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Workforce Development



What will we cover?

- What is unique, important, and interesting about the next generation of workers?
- How can we reach them? What's important?
- What are some good examples of successful tactics, practices, and programs?
- What can I do next?

What is Unique?

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What's different about today's young members of the workforce?

- Diversity is Important!
- There are significantly fewer Gen Z members than Millennials, but more than Gen X.
- Employees currently rate mental health support as important at a higher rate than in past studies.
- They will leave a job.
- Flexibility in work times, venues, and rules is valued by prospective workers.

What does the current generation of workers want in the job itself?

- Training and development opportunities are highly valued.
- Career paths and options are important.
- Multiple options in terms of specific jobs and roles are important.
- Technology integration into work is important. Gen Z is the first generation of “Digital Natives” who have had tech in their lives from the beginning.

What are some characteristics unique to the next generation of workers?

- Social skills that leaders may consider “basic” will need development.
- Physical skills and experience are generally lower than prior generations.
- Gen Z workers place a higher value on psychological safety on the job than prior generations.
- Generally, they are more focused on maintaining a balance between personal and career development and priorities – more motivated by time off than overtime, for example.
- They expect to have a voice in workplace decisions.

How Can we Reach Them?



It Takes a Village – Build Relationships with Multiple Influencers

All of the workforce development organizations (WDOs)* researched believe it is imperative to develop relationships with a wide variety of influencers well before potential apprenticeship applicants graduate from high school. In many cases, continued support is required to ensure program completion.

WDOs: this includes organizations that create curriculums (SkillsUSA, SME, TradesFutures) for others, (e.g., Unions) to use, Unions themselves, and Trades Associations offering or working with an apprentice program.

Strong Influencers

- ▶ Schools
 - Teachers
 - Counselors
 - Curriculum Developers
- ▶ Partners
 - Retail
 - Service
- ▶ Parents
- ▶ Employers

Strong Influences On...

- ▶ Middle School
- ▶ High School
- ▶ Apprentices

Typical Issues in Providing Student Access to Trade Skills/Jobs

Middle Schoolers Need

- Middle schoolers can only name 9 jobs.
- Trades are not one of the careers kids think of as a job.
- Middle school children do not choose careers at this age. However, they do decide what they don't want to do.

High Schoolers Need

- Many High Schoolers are ignorant of the Trades.
- Dropouts need assistance with continuing education and finding job opportunities.
- College is presented as **the** career path.
- 4-year degree cost has increased 70% in 20 years.
- Parents aren't aware of Trades opportunities.
- Financial assistance and Transportation assistance may be needed.
- Soft skill training: leadership, interview skills, resume writing.

Exposing Middle Schoolers to the Trades

- Summer camps for middle schoolers to introduce them to manufacturing and the Trades.
- Provide grade schools with fun quizzes so children can self-identify their likelihood to enjoy skills required for Trade jobs.
- Create competitions for middle schoolers to participate in that will illustrate interest in trade careers.
- Video games and Virtual Reality are being used by some organizations to engage kids in their industries.

Assisting Schools in Teaching Trade Skills

- Careers in Technical Education (CTE) certified schools are more receptive to adopting Trade-based curriculums.
- Support materials for teachers can be beneficial.
- In-depth tours of exciting worksites for High School personnel help them visualize opportunities for their students.
- Workforce Development personnel attend teacher conferences to build networks and stay apprised of education trends.

WDOs Work to Persuade Parents of Trade Career Benefits

- Parents are still important influencers in their kids' career choices.
- Most parents still believe their children must have some sort of degree to succeed in the workforce.
- It is essential to communicate to parents and future apprentices the financial benefits of Trade careers.
- Some successful organizations position apprenticeship programs as offering “scholarships” even though it is free.
- Provide a venue for parents to “see” the Trades in action – either in a showroom or at a worksite in the community, or parent’s night at camp.

Business Partners and Employers are Crucial

- Partnering with customers of the trades can help fund programs and attendees' needs.
- Partnering with other building trades, associations, general contractors, owners, etc. can provide significant support.
- Students from low-income neighborhoods, where some families rely solely on public transportation, find getting to and from work an issue.
- Contractors can co-sponsor programs and collaborate with other entities.
- Employers help design coursework for pre-apprenticeship programs, school trade programs, and activities that help generate awareness of the Trades.

Successful Communications Strategies

- Work with 3rd parties who have similar goals
- Summer Camp experiences
- Community Events
- Conferences

What are Some Examples?



Heavy Metal Summer Experience (HMSE)

- HMSE introduces high school students and recent graduates (ages 15-19) to careers in the building trades through hands-on projects, working alongside craft professionals, and discovering local apprenticeship training opportunities.
- HMSE seeks to introduce young people to living-wage careers in the building trades.
- By normalizing skills-based apprenticeships as a post-secondary education option, HMSE hopes to create workforce diversity and entice the next generation of craft workers.
- HMSE is a 501c(3) incorporated company and is made possible by a dedicated group of working craft professionals, vendors who donate tools and PPE, and contractors across the country eager to open their shops and facilities to host a camp and introduce students to the building trades.
- HMSE is growing exponentially, across the country! Try it out if you haven't already!



Building Advancement Externship Program

- The AGC of MA Building Advancement Externship Program (BAE) engages High School Teachers as influencers for High School Students who may be interested in learning about careers in the Trades and in developing Trade skills.
- These teachers are directly exposed to working in the construction industry in the summer so they can understand how the subjects they teach are applied in various occupations in the industry.
- The program creates ongoing relationships with educator "Externs" who will direct students to learn more about the industry and the career opportunities they can access. Ideally, the educators will help with targeting students. AGC is also doing some direct recruiting with high school students.
- The BAE is paired with an ongoing Student Engagement Program to assist educators in maximizing career pathway exploration.
- AGC of MA has hired a full-time professional director who is tasked with growing this program.



Trade Education for SE Polk High School

- High School Students who may be interested in learning about careers in the trades and in developing trade skills.
- Trade education is offered at SE Polk HS for students in the public school system in Des Moines
- The students learn the basic skills of multiple trades so that they are prepared to apply for apprenticeship opportunities upon graduation
- The program has developed a “Weld-Off” competition for high school students from all over the area. Efforts have been made to include rural as well as inner-city students. The competition has been in effect for 8 years and more than 100 students compete.
- Local Building Trades Council, NABTU, and SE Polk High School worked together to establish this program and continue to collaborate to maintain and grow it.

What can I do Next?



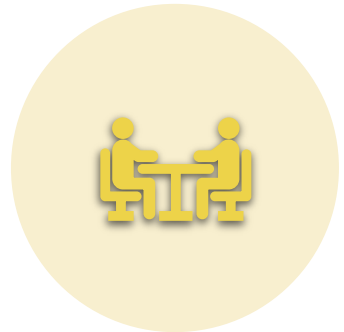
Workshop on Next Steps



Write down at least two things that you can begin working on as soon as you get home!



Discuss with your small group.



Debrief with the main group.



Commit yourself to a course of action.



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As Principal and founding partner with Continuum Advisory Group, Clark Ellis provides consulting services to homebuilders, engineering and construction service providers, real estate developers, manufacturers of building products, tools, and equipment, channel participants, and installing contractors. He has served these clients in North and South America, Asia, Europe, the Middle East, and Africa.

During the course of his consulting career, Clark has contributed his expertise to projects involving enterprise strategy, planning, change management, market research, training and development, business process improvement, and technology deployment. These projects have spanned construction vertical markets such as homebuilding, multifamily residential, industrial, oil and gas, infrastructure, general building, and utility.

In addition to these specific responsibilities, Clark's research priorities are focused on the application of new technology throughout the design, engineering, and construction value chain, the development of the new processes and collaborative business relationships necessary for the industry to leverage these transformative technologies, and the evolution of the North American homebuilding market. These skills, abilities, and interests make him particularly effective in helping clients prepare their strategic and operating plans for success. He is also a sought-after speaker for conferences of all types.

Clark holds a Master of Business Administration in marketing and general management from the Babcock Graduate School of Management at Wake Forest University and a Bachelor of Arts in political science from the University of North Carolina at Chapel Hill.



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