

# National Apprenticeship Talent Survey

SNAP SHOT

3. **80% +**

USE JOB FAIRS AND THEIR WEBSITES AS THEIR PRIMARY MEANS TO RECRUIT APPLICANTS. MORE THAN 50% USE FACEBOOK AND LESS THAN 25% USE INSTAGRAM OR TWITTER.

1. **83% +**

OF APPRENTICE PROGRAMS RANK HIGH SCHOOLS AND PARENTS AS THE MAIN OBSTACLES TO GETTING GOOD CANDIDATES TO APPLY FOR A CAREER IN THE TRADES.

4. **57%**

OF PROGRAMS ACCEPT CANDIDATE APPLICATIONS DAILY, ON AN ONGOING BASIS.



6. **45%**

OF PROGRAMS INTRODUCED REMOTE OR VIRTUAL INSTRUCTION DURING THE PANDEMIC.

7. **70%**

OF APPRENTICESHIP PROGRAMS NOW PROVIDE LEADERSHIP TRAINING IN THEIR CURRICULUM.

5. **50% +**

OF PROGRAMS REPORT THE TOP REASONS FOR APPLICANT REMOVAL/ DROPOUTS AS CHANGED MIND, POOR PERFORMANCE AND LACK OF DISCIPLINE.

THE AVERAGE EXPULSION/QUIT RATE ACROSS ALL PROGRAMS IS 13%. DROP OUT RATE IS THE AVERAGE ACROSS ALL PROGRAMS, BUT RANGES UP TO 40% IN SOME. COST PER YEAR OF THIS IS \$150K ANNUALLY.

2. **70%**



OF APPRENTICE PROGRAMS FEEL THAT INCREASING DIVERSITY SHOULD BE A HIGH PRIORITY.

8. **68%**

INDICATE THAT ONLY A QUARTER OF THEIR APPRENTICES SHOW STRONG POTENTIAL TO BE FOREMEN OR LEADERS IN THE FUTURE.



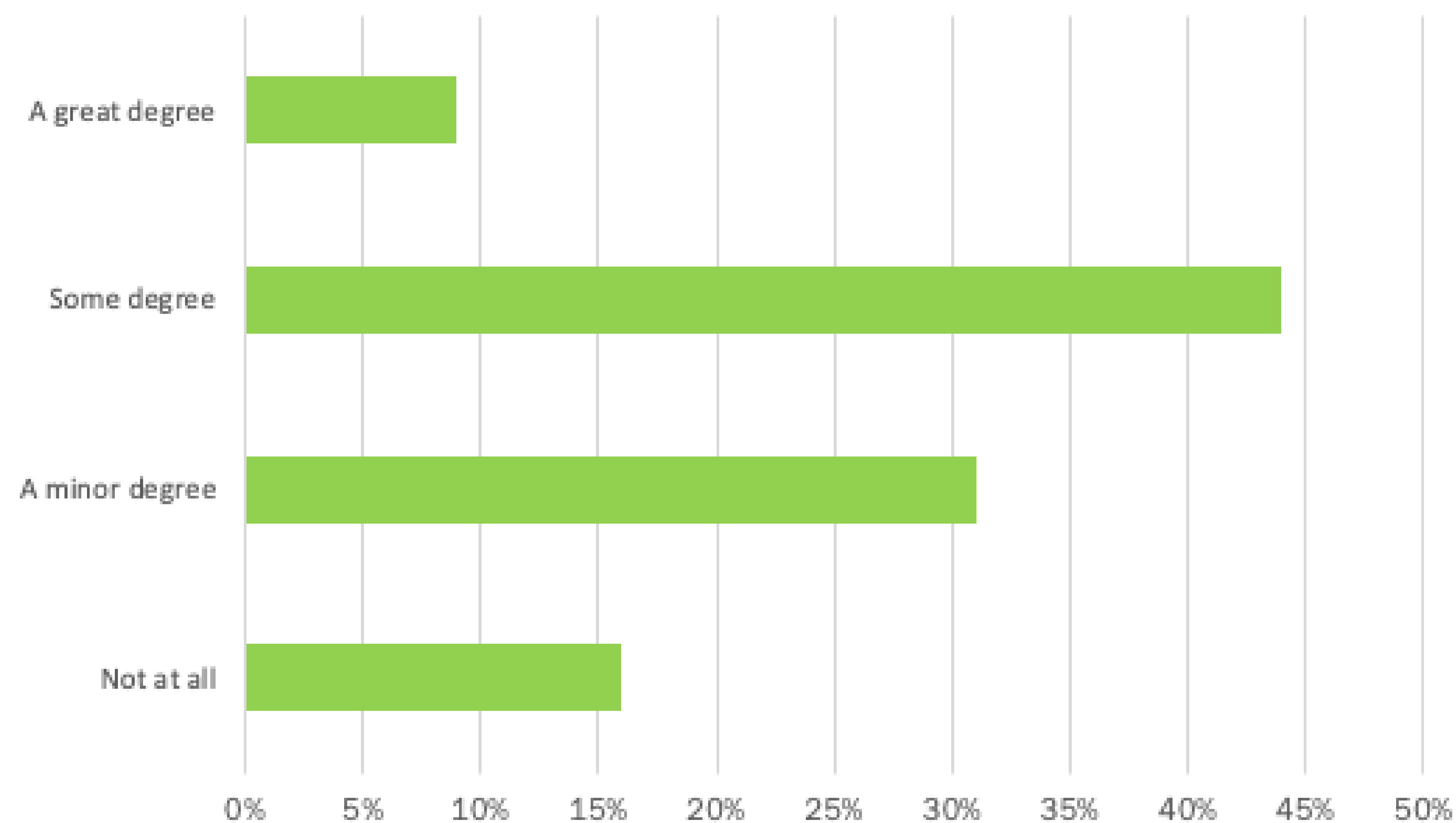


# Impact of the Pandemic

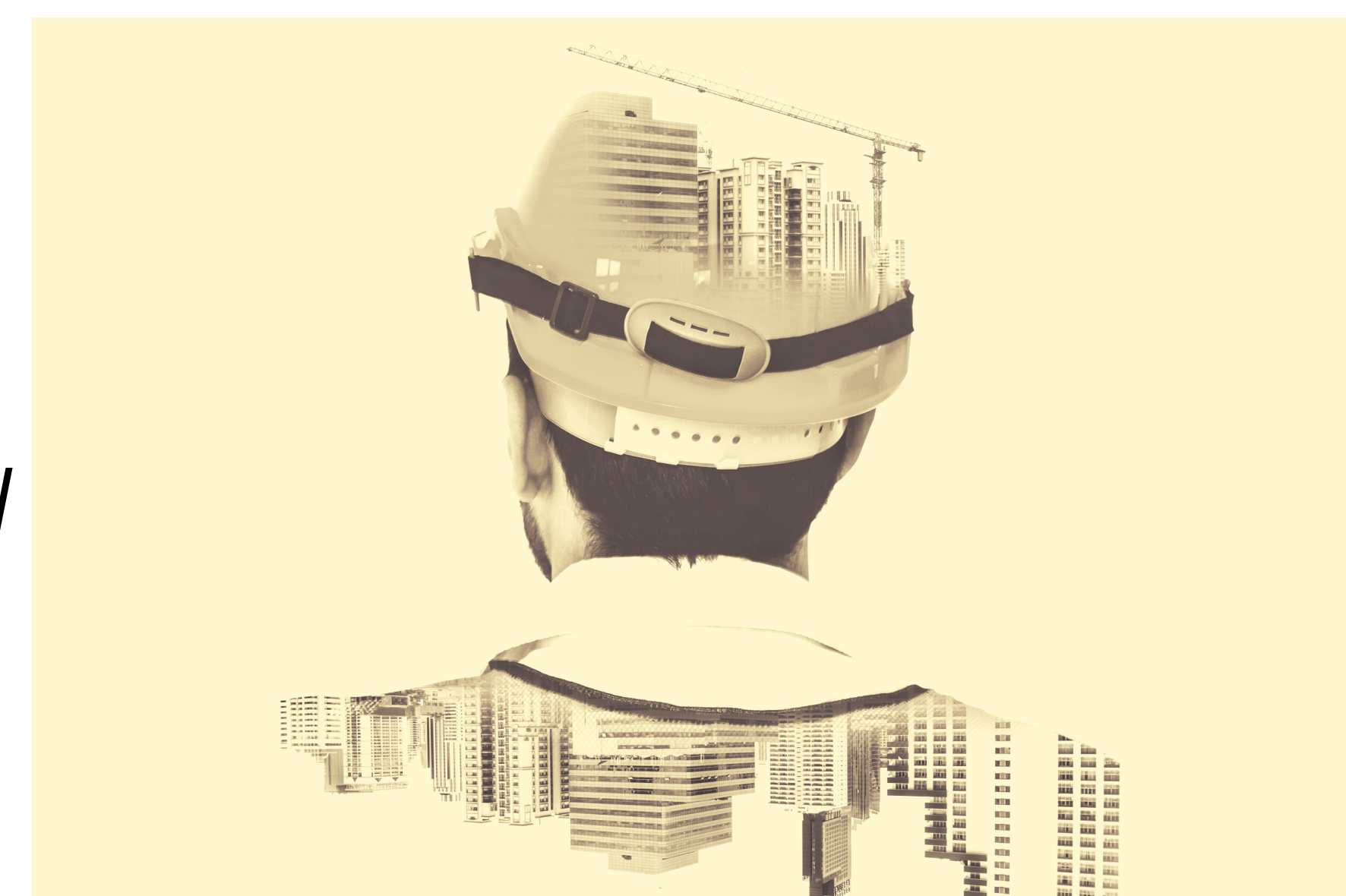
*APPRENTICESHIP PROGRAMS APPEAR TO HAVE LARGELY ADJUSTED TO CHALLENGES OF THE PANDEMIC, BUT EXPECT FURTHER CHANGES AHEAD*

**1.**

**TO WHAT DEGREE DO YOU ANTICIPATE YOUR INTAKE PROCESS IN THE NEXT 12 MONTHS BEING IMPACTED BY LOGISTICAL DIFFICULTIES DUE TO THE PANDEMIC?**

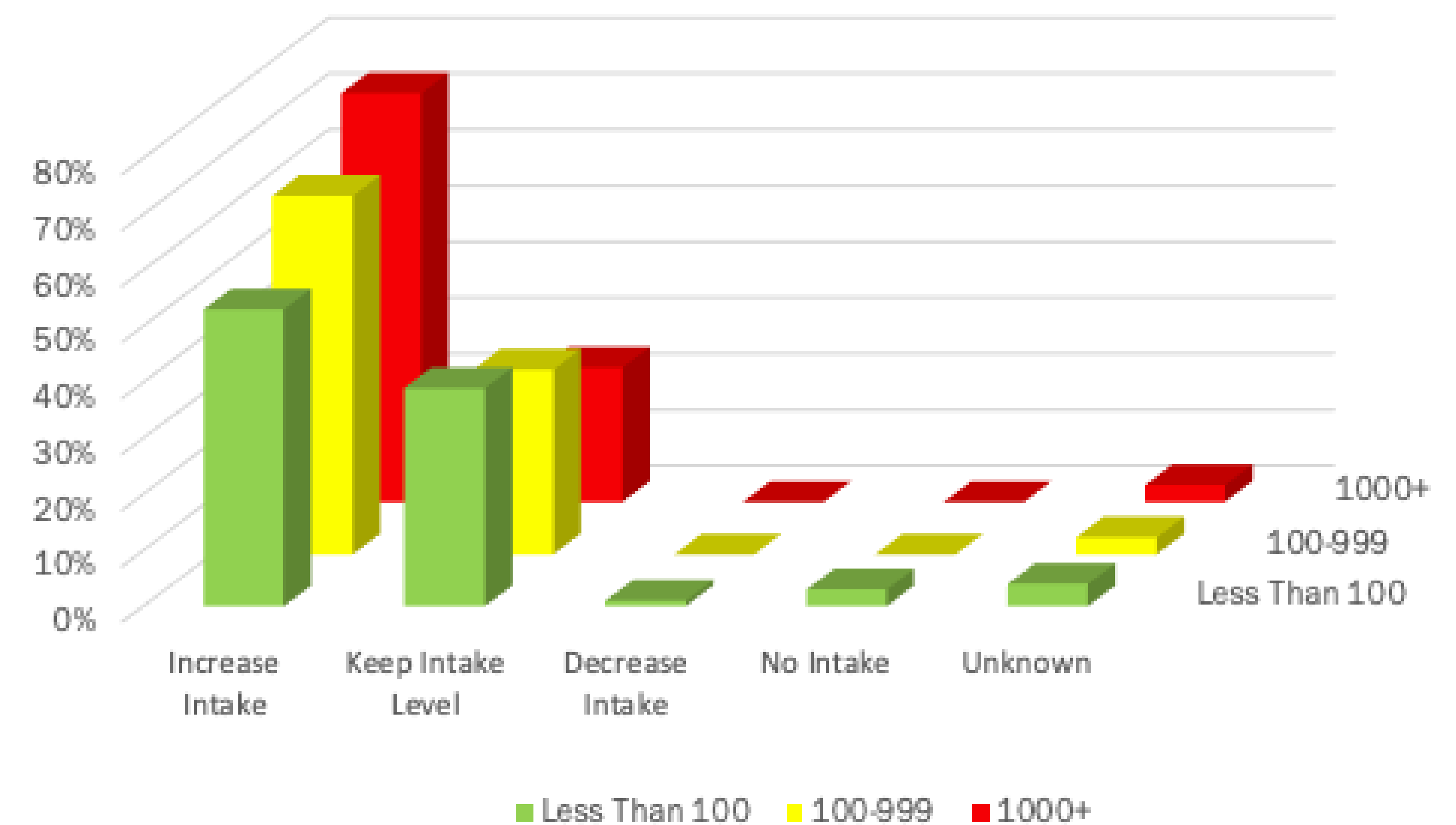


*“WE HAVE SEEN A HUGE INCREASE IN A DECLINE IN MENTAL HEALTH DUE TO COVID AND ISOLATION. FOLKS ARE HAVING A TOUGH TIME NAVIGATING THIS NEW TIME AND REMAINING POSITIVE.”*



**2.**

**HOW ARE YOU PLANNING TO ADJUST YOUR INTAKE OF NEW APPRENTICES IN THE NEXT 12 MONTHS?**



## ANALYSIS

MOST PROGRAMS CONTINUE TO TUNE APPRENTICE INTAKE IN THE FACE OF THE ONGOING PANDEMIC. ESTIMATES OF FURTHER ADJUSTMENTS APPEAR TO BE MODERATE AT THIS POINT, SUGGESTING CONFIDENCE THAT PROGRAMS HAVE DEALT WITH THE MAIN IMPACTS OF THE PANDEMIC ON INTAKE. PLANS TO ADJUST THE VOLUME OF INTAKE VARY BY PROGRAM SIZE: LARGE PROGRAMS ARE MORE CONFIDENT ABOUT INCREASING INTAKE WHILE SMALLER PROGRAMS ARE TAKING A MORE MODERATE APPROACH.



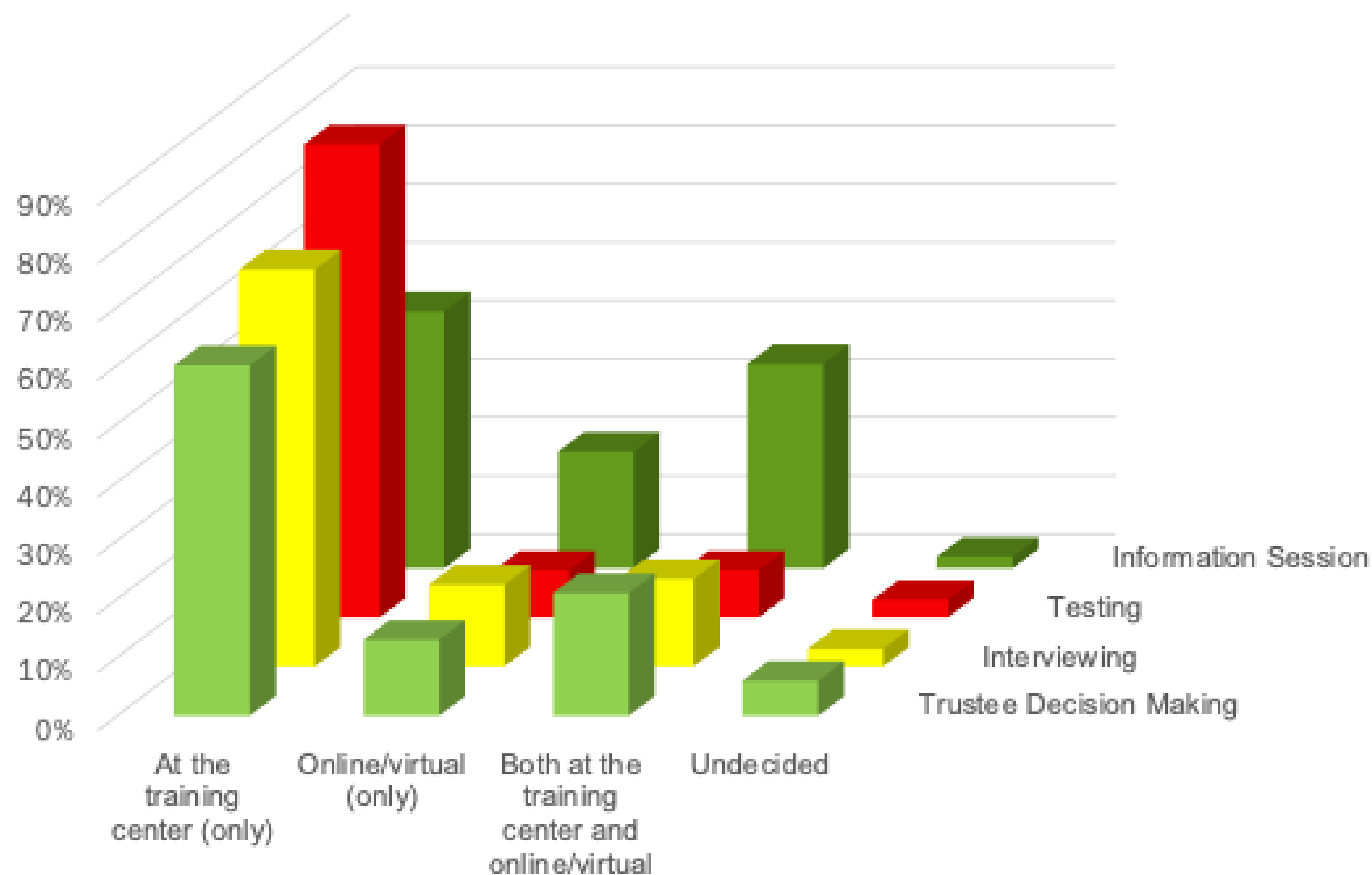


# Moving to Remote Intake & Instruction

*REMOTE INTAKE AND INSTRUCTION ARE EXPANDING AND EVOLVING FAST AS MORE PROGRAMS EXPERIMENT WITH THEM.*

**1.**

**HOW ARE THE FOLLOWING PORTIONS OF YOUR INTAKE PROCESS ADMINISTERED?**



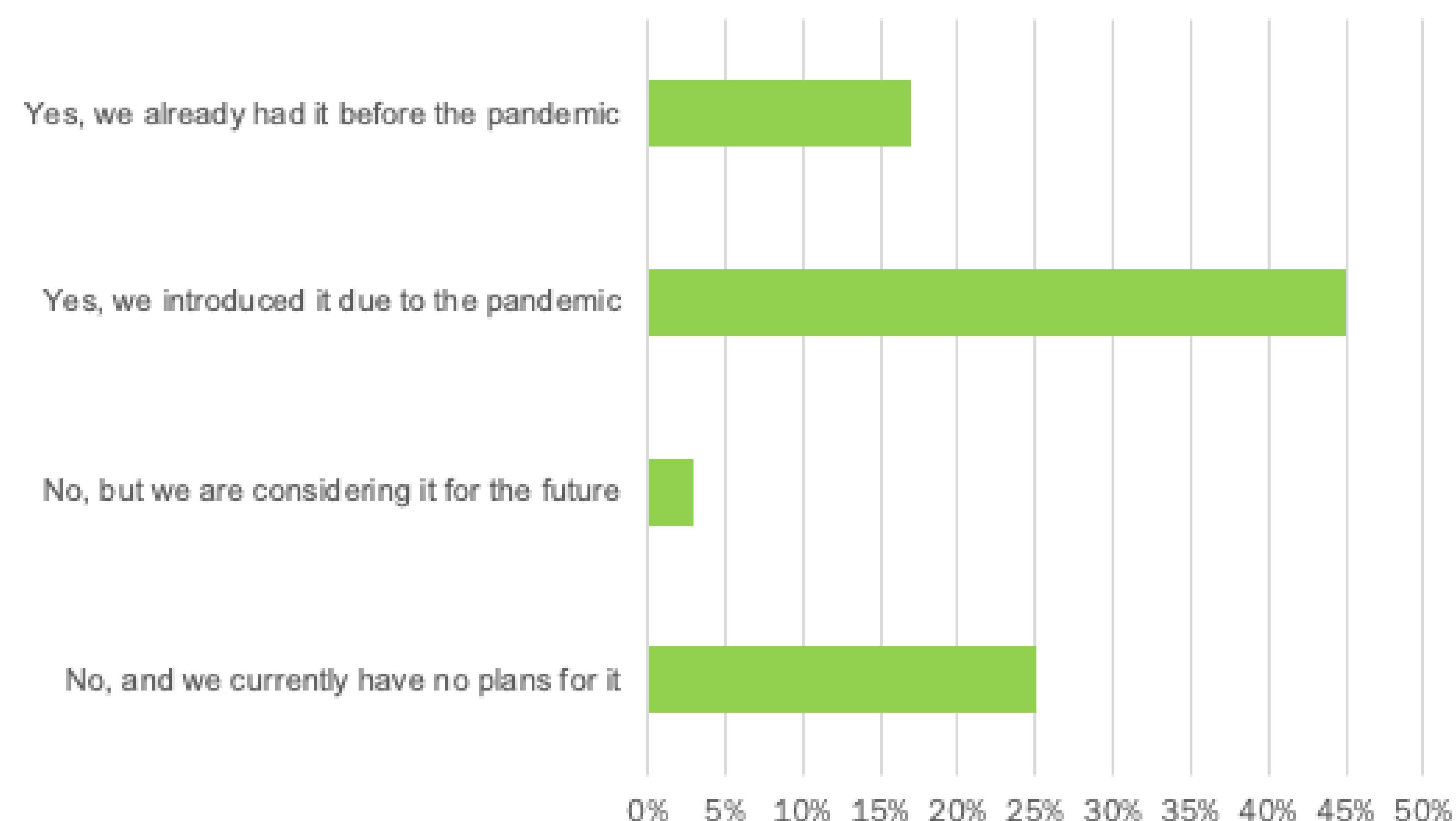




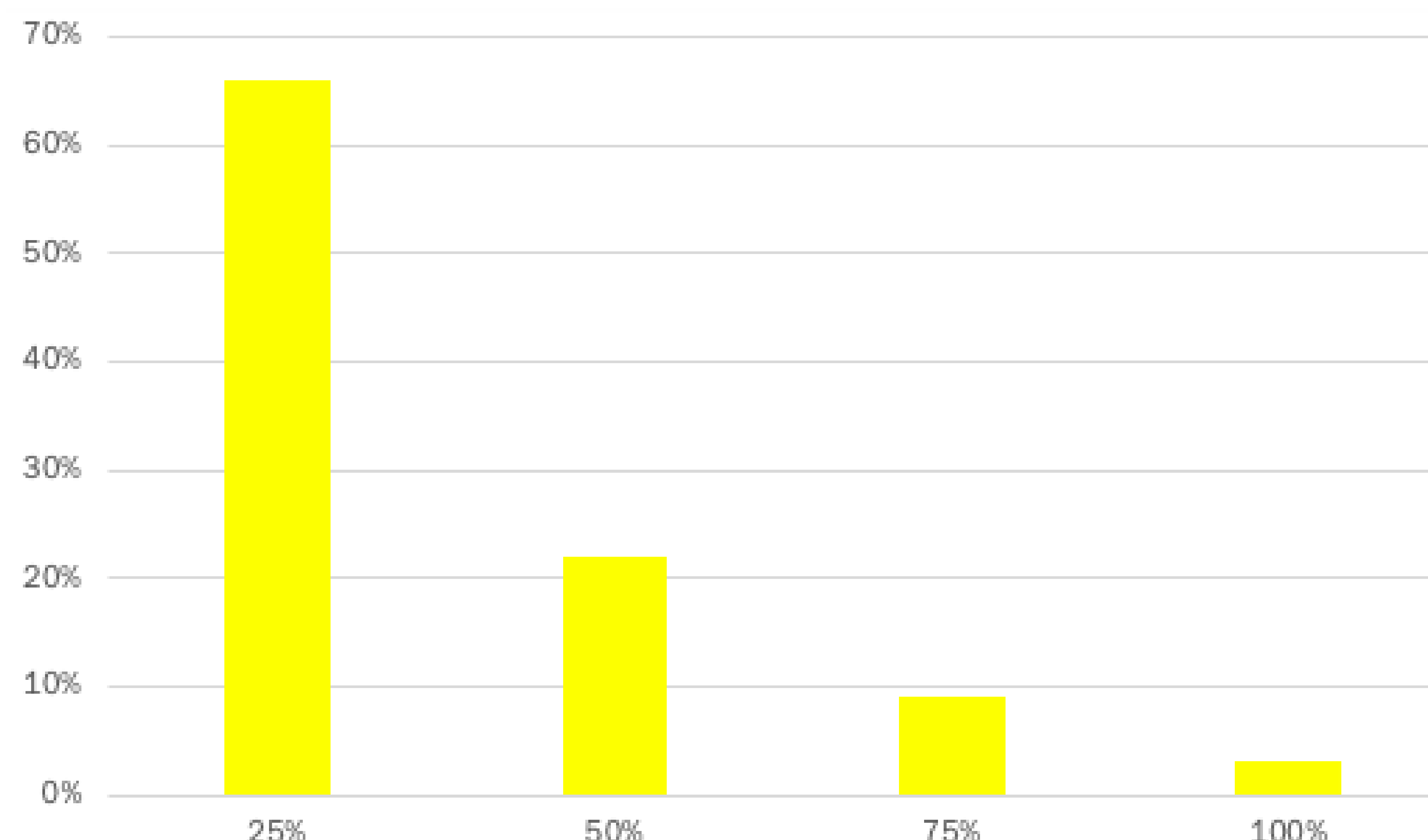
# Moving to Remote Intake & Instruction

REMOTE INTAKE AND INSTRUCTION ARE EXPANDING AND EVOLVING FAST AS MORE PROGRAMS EXPERIMENT WITH THEM.

## 2. DO YOU HAVE REMOTE/VIRTUAL INSTRUCTION AS PART OF YOUR PROGRAM?



## 3. IF YOU CURRENTLY HAVE REMOTE/VIRTUAL INSTRUCTION, WHAT PERCENTAGE OF INSTRUCTION ARE YOU PLANNING TO DELIVER ONLINE?



### ANALYSIS

PROGRAMS HAVE BEEN VERY ACTIVE IN MOVING THE INTAKE AND INSTRUCTION PROCESS ONLINE WHERE FEASIBLE. ON INTAKE, THE DATA INDICATES THAT THE MAJORITY OF PROGRAMS HAVE ONLINE INFORMATION SESSIONS AS AN OPTION OR USE ONLINE DELIVERY ONLY. MOST SIGNIFICANT, MANY PROGRAMS ARE SUPPORTING ONLINE TESTING AND APPROXIMATELY A THIRD OF RESPONDENTS REPORTED THE USE OF ONLINE/VIRTUAL INTERVIEWING AS WELL AS TRUSTEE DECISION MAKING. THERE WAS ALSO A LARGE RISE IN REMOTE/VIRTUAL INSTRUCTION, WHICH WAS USED BY ONLY A MINORITY OF PROGRAMS PRE-PANDEMIC. THIS IS A CRITICAL TIME IN THE EVOLUTION OF REMOTE INTAKE AND INSTRUCTION. PROGRAMS WILL BE LEARNING FROM EACH OTHER ABOUT THEIR EARLY EFFORTS AND MAKING ADJUSTMENTS. THEIR SUCCESS WILL DICTATE WHETHER REMOTE INTAKE AND INSTRUCTION BECOME MAINSTREAM OR ARE LARGELY SIDELINED ONCE THE PANDEMIC PASSES.



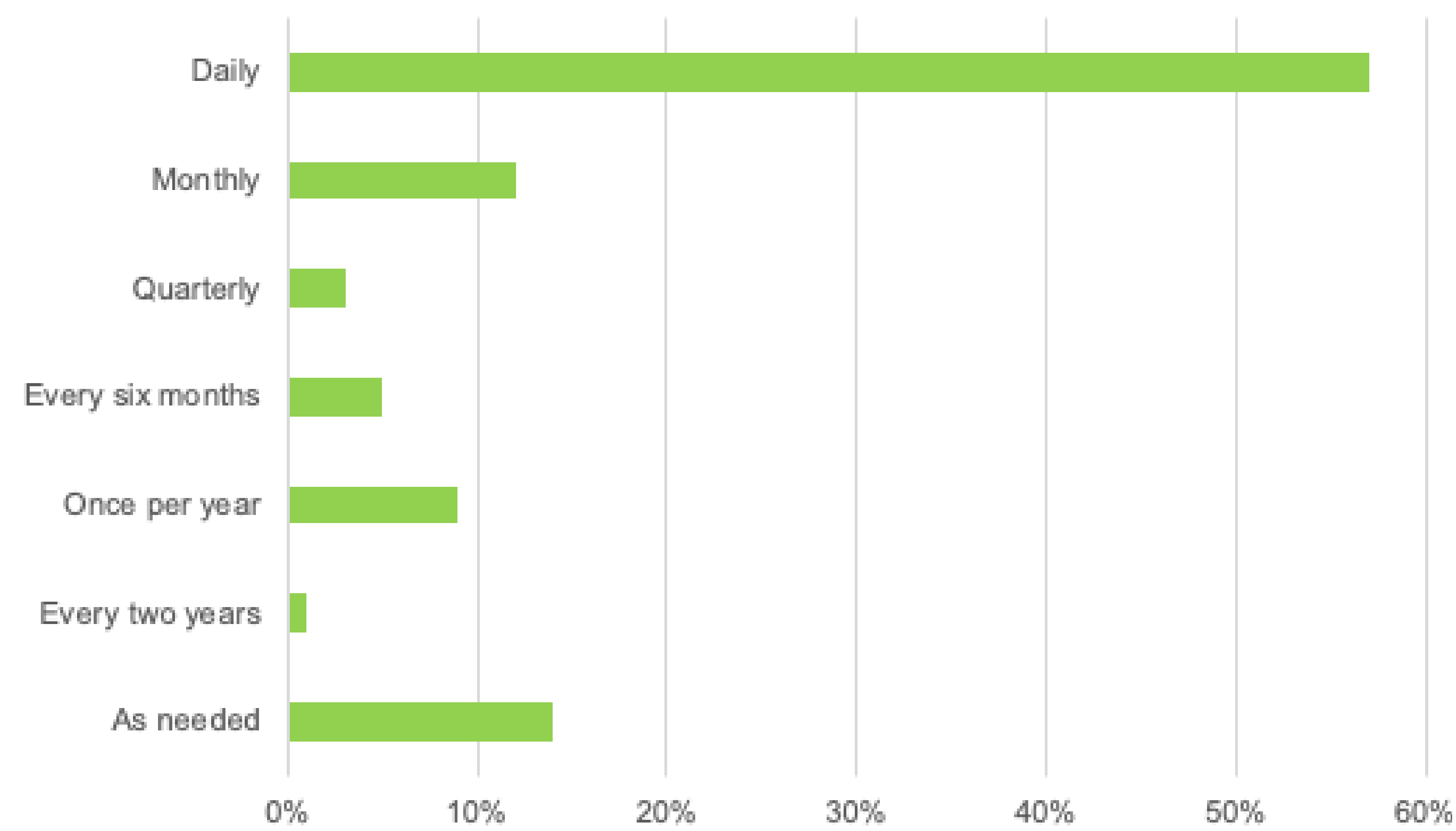


# Recruiting

*PROGRAMS ARE CONTINUING TO REPORT RECRUITING CHALLENGES. THOSE THAT USE SOCIAL MEDIA SUCCESSFULLY FOR RECRUITING WILL BE BEST POSITIONED TO SUCCEED.*

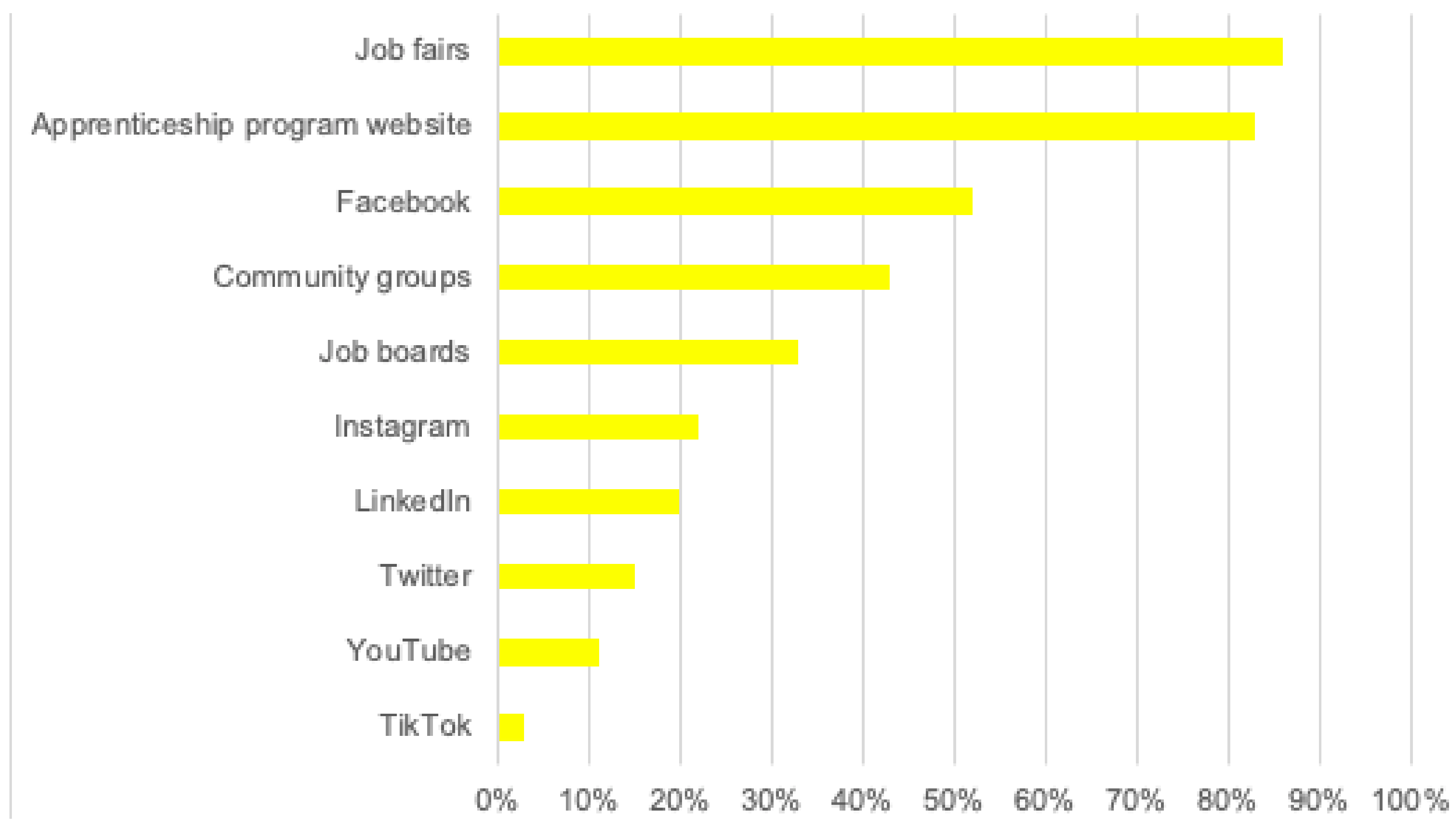
1.

HOW FREQUENTLY DO YOU ACCEPT APPLICATIONS?



2.

WHICH OF THE FOLLOWING ARE YOU USING TO RECRUIT POTENTIAL APPLICANTS?





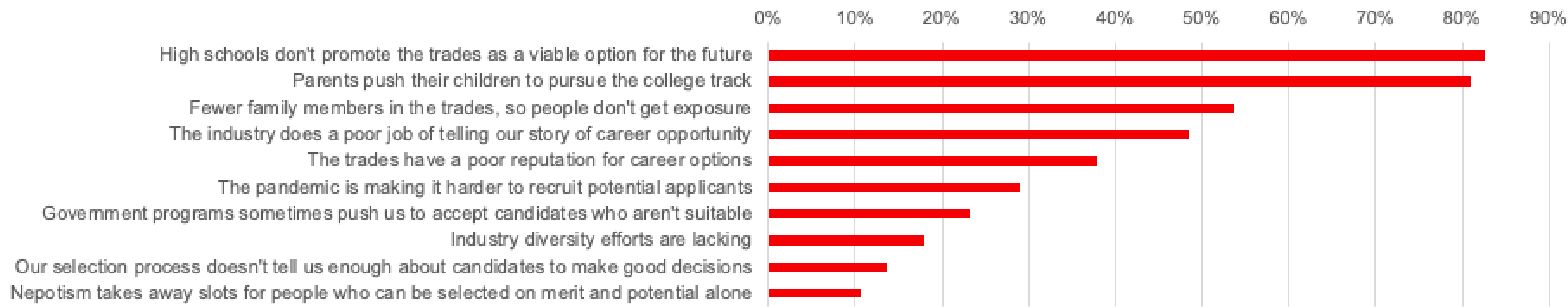


# Recruiting

PROGRAMS ARE CONTINUING TO REPORT RECRUITING CHALLENGES. THOSE THAT USE SOCIAL MEDIA SUCCESSFULLY FOR RECRUITING WILL BE BEST POSITIONED TO SUCCEED.

3

WHAT DO YOU BELIEVE TO BE OUR BIGGEST CURRENT OBSTACLES TO GETTING GOOD APPRENTICES INTO THE TRADES



## ANALYSIS

PROGRAMS ARE MAKING IT EASIER TO APPLY BUT ARE STRUGGLING TO RECRUIT QUALIFIED APPLICANTS. HOWEVER, PROGRAMS ARE NOT MAKING FULL USE OF THE RANGE OR RECRUITING METHODS AVAILABLE TO THEM.

BASED ON THE MOST COMMON OBSTACLES IDENTIFIED, THE TOP PRIORITY IS TO MAKE POTENTIAL APPLICANTS AWARE OF THE OPPORTUNITIES AVAILABLE AND TO PRESENT APPRENTICESHIP FAVORABLY AGAINST OTHER CAREER PATHS. HIGH SCHOOLS AND PARENTS CONTINUE TO BE RANKED HIGHEST ON OBSTACLES AS THE TRADES DO NOT FIT THEIR VISION OF A SUCCESSFUL CAREER PATH DIRECTION. CLEARLY, THIS IS A GROUP THAT NEEDS ATTENTION TO EDUCATE ON THE EXCELLENT OPPORTUNITY OF THE INDUSTRY. ALSO, SOCIAL MEDIA SHOULD BE AN EXCELLENT TOOL BECAUSE OF ITS POPULARITY WITHIN THE TYPICAL APPLICANT AGE GROUP AND THE ABILITY OF PROGRAMS TO CONTROL THE MESSAGE. HOWEVER, SOCIAL MEDIA IS UNDERUSED, POSSIBLY DUE TO A LACK OF TIME, ENERGY, OR EXPERTISE REQUIRED FOR SUCCESS.



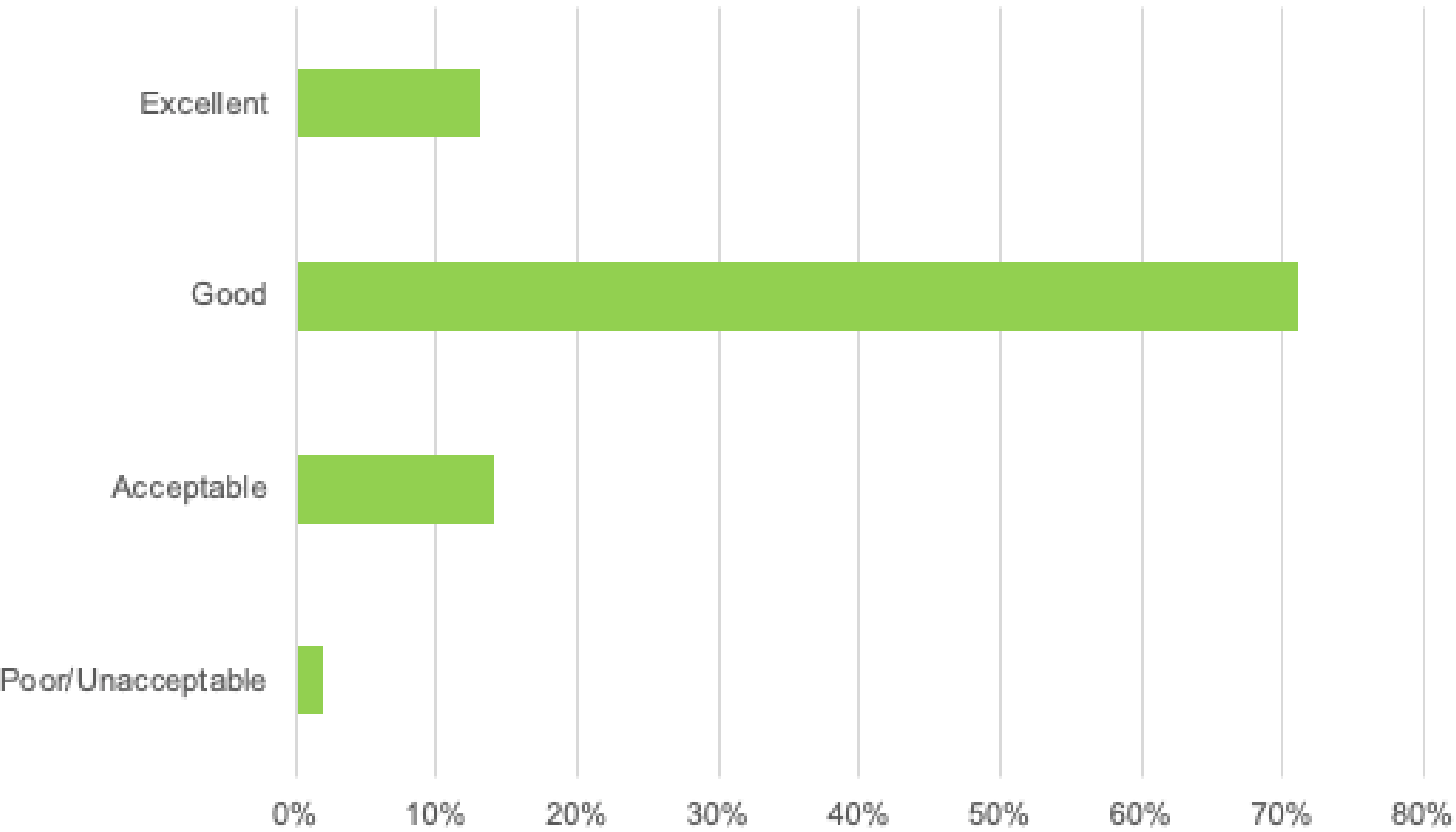


# Instruction: Special Focus on Leadership Training

*APPRENTICESHIP PROGRAMS ACROSS THE INDUSTRY ARE PLACING A STRONG EMPHASIS ON LEADERSHIP TRAINING.*

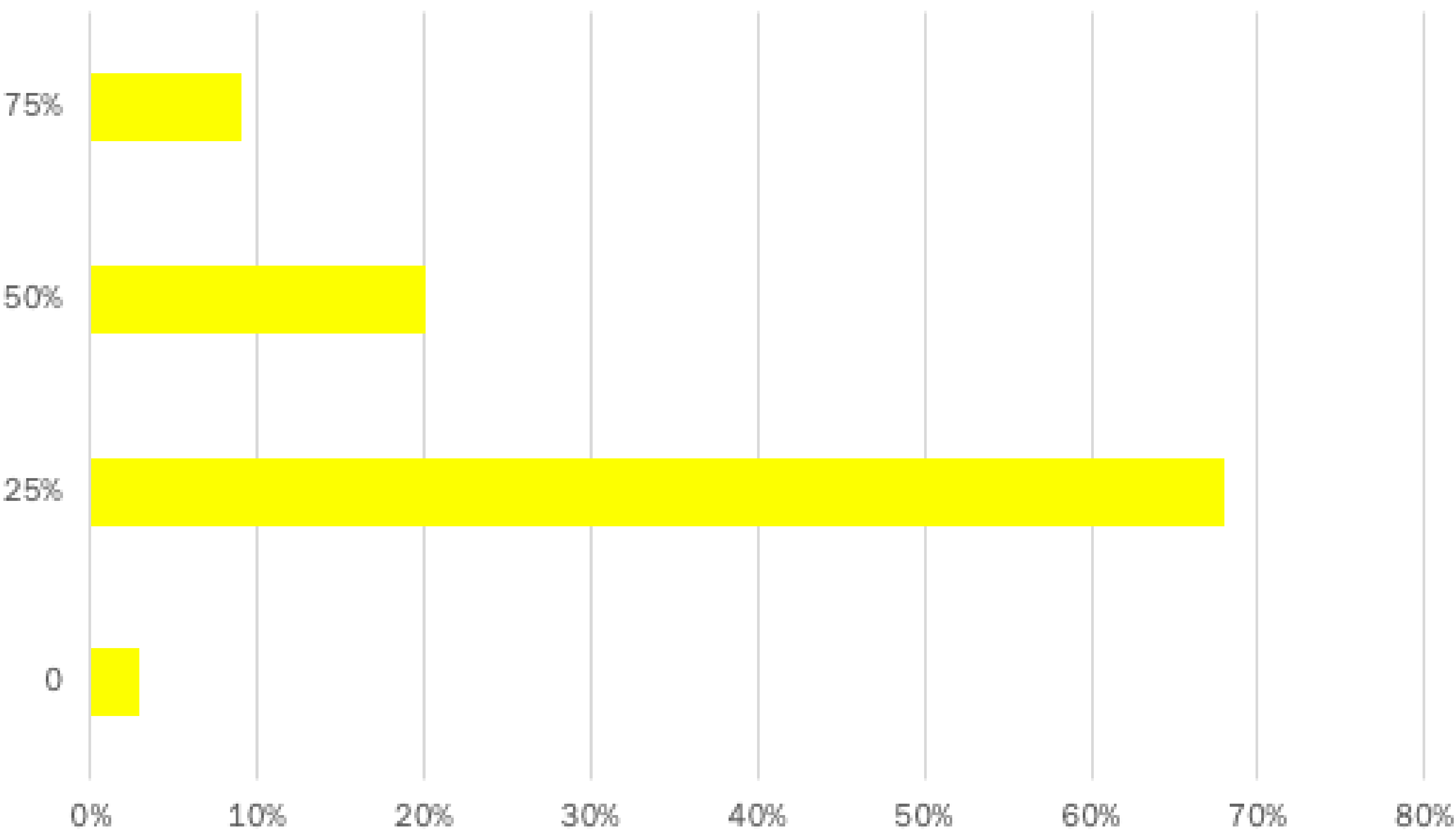
1.

**CONSIDERING ALL APSECTS OF THE APPRENTICESHIP. WHAT IS YOUR OPINION OF THE PERFORMANCE OF THE AVERAGE GRADUATING APPRENTICE?**

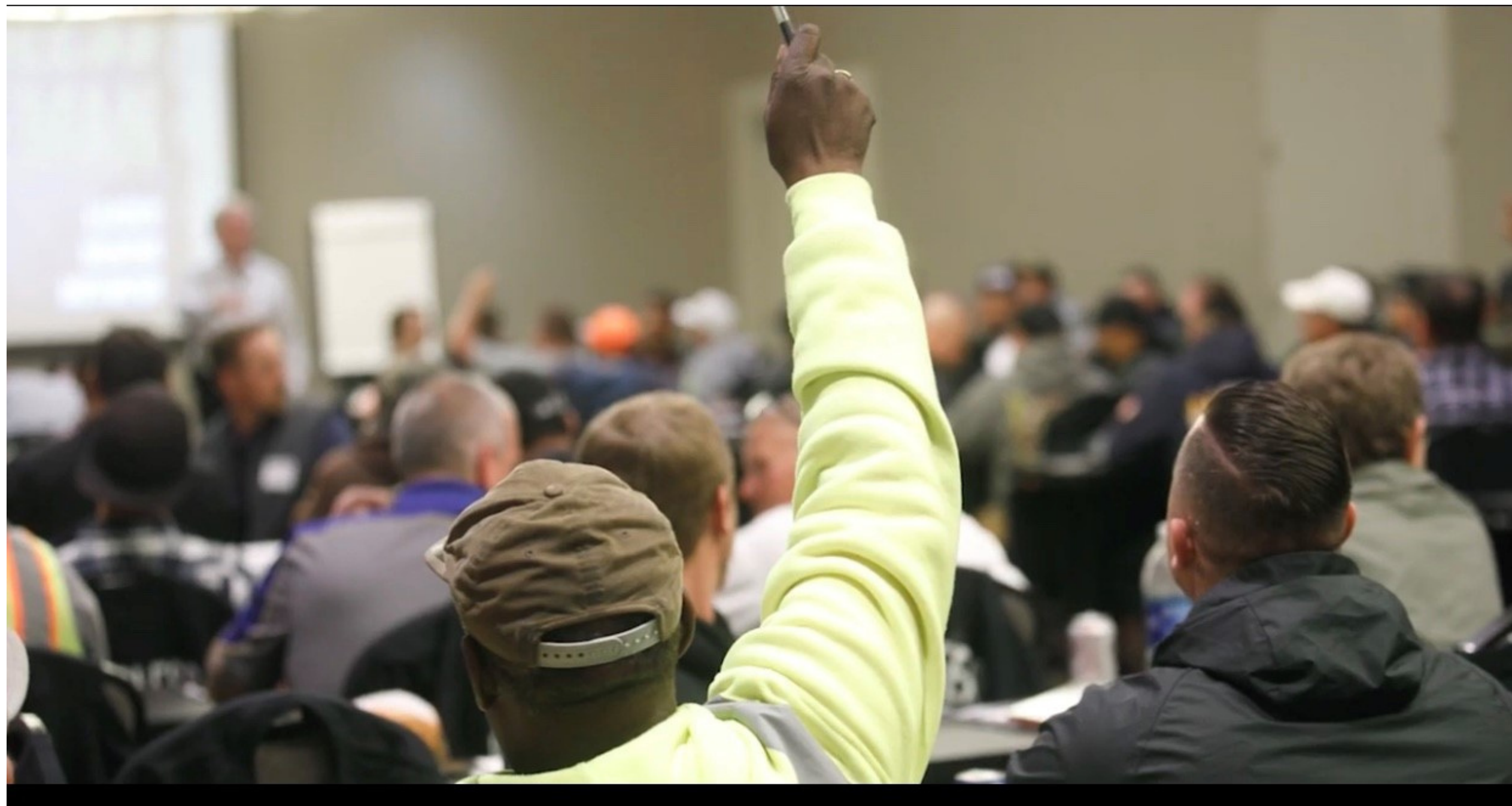


2.

**IN YOUR OPINION, WHAT PERCENTAGE OF APPRENTICES DISPLAY SKILLS THAT SUGGEST STRONG POTENTIAL TO BE A FOREMAN OR HOLD ANOTHER LEADERSHIP ROLE IN THE FUTURE?**





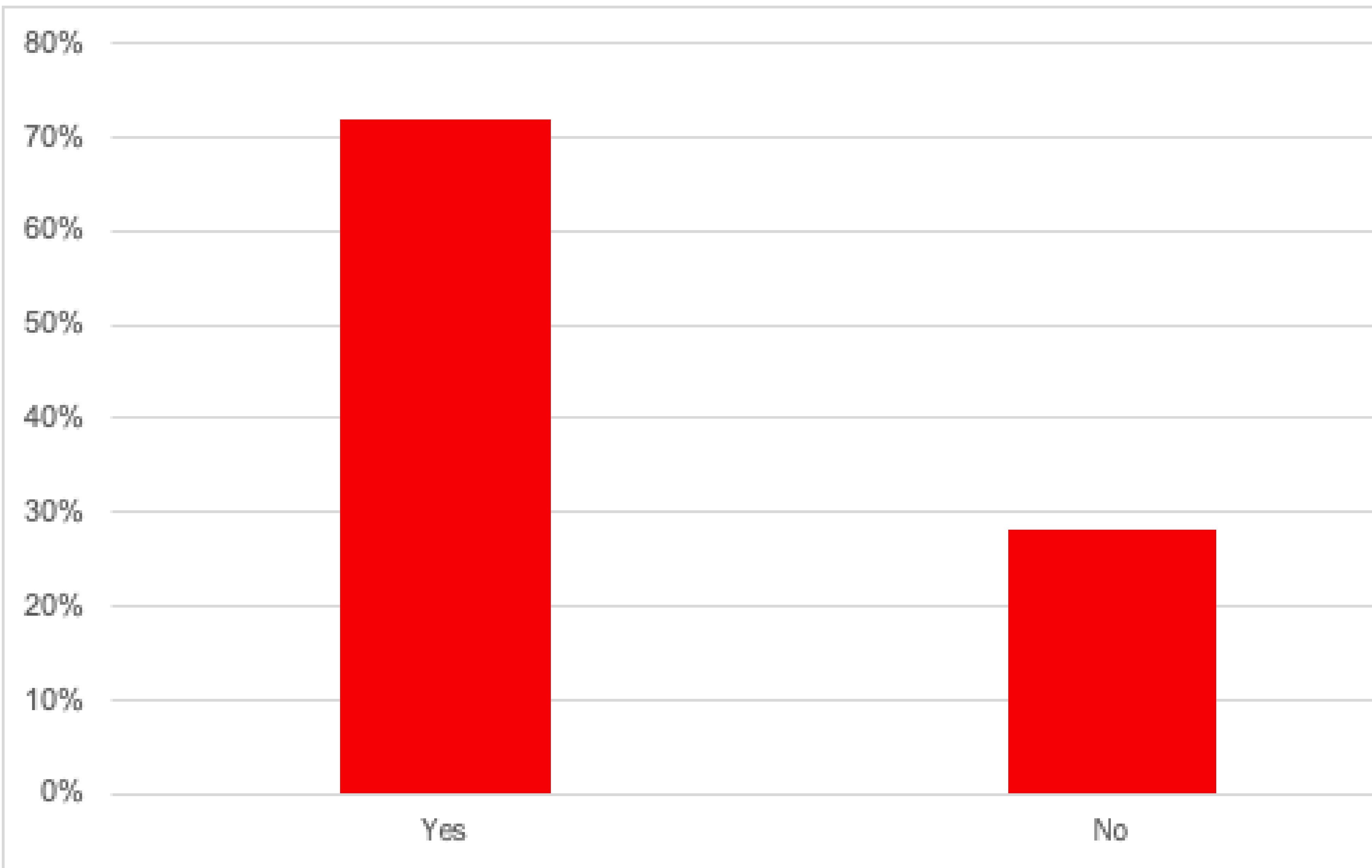


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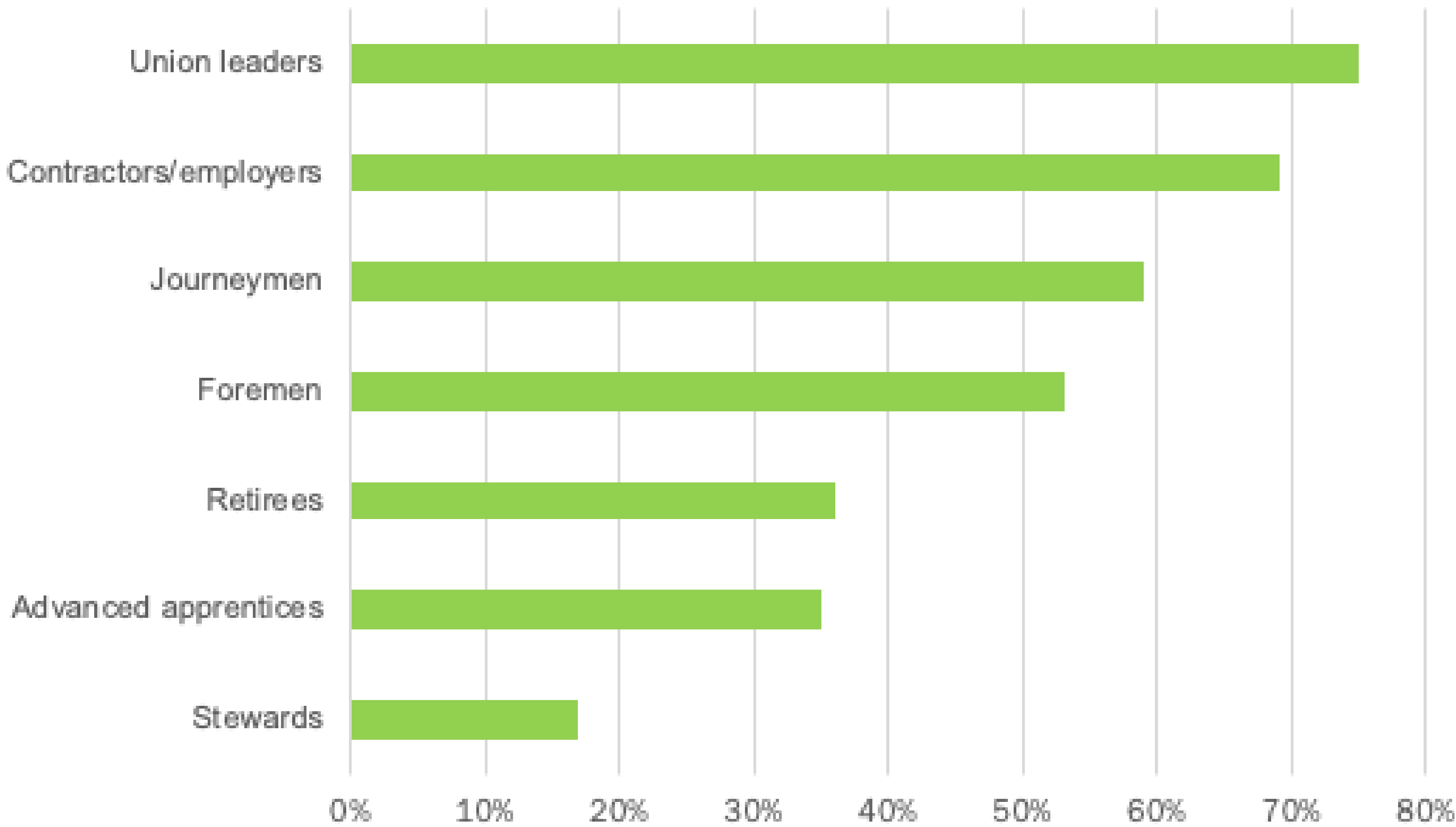
3.

DOES YOUR APPRENTICESHIP PROGRAM PROVIDE LEADERSHIP TRAINING TO APPRENTICES?



4.

WHO OF THE FOLLOWING ARE USED AS PRESENTERS OR GUESTS IN APPRENTICESHIP COURSES?



## ANALYSIS

RESPONDENTS FELT GENERALLY POSITIVE ABOUT APPRENTICE PERFORMANCE AND LEADERSHIP POTENTIAL. A LARGE MAJORITY REPORTED THAT THEIR PROGRAMS OFFERED LEADERSHIP TRAINING, AND OVER HALF NOTED THAT UNION LEADERS, CONTRACTORS/EMPLOYERS, AND FOREMEN WERE USED AS PRESENTERS OR GUESTS. THIS SUGGESTS A CRITICAL FOCUS ON EARLY LEADERSHIP TRAINING ACROSS THE INDUSTRY, WITH MULTIPLE SEASONED PERSPECTIVES BEING BROUGHT TO BEAR.





# Diversity

*STRONG EFFORTS TO IMPROVE DIVERSITY AND REPRESENTATION IN APPRENTICE SELECTION SHOULD HELP ADDRESS TALENT SHORTAGES IN A WORKFORCE THAT IS CURRENTLY OVER 90% WHITE MALES (BUREAU OF LABOR STATISTICS, 2020).*

1.

HOW MUCH OF A PRIORITY DO YOU FEEL SHOULD BE PLACED ON INCREASING APPRENTICE DIVERSITY?

Top priority

High priority

Medium priority

Low priority

Not a priority

0%

10%

20%

30%

40%

50%

60%

16%

53%

23%

7%

1%

2.

HOW DO YOU EVALUATE YOUR PROGRAM'S CURRENT EFFORTS TO SUPPORT DIVERSITY & REPRESENTATION IN APPRENTICE SELECTION?

Highly effective

Generally effective

Partly effective

Ineffective

0%

10%

20%

30%

40%

50%

60%

27%

56%

14%

4%

## ANALYSIS

THE IMPORTANCE OF DIVERSITY APPEARS TO BE WIDELY ACCEPTED. HOWEVER, RESPONDENTS WERE MORE EQUIVOCAL ON THE EFFECTIVENESS OF THEIR PROGRAMS' EFFORTS IN THIS AREA, SUGGESTING THAT THERE IS STILL CONSIDERABLE ROOM FOR FUTURE IMPROVEMENT.





# Attrition

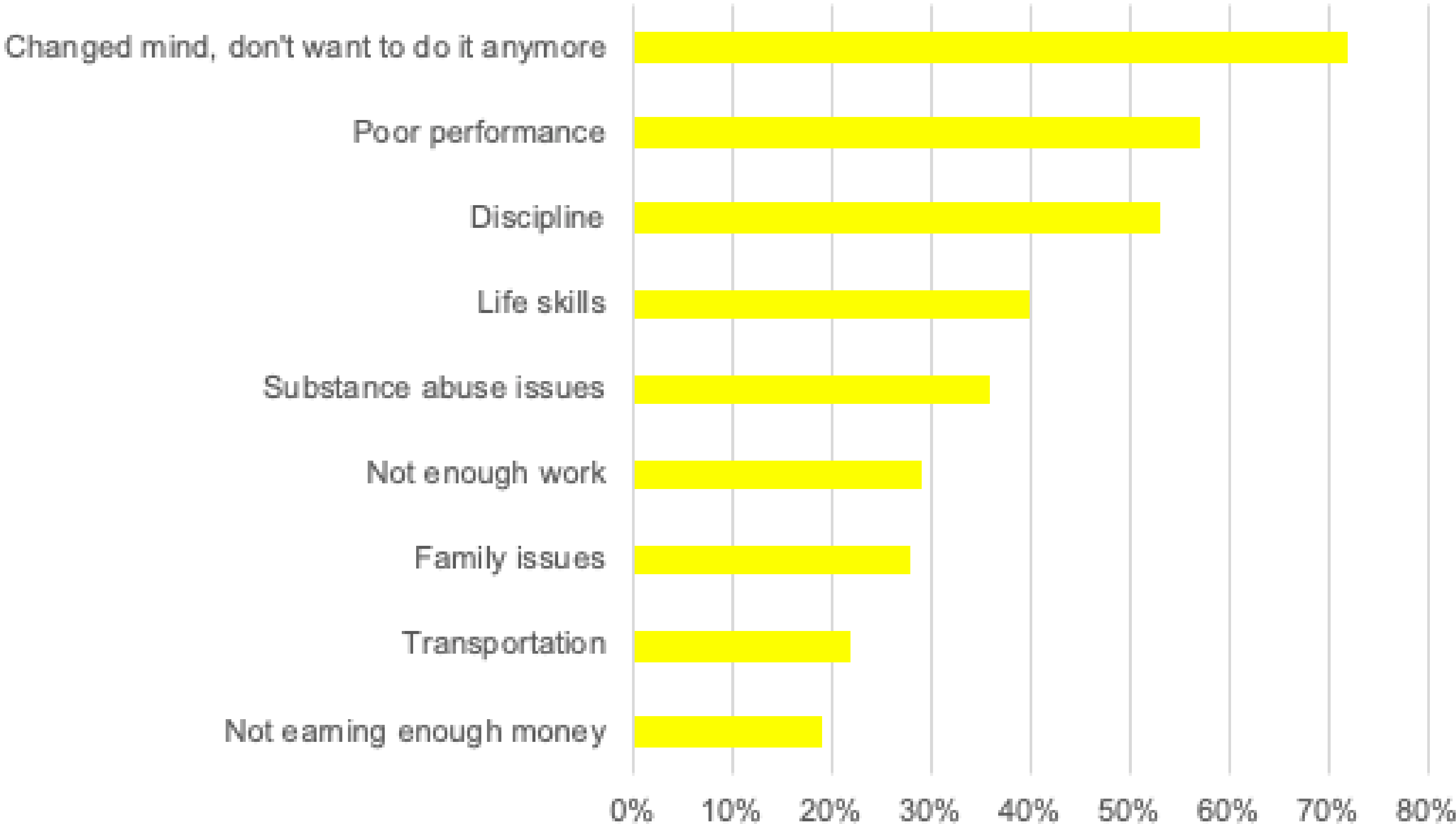
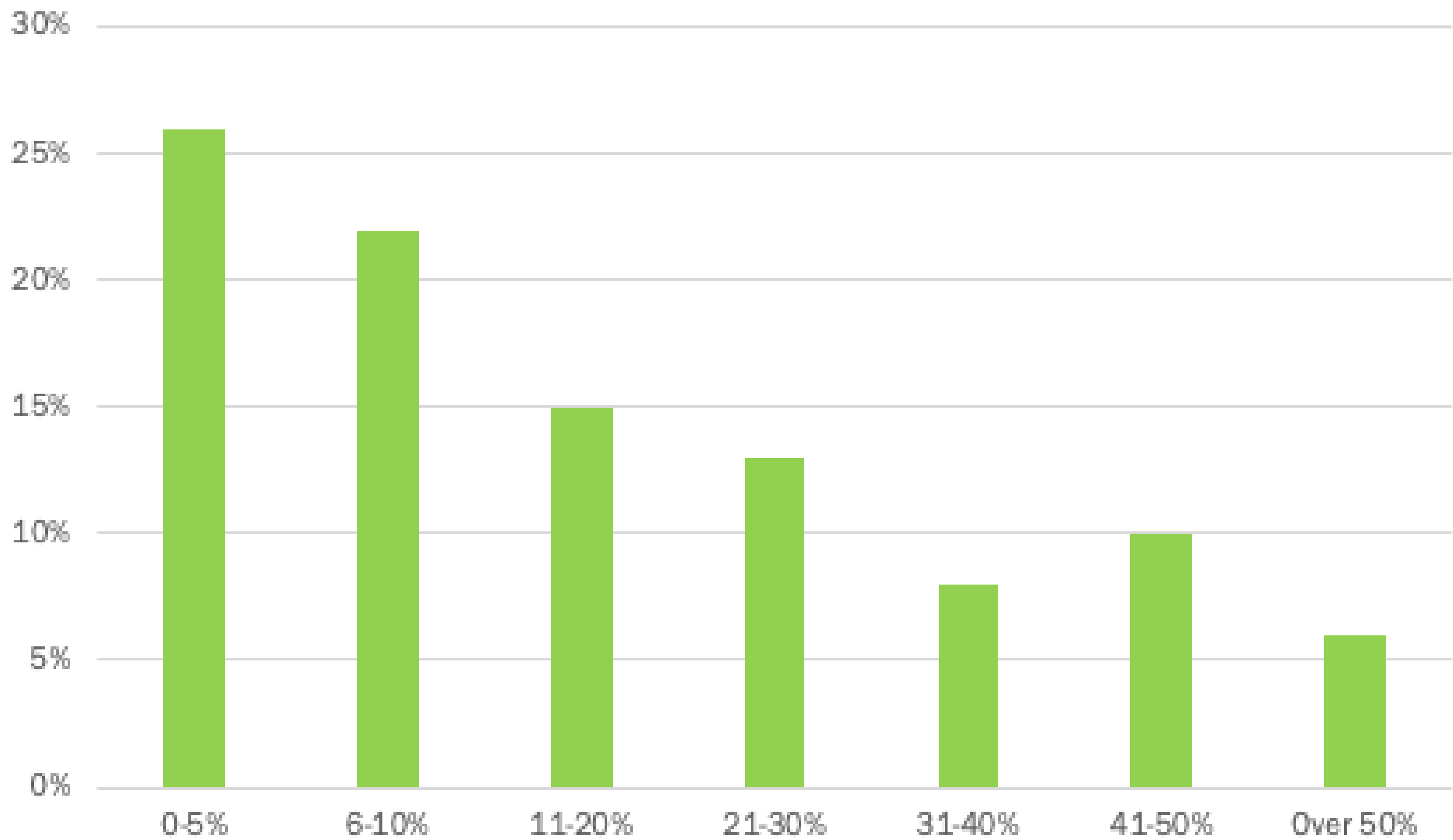
A TYPICAL PROGRAM WITH 100 APPRENTICES LOSES \$157,588 ANNUALLY DUE TO DROPOUTS OR EXPULSIONS. RECRUITING, SELECTION, AND APPRENTICE MANAGEMENT NEED TO ADJUST FOR PROGRAMS TO REDUCE THESE LOSSES.

1.

WHAT IS THE AVERAGE PERCENTAGE OF APPRENTICES WHO DROP OUT OR ARE REMOVED WITHIN THEIR FIRST OR SECOND YEAR IN THE PROGRAM?

2.

WHAT ARE THE PRIMARY REASONS YOU SEE FOR APPRENTICES TO DROP OUT OR BE REMOVED FROM THE PROGRAM?



“IT SEEMS TO BE THE SMALL RESPONSIBILITIES SOME STRUGGLE WITH SUCH AS WORK REPORTS, ATTENDANCE, [HOMEWORK]. I WOULD SAY 10% OF OUR APPRENTICES CANNOT FIGURE THESE SIMPLE THINGS OUT.”



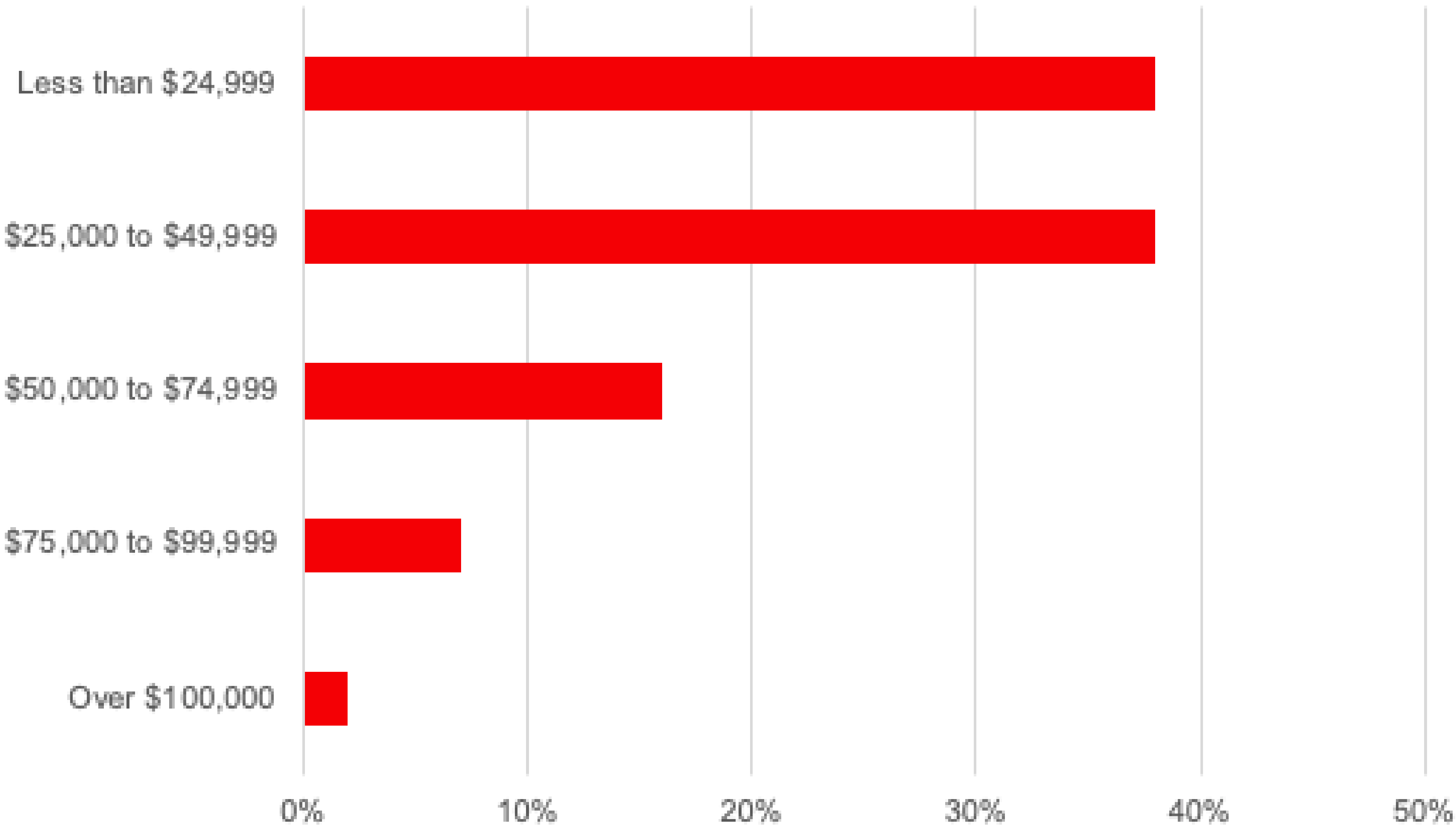


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3.

WHAT DO YOU ESTIMATE IS THE TOTAL COST TO YOUR PROGRAM TO EDUCATE A SINGLE APPRENTICE, FROM ENTRY TO GRADUATION?



## ANALYSIS

BASED ON OUR ESTIMATES[1] IT APPEARS THAT THE TYPICAL APPRENTICESHIP SPENDS APPROXIMATELY \$8,333 TO EDUCATE AN APPRENTICE FOR ONE YEAR. ASSUMING HALF EXIT IN YEAR 1 AND HALF IN YEAR 2, WE ESTIMATE \$12,500 ( $\$8,333 \times 1.5$ ) AS THE LOST INVESTMENT IN EACH APPRENTICE THAT QUILTS OR IS EXPELLED.

BASED ON THE DATA, WE CALCULATED THAT THE TYPICAL APPRENTICESHIP ALSO LOSES APPROXIMATELY 13% OF ITS ENROLLMENT EACH YEAR TO DROPOUTS OR EXPULSIONS. THIS COMPUTES TO AN ANNUAL LOST INVESTMENT OF \$157,588 FOR EVERY 100 APPRENTICES DUE TO DROPOUTS/EXPULSIONS.

LOOKING AT THE TOP REASONS NAMED FOR APPRENTICES TO DROP OUT OR BE EXPELLED, PROGRAMS MUST BALANCE THEIR RECRUITING AND SELECTION EFFORTS TO ENSURE THAT THEY GET APPRENTICES WHO TRULY VALUE THE OPPORTUNITY AND HAVE THE EMOTIONAL MAKEUP TO SUCCEED. ON THE RECRUITING SIDE, THIS COULD MEAN PROVIDING POTENTIAL CANDIDATES WITH MORE ACCURATE EXPECTATIONS OF APPRENTICE LIFE. ON THE SELECTION SIDE, IT SUGGESTS THAT PROGRAMS SHOULD LOOK AT TESTING AND INTERVIEWING THAT GO BEYOND SIMPLE SKILLS AND JOB REQUIREMENTS.

AN ADDITIONAL CONCERN IS THAT OVER HALF OF RESPONDENTS NOTED THAT POOR PERFORMANCE WAS A REASON THAT APPRENTICES QUIT OR WERE EXPELLED. THIS SUGGESTS THAT MANAGEMENT OF APPRENTICES MAY NEED TO CHANGE IN THE FUTURE, AT LEAST FOR THOSE AT RISK.

[1] WE CALCULATED COST TO EDUCATE AN APPRENTICE AND APPRENTICE DROPOUT/EXPULSION RATE BY COMPUTING THE 50TH PERCENTILE OF THE DISTRIBUTION OF RESPONSES.



# METHODOLOGY NOTES

THIS NATIONAL APPRENTICESHIP SURVEY WAS SENT TO MORE THAN 2000 LEADERS IN THE UNION CONSTRUCTION BUSINESS ACROSS NORTH AMERICA. WITH SERIOUS CHALLENGES IN RECRUITMENT, RETENTION, SELECTION AND SCREENING, DIVERSITY, AND THE OVERALL SKILLED-WORKER SHORTAGE, IT IS A VITAL CHECK-IN FOR THE CURRENT STATE OF OUR INDUSTRY.

200 RESPONDED TO THIS SURVEY , A 10% RESPONSE RATE. OF THOSE REPORTING, 65% WERE UNION LEADERS OR APPRENTICESHIP TRAINING PROFESSIONALS, AND THE REMAINDER WERE EMPLOYERS. IN ALL, 93% WERE UNION-BASED. IN TERMS OF PROGRAM SIZE, 42% REPRESENTED PROGRAMS WITH FEWER THAN 100 APPRENTICES, 41% HAD BETWEEN 100 AND 999 APPRENTICES, AND 17% HAD 1,000 APPRENTICES OR MORE. RESPONDENT TENURE IN CONSTRUCTION RANGED FROM UNDER 1 YEAR TO 58 YEARS, WITH AN AVERAGE OF 28.7 YEARS. NOTE THAT WHILE A STRONG MAJORITY OF RESPONDENTS COMPLETED THE SURVEY, NOT ALL QUESTIONS WERE COMPLETED BY ALL RESPONDENTS.

THE NATIONAL APPRENTICESHIP TALENT SURVEY WAS PRODUCED BY APPRENTICE  
PERFORMANCE SOLUTIONS FOR BRESLIN STRATEGIES

ANALYSIS WAS COMPLETED BY JASON WEISS, PH.D., VP DESIGN & DELIVERY APPRENTICE  
PERFORMANCE SOLUTIONS