5 Alliance members and the inter-government agreement ODOT partners Confederated Tribes of the Umatilla Indian Reservation. ODOT delivered the second Alliance Mentor Training Workshop in Region 5 on October 7, 2008. Attendees included representatives of the Certified Personnel Service.

### 3.0 MENTOR TRAINING WORKSHOP AND MATERIALS

**GOAL:** Deliver mentor training workshops and other informational mentoring materials in an effective and timely manner that benefits new and experienced workers, Regional Alliance members, and contractors regarding job site training, mentoring, and retention.

**OBJECTIVE A:** Experienced workers and new workers develop mentor/protégé relationships.

**OBJECTIVE B:** Experienced workers are provided with support, guidance, and mentor training so they can effectively mentor new workers.

**OBJECTIVE C:** New workers receive support, guidance, and technical knowledge from experienced workers and become valuable construction employees.

**OBJECTIVE D:** Regional Alliance members complete a mentoring Train-the-Trainer course that demonstrates how to effectively train experienced workers to mentor new workers.

**OBJECTIVE E:** Regional Alliance members receive training on how to mentor new workers and new individuals entering the construction industry through their programs.

**OBJECTIVE F:** Develop a “toolbox” version of the “Transition to Trainer: Your Role as a Journey Worker” training program produced by the Wisconsin Technical College System Board and the Wisconsin Department of Workforce Development, Bureau of Apprenticeship Standards (Wisconsin Technical College System Board 2007). Deliver the toolbox version to participants attending the training, along with the Transition to Trainer training materials.

#### **ACTION PLAN:**

- ✚ Provide qualified instructor services for mentorship training.
- ✚ Provide audiovisual equipment, materials, handouts, meeting support, and job site visits.
- ✚ Control logistics to create a productive learning environment for the training (that is, control schedules, locations, classroom setups, class materials and equipment, food and drink, etc.).
- ✚ Track all documentation, including documentation related to training plans, class and meeting attendance, evaluations, outcomes and lessons learned, sign-in sheets, and summary forms and reports, and make copies of all documentation for submittal to ODOT.

- ✚ **General Mentoring Meetings:** Coordinate and facilitate 2 meetings in each region, for a total of 10 meetings.
- ✚ **Regional Alliance Training:** Coordinate, facilitate, and schedule workshops for timely delivery, and provide instructor(s) for each 4-hour, 1-day session in each region, for a total of 5 sessions.
- ✚ **Experienced Worker Training:** Coordinate with construction company personnel to identify experienced workers interested in and willing to participate in the Statewide Mentoring Services program. Schedule and facilitate meetings with experienced workers for timely delivery of mentor training materials and information regarding why it is important for mentoring to be implemented in the heavy highway construction arena.

## RESULTS:

ODOT developed curriculum materials for the Statewide Mentoring Plan. The curriculum materials are based on the “Transition to Trainer: Your Role as a Journey Worker” training program produced by the Wisconsin Technical College System Board and the Wisconsin Department of Workforce Development, Bureau of Apprenticeship Standards (Wisconsin Technical College System Board 2007). Documents from this program were altered to be Oregon-specific as well as for content and format in order to fit the needs of the Statewide Mentoring Plan.

The objective of the Transition to Trainer training program curriculum was to enhance the instruction provided by journey workers, thereby resulting in the retention of more new workers in the heavy highway construction industry. The training sessions were designed to persuade attendees to continue OTJ mentoring activities, share the training materials with journey workers and other apprenticeship-related training programs, form OTJ mentor relationships if they had not already done so, and encourage others to form these types of relationships.

The Transition to Trainer curriculum materials include the following:

- Facilitators guide
- Toolbox version
- Tool kit
- “Your Role as a Journey Worker” guide
- “Your Role as a Journey Worker” slideshow presentation

ODOT used this complete set of materials for the training workshops outlined in Sections 2.3 (Experienced Worker Training) and 2.5 (Regional Alliance member training). ODOT used the toolbox version as the implementing document for the workshops and meetings. ODOT trainers and attendees read the toolbox version and browsed through the facilitators guide. Upon reaching the “Making the Transition” section of the facilitators guide (Section 3), the ODOT trainer transitioned the class to the “Your Role as a Journey Worker” presentation and moved the group through the “Your Role as a Journey Worker” guide. Taken together, these materials provide a step-by-step guide to implementing the Statewide Mentoring Plan training workshops.

ODOT distributed a complete copy of these materials to each individual attending the experienced worker training meetings and Regional Alliance member training workshops, including a CD copy of all the materials provided. During each training session, ODOT trainers encouraged attendees to use the materials to conduct their own mentor training at their companies and job sites and within their workforce programs. ODOT trainers also encouraged attendees to share the materials with outside apprenticeship and training-related businesses and groups.

ODOT also distributed these materials to apprenticeship programs, contractors, and construction training-related pre-apprenticeship programs interested in using these materials to conduct their own training workshops. Table 3-1 lists the current contractor contact status for each contractor that attended the mentor training workshops.

Individuals attending the ODOT Statewide Mentor Training sessions included:

- 1 construction company owner
- 4 company managers
- 13 project managers
- 10 project engineers
- 3 safety coordinators
- 4 administrative personnel
- 3 operations managers
- 2 estimators
- 4 human resource representatives
- 14 superintendents
- 20 foreman
- 9 journey Workers
- 6 apprentices

**TABLE 3-1****CONTRACTOR CONTACT STATUS**

<b>Contractor Name</b>	<b>Meeting Status</b>	<b>Comments</b>
<b>Meeting Held and/or Training Completed</b>		
Hamilton Construction	Completed training on July 22, 2008	Firm representatives attended workshop and are working to implement mentor materials.
Wildish	Meeting held on August 19, 2009; completed trainings provided on April 14, 2009, and June 8, 2009	The summary reports included with the August 2008 and April 2009 MSR discuss this contractor.
Max J Kuney	Mentor/Mentee pair attended Region 5 Alliance member training held on August 26, 2008	The contractor will schedule an OJT meeting at a later date.
Elting Inc.	Meeting held on September 3, 2008	The summary report included with the September 2008 MSR discusses this contractor.
Cascade Bridge	Meeting held on September 4, 2008	The summary report included with the September 2008 MSR discusses this contractor.
PCR Inc.	Meeting held on September 10, 2008	The summary report included with the September 2008 MSR discusses this contractor.
ROSS Brothers	Meeting held on October 9, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Concrete Enterprises	Meeting held on October 9, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Carter & Company	Meeting held on October 9, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Coral Construction	Meeting held on October 17, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Conway Construction Company	Meeting held on October 20, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Westech Construction Incorporated	Meeting held on October 20, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Highway Technologies	Meeting held on October 21, 2008	The summary report included with the October 2008 MSR discusses this contractor.
EC Company	Meeting held on October 21, 2008	The summary report included with the October 2008 MSR discusses this contractor.
LTM	Meeting held on October 27, 2008	The summary report included with the October 2008 MSR discusses this contractor.
KOGAP Enterprises	Meeting held on October 27, 2008	The summary report included with the October 2008 MSR discusses this contractor.
James W Fowler	Meeting held on October 28, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Apply A Line	Meeting held on October 29, 2008	The summary report included with the October 2008 MSR discusses this contractor.

<b>Contractor Name</b>	<b>Meeting Status</b>	<b>Comments</b>
Capital Concrete Construction Inc.	Meeting held on October 31, 2008	The summary report included with the October 2008 MSR discusses this contractor.
Oregon Mainline Paving LLC	Meeting held on November 4, 2008	The summary report included with the November 2008 MSR discusses this contractor.
KERR Contractors	Meeting held on November 12, 2008	The summary report included with the November 2008 MSR discusses this contractor.
Slayden	Completed training held on May 8, 2009, and July 30, 2009	The summary report included with the July 2009 MSR discusses this contractor.
High Desert Aggregate & Paving LLC	Meeting held on November 20, 2008	The summary report included with the November 2008 MSR discusses this contractor.
Hooker Creek Asphalt & Paving LLC	Meeting held on November 20, 2008; completed trainings held on June 1, 2009, and June 26, 2009	The summary report included with the June 2009 MSR discusses this contractor.
MOWAT	Meeting held on November 14, 2008	The summary report included with the November 2008 MSR discusses this contractor. This contractor conducted mentor training on February 20, 2009.
Tristate	Meeting held on November 7, 2008	The summary report included with the November 2008 MSR discusses this contractor. The contractor will schedule mentor training.
Roy L Houck	Meeting held on November 11, 2008; completed trainings held on April 23, 2009	The summary report included with the November 2008 MSR discusses this contractor.
Tice Electric	Meeting held on December 2, 2008	The summary report included with the December 2008 MSR discusses this contractor.
JAL Construction, Inc.	Meeting held on June 1, 2009; completed training held on July 17, 2009	No comment
<b>Appointment Scheduled</b>		
MJ Hughes Construction	Appointment scheduled for September 4, 2008, canceled	Contact was initiated, but there has been no further response to reschedule the appointment.
Big River	Appointment scheduled for February 5, 2009, canceled	Contact was initiated, and contractor is working to reschedule the appointment.
<b>Information Sent and/or Appointment Refused</b>		
Kodiak Pacific	Information sent on August 18, 2008	The contractor will not schedule a face-to-face meeting at this time.
Yaquina River Constructors	Did not respond	Contact was initiated, but there has been no response.
All Concrete Specialties Inc.	Information sent on December 14, 2008	The contractor will not schedule a face-to-face meeting at this time.
<b>Appointment Pending</b>		

<b>Contractor Name</b>	<b>Meeting Status</b>	<b>Comments</b>
Tom Ayres Construction	Appointment pending	Contact was initiated, and contractor is working to schedule the appointment.
<b>Information Refused</b>		
CH2M HILL Constructors	Opted out	The contractor recently lost a design build and will possibly close its office.
Holm II	Opted out	The owner is retiring in 2009.
Hap Taylor & Sons, Inc.	Opted out	The contractor reported an extensive mentor program in place and does not want an appointment or materials.
Thompson Brothers Excavating Inc.	Opted out	None
Farwest Electric Company	Opted out	The company is closing.
KLM Construction	Opted out	None
Pok Wan Contracting Inc.	Could not contact	None
Jeff Carter Construction Inc.	Opted out	None
Waldron & Sons Inc.	Could not contact	None
Three Rivers Paving Company	Opted out	None
Advanced American Diving Service Inc.	Opted out	None
Timber Mountain Construction Inc.	Opted out	None
Tidewater	Opted out	None
Egle Elsner	Did not respond	Contact was initiated, but there has been no response.
Kniferiver	Did not respond	Contact was initiated, but there has been no response.
Weaver Construction	Did not respond	Contact was initiated, but there has been no response.
Morse Brothers	Opted out	The contractor reported an extensive mentor program in place and does not want an appointment or materials.
AIS Construction Company	Did not respond	Contact was initiated, but there has been no response.
Copeland Sand & Gravel, Inc.	Did not respond	Contact was initiated, but there has been no response.
Shasta Constructors, Inc.	Did not respond	Contact was initiated, but there has been no response.

#### 4.0 INCORPORATION OF MENTORING AND MENTOR TRAINING

**GOAL:** Share mentoring training information and materials with apprenticeship programs and contractors interested in using the information and materials to mentor and retain workers.

**OBJECTIVE A:** Include heavy highway-related contractors and apprenticeship programs in program development and needs assessments participants feel ownership in the mentor training plan and workshops.

**OBJECTIVE B:** Contractors and their workers involved with the Statewide Mentoring Services program use the provided information and materials to continue mentoring programs and implement their own in-house and on-site mentoring programs.

**OBJECTIVE C:** Teach workers participating in the Statewide Mentoring Services program how to set an example for new workers and to encourage others at their job sites to participate in and implement mentoring programs.

**OBJECTIVE D:** Contractors understand how valuable it is to have a mentoring program in place within their companies and on their job sites.

#### **ACTION PLAN:**

- ✚ Promote information about the ODOT and ODOT contract for Statewide Mentoring Services to everyone attending the apprenticeship coordinators' meetings.
- ✚ Develop an announcement letter about the Statewide Mentoring Services program for distribution to apprenticeship programs and contractors.
- ✚ Survey heavy highway-related contractors about their experiences regarding retention, and identify issues related to retention for their companies.
- ✚ Survey heavy highway-related apprenticeship programs about their experiences regarding retention, and identify issues related to retention for their programs.
- ✚ Educate contractors and apprenticeship programs about how important and valuable it is to have a mentoring program in place for apprentices and new workers at each job site to assist with job site training and retention.
- ✚ Meet with contractors and offer the program materials to them for free to use at their job sites in order to assist in the retention of valuable employees.
- ✚ Encourage apprenticeship coordinators representing specific programs to receive mentoring program materials and to use these materials to train future apprentices to mentor new apprentices.

- ✚ Meet with apprenticeship coordinators and ask them to incorporate mentor training into their training programs.

## **RESULTS:**

Throughout the life of this contract ODOT has introduced and shared information about and materials from the Statewide Mentoring Services program with the state-approved apprenticeship and pre-apprenticeship programs and the Bureau of Labor and Industries (BOLI) – Affirmative Action Task Force (AATF). On June 19, 2009, ODOT staff attended the BOLI – AATF meeting. On June 18, 2009, the AATF mentoring team made a Division Request for Council Action to the State Apprenticeship Committee. The request reads as follows:

“The Division requests that the Council take action to require every committee registered with the Oregon State Apprenticeship and Training Council to adopt at least one of the identified mentoring strategies as a part of its Affirmative Action Plan no later than January 1, 2011.”

The Cultural Competency Team also made a Division Request for Council Action to the State Apprenticeship Committee that reads as follows:

“The Division requests that the Council take action to require that all apprenticeship committees registered with the Oregon State Apprenticeship and Training Council be required to adopt a cultural competency course similar or equivalent to the Wisconsin Transition to Training program as a part of their related instruction curriculum, no later than July 30, 2010.”

## **5.0 INTRODUCTION AND MARKETING OF STATEWIDE MENTORING SERVICES TRAINING PROGRAM**

**GOAL:** Recruit Regional Alliance members, contractors, and new and experienced workers to join in meetings, mentor training sessions, and delivery of mentor/protégé opportunities.

**OBJECTIVE A:** Develop and introduce marketing information to construction contractors about the Statewide Mentoring Services training program.

**OBJECTIVE B:** Encourage the construction industry to be involved in the Statewide Mentoring Services training program.

**OBJECTIVE C:** Develop and distribute information about the Statewide Mentoring Services training program to the Regional Alliance members and other stakeholders involved in the recruiting and retention processes for heavy construction highway workers.

### **ACTION PLAN:**

- ✚ Work with ODOT to identify ongoing and/or targeted projects for approaching and conducting on-site meetings with experienced workers.
- ✚ Work with ODOT, Regional Alliance members, contractors, and new and experienced workers to identify interested and willing individuals to participate in mentoring workshops and meetings.
- ✚ Develop and distribute outreach and recruiting materials (such as invitations, letters, brochures, flyers, telephone calls, and e-mail messages).
- ✚ Provide outreach services (through letters, telephone calls, reminder calls, e-mail messages, confirmations, and reminders) to recruit for the mentor training workshops and meetings.

### **RESULTS:**

ODOT requested time on the agenda of the Union Coordinators (UC) meeting on September 5, 2008. ODOT was granted 10 minutes to present a quick introduction to the Statewide Mentoring Services program and to distribute CDs of the training materials.

ODOT was also granted time during the October Executive Coordinators Meeting to make a presentation. After the presentation, the Roofers, Mason Trades, and Painters Unions asked if ODOT could come to their training centers and make a full presentation for their classroom attendees and trainers.

ODOT delivered a presentation of the Statewide Mentoring Services training program to the Executive Coordinators during a meeting on December 5, 2008. The meeting received a positive

response. Many apprenticeship coordinators viewed the mentor training program as an asset to apprenticeship training. Several apprenticeship programs already have incorporated mentor/protégé training. The Carpenters and Laborers Unions have had representatives attend the mentor training classes implemented by ODOT. Several other apprenticeship programs have received CDs of the mentor training program materials. Several additional apprenticeship coordinators requested CDs of the mentor training program materials after the presentation.

ODOT was invited to the BOLI – AATF meeting on January 29, 2009, to present information regarding ODOT’s Transition to Trainer training program. The presentation was well received, and discussion ensued regarding the contents of the program. Topics included ODOT actions to expedite the delivery of the training materials, program delivery, program participants, and the receptiveness of the recipients to the presentations. Six apprenticeship program representatives indicated that a Transition to Trainer training program was being implemented in their apprenticeship programs. A motion was made that the Transition to Trainer training program be adopted by BOLI and the AATF.

## 6.0 RETENTION ASSESSMENT AND REPORTING

**GOAL:** Learn more about why workers are leaving their careers in heavy highway construction, and report that information to ODOT in the MSRs.

**OBJECTIVE A:** Educate construction trade people about the information being gathered, and encourage them to contact ODOT and ODOT to share their experiences.

**OBJECTIVE B:** Gather information regarding why new and experienced workers are leaving heavy highway trade positions (or similar apprenticeship programs), and include this information in the MSRs and final report to ODOT.

**OBJECTIVE C:** Track lessons learned and best practices information, and include this information in the MSRs and/or final reports to ODOT.

### **ACTION PLAN:**

- ✚ Survey heavy highway-related contractors about their experiences regarding retention and what they think are the major issues and obstacles related to retention and their types of work and job sites.
- ✚ Survey heavy highway-related apprenticeship programs about their experiences regarding retention and what they think are the major issues and obstacles related to retention and their types of training for heavy highway-related construction work.
- ✚ Develop exit interview documents, and interview new and experienced workers leaving the heavy highway-related trade.
- ✚ Attend and report information from the Evening Trades Apprenticeship Program Forum titled “Retention of 1 to 2 Year Apprentices” and other events related to retention Issues.

### **RESULTS:**

During the project, ODOT staff surveyed and met with contractors to learn about retention issues for people working in the bridge and highway trades. ODOT found different opinions regarding this subject, including the following:

- Lack of work ethics in apprentices
- Apprentices’ lack of understanding regarding work demands, team demands, job site requirements, and training requirements
- Safety issues related to having an apprentice perform the work
- Apprentices required by a contract and sometimes not needed further, which creates an unsafe work environment
- Apprentice required training/goals not matching the jobsite environment

- Placement of apprentices on the bottom of the list after work slows, which encourages apprentices to seek other work
- Apprentices' requirements to pay dues and/or training costs when not working
- Apprentices' losing medical/other benefits when waiting on the out of work lists
- Apprentices' lack of understanding that they must work extra hard to prove themselves and to be called back by companies they have worked for when work picks up
- Apprentices' personal issues
- Apprentices' lack of understanding a team environment, missing work for various reasons
- Physically fitness issues related to performing the work
- Transportation issues
- Drivers license/insurance issues
- Traveling issues
- Pay being insufficient to support travel and a household at the same time
- Apprentices being paid through apprenticeship programs rather than by contractors
- Apprentices' lack of job site experience that they need before being sent to a bridge and highway job

ODOT staff surveyed and met with pre-apprenticeship and apprenticeship programs to determine retention issues regarding the bridge and highway trades. Program representatives seemed to think of the same issues as those discussed above in addition to the following issues:

- Lack of steady work
- Workers not being retained for the full range of their skills
- High demand for some skills, resulting in overloading of workers with those skills and lack of training in other skills
- Some training not being addressed at all
- Lack of apprentice safety training
- Apprentices' lack of understanding about productivity demands
- The need for apprentices to receive training on balancing work, personal issues, and family demands
- The entry of many single parents to the trades
- Work demands in the bridge and highway construction trades being incompatible with lifestyle demands
- Lack of welcome from co-workers
- Lack of an inclusive job site culture
- Need for supervisor and upper management diversity training
- Need for zero tolerance policies regarding sexual and racial harassment

ODOT surveyed experienced workers and apprentices but only received one survey back because of serious concerns regarding the confidentiality of the information. ODOT therefore interviewed a few experienced and new workers to ensure confidentiality. Their concerns were related to the concerns of all the other individuals and parties providing input and included the following concerns:

- Need for better communication between supervisors, trainers, and apprentices
- Lower pay received by apprentices than the prevailing wage, encouraging apprentices to view themselves as “cheap” labor
- Apprentices’ lack of well-rounded training
- Lack of time for trainers to ensure that apprentices receive well-rounded training because of contract demands
- Lack of willingness of apprentices and trainers to listen, be patient, and be respectful
- Lack of preparation of apprentices for job and work demands
- Apprentices’ lack of financial and soft skills training
- Lack of understanding of the travel demands in this type of work
- Hostile work environments
- Need for diversity and harassment training
- Need for experienced and new workers to be educated about overall project requirements and the final results of their work

ODOT has worked with several bridge and highway construction companies to facilitate mentor training sessions for the companies to address many of the issues cited in this report. During ODOT’s training sessions, these issues have moved to the forefront and are addressed in the training and materials provided to many supervisors, foremen, experienced workers, and apprentices. Many of these individuals found that these materials will assist them in addressing situations at the job sites. Several of the attendees stated verbally and in their evaluations that they will use the tactics learned to address workforce retention issues. Management personnel attending the Mentor training indicated that it will also assist them in communicating with subcontractors. Also, many individuals stated that they have never considered mentoring but will seek to become mentors in the future.

## 7.0 PROJECT PERFORMANCE MEASUREMENT

**GOAL:** Measure project performance to ensure effective project delivery.

**OBJECTIVE A:** Measure project progress with sign-in sheets, short summary reports, and evaluation forms summarizing the mentoring services delivered.

**OBJECTIVE B:** Monitor feedback from training and meeting attendees on a regular basis to ensure that changes are addressed and implemented based on prior lessons learned.

**OBJECTIVE C:** Monitor new workers job site training plans to ensure that they are completed, used, realistic, and workable.

**OBJECTIVE D:** Monitor on-site mentoring by experienced workers of new workers to ensure the support, guidance, and retention of all parties involved, and to monitor progress under the mentoring project.

### **ACTION PLAN:**

- ✚ Provide ODOT with an updated MSR.
- ✚ Provide ODOT a record of dates, times, and places of workshops for general mentoring, new workers, experienced workers, and Regional Alliance members held during the monthly reporting period.
- ✚ Report schedule information, training plans, and evaluations for OTJ meetings held during the monthly reporting period.
- ✚ Document in MSRs the new worker training plan through the documentation of meetings with each worker on an individual training plan worksheet that can be periodically monitored by the employer, the consultant, and ODOT.
- ✚ Include in the MSRs supporting documentation for training and meetings of new workers, experienced workers, and Regional Alliance members held during the reporting period (that is, sign-in sheets, including attendee name, ethnicity, gender, and training evaluations)
- ✚ Include in the MSRs supporting documentation for Regional Alliance member workshops held during the reporting period (that is, sign-in sheets, including name, business name, and training evaluations)
- ✚ Submit with the MSRs to ODOT brief summaries of meetings, workshop results, and best practices and lessons learned.

## **RESULTS:**

To ensure that ODOT is following the mentoring plan, ODOT's progress is documented meticulously in the MSRs submitted to ODOT. Applicable correspondence, meeting notes, and attendance lists have been attached to the MSRs for each reporting period in the form of exhibits. The result is accurate and exhaustive reporting of work in progress and work completed.

Implementing the Statewide Mentoring Services program with contractors was challenging for the reasons summarized below.

- Contractors are apprehensive about aspects of the program that include cost, time, added scope or demand, and other reasons.
- The nature of the work is seasonal.
- Contractors with ODOT contracts do not have enough workforce to implement the program.
- Employees do not have the time or authorization to set up mentor pairs and conduct mentoring, especially small contractor employees.
- It was difficult to find suitable pairs to use mentoring materials and opportunities

When ODOT was meeting with the contractors, several of them expressed strong pessimism about the task of getting the journey workers to train apprentices. ODOT showed them how the tools under the Statewide Mentoring Services program can assist journey workers with training tasks, save time, and foster a better understanding of others ways of learning. The ODOT team received good responses to these presentations, and several contractors have requested training for several members of their workforces. It is necessary to continue Statewide Mentoring Services program training to get more contractors committed to mentoring. It is also necessary to continue implementing the program to ensure that the main goals of "retention and growth of a good strong workforce in the bridge and highway trades" are achieved.

## **LESSONS LEARNED:**

Over the course of this contract, ODOT found ways to improve its approach and be more effective in delivering the training and making the program more sustainable. ODOT observed the following "lessons learned" and quickly adjusted them into "best practices." A few of the lessons learned that ODOT incorporated when preparing for future presentations are summarized below.

- Engage attendees to participate more in the exercises.
- Identify other ODOT offices that could be used for training and presentations when scheduling or availability issues arose.

- Confirm attendance a few days before a workshop or training by e-mail messages and telephone calls.
- Focus on providing attendees with positive talking points (regarding retention, free training, mentor experience, etc.).
- Amend language to ensure gender neutrality (such as using “journey worker” instead of “journeyman”).

## **8.0 THE FUTURE OF THE PROGRAM**

Completion of several mentoring training sessions with contractors located around Oregon has successfully encouraged these companies to implement mentoring programs. However, some contractors have delayed the implementation of a formal program due to a lack of work and smaller workforce (fewer apprentices) in the current economy. These contractors, however, plan to implement the program in the future.

ODOT strongly encourages the continuation of the Statewide Mentoring Services program. ODOT should continue working with those contractors who are willing to implement a mentoring program as soon as possible. Contractors have asked us to provide mentor training to them and their senior staff as well as journeymen and apprentices who are still working. Having developed an appreciation for the program benefits, the contractors want to make sure that they and their senior staff are serving as effective role models. Recommendations for the future of the Statewide Mentoring Services program are presented below. The attachment to this report provides a proposed scope of work for the next phase of the program.

### **Follow-up with and support contractors who have implemented mentoring programs.**

There is a need to continue following up and working with contractors who implement the Statewide Mentoring Services program to assist them in keeping mentor/protégé pairs together, which is a challenge considering factors such as the moving of apprentices to different companies, the moving of apprentices/employees to different job sites, the size and opportunities of projects, layoffs, etc. Contractors will expect this assistance as they face difficulties in starting and maintaining mentoring opportunities to achieve good results. Otherwise, contractors could end the mentoring program as they have in the past.

### **Determine who actually uses the training materials offered.**

There is need to follow up with the workforce development programs whose representatives attended the Transition to Trainer training classes. These people expressed a strong desire to use the training materials offered to assist people entering the construction trades. It is important to find out which workforce development programs actually implemented mentor training, which information is being used, and how the information is being used.

### **Create brochure for Transition to Trainer training program.**

A brochure should be developed that includes a detailed description of the Transition to Trainer training program and what it can offer.

### **Redevelop materials to be gender neutral.**

Several comments have been received regarding the need for redevelopment of the training materials to be gender neutral.

### **Offer training classes to workers in companies lacking resources.**

Mentor training classes should be offered at the inter-government agreement partner offices for experienced workers to attend. Some contractors will not reach all their workers, and others do not have the time or resources needed to deliver mentor training themselves. Offering mentor training classes will allow experienced workers to receive mentor training on their own.

### **Assist more contractors.**

There is a need to assist more contractors in offering the Transition to Trainer training program to experienced workers. The contractors appear to be more interested in having the ODOT team conduct the training classes for them. The contracting companies that so far have been willing to start mentoring programs have requested ODOT to offer training classes to their companies.

### **Expand the program to contractors other than ODOT contractors by building a cohesive program that covers all contractors.**

There is a need to expand the Statewide Mentoring Services program to contractors who have not worked for ODOT. There has been interest expressed by contractors outside of the ODOT list of contractors to receive the Mentor Training for their employees/apprentices. The workers of these contractors also should receive the Transition to Trainer materials and classes. Some general construction workers move into the bridge and highway trades to expand their abilities and careers. Others in bridge and highway construction move into general construction or other trade-specific careers. For mentoring to be effective in all trades, the Statewide Mentoring Services program should cover all trades.

### **Offer services to subcontractors of ODOT prime contractors and not only to prime ODOT contractors.**

There is a need to work with subcontractors of the prime ODOT contractors. Often, prime contractors depend on subcontractors to perform some of the training requested for ODOT projects. Therefore, subcontractors also should receive mentor training so that their companies and workers also receive program benefits. In addition, many of the subcontractors are minority-owned, woman-owned, ESBs, DBEs.

### **Recruit apprenticeship programs into Statewide Mentoring Services program.**

Many contractors asked during the first meeting if the apprenticeship programs are conducting the mentoring training. The ODOT team has introduced program materials to union and non-union apprenticeship programs by inviting members to workshops and providing CDs of the materials to those interested but who have not attended training workshops. Those attending received instruction in conducting the training, a certificate, a hard copy of program materials, and the CD. There is a serious need to increase working with the apprenticeship programs to ensure that the mentor training is provided to as many workers as possible. If the mentoring training can be integrated into apprenticeship training, then mentoring training, like safety, will become the norm in the field.

### **Increase training time.**

Most attendees did not seem comfortable or confident in training their employees themselves. Longer training time may instill confidence in attendees to perform the training themselves. The attendees do not become very familiar with the mentoring training materials during the one-time training course and consequently are not comfortable about presenting the course effectively.

### **Tailor workshops to specific groups.**

The workshops should target each group: new workers, experienced workers, and program managers. Each group has a different role in the Statewide Mentoring Services program, and information retention may improve if it is tailored for each specific audience.

### **Conduct group trainings.**

Group trainings with contractors will ensure that all employees receive the training they need. Managers like the program but lack confidence to conduct the training themselves. There is also a need for training specifically for apprentices and new workers. The ODOT team could implement a program that teaches apprentices to improve their skills and build better relationships with their mentors. Some of the larger contractors expressed an interest in sharing the training with company employees at other locations.

### **Work directly with mentor/protégé pairs.**

The contractors should select the mentor/protégé pairs for training at 1-hour intervals over a longer period of time so that they are not taken off the job for long periods.

### **LESSONS LEARNED:**

Based on the outreach attempts to recruit workers for the mentor/protégé positions and the responses the ODOT team has received, there is a need for changing the strategy to reach and recruit new and experienced workers. The purpose of the Statewide Mentoring Services program is to recruit and retain new workers not only to the mentor program but to the heavy highway trades in general. There is already a shortage of highly skilled workers in the construction industry, especially road and bridge construction-related trades.

The ODOT team has found that the mentoring program recruiting process should be more sensitive to the needs of contractors and workers. There is a strong seasonal aspect to heavy highway work, especially in the ODOT regions. Also, ODOT contracts are generally time-sensitive. It is not feasible for contractors to incur additional lost time for their employees to attend training that was not previously planned for during contract negotiations, nor is it feasible for workers to take unplanned and unpaid time off during the peak of their working seasons.

## **REFERENCE**

Wisconsin Technical College System. June 2007. "Transition to Trainer: Your Role as a Journey Worker." .