Workforce: Identifying the Challenge
What NAPA Does

- Safeguard
- Advance Quality
- Advocate
- EH&S Support
- Strengthen Workforce
- Increase Involvement
- Association Excellence
Workforce Development

Strategic Planning

Solutions 21

Developed team of members/SAPAs
Create and communicate with discipline a compelling story on the positive benefits and opportunities for career growth and advancement in the asphalt industry.

Build a comprehensive and collaborative network of partnerships with stakeholders inside and outside of the industry to recruit, retain, and develop the new asphalt workforce.

Help fulfill the promise made to those recruited into the asphalt industry by assisting member organizations in creating exceptional work environments rich with opportunities.
Committee Leadership
- Chair: John Harper, CPI
- Co-Chair: Brian Wood, PAIKY
- Richard Willis

Committee Structure

**Committee Leadership**

- **Chair**: John Harper, CPI
- **Co-Chair**: Brian Wood, PAIKY
- **Richard Willis**

**Denotes NAPA Member**
**Denotes SAPA Executive**
**Denotes NAPA Staff Liaison**

**Committee Members**
- Brian Crume, E&B Paving, Ind.
- Bob Flowers, CWR Contracting Inc., Fla.
- David Guillaume, CRH Americas Materials, Ga.
- Fred Marvel, Brannan Sand & Gravel Co., Colo.
- Zachary Michael, King Asphalt Inc., S.C.
- Alex Phelps, Pike Industries
- Pat Weaver, Solterra Materials LLC, Ariz.
- Brandon Strand, Wisconsin APA

**Communications Group Leadership**
- **Producer Lead**: Sheila Barkevich
- **SAPA Lead**: Ashley Batson
- Ester Magorka & T. Carter Ross

**Members**
- Jason Duininck, Duininck Inc., Minn.
- Kevin Folkins, Pike Industries, N.H.
- Phil Heimbecker, Delta Companies Inc.
- Vince Hafeli, Ajax Paving Ind., Fla.
- Nancy Quinn, Vulcan Materials Co., Ariz.
- Andrew Shelton, Barrett Industries, Pa.
- Ryan Shotts, Brooks Construction Co., Ind.
- Kevin Wall, Anderson Columbia Co., Fla.
- David Wyant, SL Williamson Co., Va.
- Jeff Graf, Maryland Paving Inc.
- Abbey Bryduck, Minnesota APA
- Reed Ryan, Utah APA

**Partnerships Group Leadership**
- **Producer Lead**: David White
- **SAPA Lead**: Kirsten Pauley
- Jay Hansen, Lori Wolking, & Ashley Jackson

**Members**
- Michael Brown, Texas Materials Inc., Texas
- Dan Ganoe, Lindy Paving, Pa.
- Tim Gorman, Rogers Group Inc., Ark.
- Curtis Hall, Allan Myers, Pa.
- Jeffrey Hitchings, JSL Asphalt Inc., Conn.
- Michael Mangum, FMI Corp., N.C.
- Tanya Nash, Asphalt Testing Solutions, Fla.
- Kari Shiflett, Lakeside Industries, Wash.
- Chris Stricklin, Dunn Construction, Ala.
- Susan Witt, Gerken Paving Inc., Ohio
- Lawrence Kokkelenberg, Org. Trainers Consultants
- Michael Arnemann, Mississippi APA
- John Hickey, APA of Oregon

**Promise Group Leadership**
- **Producer Lead**: John-Paul Fort
- **SAPA Lead**: Richard Willis & Melanie Richardson

**Members**
- Michael Brown, Texas Materials Inc., Texas
- Dan Ganoe, Lindy Paving, Pa.
- Tim Gorman, Rogers Group Inc., Ark.
- Curtis Hall, Allan Myers, Pa.
- Jeffrey Hitchings, JSL Asphalt Inc., Conn.
- Michael Mangum, FMI Corp., N.C.
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- Michael Arnemann, Mississippi APA
- John Hickey, APA of Oregon
Research Brief

In 2019, NAPA focused on a workforce development market research campaign. In order to anchor the messaging and campaign strategy to research, Golin (a public relations firm) was asked to pull together a research approach and methodology that would dive deeper into:

1. What Americans think about the asphalt pavement industry
2. Why they have misperceptions and certain beliefs about the industry
3. What would motivate them to consider the industry for jobs
4. How other people’s opinions impact their consideration set, and
5. What messages might help with retention and recruitment efforts.
## Audience

### The General Public

Nationally representative (with regard to age, gender, race/ethnicity, region etc.)

While target audiences are important, it is also imperative to understand who influences them and how.

### Influencers

Teachers and guidance counselors in Middle School and High School

Knowing that career choices are made while in school, it is important to understand how these influencers view the industry.
## Phases of Research

<table>
<thead>
<tr>
<th>Phase</th>
<th>Purpose</th>
<th>Time Interval</th>
<th>Sample Details</th>
</tr>
</thead>
</table>
| Pilot Survey| Baseline of external perceptions of the Road Construction industry, compared to competitor industries. | June 12 – June 24    | N=1,500 General Public  
N=250 Educators/Counselors  
Gen Pop Margin of Error: ±2.53  
Educators Margin of Error: ±6.20  
95 percent confidence level |
| Focus Groups| Explore underlying reasons for perceptions and assess what message themes would move perceptions and dispel misperceptions. | July 8 – July 16     | 10 focus groups:  
N=47 (Gen Pop)  
N=54 (Educators)  
5 research markets:  
Boston, Columbus, Atlanta, Denver and Phoenix |
| Robust Survey| Test messages and assess which are likely to change minds and favorability levels, willingness to recommend, and the attributes associated with the industry. | August 30 – September 1 | N=3,018 General Public (16+)  
N=1,006 Educators/Counselors (elementary to high school)  
Gen Pop Margin of Error: ±1.78  
Educators Margin of Error: ±3.09  
95 percent confidence level |
KEY FINDINGS

1. Americans aren’t negative towards road construction; they just don’t know enough about it.

2. Initial perceptions of road construction are that it is dirty, labor-intensive and dangerous.

3. After exposure to messages, road construction was more likely to be recommended and even considered as a career path.

4. Educators were especially receptive to the messages.

5. Parents and teachers are the most valuable resource: Create partnerships to strengthen reception.
The majority of respondents are unfamiliar with road construction. However, the general public reports slightly higher familiarity (+4) compared to educators.
The growth & opportunity message was cited as the most impactful message for both audiences.

Which of the following messages was most impactful for you?

*Too much emphasis on college message and Community Contribution (for educators) were only shown to educators.

### Gen Pop
- Growth & Opportunity: 19%
- Community Contribution: 14%
- No College Debt: 14%
- Diversity & Equal Pay: 11%
- Salary/Financial Security: 10%
- Safety: 9%
- Skills-based Career: 8%
- Innovation: 8%

### Educators
- Growth & Opportunity: 24%
- There's too much emphasis on college*: 11%
- No College Debt: 11%
- Community Contribution*: 9%
- Salary/Financial Security: 8%
- Innovation: 6%
- Diversity & Equal Pay: 6%
- Skills-based Career: 6%
- Safety: 4%
Building and maintaining roads involves a lot of different skills — both on the road and in the office — and there is always a path for career growth. Building America’s roads requires asphalt plant operators, construction laborers, equipment operators, maintenance crews, sales and marketing, accounting, engineers, IT professionals, and more. You can start anywhere and grow into a management role or follow your passion into other areas within the industry.
Community Contribution

Road construction allows workers to build something that truly benefits their community and country. Building the roads that connect society makes them a part of something bigger. Their work helps families get to work and school — and ultimately makes their community a better place to live.
Once educated about the industry, positive perceptions increased significantly.

**Gen Pop**

- NET Favorability of road construction: Pre 58%, Post 73%, Δ+15%
- Likelihood of recommending a job in road construction: Pre 40%, Post 60%, Δ+20%
- Likelihood of considering a job in road construction: Pre 26%, Post 43%, Δ+17%

**Educators**

- NET Favorability of road construction: Pre 68%, Post 82%, Δ+14%
- Likelihood of recommending a job in road construction: Pre 51%, Post 70%, Δ+19%

Based on what you’ve read, how likely would you be to ____ in road construction?

*Educators were not asked how likely they would be to consider a job in road construction.*
After message exposure, the general public is less likely to associate negative perceptions with road construction. The industry also saw large gains in positive perceptions:

- Employs thousands of Americans: 52% increase
- Provides on-the-job skills training: 51% increase
- Offers a variety of job opportunities: 46% increase
- Enhances my local community: 44% increase
- Offers competitive wages and benefits for all men: 39% increase
- Prioritizes worker safety and well being: 39% increase
- Is dirty or labor intensive work: 38% increase
- Incorporates new technologies: 38% increase
- Is dangerous work: 35% increase
- Pays enough to make me financially independent: 35% increase
- Offers long-term career growth opportunities: 35% increase
- Provides active environment for physical fitness: 33% increase
- Has a diverse, inclusive culture: 33% increase
- Makes my life more convenient: 33% increase
- Is seasonal, inconsistent work: 23% decrease
- Is environmentally friendly: 14% increase
- Relies on old technologies and practices: 14% decrease

Based on what you just read, which, if any, do you incorporate with the Road Construction industry?
The increase in positive perception is even higher among educators after message exposure, especially for training, variety of opportunities and growth.

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employs thousands of Americans</td>
<td>63%</td>
<td>+10%</td>
</tr>
<tr>
<td>Provides on-the-job skills training</td>
<td>62%</td>
<td>+23%</td>
</tr>
<tr>
<td>Enhances my local community</td>
<td>58%</td>
<td>+14%</td>
</tr>
<tr>
<td>Offers a variety of job opportunities</td>
<td>58%</td>
<td>+22%</td>
</tr>
<tr>
<td>Offers competitive wages and benefits...</td>
<td>46%</td>
<td>+20%</td>
</tr>
<tr>
<td>Incorporates new technologies</td>
<td>46%</td>
<td>+16%</td>
</tr>
<tr>
<td>Pays enough to make me financially...</td>
<td>45%</td>
<td>+13%</td>
</tr>
<tr>
<td>Makes my life more convenient</td>
<td>44%</td>
<td>+4%</td>
</tr>
<tr>
<td>Offers long-term career growth...</td>
<td>42%</td>
<td>+20%</td>
</tr>
<tr>
<td>Prioritizes worker safety and well-being</td>
<td>41%</td>
<td>+16%</td>
</tr>
<tr>
<td>Has a diverse, inclusive culture</td>
<td>39%</td>
<td>+16%</td>
</tr>
<tr>
<td>Is dirty or labor-intensive work</td>
<td>38%</td>
<td>-17%</td>
</tr>
<tr>
<td>Provides active environment for...</td>
<td>35%</td>
<td>-2%</td>
</tr>
<tr>
<td>Is dangerous work</td>
<td>32%</td>
<td>-16%</td>
</tr>
<tr>
<td>Is seasonal, inconsistent work</td>
<td>20%</td>
<td>-10%</td>
</tr>
<tr>
<td>Is environmentally friendly</td>
<td>12%</td>
<td>+3%</td>
</tr>
<tr>
<td>Relies on old technologies and practices</td>
<td>11%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

Based on what you just read, which, if any, do you associate with the Road Construction industry? Please select all that apply.
Respondents trust people close to them, as opposed to experts or representatives.

Please indicate how much you value each person’s, company’s or group’s opinion using a zero-to-ten scale. (8-10 = trust their opinion)
Social platform use varies greatly among generations

Gen Z are most likely to use Instagram and Snapchat; while Twitter, LinkedIn, and Pinterest skew older

For social media platforms, which of the following do you use most often? Please select three choices.
Recommendations

1. Meet different audiences on their own platforms.
2. Become more visible in the education system and create partnerships with teachers to increase knowledge and the opportunities available for students.
3. Create partnerships with parent organizations/groups to increase knowledge and showcase the growth, salary benefits, and future stability.
4. Messages should have a two-pronged approach: 1) focus on how the individual will grow and showcase the opportunities, and 2) focus on how working for the industry gives back to the local community.
5. Education efforts should focus on younger generations and educators.
Questions?

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