



Tackling the Skills Shortage through Motivation and Behaviour Change

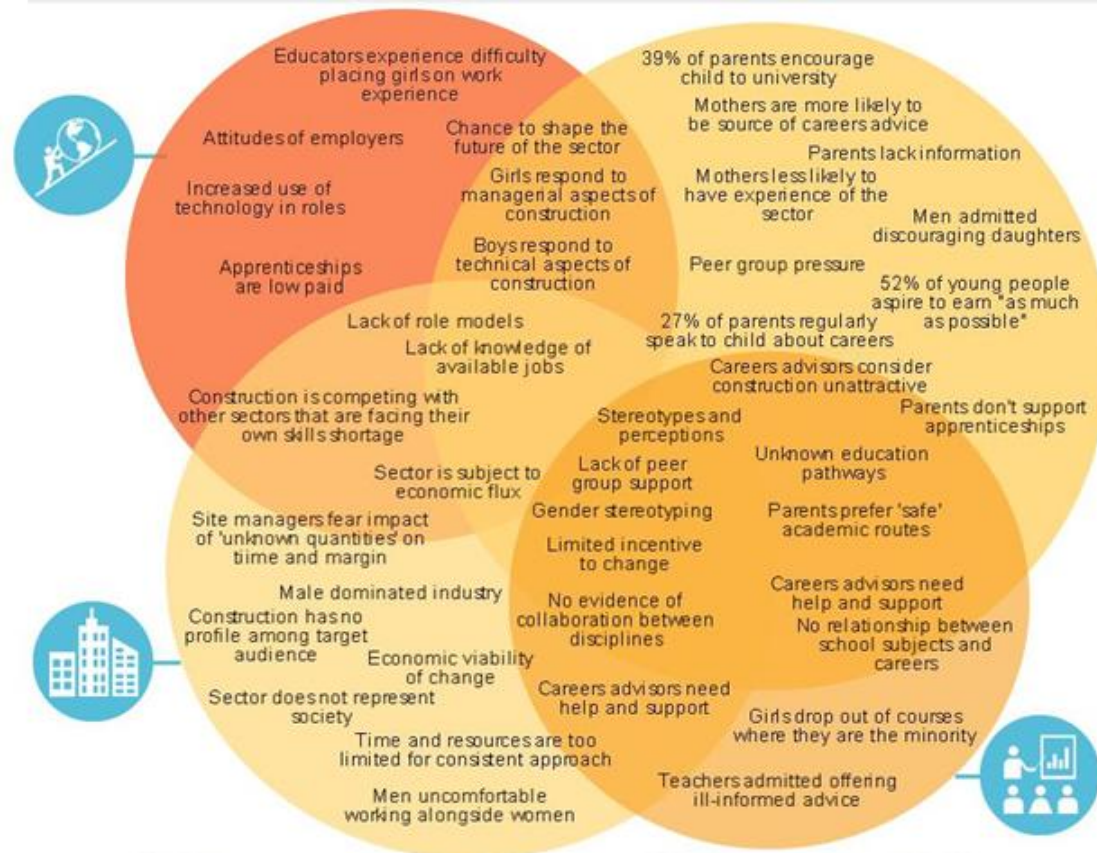
A presentation to the Construction
Industry Council AGM
25th March 2015

Brought to you by...

- Kathryn Lennon-Johnson
 - Behavioural psychologist and social marketer
 - Experienced in achieving behaviour change
- Joel Blake
 - Creator of the Hot500 mentor programme, funding scheme and website
 - Award-winning supporter of young people

The Situation

- The problem isn't the skills shortage. That's the RESULT of the problem
- The problem is a myriad :



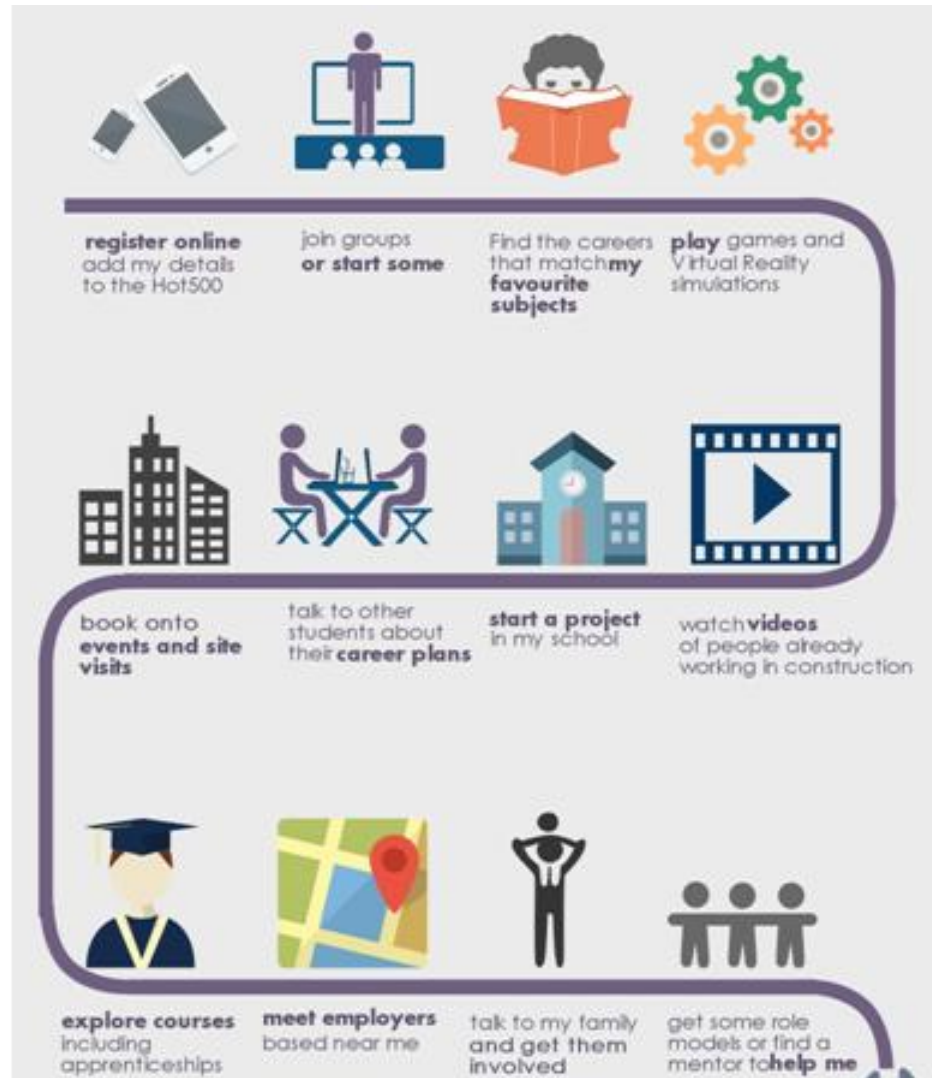
The Situation

- The causes are many and varied:
 - 47% of children state that their parents are their main source of careers advice
 - 76% of parents think apprenticeships are a good idea BUT only 34% think an apprenticeship would be suitable for their child
 - 35% of careers advisers believe that construction is an unattractive career opportunity
 - A majority of men working in the sector admitted discouraging their daughters from working in construction
 - 44% of teachers admit to having offered ill-informed careers advice to students
 - 58% felt men would be uncomfortable working alongside women
 - Over a fifth of children do not have daily exposure to newspapers, radio or internet
 - The same ratio also choose on-demand entertainment content (Netflix, YouTube) so they are not exposed to the majority of advertising, primetime TV programming, etc

What is BESS?

- Achieving behaviour change in a planned and measured way, using Social Marketing
- On- and offline approach, coordinated through a web portal that will link to all pathways and sources of information
- Digital consultation platform
- Starting point for all journeys
- Empowering students and schools to take their own journey
- Addressing all the components of the problem

BESS Online (via Hot500 platform)



*interaction with children under 16 is filtered through the school

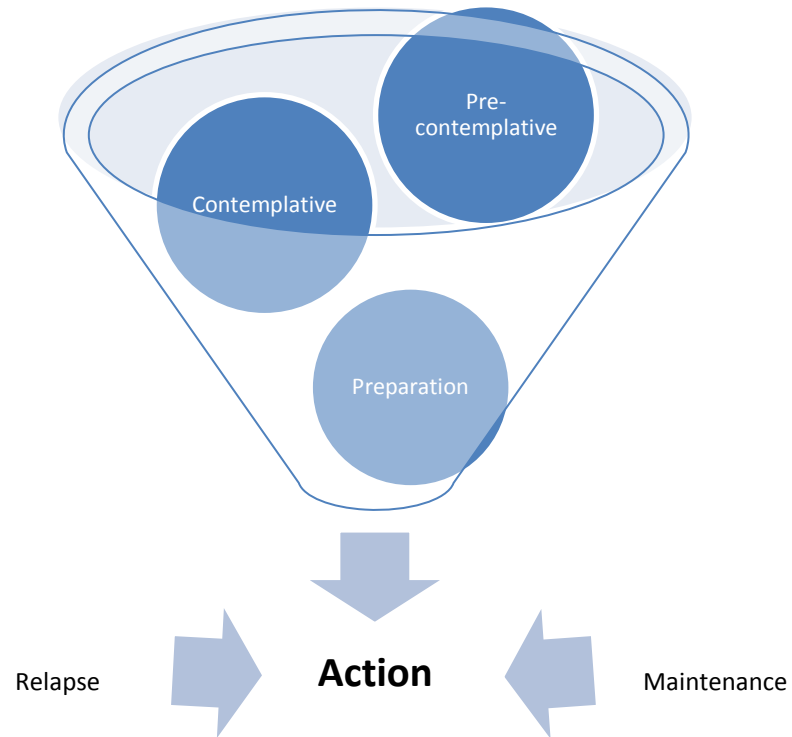
BESS Offline

- The BESS programme will work with educators, employers, young people and professional bodies to address the individual, microcosmic issues that make up the skills gap
- The methodology used will follow Social Marketing approaches (details follow)
- BESS Online (via the Hot500 platform) will track action (clicks, downloads, posts, interaction, engagement, etc) and identify best practice solutions throughout the industry
- Everything will begin from the child's starting point – they will chose their own journey through the available tools, opportunities, connections and experiences

What is social marketing?

- Social marketing (not to be confused with Social Media, i.e. Facebook, Twitter) is an approach used to develop activities aimed at changing or maintaining people's behaviour for the benefit of individuals and society as a whole.
- Combining ideas from commercial marketing and the social sciences, social marketing is a proven tool for influencing behaviour in a sustainable and cost-effective way.
- Social marketing addresses behaviour change that does not have one single solution, or requires counterintuitive methods.
- It helps you to decide:
 - Which people to work with
 - What behaviour to influence
 - How to go about it
 - How to measure it

The Stages of Action



Barriers to Action

- Gender stereotyping in industry/home/school
- Perception of industry as cold/dirty/masculine
- Understanding of range of careers/jobs available
- Evidence of careers satisfaction
- Relevance of career options to school subjects
- Site culture and perceived site culture
- The breadth of the sector is hard to understand

Opposing Forces

HELPING

- Desire of industry to attract skilled recruits
- Receptiveness of careers advisors
- Modernisation of working practices
- Lure of high earnings
- Existing sector initiatives
- Wide range of jobs and careers
- Opportunity to influence the future of the sector

HINDERING

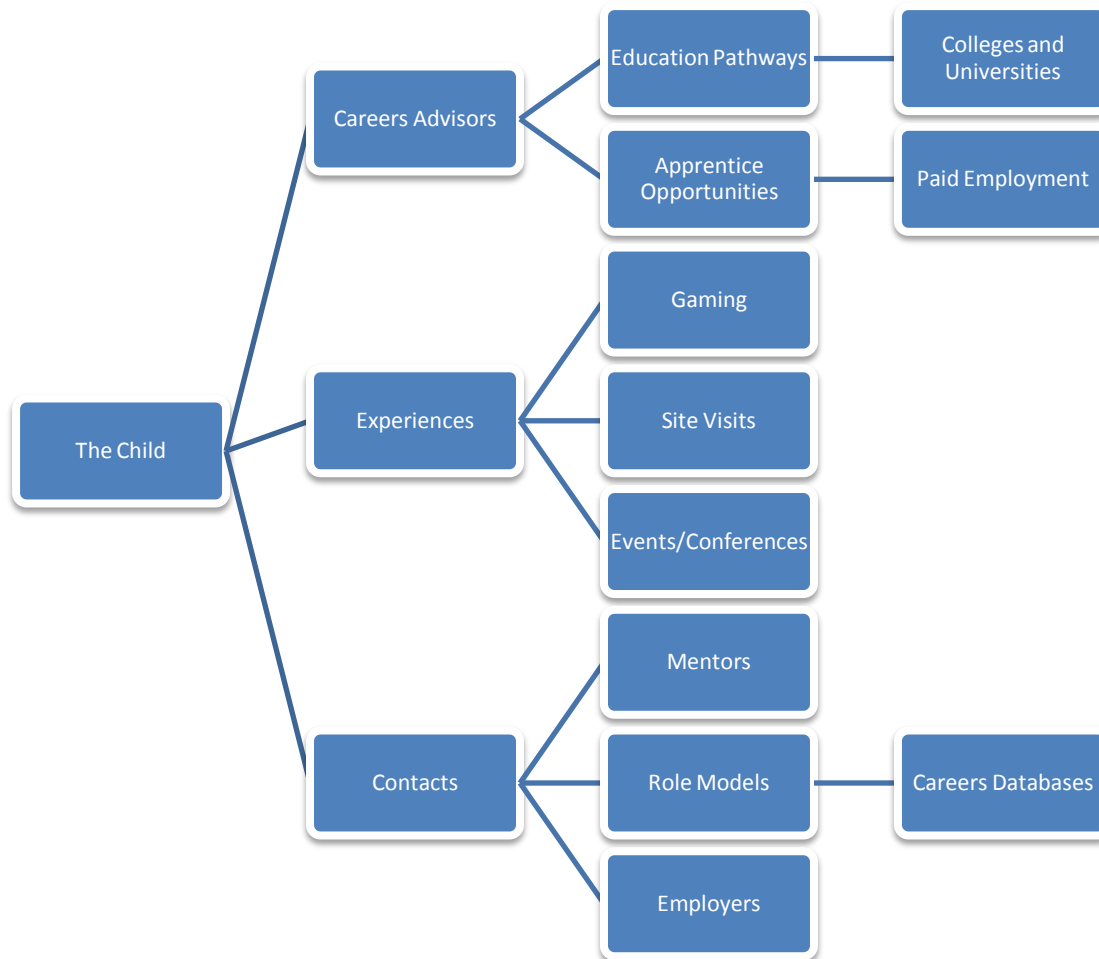
- Perceptions of the sector
- Sexist culture of the industry
- Lack of encouragement at school
- Perceived as a 'lower' career choice
- Attitudes of employers
- Lack of time and resources prevent sector from painting a consistent picture
- Parents don't support apprenticeships
- Girls drop out of courses where they are a minority

The current state
of the sector

Audience Focus

Segment	Profile	Preferences	Approach	Partners
Careers advisors	Lack of time to understand all sectors; required to advise on market demand for careers of the future	Need access to information in all formats, including tools they can adapt themselves	Empower them; connect them; take away doubt	
Year 9+ academic girls	Likely to receive careers advice from parents; more likely to stay in education; relevance of construction careers is not obvious	Interested in management responsibility; interested in opportunity to influence career; need to see relevance to school subjects	Provide access to role models and mentors; provide opportunities to experience firsthand; offer them challenges	Smartphone apps; YouTube; Netflix; Radio 1; Role Models
Year 9+ practical girls	Likely to receive careers advice from parents; construction careers are considered lesser options; perception of the sector is negative			
Year 9+ academic boys	Aware of construction as a possible career option; more likely to stay in education	Interested in salary and perks; interested in opportunity to influence career; need to see relevance to school subjects	Success stories from young construction employees; use of technology and innovation in construction	Smartphone apps; computer games - XBOX etc; YouTube; Netflix; Premier League

BESS Pathways



Messages

- BESS will not look to duplicate anything that already exists. It will act as an umbrella for ALL construction careers messages
- Girls are more likely to respond to messages:
 - That encourage them with the parental careers advice they receive
 - That focus on the management-type responsibilities available
- Boys are more likely to respond to messages:
 - That focus on the technical side of building
 - That highlight the salaries and perks available in construction
- Both boys and girls consider the relationship between school subjects and respective career opportunities to be key

Links to Greatness

Apprenticeship Schemes

Information about how your Apprenticeship is funded:

CITB has funding contracts with the following partners:



The Skills Funding Agency

The Skills Funding Agency provides us with funding to deliver Apprenticeships within England.



Llywodraeth Cymru
Welsh Government

The Welsh Assembly Government

The Welsh Assembly Government with funding to deliver apprenticeships in Wales



Skills Development Scotland

Skills Development Scotland provide us with funding to deliver Apprenticeships within Scotland.



European Union
European Social Fund
Investing in jobs and skills

European Union Social Fund

Partnership funding is received from the European Union Social Fund.



Born To Build



Minecraft and Virtual Reality Gaming

UCAS

618 courses found

Single subjects

Applied Architectural Stonework and Conservation (KK12)

Main Site
HE Level 2 (HND's DipHEs and Foundation Degrees)

Qualification	Duration	Study mode
FdSc	2 Years	Full-time

Architectural & Interdisciplinary Studies (4-Years) (K101)

Main Site
Undergraduate Degree

Qualification	Duration	Study mode
BSc (Hons)	4 Years	Full-time

Architectural Design (K100)



GARY FOWLER
Site Agent

Gary started his career in construction as a Site Agent for Brenehy Contractors. Inspired by the experienced engineer he worked for, Gary stayed on and has now completed his Foundation Degree in Construction Management and works as a Site Agent.

He says "I try to show young engineers and workers who I believe have the potential that it can be done"

Construction Youth Trust



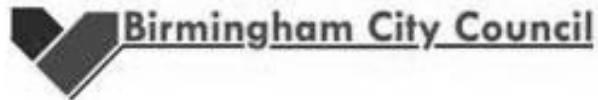
Live events and exhibitions



Outcomes and Deliverables

- Strong engagement between schools and employers
- Strengthening of messages as developed by the audiences themselves
- Tracking mechanisms
- Identification of barriers and proposed solutions
- Increase in volume of students progressing through pathways
- Account management to trial new ideas
- Constant improvement in messages
- Greater confidence from careers advisors

Our Supporters



Sources

- **Chan, P and Connolly, M (2006)** Combating Skills Shortages: Examining Careers Advice in Schools
- **Joyce, A (2014)** Stimulating Interest in STEM Careers Among Students in Europe
- **Smith Institute (2014)** Building the Future: Women in Construction
- **School of the Built Environment, University of Salford (XXXX)** Promoting Construction Careers for Women in the North West
- **University of Wolverhampton (2004)** Mucky, Macho World? The identification, exploration and quantification of barriers to the participation of women in construction industries in Staffordshire
- **Gold, JR (1980)** An Introduction to Behavioural Geography
- **Keel, D, Hartley-Jones, S and Ellis, R (2006)** Careers in Construction: Children Have Their Say!
- **Home Start (2014)** Earning Money: Children's Aspirations and their Views on Work and Wages
- **Arts Council (2008)** Arts Audiences: Insight
- **CITB (2014)** Positive Image Campaign
- **De Botton, A (2014)** The Architecture of Happiness
- **Weinrach, NK (2010)** Hands On Social Marketing (2nd Edition)