



THE CENTER FOR CONSTRUCTION
RESEARCH AND TRAINING

Benefits and Challenges of Mentorship in the Construction Industry

Moderator: Chris Trahan Cain, CIH, Executive Director, CPWR

Panelists:

Marissa Baker, PhD, Assistant Professor, Department of Environmental and Occupational Health Sciences, School of Public Health, University of Washington


Lily Monsey, Research Coordinator/MPH Student, Department of Environmental and Occupational Health Sciences, School of Public Health, University of Washington

Housekeeping

- Today's webinar will be recorded and automatically shared via follow-up email.
- The recording and slides will also be posted on cpwr.com/webinars.
- Attendees are automatically muted! Please submit panelist questions via the Q&A box.
- Spanish audio is available via simultaneous interpretation

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Building a Mentorship Program: Tools for Success

Marissa Baker, PhD

Lily Monsey, BA

Department of Environmental and
Occupational Health Sciences

University of Washington



Photo courtesy of SMART International

Who we are

> Marissa Baker

- Assistant Professor in Department of Environmental and Occupational Health Sciences
- Interest in women's experiences at work, particularly in male-majority industries, such as construction

> Lily Monsey

- MPH student
- Research Coordinator for this study
- Interest in characterizing worker experience through qualitative methods



Agenda for Today

1. Psychosocial safety as occupational health
2. Study Background and motivation
3. Training Design and content
4. Mentorship resources to share



Photo courtesy of SMART International

Mentorship as part of occupational health

- > **Psychosocial safety is a key component of health and safety at work**
 - Why?
- > **CDC's Total Worker Health Perspective: supporting worker wellbeing through:**
 - Broadening workplace demographics
 - Improving workforce culture
 - Engaging vulnerable workers in program design

Gendered risk factors

**Tradeswomen are at higher risk
of psychosocial and physical
risk factors compared to their
male counterparts**



Psychosocial Risk Factors:

1. Discrimination
2. Harassment
3. Work-life balance

Physical Risk Factors:

1. Injury risk (PPE)
2. Overcompensation
3. Workload demands

Study Overview

- > Mentorship curriculum for tradeswomen developed as part of 5-year study funded by NIOSH (via CPWR)**
- > Trained mentors from SMART locals using the mentorship curriculum**
- > Paired mentors with apprentice-level mentees**
- > Followed pairings for a year of mentorship**
 - Assessed a variety of outcomes including stress, intent to leave, injury, and use/application of mentorship skills**

Designing the Mentorship Program

Mentorship as an intervention strategy offers **confidence** and **skills** to tradeswomen through targeted support from experienced tradeswomen



Toolbox of Skills

Active Listening
Goal setting
Problem solving
Self Advocacy

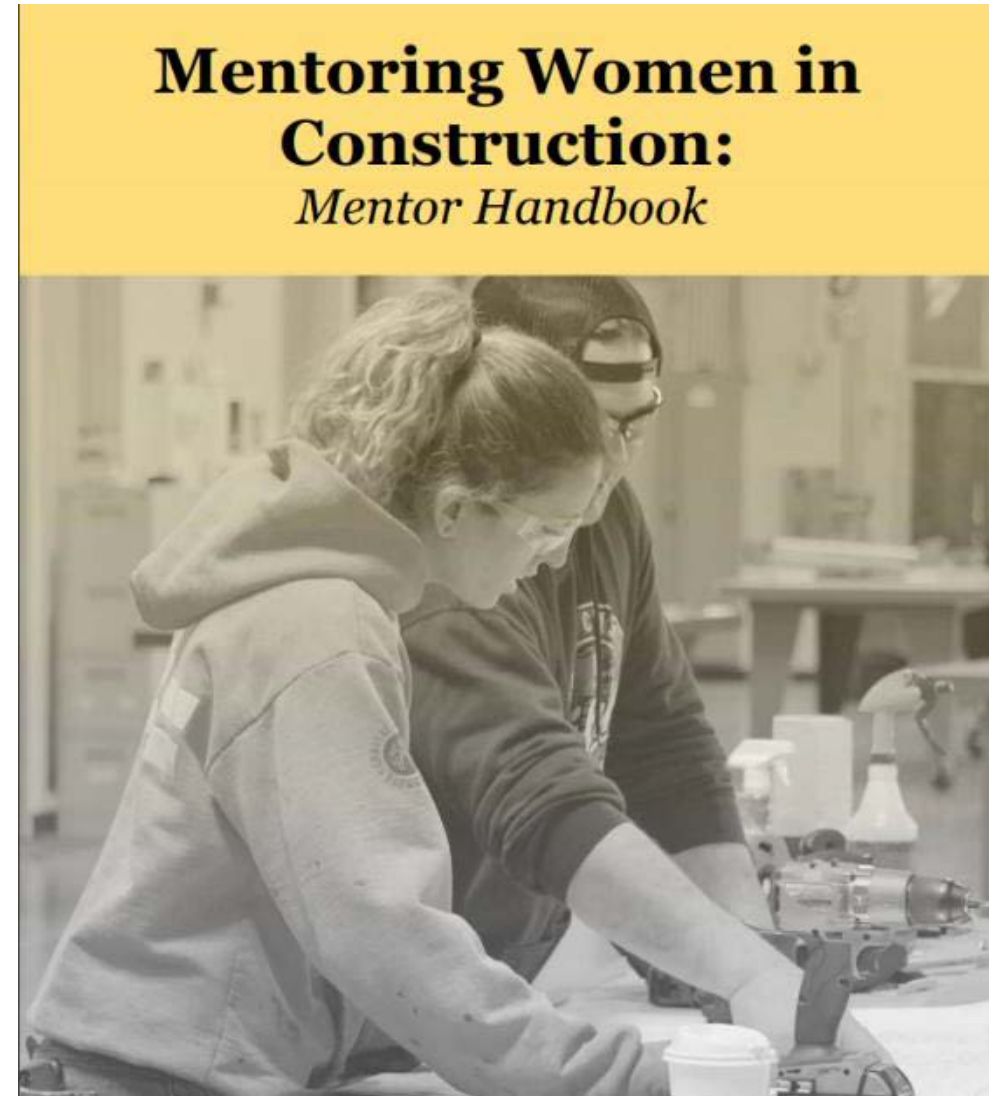
Mentoring SMART Women Program

2 parts:

1. Online, self-paced training
 2. Online, live zoom training sessions
- > **Eight modules total**
 - > **2-3 hours to complete**

Topics include:

- Diving into mentorship (Introduction)
- Relationship building
- Goal Practices (setting small, achievable goals)
- Active Listening
- Problem Solving
- Self-Advocacy
- Navigating Challenges
- Using mentoring skills in combination: practice



Introduction

As a journey level mentor, you have a range of valuable knowledge to pass onto mentee. In particular, the advice, challenges, and personal stories you choose to share provide helpful perspective your mentee can use to build a career in the trades. You play a key role in helping your mentee develop the self advocacy skills they need to navigate the trades.

In the following video, we will share more examples of what it means to encourage self-advocacy for your mentee, and how to use the other skills you've learned in this course to set them up for success.

Play the video below to get started.

Self-Advocacy



Course: Mentoring SMART Women

Participants

Grades

Home

Calendar

My trainings

Course: Life Course
Nutrition:Maternal and Child
Health Strategies in Public
Health

Course: Mentoring Matters

Course: Mentoring SMART Women

Stress Reduction Training for
9-1-1 Telecommunicators

Search Trainings

Help Topics

Course Overview

Mentoring SMART Women



Welcome

SMART women are building a path for all women to thrive in the construction industry. But as any tradeswomen knows, there are still many challenges to confront in the industry, from safety risks, to discrimination and harassment, and fewer opportunities to lead in the field.

More than ever, today's tradeswomen need to rely on each other to share knowledge, support one another, and create leadership opportunities that will build a safer, more equitable industry for all. In short, that means SMART mentorship.

Learning Objectives

About this Course

- ⌚ Approx. 2 – 3 hours
- 📄 Eight sections containing instructional content, videos, and activities

Training Features

Problem Solving

Introduction

Kendra's Conflict

The ADAPT Model

Attitude

Defining The Problem

Alternative Solutions

Preparing Solutions

Trying Out Solutions

Mentor Support With ADAPT

Drilling Down

Review

Self-Advocacy

Drilling Down: Solving Problems

Three months have passed since Kendra first started using the ADAPT model. As more complicated problems have come up at work, how has she been approaching them? Select "Begin" in the activity below to find out!

Instructions:

To move through this activity, click or select the buttons (e.g., "Begin") to move to a new scene. Use the right and left arrow buttons to continue or go back.



Relationship Building

Goal Practices

Introduction

Putting Goals Into Practice

Understanding Goal Practice

Identify Long-Term Goals

Assess Mentee's Progress

Continue, Stop, Start

Review The Plan

Blocks To Goal Practice

Review

Active Listening

Goal practices should feel doable in your mentee's everyday life. They should also be flexible. If your mentee tries out a goal practice that wasn't successful, let them know that they can always change their goal practice to something that works better for them.

How might you help your mentee identify and integrate their goal practices? Let's look a little closer at the different steps in the process Val used with Kendra.

Understand Goal Practice



First, let's take a deeper dive into each of these steps.



Let's take a look at the online training [here](#)

Building your own mentorship program

Where to start!

- > **Assess support at your local**
Who shares your vision?
- > **Key mentorship program support roles**
Mentor support person, coordinator
- > **How to select mentors**
Experience, willingness to learn, communication skills
- > **Matching mentors and mentees**
Schedule overlap, identity, personality match
- > **Sustaining the program in the long term**
Certification, compensation





Assessing Support

- > Do you have someone in leadership FULLY on board?**
- > What can you offer participants?**
- > Understanding the range of attitudes toward mentorship**
 - How can you construct your message with this in mind?**



Key Roles for Mentorship

- > **Coordinator**
 - Someone to do email coordination, in person pitches
 - Recruiting, matching mentors and mentees
- > **Mentor Support Person**
 - Someone who can provide confidential support to mentors and mentees (retired member, someone a little further from the day-to-day work of mentors and mentees)
- > **Trainer/Facilitator**
 - To administer the training- someone with facilitation experience



How to Select Mentors

- > **Desire to support future tradeswomen**
- > **Strong communication**
 - Especially if they are coming in with less experience!
- > **Willingness to learn, grow**
 - To be proven wrong, to see something a new way



Matching Mentors and Mentees

- > **Mentor Biographies (remote friendly)**
 - availability, personality type, why you want to be a mentor, other identities, skills, or experiences that are important for a mentee to know
- > **Social Gathering/Speed Dating**
 - Allowing mentors and mentees to get to know each other in a “mixer” setting, preference people they’d like to work with based off their conversations



Sustaining the Program

- > Providing recognition/certification for mentors who complete training**
- > Checking in with mentors and mentees**
- > Evaluating your mentorship program**

Other Mentorship Materials to support Tradeswomen

Mentoring Women in Construction: *A Best Practices Guide*



- Can be printed or accessed online
- Collection of information we learned from our study about how to start and sustain a mentorship program
 - How to find and match mentors and mentees
 - What support roles are needed to make the program a success
 - How to navigate programmatic challenges
- Materials to use in recruitment, training, evaluation
- In-person facilitation guides

QR code to the mentorship training



Registration required

- Self paced courses
- Mentoring SMART women

- 1. Self-paced training**
- 2. Best Practices Guide**
- 3. Mentor Handbook**

II. Setting up the Program

Taking time to work through the necessary steps to set up a mentorship program ahead of time allows the program to function more smoothly down the road. While a grassroots approach can certainly work for small, localized programs to get things going, we recommend determining several key aspects of program set up, including the people necessary to support a mentorship program, how to recruit participants, qualities to prioritize in mentors, and the process of matching mentors and mentees to set your program on a successful trajectory.



Photo courtesy of SMART International

4. What Makes a Good Mentor

Overview:

While there is no one quality that makes a successful mentor, particularly for mentors who are new or have not held other mentor-adjacent roles in the trades or other areas of life, there are certain attributes to consider during recruitment. Keeping these in mind as you help potential participants determine if they would be a good fit for the role can help you screen for candidates that will be successful. The following list is not exhaustive but intended to be used as a foundational guide.

Mentor Qualities:

1. *Desire to support future tradeswomen*

In articulating their desire to step into a mentorship role, **look for mentor candidates who talk about their interest to either “pay forward” similar support they received early in their career or improve the culture of support they wished they had had entering the profession.** It is important to consider that many mentorship positions are unpaid and require added labor on top of full-time jobs and demanding personal lives. Finding mentors who can sustain a commitment to the program is critical. The desire to reduce barriers for those earlier in their career and make the trades a more welcoming and supportive space for new tradeswomen is often an excellent motivation and can be predictive of longer-term success and satisfaction in the program.

Reflections from our mentorship study:

With our cohort of mentors, the common denominator across fully engaged mentors was a desire to make the trades a more welcoming space for new tradeswomen. Every mentor had stories that illustrated their own journey toward “making it” in the trades as successful journeywomen. This involved strategies to overcome discrimination, harassment, and tokenism that comes with being a woman in the trades. While mentors often shared that there is a mentality in the trades of putting up with harassment or aggression on the job as a kind of rite of passage, many mentors expressed desire to break this cycle through more supportive programs for tradeswomen, like mentorship.

1. Overview
section

2. Recommendations
for implementation

3. Lessons learned
from mentorship
study



Questions? Please reach out!

If you are interested in starting or enhancing a mentorship program, or would like to discuss mentorship:

Lily: lilymm04@uw.edu

Marissa: bakermg@uw.edu



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- **SMART International, UW study team and Training Facilitator**
- **Our amazing mentors and mentees!**

Thank you!

CPWR 

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