

Building on Difference: Diversity Training for Electrical Apprentices

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Presentation Format

- What's the *Problem*?
- What's the *Program*?
- What's the *Impact*?
- What's *Next*?

What's the Problem?

- Director/instructors spend too much time resolving preventable interpersonal issues with and between apprentices on the job site.
- At the core of these issues is intolerance to difference/diversity.
- This problem can be addressed through a variety of initiatives or mechanisms - one of these is training.

What's the Program?

- Incorporated throughout the five year apprenticeship curriculum
- 5 (4 hour) modules, balance of new knowledge and skills.
- Use of multiple interactive teaching techniques to introduce and reinforce key concepts and behaviors (vignettes)











Module 1: The Legal Perspective

Purpose

- Introduce the business case
- Increase awareness of discriminatory acts and the origins of discrimination as defined by law

Agenda includes:

- Discrimination law history
- Stereotyping
- Discrimination Law
- Prevention and investigation
- Workshops (what would you do and why?)
- Vignettes (what would you do and why?)

Module 2:

The Intrapersonal perspective

Purpose

- To provide apprentices with an opportunity to explore their own preference type and the implications for working with others.

Agenda includes:

- Myers-Briggs Type Indicator and individual results
- Making sense of the results
- Problem solving exercises which highlight differences

Module 3: The Interpersonal Perspective

Purpose

- To provide strategies which can be used to work more effectively with others

Agenda includes:

- Working with other “preference types”
- Best/Worst interpersonal exchanges
- Constructive Feedback techniques
- Vignettes

Module 4: Preventing and Resolving Conflict

Purpose

- To assist apprentices in gaining the knowledge and skills associated with preventing and resolving interpersonal conflict

Agenda includes:

- Self-Assessment
- Nature of conflicts
- Strategies to resolve conflict
- Strategies to prevent conflict
- Vignettes

Module 5: The Leadership Perspective

Purpose

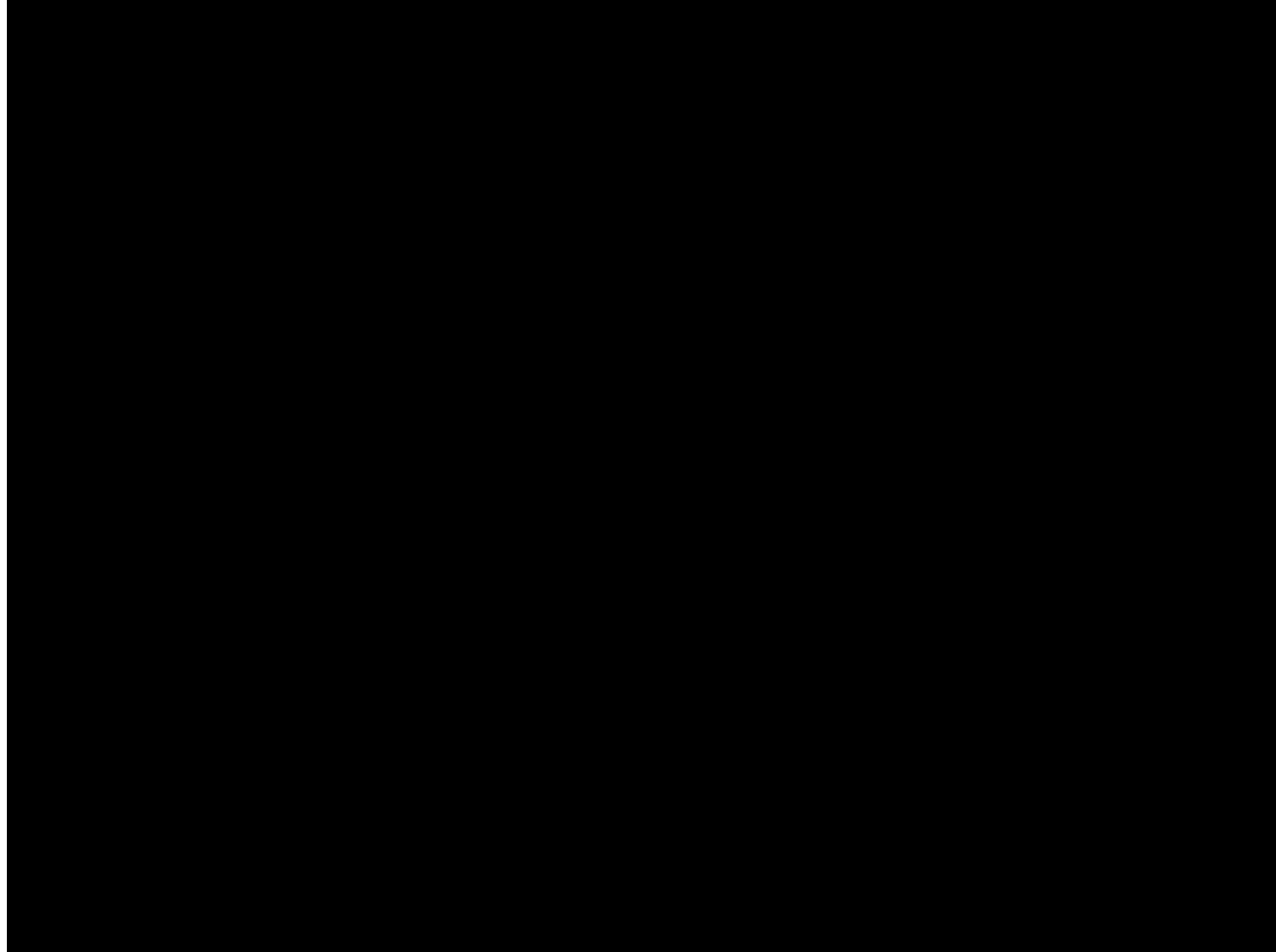
- To prepare apprentices for the journey person/ supervisory role

Agenda includes:

- Leader responsibilities
- Spheres of Control
- Dealing with difficult people
- Vignettes









What's the Impact?

#1: Favorable climate change, over time, with respect to women and minorities on the job and in the classroom **as measured by** a pre-post survey.

#2: A decrease in the number of discrimination-related complaints to training staff and/or apprentice, **as measured by** focus group interviews with training staff and apprentices about the amount and nature of complaints they have received over time.

#3: An increased retention rate of minorities and women in the apprenticeship program, **as measured by** apprenticeship retention records.

#4: Improved individual performance on performance review items which focus on interpersonal relationships and respect for others, **as measured by** monthly performance evaluation forms completed by the apprentice's supervisor.

Apprentice Satisfaction (N=61)

- Training was perceived as informative (Mean=4.14/5.00)
- Training was perceived as useful (Mean = 3.83/5.00)
- Raised personal awareness (Mean = 3.67/5.00)
- Increased ability to work with diverse persons (Mean = 3.61/5.00)
- Encouraged treating others with dignity and respect (Mean = 3.88/5.00)
- Increased ability to work well with others (Mean = 3.50/5.00)

In the Classroom (N=61)

- Class is welcoming for Caucasians (Mean = 4.24/5.00)
- Class is welcoming for females and minorities (Mean = 4.29/5.00)
- All apprentices are treated equally (Mean = 4.47/5.00)
- Apprentices would be disciplined for acts of discrimination (Mean = 4.39/5.00)
- Most students (39/42) have not witnessed discrimination in class (Mean < 1 incident)

On the Job (N=61)

- Responses about the jobsite were less positive on each dimension, but were still generally positive.
- The jobsite is welcoming for Caucasians (Mean = 4.10/5.00)
- The jobsite is welcoming for females and minorities (Mean = 3.67/5.00)
- All apprentices are treated equally on the jobsite (Mean = 3.62/5.00)
- Apprentices would be disciplined for acts of discrimination on the jobsite (Mean = 3.84/5.00)
- While most students (34/48) have not witnessed discrimination, the mean response is 1.67.

What's Next?

- Continue research
- Incorporate/transition 5th year material to the new journeyperson/supervisor training curriculum
- Present at IBEW/NECA National Training Institute
- Gain wider adoption
- Questions?