



MEMORANDUM

November 21, 2007

TO: FCA Workforce Advisory Committee
FROM: Jay Weaver, Vice President for Eastern Region and Canada, for Mike Cassidy, Chairman
SUBJECT: Summary of Workforce Advisory Committee Meeting on Tuesday, November 13

On Tuesday, November 13, a follow-up Workforce Advisory Committee meeting was held at the Finishing Industries Forum in Las Vegas, NV. The goals and objectives identified below were generally discussed, particularly the "STATUS" section update under each goal (see brown highlighted areas).

Members Present

Paul Buzzin
Joe Devingo
John Duty
Ray Fujii

Members Absent

Mike Cassidy, Chairman
Justin Avey
Rein Clabbers
Mike LeGood
Todd Nugent
Michael Smith

Guest Speakers

Bob Swanson
Dan Penski
Bob Porto

Meeting Summary:

Purpose: The purpose of this meeting was to provide an update status to the numerous initiatives that we forwarded to the FTI for review at the end of 2006.

Past Co-Chairman's Comments: Bob Swanson, former FTI Management Co-Chair, emphasized six critical areas of training that are essential for a an apprenticeship program's success: (1) aggressive apprenticeship recruitment and training programs, (2) expertise in "How to Train," (3) active journeymen upgrade training programs, (4) continuous flow of fully affiliated funds, (5) obtaining a cents/hour contribution arrangement, and (6) creation of training uniformity to ensure portability for the apprentices.

Attendee Discussion Areas:

- 1. Job Corps Program: It was reiterated that the Job Corps has 58 programs spread out nationally for our contractors' use. When a contractor employs Job Corps apprentices, he/she may be eligible for Federal tax credits, providing he/she meets certain pre-determined requirements. These tax credits have been extended to 2011. We are currently looking into whether Canada has such a tax incentive program.
2. Apprenticeship Ratios: It was determined that Joe Kolick will respond to our concerns about who sets the BAT apprenticeship ratios.
3. Training Directors: The attendees reiterated that all training directors work for the local Board of Trustees.
4. Retiree Trainers: The attendees suggested that we pursue recalling retirees to perform as apprenticeship trainers. To do so, however, it was stated that the local training funds must request permission from the Pension Fund to use these retirees in this training capacity.

5. **Trainers:** It was suggested that trainers need to be evaluated at regular intervals to ensure they maintain their trainer proficiency.
6. **Training Coordinators:** It was also suggested that the Training Coordinators need to be provided with refresher training to keep them sharp and up to date on the latest technologies and tools, as well as the latest teaching techniques.
7. **On-Line Training:** The attendees also reiterated the fact that we need to develop and use on-line training programs whenever possible.
8. **Training Pay for Apprentices:** The State of New Jersey offers unemployment pay for attending 144 hours of training instruction. Other training programs should check to see if unemployment pay is possible under their state laws.
9. **Strategic Planning:** To be effective, local training programs must have a strategic plan that sets the focus on everything their funds' do.
10. **ATR:** Since the ATR works for the FTI, local organizations need to be aware that the ATR has little clout at the local level.
11. **JATC's Management Participation:** To have a successful program, not only does the JATC need to have strong labor trustees, but to achieve across-the-board success, the JATC must have strong management participation and ongoing interest and attention to details.
12. **Sell Apprenticeship Training as a Full-Time Career and not just a Job:** Careers in the industry must be sold as full-time jobs, but we must remember that we cannot guarantee year-round employment.
13. **Union Hiring Halls (Pools of Available Labor):** The Hiring Halls need to be filled with workers (i.e., pools of labor) that are available to work as jobs become available. It was felt that we once again need our Hiring Halls with unemployed craftsmen on the bench. Such is not the case in most areas today.
14. **CBA: Loaning Provisions:** Some attendees felt that "loaning provisions" should be added to CBAs to allow craftsmen from a dormant seasonal market to be loaned to another market until their markets reopen (e.g., Buffalo industrial painters during winter months to be made available to work in Hawaii until Spring thaw returns to Buffalo).
15. **Think Tanks:** It was mentioned that we need to set up think tanks of professionals who are left alone to think "outside the box" to enable the unionized segment of the industry to expand, retain, and/or recapture market share.
16. **Union Dues: More Flexibility:** It was mentioned that changes need to be explored that would add more flexibility into how union dues are used, especially ways to accommodate the younger craftsmen.
17. **Laundry List of Top "10" Desires/Needs of Our Younger Generation Craftsmen":** We need to identify and prioritize a laundry list of the top "10" desires/needs of our younger generation craftsmen, so we can tailor-make programs and services for them.

Overall Recommendation: We need to carefully analyze and prioritize our earlier list of initiatives (identified below) and reduce it to the top "10" priorities that we would like to see accomplished in 2008. Working with the FTI's Board of Trustees, along with the newly hired Recruitment Director and their Expanded Course Offerings, we need to work these 10 priorities into the FTI's strategic plan to ensure they are addressed.

Action Item: In light of the above "Recommendation," we ask that all Committee members identify their top "10" priorities (submitted in their order of importance) **no later than December 14, 2007**. Once we receive all inputs, a consolidated report will be generated with a follow-up conference call arranged to select and prioritize our mutually agreed upon top "10" initiatives for the FTI to address.

GOALS

- 1. Ensure labor and management cooperation**
- 2. Develop a recruitment program for apprentices**
- 3. Develop a labor-management team effort to retain apprentices**
- 4. Enhance the image of the finishing industry**
- 5. Foster contractor awareness of how apprentices should be used at the job site**
- 6. Improve the apprentice experience at the training center and on the job**
- 7. Require journeyman ongoing training**

HOW TO MAKE IT HAPPEN

GOAL 1: ENSURE LABOR AND MANAGEMENT COOPERATION

- (a) Systems must be implemented (or effectively used if they already exist) to ensure labor and management are accountable for their actions and or inactions in meeting all goals and strategies that support recruitment/retention of the finishing industry's workforce (achieve buy in at all levels, especially apprentices):
- (1) Labor to hold their business manager's accountable for following-up on required reports regularly (not just annually). By providing timely and accurate feedback and corrective action, thou shall not let politics enter into play.
 - (2) Ensure management "engagement" into our active workforce initiatives by disseminating our workforce strategies and training down to our affiliates and individual contractors to assure compliance and/or implementation within their companies, especially at the job sites.
- (b) Ensure regularly scheduled labor-management meetings are held to review the progress of workforce initiatives, not just lip service, but a firm commitment by both parties to "make things happen." This is a dynamic program and must be measured for success at each meeting. Applaud the positive measure and replicate it. Correct the negative measure and don't repeat it. An ongoing report must be generated and disseminated to the appropriate parties.
- (c) Ensure CBA clauses governing apprentice use are enforced equally by both labor and management. If the clause does not work well in your area...collectively change it.
- (d) Labor to increase rank and file attendance at local union meetings. This is your only place to get a "common voice" out to all (include management as playing its part as an active participant on labor's agenda; perhaps this will enhance attendance).
- (e) Support the newly formed Steward Program (however, change word "steward" to some other word that connotes both labor and management jointly overseeing and mentoring employees).
- (f) Ensure enforcement of the "8 hours work for 8 hours pay" mindset at the job site and within the workplace. Starting at apprentice bracket 1, all union members need to understand the importance of giving 8 for 8. No extra long breaks and or lunches. Time is money to all employers. Our market share will systematically grow if we could all bid just 7 hours of actual performance per day in lieu of the industry standard of 6 hours work for 8 hours pay.

STATUS: Most of this goal and its objectives need to be pushed by the management/labor trustees working with their Training Directors/Coordinators within their local areas. The

national FTI has plans to audit the DC/LU training programs, and the Business Managers are being held accountable by the national IUPAT leadership for the programs within their DCs.

GOAL 2: DEVELOP A RECRUITMENT PROGRAM FOR APPRENTICES

- (a) Set up a separate Recruitment and Retention Department at the National IUPAT, along with personnel to actively pursue the workforce at the DC/local union level (i.e., a Director of Recruitment and Retention who works 24/7 on these issues as his/her number one priority).
- (b) Standardize recruitment and retention policies and practices top down, and widely disseminate best practices as they emerge. No need to reinvent the wheel here; some areas it works, others don't....why? Let's find out what works and replicate it.
- (c) Suggest the IUPAT propose an Apprentice Recruitment/Retention Summit of the top-level leaders within the BCTD to form a game plan on how best to recruit and retain the future workers for the unionized segment of the construction industry. (NOTE: Some unions may already have implemented plans that could be emulated by the other BCTD members).
- (d) Develop web-based links with influential minority organizations because the ethnicity of today's workforce is only going to grow; therefore, advertise in that market. Tie into the state unemployment agency databases. (NOTE: use helmets-to-hardhats model: labor, management, and prospects easily access/enter key information about job availability. Recruit on-line because that's where our future workforce plays and communicates.).
- (e) Continue to develop marketing materials and to selectively choose advertising media, TV, radio, billboards, local papers in all languages to get the word out about "Careers in the Finishing Trades." The key word here is "Careers," not Jobs! Ensure the materials "jump out" and "grab" potential apprentices.
- (f) Tell the story about "Careers in the Finishing Industry" to guidance counselors, student bodies, and parent-teacher associations by communicating more succinctly using updated brochures that specifically address school-age youth.
- (g) Evaluate the effective use of the Job Corps Program (i.e., perhaps resources could be more effectively used in the above bullets). It seems there is a great deal of emphasis on their prospects with very poor long-term results being realized.
- (h) Keep apprentices employed as team members doing work in all aspects of their craft. Indenture them for at least the duration of their apprenticeship and don't simply use them as "helpers" which is a disservice to yourself and the apprentice. First layoff is usually when they vanish for good so we must find ways to keep them employed through graduation. (NOTE: Consider creating an additional category of worker called "helper/tradesman" that would do jobs other than those required of the apprentice's craft.)
- (i) Find a way to fill the void left by the loss of the VOTECH schools (e.g., form charter schools that could reach out to our younger prospects).
- (j) Expose students in the 5th through 8th grades to the career opportunities in construction (e.g., NAWIC's lego building contests for 5th and 6th graders or other similar contest/exposure).
- (k) Target grades 10th through 12th as potential apprentices, especially identify specific economically and geographically located schools.
- (l) Set up job fairs where demonstration projects are fun, participatory, and exciting, especially near the summer months where summer jobs in the industry could be offered.
- (m) Seek non-traditional recruits.
- (n) Foster and reward peer-to-peer group recruitment (e.g., offer cash prizes/bonds to apprentices who bring in prospects who stay in the program).
- (o) Establish a "Direct Hire Program" everywhere. Some areas have to wait for apprenticeship schools to start before they can hire which is contrary to recruitment.

- (p) Set up and be committed to active Pre-Apprentice Programs:
 - (1) Consider a “Hell Week” Program (i.e., introduce the tougher tasks of the trade to see if prospective apprentices can tolerate/handle them). What this does is weed out those who were looking for a paycheck only and not a career. They learn they can’t have their cell phone at work, how to move an extension ladder, climb a scaffold, carry 75-100 pounds, put on a safety belt, show up on time, how to dress, etc. Crafts doing this have a strong, over 85%, graduation rate.
 - (2) Require a “Pre-Screening Agility Physical” as part of “Hell Week”
 - (3) Administer “General Aptitude Tests” as part of “Hell Week”
 - (4) Administer an initial “Drug Test.” Drug testing needs to become part of every CBA and should start with the JATC providing an entry pre-screening test so that folks know from the start that drug use will not be tolerated in our trade(s).
- (q) Ensure reasonable wage is offered (now set at about 50% of journeymen). This varies by area; however, if we want to enhance attraction to our trade(s), we need to pay these apprentices a living wage from the start and sell them on the fact that they will be at journeyman scale within 3-4 years, but only if they are diligent in class and complete their OJT requirements.

STATUS: Many of these initiatives are still pending action. Some, however, are being addressed. For example, the FTI is working to hire a Director of Recruitment and Training. The FTI is also working on creating model training programs for all the crafts. Once a skill set is identified as being needed in the industry, the FTI has expedited the development of a training program at the National Training Center to fill the need. The FTI has unveiled STP 2, and the LMCI is working on introducing a “Project Manager’s Program” soon. New sources of apprenticeship recruitment are being sought (e.g., recruitment at the community college level), and information on the success of the Job Corps Program is being widely disseminated. In addition, concerning Pre-Apprenticeship Programs, several DCs/LUs have some programs similar to the ones that Ray Fujii introduced in his DC (mentioned under p(1) thru (4) above). The FTI is also working on producing a training program that should help the DCs/LUs on how to recruit effectively. Web-based recruitment efforts and opportunities still need to be explored. We need to keep pushing all our initiatives through the FTI’s Recruitment and Training Subcommittee.

GOAL 3: DEVELOP A LABOR-MANAGEMENT TEAM EFFORT TO RETAIN APPRENTICES

- (a) Appoint an overall Apprenticeship Coordinator to act like a guidance counselor for all apprentices on an area-by-area basis. This is someone that walks their talk and acts as an independent mentor to assure their success.
- (b) Establish a Mentoring Program within your company, whereby apprentices are assigned personal mentors to help see them through their apprenticeship years. This has to be demanded. We lose too many because they were not given the chance to grow and do something other than mask, clean-up, muck sand, basic surface prep, be a scrapper, and sweep up aluminum and broken glass. They joined with the aspiration of becoming a journeyman at a chosen craft. It is the contractors’ job to retain them once recruited by the union. This can only be done with an active program to help them excel, keep them excited, and make them look forward to work. We should have a Mentor of the Year, Quarter, or Month so that our journeymen have a target to achieve. We need to excite them to train the new folks, or we will stay in the rut we are in, assuming that the union should send out highly skilled apprentices only. If they get 600-700 in class training hours and log 5400-8000 field hours over a 3-4 year apprentice period....where should the bulk of the training

really happen. The employer is the pole position for retainage. (NOTE: see attached Mentoring Program used at Long Painting Company in Seattle, WA).

- (c) Ensure apprentices work in all areas of their trade on the job site which will increase their value for future work and create a team-member attitude and environment.
- (d) Eliminate contractor misuse of apprentices (i.e., tendency to have apprentices handle lesser jobs rather than train them across the board in their crafts). This is a pervasive problem in our industry; some employers just use them for cheap labor with no desire to train or advance them. Those that continue to abuse the system need to lose their ability to have indentured apprentices.
- (e) Evaluate the apprentices' entire training schedule to ensure the training tracks with the current needs/tasks required on your job sites and at the training center (e.g., consider block training when work schedules are less demanding).
- (f) Include and enforce the apprentice-journeyman ratios in the CBA (currently 3:1 in most areas).
- (g) Require apprentices to sign a "Scholarship Acceptance Form," whereby they become indentured to work for a certain period of time or they encounter a financial buyout commitment.
- (h) Consider apprenticeship tuition reimbursement through grants or other means.
- (i) Emphasize career growth opportunities (i.e., recurring raises and the opportunity to choose to work within management after working with the tools).
- (j) Emphasize degree opportunities, thereby enabling them to pursue lifelong learning goals (i.e., associate and bachelor degree programs after receiving significant college credits for their apprenticeship training).

(NOTE: The latter two strategies also aid the following goal: enhancing the image of working within the finishing trades as a craftsman.)

STATUS: Action pending. Again, many of these initiatives require a strong joint effort at the local level to keep the apprentices highly trained (both on the job site and within their training programs). We also need to ensure will address the apprenticeship: journeymen ratios on the job site and keep the apprentices trained and employed in all aspects of their craft. This work has to be done by both labor and management working closely with the Training Director/Coordinator at their local level to ensure the apprenticeship training parallels the training needed on the job site. In addition, we need to let the national FTI know the exact training needed under the "Train-the-Trainer Program" to ensure it receives emphasis under the Master Trainers' Program. Correct Training and ongoing job opportunities to hone those skills need to emerge as our #1 priority in order to both recruit and retain our current workforce. Concomitantly, market share needs to keep up with any influx of apprentices in order to meet our future demands of replenishing our aging workforce.

GOAL 4: ENHANCE THE IMAGE OF THE FINISHING INDUSTRY

- (a) Constantly emphasize that becoming a craftsperson is a profession: the start of a long-term "career" and not just a job.
- (b) Support training center accreditation efforts to officially recognize local training centers as certified training/learning institutions.
- (c) Continue to develop marketing materials and to selectively choose advertising media, TV, radio, billboards, local papers in all languages to get the word out about "Careers in the Finishing Trades." We need to hit the hot button of the younger crowd so we can lower the average age of a new apprentice if it is currently 28 years old.
- (d) Develop a brochure that clearly shows the craftsmen have job growth potential throughout their careers, as well as commensurate salary increases (not to mention pension and health care plans)

equivalent to most white collar, degreed positions which in many cases receive less pay—also include the craftsmen’s opportunities to earn college degrees, along with career decisions to assume owner and other management positions.

- (e) Look for opportunities to disseminate the full spectrum of our training programs, to include both labor and management’s active and ongoing involvement (e.g., TV and radio coverage or other community outreach programs). Use training centers as showcases for media coverage, legislative and regulatory influence, and community awareness visits (i.e., showcase our professional training programs and initiatives).
- (f) Ensure apprentices participate in interesting and fulfilling volunteer work within the community (e.g., Ronald McDonald House, Habitat for Humanity, Homes for the Underprivileged, Hospices).
- (g) Foster a professional attitude/appearance on the job site (e.g., clothing and grooming standards).
- (h) Adopt the STAR Program within all our affiliate organizations and seek publicity as professional organizations that continuously emphasize in-depth training, quality work, and employee safety.

STATUS: Efforts are being pursued all the way up to the BCTD to market the image of the professional union contractor, its highly skilled workforce, and what it means to the owners to have their work done using the “union label.” The LMCI, which is the marketing arm within the jointly trusted funds, has asked the FCA to provide a contractor to sit on its “Marketing Subcommittee.” The FCA also has representation along with our labor partners at ongoing meetings at the BCTD level—meetings designed to address the issues and to commit significant resources toward a massive marketing initiative. If you have marketing programs that work well at your local level, please provide us with in-depth information as to how they work so we can disseminate that information to the BCTD and to all our FCA members to implement locally.

GOAL 5: FOSTER CONTRACTOR AWARENESS OF HOW APPRENTICES SHOULD BE USED AT THE JOB SITE

- (a) Ensure contractor apprenticeship program accountability (i.e., commitment to train each apprentice and ensure training in all tasks required of any craft).
- (b) Ensure a mentoring program is established for each contractor’s workforce.
- (c) Ensure classroom training is in step with on-the-job training needs. This will be changing year by area and will no doubt require active participation by the JATCs and local contractors. The basics will remain fairly consistent, but annual curriculum reviews must be ongoing and dynamic.
- (d) Ensure all CBA clauses governing use of apprentices are followed.
- (e) Work with labor to ensure the contractor has an input into all apprenticeship pay raise decisions. No apprentice should ever receive a pay raise simply because he/she has done the time. Passing the test administered by the school instructor and sign off by the contractor need to happen before any advancement for any bracket.

STATUS: Action pending. Most of this goal and its objectives need to be pushed by the management/labor trustees working with their Training Directors/Coordinators within their local areas. It may be appropriate for the local association to create and adopt a “Contractor Mentoring Program” to be used by its contractor members in an effort to oversee/improve the apprenticeship training and retain the current workforce.

GOAL 6: IMPROVE THE APPRENTICE EXPERIENCE AT THE TRAINING CENTER AND ON THE JOB

- (a) Forge an active contractor-training instructor partnership, thereby working jointly to make a difference in each apprentice's growth and experience.
- (b) Ensure all curriculum format items needed for your craftsmen are part of the syllabus and covered during apprenticeship training sessions.
- (c) Foster awareness of web-based, apprenticeship training opportunities by working closely with your JATCs.
- (d) Ensure apprentices are made aware of all job site expectations from day one. For example: no cell phones, wear your whites (trade specific), know what tools you are required to have, appropriate foot protection, importance of being on time, and 8 hours work for 8 hours paid, to name a few.
- (e) Ensure apprentices receive ongoing, timely, and constructive contractor performance feedback.
- (f) Ensure apprentices understand the CBA clauses. Too many apprentices have NO idea what the CBA even says.
- (g) If they are not English speaking when entering the program, then one of their first modules needs to be ESL (English as a Second Language). They must pass the basic comprehensive skills before advancing to the next level. This is paramount to us all. Yes, the contractor should hire bilingual supervisors for its own needs; however, basic MSDS sheets and other site safety signs need to be understood by all apprentices from day one.

STATUS: Most of this goal and its objectives need to be pushed by the management/labor trustees within their local areas. That being said, concerted national efforts have been initiated to advance the awareness of apprentices and journeymen on the job site. For example, two videos were produced and widely disseminated: the IUPAT's "Top Workplace Performance Plan," as spelled out in its "Failure Is Not An Option" video, and the FCA's follow-up video, entitled "Tough Issues/Straight Talk." In addition, the FTI has created a new "Steward's Program" to oversee more closely the apprentices' performance on the job site (this is separate from your current steward's job responsibilities under the original program). Finally, the FTI is working hard on creating model craft-specific apprenticeship programs that will be distributed nationwide for adoption or adaptation to fit within the local's training needs. One key issue remains: contractors need to get more involved in the apprenticeship and training process to ensure the classroom training addresses the job site needs.

GOAL 7: REQUIRE JOURNEYMAN ONGOING TRAINING

- (a) Create Trade-Specific Committees to work with the JATCs to identify training demands/needs.
- (b) Partner with labor to encourage ongoing learning and hands-on training.
- (c) Make journeyman ongoing training mandatory within all CBAs.
- (d) Ensure ongoing trade-specific training is provided and required for all the finishing industry crafts.
- (e) Tie any wage increases into completion of journeymen training requirements annually.
- (f) Work with the training coordinators to create web-based training opportunities.

STATUS: Pending action within all DCs/LUs as best practices. Some DCs have added such journeymen language in the CBAs, but I do not think that much web-based training has been implemented.