



ODOT and BOLI Supportive Services Program

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**Preventing Aggressive Behavior
and Workplace Bullying in Highway
Construction: The Implementation of
Supervisor Training**

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Executive Summary

“Employees come first. If you take care of your employees, they will take care of your customers.”
Richard Branson

UNC Charlotte was commissioned through an inter-agency agreement between the Oregon Department of Transportation (ODOT) and the Bureau of Labor and Industries (BOLI) to develop and implement a training workshop for supervisors in the highway construction trade. The goal was to create a training program around how supervisors can cultivate more respectful and supportive workplaces for apprentices. Specifically, this training intervention was designed to decrease the prevalence of aggressive, counter-productive workplace behaviors including workplace bullying, discrimination, and mistreatment/ harassment on the job by supervisors. This will allow for better treatment of apprentices on the job and help with retaining and attracting a skilled and dedicated workforce. These factors are essential to an organization’s productivity and profitability and will lead to better working conditions for diverse populations in the highway construction trade including women and people of color.

“Happy and respected employees lead directly to better performance and higher profits.”
Meghan Biro
- Forbes

This project was initiated in August of 2016 and was carried out in four distinct phases. First we developed and disseminated an initial needs assessment survey for supervisors and apprentices. Second, we reviewed reports and data provided by ODOT. Thirdly, we developed the training modules based on the needs assessment survey results as well as existing literature on conditions in the highway trade. Lastly, we facilitated a pilot training workshop with a group of supervisors. We collected feedback and evaluations from the participants in order to make any necessary changes to the program. Our initial research into the working environment for apprentices in the highway construction trades revealed that harassment, discrimination and aggressive workplace behavior runs rampant in the highway construction trades, especially towards women and people of color. Supervisors and fellow (more senior) co-workers are the typical perpetrators. Additionally, supervisors and apprentices have had little to no training on harassment, discrimination or how to create more respectful/ supportive workplaces. Thus, the development of this training program is timely.

Based on the data we collected and the literature we reviewed, we developed a 4.5 hour training workshop for supervisors consisting of three modules: 1) Situational Awareness: Recognizing Counter-Productive Workplace Behaviors; 2) Self and Other Awareness: Cultivating Trust and Supportive Workplaces; 3) Resolving Conflict: How to Address and Stand up to Bullying. The workshop utilized a diverse combination of instructional components including lecture, assessments, break-out discussions, and experiential activities to assist with learning. We piloted the

training program on 26 supervisors (unfortunately, due to challenges in recruiting an ODOT partner to pilot the training program, we had to use a different industry but it is comparable to the highway construction industry in terms of demographic make-up and similar challenges faced). We collected feedback from all 26 participants on the quality of the training workshop as well as the materials we developed. In general, the training workshop was extremely well received by the participants with very little room for improvement.

At the end of this report, we provide 8 specific recommendations moving forward. They are all of equal importance and designed to improve the training program and its facilitation/dissemination. The largest priorities include: 1) piloting the training program with an ODOT-affiliated construction company, 2) increasing the length of time for the workshop from 4.5 hours to 6 hours (or include an online component), 3) develop a train-the-trainer program for better accessibility to the training, and 4) conduct a program evaluation once the training program gets rolled out.

We believe we have created a high-quality training program for supervisors in the highway construction trade. By participating in a training workshop, supervisors will be better prepared to attract, hire, and retain talented and motivated employees and to reduce the prevalence of workplace bullying, aggressive behavior and discrimination.

I: Introduction and Overview

The Oregon Department of Transportation (ODOT) has been increasing its efforts regarding diversity in the highway construction workforce and helping to prepare individuals interested in entering the highway construction workforce. In order to utilize the Oregon Bureau of Labor and Industries (BOLI) close relationship with apprenticeship programs, highway construction contractors and community-based organizations that seek to bring diversity to the construction workforce, ODOT and BOLI entered into an interagency agreement to accomplish the obligations. The primary goal of the ODOT-BOLI partnership is to further facilitate and manage ODOT's supportive services programs by encouraging completion of these programs and seeking other ways to increase training opportunities for minorities and women.

With funding from ODOT, BOLI engaged the University of North Carolina, Charlotte from August 2016-June 2017 to initiate a research project that involves the development and implementation of a training program for supervisors in highway construction in the state of Oregon. Specifically, this training intervention has been designed to decrease the prevalence of aggressive, counter-productive workplace behaviors including workplace bullying, discrimination, and mistreatment/ harassment on the job by supervisors. A training program is needed in order to retain and improve working conditions for diverse populations in the highway construction trade including women and people of color.

This report is a summary of the training development, pilot training results, and future recommendations.

II: Research Protocol and Scope of Work

The planning and development of this project was carried out in four distinct phases: 1) an initial needs assessment survey for supervisors and apprentices; 2) review of reports and data provided by ODOT; 3) development of the training modules; and 4) a pilot training workshop with a group of supervisors.

Phase I (August-December 2016): We developed a needs assessment survey to administer to both apprentices and supervisors in the highway construction trade. The needs assessment survey provides a general understanding of the work environment and is a systematic process for determining and addressing gaps between current conditions and desired conditions (Altschuld & Kumar, 2010). It can be an effective tool to clarify problems and identify appropriate interventions or solutions. We essentially used this tool to get a sense of the challenges and problems facing members of the highway construction trade and areas for improvement. This data is what informed the development of the training modules. Again, we had two different assessment surveys; one for supervisors and one for apprentices. The assessment for the supervisors included 38 questions and was administered as an online survey (see Appendix A for the survey). In total, 21 supervisors in highway construction completed the survey. The assessment for the apprentices included 34 questions and was administered as an online survey (see Appendix B for the survey). In total, 15 apprentices in highway construction completed the survey. In order to garner participation for this study, we used a list of contractors provided by ODOT as well as Oregon's AGC Highway Council and the Northwest College of Construction to survey as many contractors, employees, managers, and apprentices as possible to examine the work environment. We started sending out links to the surveys in September, with bi-monthly reminders through December. While the response rate was much lower than we expected (despite our multiple emails and reminders), we did receive quite rich data from the supervisor sample in particular. More details are provided in the next section.

Phase II (August-December 2016): We reviewed reports and data provided to us by ODOT on the highway construction trade to help acclimate us to the environment. We reviewed extant research related to workplace aggression, bullying and supervisor abuse in the highway construction trade.

Phase III (January-April 2017): We developed the training program based on the results gleaned from the needs assessment data and the reports provided by ODOT.

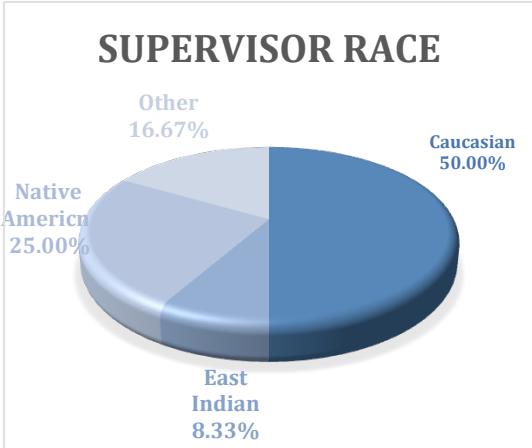
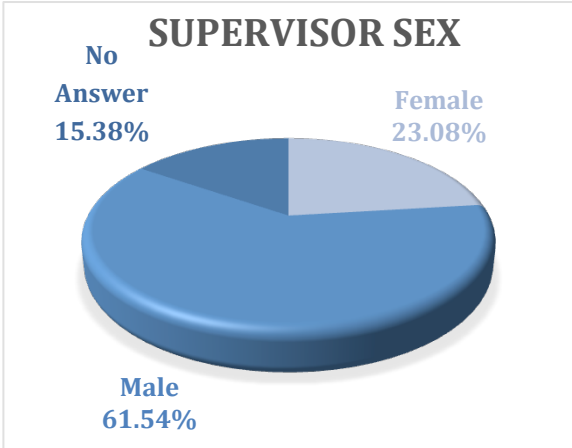
Phase IV (May 2017): The UNC Charlotte research team piloted the training workshop on May 10, 2017. It was a 4-hour training workshop administered one time, to 26 participants. Feedback was collected via an evaluation form and 30-minute focus group with eight participants from the training.

More detailed information on each of these areas will be provided in the remainder of the report.

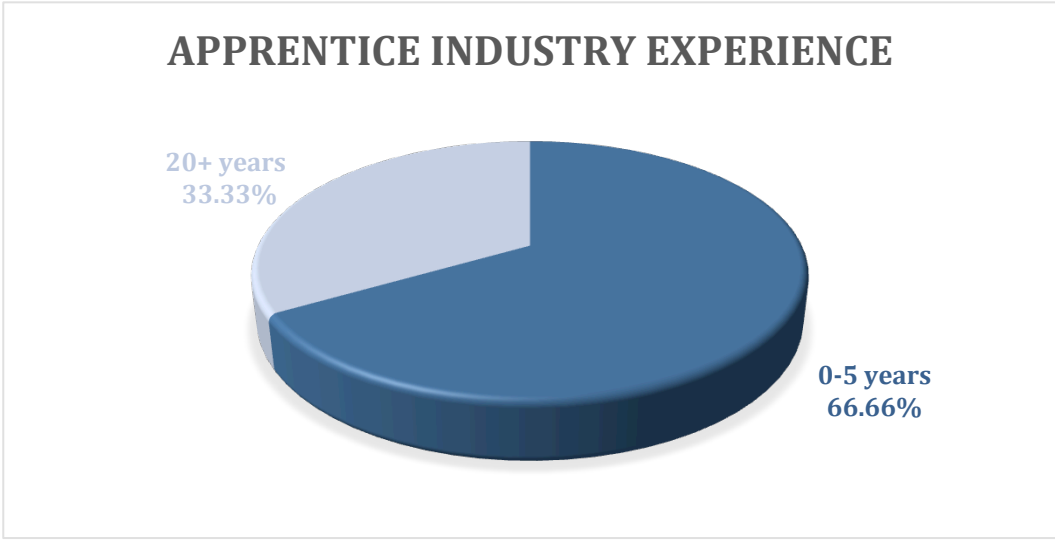
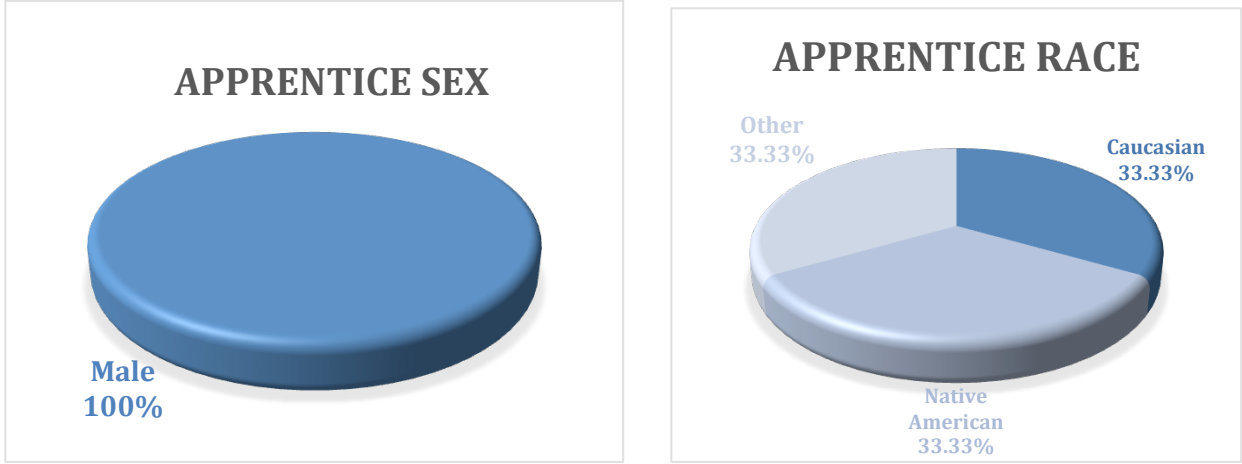
III: Needs Assessment Results

As previously mentioned, a needs assessment in the form of an online survey was disseminated between September and December of 2016 to get a more general idea of what working conditions are like for current employees in the highway construction trade in Oregon. Below, is a list of the general findings grouped by theme.

Supervisor Demographic Information



Apprentice Demographic Information



Survey Results

Work Culture/Environment for New Apprentices

- While there is a strong focus on safety training during the first several weeks of an apprentice’s employment, there is little to no interaction on anything else. In fact, several supervisors mentioned that there would be little to no communication on anything unrelated to learning the parameters of the job, especially as it relates to training.
- The expectation from apprentices is to be punctual and respectful toward other employees.

- Mistrust is prevalent in new employees. Trust takes time to build among veteran workers. Several respondents mentioned new employees needing to “earn the respect” of more seasoned employees.
- 66% of apprentices reported they felt they were not valued at work.
- 75% of apprentices believe the lines of communication are not open at their place of work with one respondent commenting that they are “told to work, not talk.”
- Joking, teasing, and engaging in banter are the expected interpersonal norms on job sites. However, apprentices cited inappropriate jokes and antagonistic teasing as being one form of aggressive behavior.
- Two supervisors reported wanting more transparency on the job site; that apprentices and veteran employees alike should “own their weaknesses” in order to foster a more supportive environment.

Ideal Supervisor Behaviors and Qualities/Characteristics

- Apprentices were asked about what behaviors make for an “ideal” supervisor. Specifically, they were provided with a list of options to choose from that they feel supervisors demonstrate on a regular basis. Behaviors are things that can be changed and developed. The top three responses were: 1) showing the employee they are valued; 2) effective listening skills by the supervisor; and 3) being flexible.
- Apprentices were asked to describe what makes for an ideal supervisor in their own words. It was an open-ended question that probed them to think about various attributes or qualities in supervisors they respect. Attributes or characteristics tend to be relatively stable in most people and are difficult to change. You usually either have it or you do not. The following qualities/characteristics were observed in “ideal” supervisors: Understanding, patient, mentor, humble, emotionally stable.

Least Ideal Supervisor Behaviors/Characteristics

- When apprentices were asked about which behaviors they like least in a supervisor, the most common responses were: 1) showing disrespect; 2) favoritism; and 3) not leading by example.

Ideal Apprentice Behaviors/Characteristics

- When supervisors were asked to rate what they liked most about their apprentices, the top two answers were: 1) easy going and 2) dedicated.
- 81% of supervisors reported placing a strong value on an apprentice’s ability/willingness to be flexible and adaptable.

Least Ideal Apprentice Behaviors/Characteristics

- When supervisors were asked about which behaviors they like least in their apprentices, the most common responses were: 1) laziness and 2) complaining. In fact, almost two-thirds of the supervisors who responded to the survey cited laziness as the behavior they like least about their apprentices.

Typical Complaints from Employees

- The number one complaint cited across both surveys was conflict with co-workers. In fact, three-quarters of all the respondents cited co-worker conflict as the biggest issue

faced on job sites. The second most commonly cited complaint or problem on job sites is not feeling listened to with 40% of respondents claiming this was a problematic occurrence on job sites.

- When asked how these problems are dealt with, 37% of respondents said they are ignored.
- One apprentice commented that they would like to see a “zero tolerance” approach to employee or supervisor misconduct toward one another.

Prevalence and Perceptions of Bullying and Workplace Aggression

- The majority of respondents claim that aggressive behavior, discrimination and workplace bullying is typically targeted towards women and people of color. The usual perpetrators are white males.
- Perpetrators are typically supervisors and co-workers.
- 60% of all respondents said workplace bullying and aggressive behavior happens often or very often.
- 85% of respondents said it is the responsibility of the supervisor to intervene when there are acts of aggression, discrimination or workplace bullying. This response was also tied with Human Resources as the appropriate actor to intervene.
- When asked how likely an apprentice is to report a workplace bullying occurrence or aggressive behavior directed toward them, only 33% said they would tell someone. When asked to whom they would report this to, respondents said it would be to their direct supervisor.
- 100% of apprentices felt that while Human Resources *should* be the most appropriate place to report harassing behavior, respondents do not perceive them as very helpful for resolving disputes or handling workplace misconduct.
- 66% of the apprentices that responded to the survey said they have been a victim of workplace bullying, aggression or harassment.
- 33% of apprentices reported absenteeism from work when they have experienced workplace aggression or bullying.
- 45% of supervisors claimed they were not confident in their abilities to resolve a dispute or issue among subordinates (they lack the effective communication skills).

Training

- Most respondents had little to no training on harassment, discrimination or how to create more respectful/supportive workplaces. In fact, 60% of supervisors have not received any training in these areas.
- When asked if training was needed for supervisors and how to engender a more supportive culture, 100% of apprentices said this is needed. 75% of supervisors said training on how to reduce aggression, workplace bullying and discrimination would be very useful.
- When asked about the duration of a training program on cultivating a supportive workplace, responses ranged from 1 hour to 8 hours and the most common response for whom should facilitate the training was an outside consultant (two supervisors mentioned it should be an outside consultant with field experience).
- Three supervisor respondents suggested the training be conducted online (or partially online).

Suggestions for Developing More Respectful Workplaces

- 80% of all supervisor and apprentice respondents said more training is needed to cultivate safer, more supportive workplaces.
- Several key issues were identified as crucial for fostering a more respectful workplace:
 - How to deal with difficult people/have difficult conversations
 - Communication skills
 - Conflict management
 - How to give productive feedback

IV: Review of ODOT Data and Reports

In advance of developing the training program for ODOT, we were able to review some important documents, reports, and data specific to the highway construction trade. It was useful to get acclimated to the environment. This information, in conjunction with the needs assessment surveys provided our rationale for the development of the training program and provided us with the necessary information we needed to design each module of the training program. Here is a summary of what the existing data and reports say about workplace conditions in highway construction.

It is evident that harassment, discrimination and aggressive workplace behavior occurs in the highway construction trades (Bassett, 2016; Kelly, Wilkinson, Prisciotta, & Williams, 2015; PGTI, 2016). But, these behaviors and occurrences are contained on a spectrum ranging from discrimination during the hiring process to outright bullying and aggressive behavior on a job site (Kelly et al., 2015). It also seems as though there are persistent micro-aggressions that occur in the trades – everyday behaviors (whether intentional or unintentional) that exclude, demean, insult, oppress, or otherwise express hostility or indifference towards a group (or groups). This then becomes acceptable as normal interaction on jobsites (Basford, Offerman, & Behren, 2013).

While harassment towards apprentices is pervasive throughout the construction trades, research suggests that in Oregon, women and racial minorities face negative treatment at disproportionate rates in comparison to their white male counterparts (Berik, Bilginsoy, and Williams, 2011; Kelly et al. 2015). As Bassett (2016) and Cohen and Braid (2000) describe, this may take the form of overt sexism or racism that persists through indirect behavior and language – particularly through use of competitive humor that undermines another.

In the state of Oregon, women account for around seven percent (5% white women, 2% women of color) of those employed in the construction trades (PGTI, 2016), thus this workforce is male-dominated and tends to espouse masculine norms (Denissen, 2010). In this environment, women often have to choose between the ‘defeminization’ of their role (an over emphasis of the job expectations and gender norms) or they must “deprofessionalize” (an obligation of meeting sex role norms while on the job) for the sake of the workplace (Denissen, 2010). As a result, they are often trapped within the duality of unfeminine

woman versus incompetent worker. When presented with this double bind, some women leave the construction industry all together (Berik et al., 2011). Or, for those that stay but choose to conform to the gender-based stereotypes (and subsequent discrimination), they are unknowingly perpetuating the cycle of abuse on job sites (Bassett, 2016). This can create a hostile working environment for women (Paap, 2008). What's more, women in the construction trades tend to face differential treatment in the form of insufficient training or being assigned less physically demanding tasks at work than males (Berik et al., 2011; Greed, 2000; Denissen, 2010B), exclusion from networking, promotion and other job opportunities (Byrd, 1999; Greed, 2000; Denissen, 2010B), and facing stereotypes that they are not really there to work (Byrd, 1999) or that they only intend to be there until they have children (Greed, 2000).

While women face discrimination, harassing behavior and workplace bullying, racial minorities are targeted as well. Like women, minorities are under-represented in the Oregon construction trades representing twenty-one percent of the workforce (PGTI, 2016). They tend to experience discriminatory practices—both direct and indirect—during the recruitment phase. Given the industry is comprised largely of white men (and these men are the ones doing the hiring), Dainty et al. (2004) found support for preference being given to people similar to themselves in the hiring process. Also, white male employees have access to a wider network of informal contacts and therefore to employment opportunities that ethnic minorities (and women) are often not even aware of (Waldinger & Bailey, 1991). Thus, gaining entry to construction is difficult for racial minorities. For those that do make it, minorities are often mismatched with work tasks that do not suit their skills and are labeled accordingly as “bad workers” (Paap, 2008; Waldinger & Bailey, 1991) based on outdated stereotypes.

In summary, research has shown that women face discrimination and mistreatment on a regular basis on construction sites ranging from exclusion from social groups, to overt harassment and even physical assault (Berik et al. 2011; Dainty et al., 2004; Kelly et al. 2015). Similarly, the discrimination faced by ethnic minorities includes racist name-calling, jokes, harassment, bullying, intimidation, and physical violence (Cohen & Braid, 2000; Dainty et al., 2004). Although frequently tolerated and seen as the generally accepted culture of the industry, such occurrences also point to an industry replete with severe discrimination, aggressive behavior and bullying against non-traditional entrants within the industry. This also points to a need for awareness and training to ensure these practices do not continue.

The State of Oregon has realized the need for change and has been working towards initiatives for creating ‘respectful workplaces.’ Funded by BOLI’s Healthy Workplaces Grant, the Green Dot initiative is a bystander prevention program intended to provide individuals within companies with additional training to become peer advocates under a “see something, say something” mantra (Bassett, 2016). But as Bassett (2016) asserts: “Ultimately, the implementation of an initiative like Green Dot within the trades only addresses part of a larger systemic issue. While the additional training offered through Green Dot will undoubtedly benefit workers within firms that choose to implement it, it is not a requirement for all firms within the trades to adopt the Green Dot programming into their daily operations” (p. 82). While bystander training like this is vital, it is not the only

way to ensure more respectful workplaces. Moreover, the Green Dot bystander training's "reliance on workers (the least powerful stakeholder on the jobsite), rather than field supervisors to monitor harassment, allows for those in positions of authority to remain relatively inactive in engaging with the issue" (Bassett, 2016, p 83). Thus, the need for a standardized training program on how to cultivate respectful and supportive workplaces was proposed, which is what has been done by this research team.

V: Development of the Training Program

We designed the training program based exclusively on the feedback we received from the needs assessment surveys and the existing data/literature on the topic. That being said, the training program itself incorporates a variety of instructional methods, including the more traditional, lecture-based format as well as more engaging methods such as videos, assessments, discussions and break-out activities. The idea behind this approach was to demonstrate easy and accessible methods of reducing discrimination, aggressive behavior and workplace bullying that participants can use and take back to their own organizations. The result was a 4-4.5 hour training workshop for supervisors.

Primary Goal of Training: How supervisors can cultivate a respectful work culture for employees. Learning objectives for supervisors include:

1. Practicing self-awareness that they themselves are not engaging in inappropriate behavior or using counter-productive workplace behaviors on the job.
2. Learning how to spot aggressive or harassing behavior on job sites as well as how to handle these situations.
3. Developing a "tool belt" of key techniques and strategies for dealing with harassing or bullying behavior on the job.

Training Title

Preventing Aggressive Behavior and Workplace Bullying: Creating a Respectful Workplace Culture

Module 1:

Situational Awareness: Recognizing Counter-Productive Workplace Behaviors (30-45 minutes)

Human Capital is an organization's most valuable asset and the only sustainable advantage in a competitive economy. For managers and supervisors to be successful, it is imperative that they can recognize counter-productive workplace behavior, bullying, and harassment.

Key topics in this first module include:

- The development of a framework and tools for understanding the environment to help move toward a more supportive work culture.
- Workplace Bullying: What is it? How do you identify it?
- Question at the end of module: How will you use this at your job?

Module 2:**Self and Other Awareness: Cultivating Trust and Supportive Workplaces (2.5 hours)**

Counter-productive workplace behavior happens in the workplace. And, it happens to good people. Typically these types of behaviors occur in industries, which are high stress, such as a production environment. However, supervisors can help ensure a healthy, supportive workplace and reduce these mal-productive behaviors. Trust is one of the key ingredients to building a healthy and successful organization. Without trust, employees can suffer and conflict is pervasive. This module will explore how to combat individual behaviors that may be a roadblock to achieving goals and hindering the level of trust on job sites. Additionally, we will discuss aspects of emotional intelligence and its connection to effective, supportive leadership. Attention will also be paid to developing strategies for understanding one's own behavioral styles and also the ability to read others' behavior. Key topics of this module include:

- Self-awareness
- How to build trust
- Emotional Intelligence
- DiSC Behavioral Styles (this is an assessment that captures one's behavioral styles and how they respond to their environment as opposed to just examining personality traits, which are stable and unlikely to change. Behavior can be adjusted and trained on so DiSC provides awareness on their style and provides participants with the ability to learn how to read other people to allow for more productive relationships. D stands for Dominance, I stands for influence, S stands for Steadiness and C stands for Compliance/Conscientiousness)
- How do you deal with difference? Diversity?
- Question at the end of module: How will you use this at your job?

Module 3:**Resolving Conflict: How to Address and Stand up to Bullying (1 hour)**

Lastly, this module will be devoted to crafting strategies to diffuse the most common "difficult people" and ways to turn them into either allies or proponents. Participants will have the opportunity to identify their most challenging "difficult people" with suggestions on how to handle them. An examination of effective conflict management strategies will also be provided. Key topics include:

- How to deal with difficult conversations and difficult people
- How to give constructive feedback
- Question at the end of module: How will you use this at your job?

We developed a toolkit to accompany the training workshop. This toolkit ensures that future participants of the program have the building blocks to create respectful workplaces. The toolkit is a PDF resource and includes all materials and content from the training workshop including:

- PPT deck of the three modules
- Key take-away sheets from each module (these can be hung or posted in offices)
- Assessments/tests
- Workplace Bullying Checklist

VI: Pilot Testing of the Training Program

In order to pilot the materials and training program that we developed, we were in need of an organization to allow us to facilitate the training. The goal with this was to see if any content needs to be adjusted, whether the timing we allowed was appropriate and to see if, in general, it resonates with participants. We struggled to find any ODOT partner willing to allow us to pilot the training program. We exhausted all of our contacts through BOLI and were left with nowhere to pilot the program. We decided (with the support of BOLI) to pilot this program outside of the highway construction trade. We needed a demographic that was similar to the make-up of highway construction in order to see if this training would

resonate. As it turns out, the research team was able to use a local contact in the state of North Carolina who willingly agreed to allow us to pilot the training program for their supervisors.

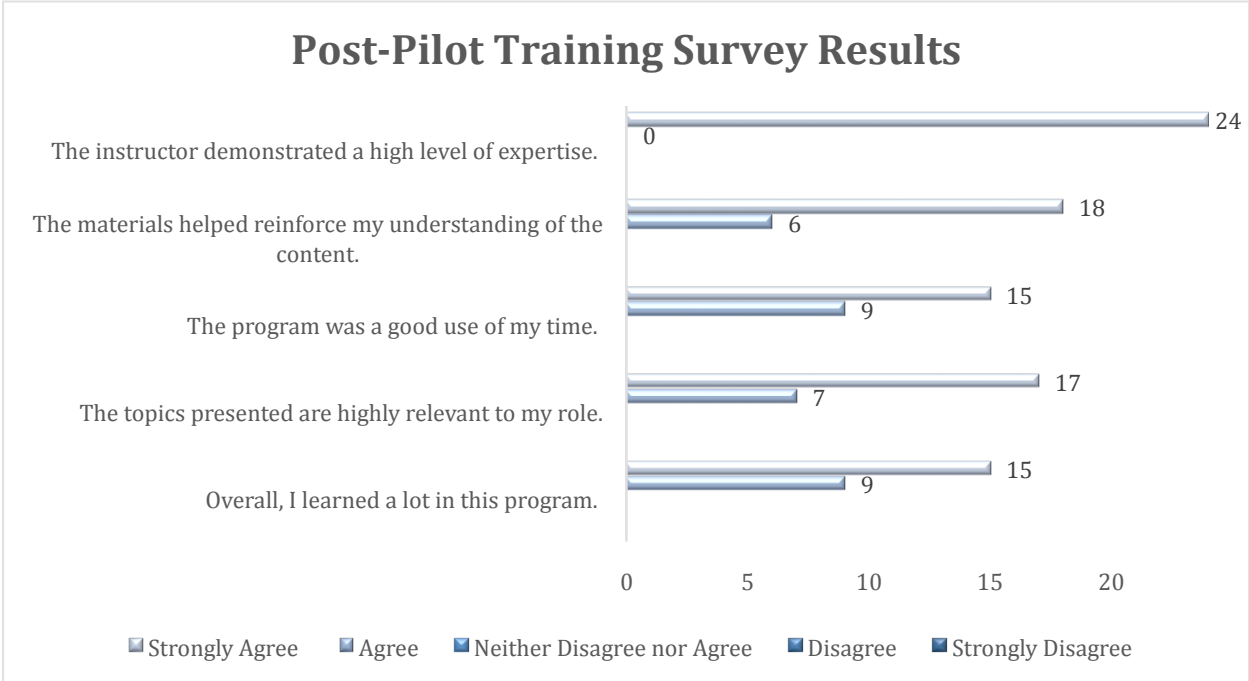
The pilot training was done using supervisors at the Salisbury Distribution Center of Delhaize America/Food Lion. Food Lion is a grocery company based out of Salisbury, NC. Food Lion is a company of Delhaize America, the U.S. division of Zaandam-based Ahold Delhaize. Since opening in 1957, the company has managed 1,100 stores in ten different locations, including Delaware, Georgia, Maryland, Pennsylvania, Tennessee, West Virginia, Kentucky, North Carolina, South Carolina, and Virginia. The company employs approximately 63,000 employees to serve an average of 10 million customers per week. There are seven distribution centers along the east coast, which manage the shipping and receiving of the products sold in stores. While this organization is not in the highway construction trade, it is still an industry that experiences high levels of stress given the fast-paced nature of a production job and also a demographic that is similar to that of highway construction with regard to under-represented levels of women and minorities (Bochantin, 2017). The General Manager of the Salisbury Distribution Center was very open and supportive of our need to pilot the training workshop and offered most of his supervisors and shift leads. He also attended the event.

The training was facilitated on Wednesday, May 10th from 6am-10:30am at the distribution center. In total, 26 participants attended the training workshop. All of the participants were supervisors or above. While there were a few women in attendance, the majority were white men, which matches the demographic of highway construction in Oregon. After we completed the training, we had each participant complete an evaluation form to assess the training. Additionally, eight participants stayed after to partake in a short focus group where we asked more specific questions about the training to gauge their thoughts on how it went. The results of the evaluation as well as the focus group are discussed next.

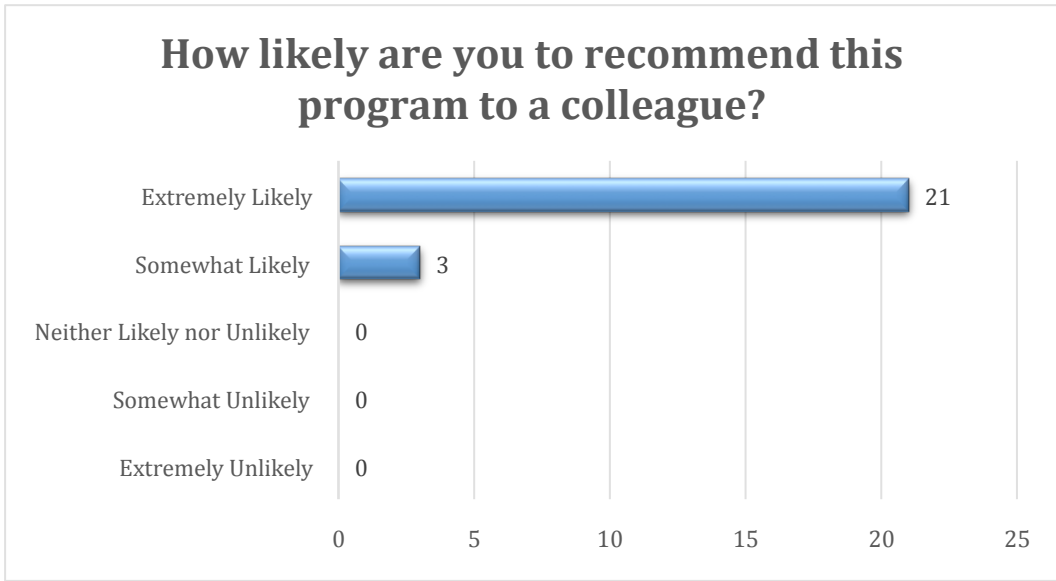
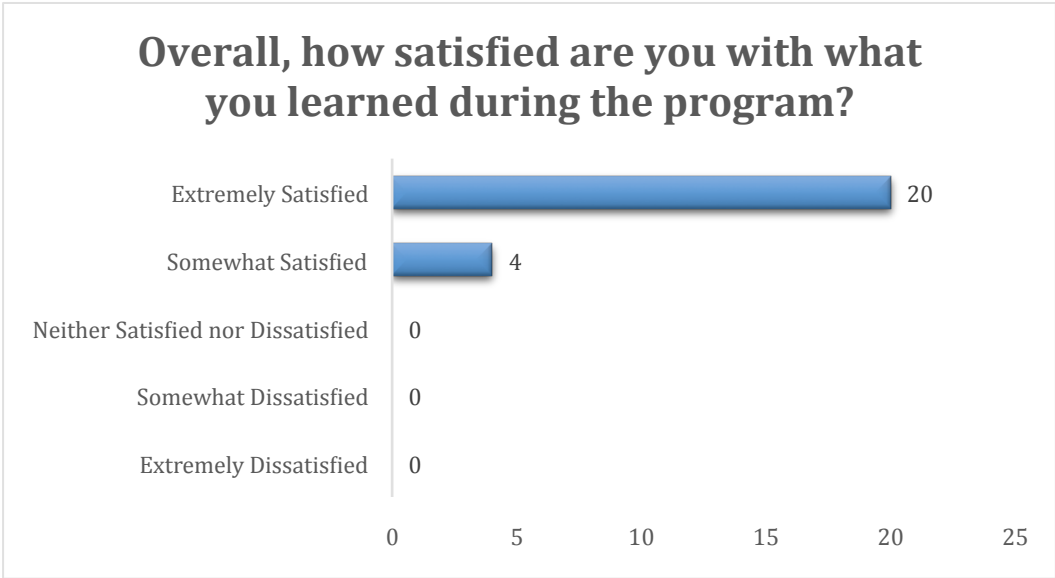
VII: Post-Pilot Training: Evaluation and Focus Group Results

Post-Pilot Training Evaluation: As previously mentioned, an evaluation of the pilot training was completed immediately after the training was completed. Participants in the

training were asked to fill out the evaluation form included in their training materials. Twenty-four of the 26 participants filled out this evaluation. The results of the evaluation are reported below. See Appendices C and D for training evaluation form and narrative response coding.



Overall, these findings demonstrate participants *strongly agree* they learned much from the training, that it was a good use of their time, the topics were relevant, the materials reinforced their learning and the instructors demonstrated a high level of expertise. It is clear the participants would recommend the training to a colleague. The next two figures demonstrate the majority of participants were *extremely satisfied* with what they learned and would be *extremely likely* to recommend the training to a colleague.



Clearly the survey evaluation feedback points to a successful pilot training. The open-ended questions posed in the evaluation also point to a successful training, as well as recommendations moving forward. Themes in the responses to the open-ended questions are reported below.

Q1: What do you like best about the program?

Themes in Responses:

- 1) DiSC assessment information and learning about myself and others
- 2) Learning how to deal with others and handle conflict situations
- 3) Liked the presentation of material, discussed it as professional and usable.

Q2: What is one takeaway you will apply to your work right away?

Themes in Responses:

- 1) Using positive interactions and building positive relationships with associates
- 2) Understanding my behaviors and others behaviors (self- and other awareness)
- 3) Will use the DiSC assessment results to understand myself and work with others
- 4) Use provided tools to look for and deescalate bullying.

Q3: What suggestions do you have for improving the training program?

Themes in Responses:

- 1) Length of course:
 - a) fast-paced, rushed at times, too much in 4 hours, too long
 - b) break it into 2 sessions instead of just one long one.
- 2) More Activities: More videos, more group activities and role-playing.
- 3) None/Nothing

Focus Group Results: A focus group was also conducted immediately after the pilot training session to gather feedback and recommendation from training participants. Eight supervisors attended the focus group that last 30 minutes. Below is a list of the general findings of this research grouped by theme.

Feedback on *content* of the training:

- Content and examples was very applicable, especially the topics of emotional intelligence, DiSC and self-awareness.
- Recommended incorporating further information on consequences of bullying in terms of real world examples or exercises.
- Recommended having more than one training session or separating the content to two training sessions.
- Suggested some content could be completed as an online component.

Feedback on the *activities* used in the training?

- Enjoyed the activities, wanted more including role-playing, more scenarios, case studies and videos.
- Most mentioned getting up, moving around and activities were very effective and fun.
- Recommended keeping assessments as pre-work (or to be completed before the training to be discussed and brought to the training).
- Recommended handing out DiSC reports after introducing it as well as the first activity where the participants make assumptions about their styles.

Feedback on *pacing* of the training:

- Some content seemed rushed, wanted more time on how to handle conflicts, which came at the end.
- Suggested a few options: Run as two separate sessions; Run as a longer session with more breaks; and/or provide an online component about the content on what bullying is (Module 1) followed by a 4-hour training.
- In general, recommended the training should be a total of 6-8 hours.

Feedback on the *materials* provided in the training:

- Great, professional materials provided. They commented these materials were a helpful takeaway. Recommend all materials are in color, if possible.
- Recommended diversifying clip art and visuals in PPT and binder.

Other topics that could be beneficial to the training?

- Recommended a “Praise” program where supervisors are chosen to sit down and have conversations with employees, giving praise and feedback.
- Recommended Module 3 should be given more time because it was very helpful and could be expanded.

VIII: Recommendations

Based on the results of the post-pilot evaluation, focus group feedback as well as our knowledge of ODOT-BOLI’s challenges and concerns, we suggest important next steps for the Supervisor Training Program. We discuss our recommendations below.

Participant Demographic Recommendations

- Pilot on an Oregon highway construction organization: We had an incredibly difficult time getting respondents for the needs assessment as well as finding an organization in Oregon that would allow us to pilot the training program we had developed. The lack of response/help from Oregon contractors forced us out of the state and the industry. While we believe the group we piloted the training on was similar enough to the highway construction trades in Oregon, to be sure, it would be ideal to re-test the pilot program on an ODOT-affiliated contractor or company.

Training Content Recommendations

- Module 1 should be expanded by 30 minutes to incorporate more examples, role plays and activities that will give participants experience in identifying counter-productive workplace behaviors and bullying situations as well as activities associated with using emotional intelligence in difficult workplace situations.
- Module 2 should be expanded by 30 minutes to incorporate more time to discuss and use the DiSC report in experiential activities.
- Module 3 should be expanded by 30 minutes to incorporate more examples, role-plays and activities that will give participants experience using the communication tactics and de-escalation tactics discussed in the training content.

Training Development Recommendations

- **6-hour training workshop:** Instead of the 4.5-hour training workshop, it could be expanded to six hours to include examples and activities associated with Module 1, 2 & Module 3. We believe this is the optimal solution in order to get in all of the necessary content and make it experiential with activities and break-out groups.
- **Online component:** If a six-hour training program is not feasible, a portion of the workshop can be completed online. We suggest Module 1 to be delivered online prior

to the in-person training. The in-person training could then start with an experiential activity based on Module 1 to assess their knowledge gained from the online component. Additionally, all of the assessments should be completed prior to the in-person training. This could become part of the online component and a reminder will be given to the participants to complete the assessments and bring the results with them to the in-person workshop.

- **Train-the-trainer program:** For the next phase of this project/grant, we suggest a train-the-trainer program where we can teach instructors how to facilitate the training workshop. We would share all of our documents and instructor notes for this program. We will conduct the training of the trainers and then we will shadow the trainers as they begin facilitating the workshops. If we can train several instructors who are local to the state of Oregon, it will allow for a quicker and more cost-effective dissemination of the training (as opposed to us facilitating the training).
- **Program evaluation:** After the new trainers begin facilitating the workshops, we recommend a program evaluation to ensure they are adequately meeting the learning objectives we have established as well as the participants acquiring the necessary skills to take back with them to the job sites. We are happy to conduct this evaluation as we have experience in this area. In order to evaluate the whether or not the program is contributing to positive differences for supervisors, a *one-group Pre-test/Post-test* should be administered to gauge knowledge acquisition. The evaluators would gather data prior to and following the training program for select participants. To ensure validity, existing industry measures on each competency they are learning will be utilized. This will allow us to measure how effective the three modules are within the training program in teaching the participants the various skills identified as crucial for engendering a respectful workplace. From there, we will test the differences in the competencies gained across those who graduated from the training programs versus a small sample of volunteers who have not taken the course. We also suggest field observations of the trainers to study how the content is being delivered, the quality of delivery, and consistency across trainers.

VIII: Conclusion

For this contract, we created a training program around how supervisors in the highway construction trades can cultivate more respectful and supportive workplaces for apprentices. Specifically, this training intervention was designed to decrease the prevalence of aggressive, counter-productive workplace behaviors including workplace bullying, discrimination, and mistreatment/ harassment on the job by supervisors. This will allow for better treatment on the job and help with retaining and attracting a skilled and dedicated workforce.

We believe we have created a high-quality training program for supervisors in the highway construction trade. By participating in a training workshop, supervisors will be better prepared to attract, hire, and retain talented and motivated employees and to reduce the prevalence of workplace bullying, aggressive behavior and discrimination. Our recommendations going forward were developed based on awareness of ODOT's interests, as well as broader working environment in the highway construction trades. We believe that

the implementation of the training program will lead to a healthier and more respectful workplace, thus leading to lower turnover rates, higher retention, and greater overall productivity and satisfaction among apprentices and supervisors. We acknowledge that these recommendations may or may not fit the exact requirements of ODOT and we are open to further collaboration in order to facilitate and disseminate this training program.

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Appendix A

Supervisor Survey Template

Thank you for taking this survey. We are trying to capture what your experiences have been like being a supervisor in the highway construction trade. Please respond to all of the following questions as openly as possible.

1. What are areas, with regard to managing people, you would like more training in? (select all that apply)
 - a. Career development
 - b. Giving feedback
 - c. Communication skills
 - d. Performance reviews
 - e. Leadership skills
 - f. Conflict management
 - g. Dealing with difficult people
 - h. Other

1a. If you selected "other", please detail here.
2. What are the biggest complaints you hear from subordinates? (select all that apply)
 - a. Not enough time off
 - b. Scheduling issues
 - c. Don't feel listened too
 - d. Conflict with other employees
 - e. Other

2a. If you selected "other", please detail here.
3. How do you deal with these complaints? (select all that apply)
 - a. Mediate the dispute
 - b. Refer to policies
 - c. Refer employees to human resources
 - d. Ignore
 - e. Other

3a. If you selected "Other", please give more details here.
4. What do you like most about the people who report to you? (select all that apply)
 - a. Fun
 - b. Dedicated, care about their work
 - c. Get the job done
 - d. Easygoing, easy to interact with
 - e. Other

4a. If you selected "Other" give more detail here.
5. What do you like least about the people who report to you?
 - a. Lazy
 - b. Too strict
 - c. Bad attitude
 - d. Too much work
 - e. Inflexible

- f. Other
 5a. If you selected "Other", please detail here.
6. What do you value most about the people who report to you? (select all that apply).
- Their work ethic
 - They make work fun
 - Their attitude
 - Their flexibility/willingness to adjust
 - Their professionalism
 - Other
 13fa: If you selected "Other", please give more detail here.
7. Describe the culture of the work site that new employees should expect to encounter on their first few weeks on the job or in training.
- What are normal ways of talking and acting on job sites and during training?
 - How should these new employees speak or act in order to "fit in" with everyone else?
 - Are there aspects of this culture that need to be changed to help new people feel more comfortable?
8. What does "bullying" in the workplace mean to you?
9. When someone is being "aggressive" in the workplace what does this look like? Describe these behaviors.

Workplace bullying and Aggression in the workplace, typically refer to behaviors that are verbally and/or emotionally abusive and targeted at another employee(s). Some examples of behaviors include:

- Spreading gossip or rumors
 - Excessive teasing and sarcasm
 - Being ignored or excluded
 - Being humiliated or ridiculed
 - Being exposed to hazing and other initiation behaviors
 - Being glared at in a hostile manner
 - Being yelled or shouted at in a hostile manner
 - Threats of violence
 - Withholding of information which affects work
 - Intimidating behaviors such as finger-pointing, invasion of personal space, and/or shoving or blocking
10. To whom do employees LIKELY turn to if they have issues related to aggression, harassment or bullying? (select all that apply)
- Family/Friends
 - Coworkers
 - Direct Supervisor
 - Human Resources
 - Union
 - Other
 8a. If you selected "Other", please give more detail here.
11. To whom SHOULD employees turn to if they have issues related to aggression, harassment or bullying at work or on the jobsite? (select all that apply)

- a. Family/Friends
 - b. Coworkers
 - c. Direct Supervisor
 - d. Human Resources
 - e. Union
 - f. Other
 - 8a. If you selected "Other", please give more detail here.
12. Is "poking fun at", "excessive teasing", or "hazing" appropriate on job sites?
- a. Yes
 - b. No
 - c. If yes, when and under what circumstances?
13. What is the prevalence of aggressive behavior or harassment in your workplace?
- a. It happens NEVER
 - b. It happens RARELY
 - c. It happens FROM TIME TO TIME
 - d. It happens OFTEN
 - e. It happens VERY OFTEN
14. Have you observed any discrimination or harassment at work? Without naming names, please describe the situation. Who was involved? What was the circumstance? How was it resolved?
15. In your opinion, whose responsibility is it to *intervene* when aggressive behavior happens in the workplace? (Select all that apply)
- a. Supervisors
 - b. Human Resources
 - c. The people in the situation
 - d. No one
 - e. Upper Management
 - f. Other coworkers
 - g. Other (*need a write in option here)
16. In your opinion, whose responsibility is it to address aggressive or harassing behavior so that it does not happen again? (Select all that apply)
- a. Supervisors
 - b. Human Resources
 - c. The people in the situation
 - d. No one
 - e. Upper Management
 - f. Other coworkers
 - g. Other (*need a write in option here)
17. Have you received training on workplace aggression, harassment, or misconduct? (Response options (Y, N, I don't know))
- a. If yes, what areas were covered?
 - b. If no or I don't now, what areas related to workplace misconduct or workplace harassment would you like more information and training on?
18. What would an ideal training program look like regarding workplace harassment or misconduct? Please describe what would be included in the course content.
- a. What are the best times for a training?

- b. How long should the training be?
- c. Where should the training occur?
- d. Whom should facilitate the training (e.g. an outside consultant, a tradesworker, HR, etc.)

Demographic questions:

1. What is your sex?
 - a. Male
 - b. Female
 - c. No answer
2. What is your race?
 - a. Caucasian
 - b. Black
 - c. Hispanic
 - d. Native American
 - e. Asian
 - f. Indian
 - g. Other
3. What is your current job title/position?
 - a. Journey worker
 - b. Supervisor
 - c. Foreman
 - d. Superintendent
 - e. Union representative
 - f. Trainer
 - g. Engineer
 - h. Owner of company
 - i. Other
4. In what trade do you work?
 - a. Carpenter
 - b. Mason
 - c. Iron
 - d. Laborer
 - e. Operating engineer
 - f. Painter
 - g. Plumber
 - h. Brick layer
 - i. Sheet metal
 - j. Non-construction
 - k. Other
5. How many years have you been in the industry?
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 20+

6. How many years have you been with your current organization?
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 20+
7. How long have you been a supervisor at this organization?
 - a. 0-2 years
 - b. 3-5 years
 - c. 6-8 years
 - d. 9-11 years
 - e. 12+ years
8. What is your work schedule?
 - a. Days
 - b. Evenings
 - c. Overnight
 - d. A combination of A, B, C
 - e. Other

Appendix B

Apprentice Survey Template

Thank you for taking this survey. We are trying to capture what your experiences have been like working in the highway construction trade. Please respond to all of the following questions as openly as possible.

1. Do you feel valued at work? Why or why not?
 - a. If answered "no", then what could be done so that you do feel valued?
2. Communication/Listening/Responding
 - a. At your workplace, are there open lines of communication? In other words, can you go to your supervisor and discuss issues that are important to the job (including those related to aggressive behavior, harassment and discrimination)?
 - i. Yes
 - ii. No
 - iii. Unsure
 - b. Do you feel you can go to Human Resources to discuss issues related to conflict, aggressive behavior and work issues?
 - i. Yes
 - ii. No
 - iii. Unsure

- c. Do you feel like you have a voice? In other words, when you have issues at work, do people acknowledge your concerns? Why or why not?
 - d. If applicable, when you have raised issues at work, how are your comments responded to by others? Please provide an example if possible.
 - e. To whom do you go to if you have issues related to discrimination, harassment or bullying? Check all that apply.
 - i. Family/Friends
 - ii. Coworkers
 - iii. Direct Supervisor
 - iv. Human Resources
 - v. Union
 - vi. Other

2e. If you selected "Other", please give more detail here.
 - f. Do you believe these avenues (referenced in the previous question) are effective?
 - i. Yes
 - ii. No
 - iii. Unsure
3. What are behaviors by others and supervisors that you like and make you feel valued and engaged? Check all that apply.
- a. Your opinion is valued
 - b. Your work is valued
 - c. You feel listened to
 - d. They have a good attitude
 - e. They are respectful
 - f. They are flexible
 - g. Other
- 4a: If you selected "Other", please give more detail here.
4. Describe the ideal supervisor – what are some qualities or attributes?
5. What attributes are valued or rewarded in your place of work?
- a. Hard work
 - b. Showing up on time
 - c. Good attitude
 - d. Works well with others
 - e. Shows up on time
 - f. Is Flexible
 - g. Other
- 6a: If you selected "Other", please give more detail here.
6. How are conflicts currently handled at your job? How would you like them to be handled?
7. Have you ever witnessed a co-worker being harassed or bullied by someone at work?
- a. Yes
 - i. If so, please describe the situation including who was involved, what was the issue, and how was it handled.
 - b. No
 - c. Unsure

8. To whom is harassment or bullying typically directed toward on the job site? Please check all that apply.
 - a. White men
 - b. Men of color
 - c. White women
 - d. Women of color
 - e. GLBTQ individuals
 - f. Other
9. Who have you observed being the perpetrators of harassment of bullying on the job site? Please check all that apply.
 - a. White men
 - b. Men of color
 - c. White women
 - d. Women of color
 - e. GLBTQ individuals
 - f. Other
10. If someone experiences violence, harassment or bullying on a job site, how likely are they to report the behavior?
 - a. Very likely
 - b. Likely
 - c. Somewhat likely
 - d. Somewhat unlikely
 - e. Unlikely
 - f. Very unlikely
11. Have you ever stayed home from work to avoid harassment or negative treatment?
 - a. Yes
 - b. No
 - c. Prefer not say
12. Do you know of others who have stayed home from work to avoid harassment or negative treatment?
 - a. Yes
 - b. No
 - c. Prefer not to say
13. Have you ever received training on workplace aggression, harassment or bullying?
 - a. Yes
 - b. No
 - c. Unsure
 - d. If yes, what areas were covered?
14. What would an ideal training program look like regarding workplace aggression, bullying or misconduct? Please describe what would be included in the course content.
 - a. What are the best times for a training?
 - b. How long should the training be?
 - c. Where should the training occur?
 - d. Whom should facilitate the training (e.g. an outside consultant, a tradesworker, HR, etc.)

15. In a perfect world, how should things change on the job site? Please fill in the following prompt: "Things at the work could change if..."

Demographic Questions:

1. What is your sex?
 - a. Male
 - b. Female
 - c. Prefer not to answer
2. What is your race?
 - a. Caucasian
 - b. Black
 - c. Hispanic
 - d. Native American
 - e. Asian
 - f. Indian
 - g. Other
 - h. Prefer not to answer
3. What is your current job title/position?
 - a. Apprentice
 - b. Journey worker
 - c. Other
4. In what trade do you work?
 - a. Carpenter
 - b. Mason
 - c. Iron
 - d. Laborer
 - e. Operating engineer
 - f. Painter
 - g. Plumber
 - h. Brick layer
 - i. Sheet metal
 - j. Non-construction
 - k. Other
5. How many years have you been in the industry?
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 20+
6. How many years have you been with your current organization?
 - a. 0-5
 - b. 6-10
 - c. 11-15
 - d. 16-20
 - e. 20+
7. What is your work schedule?

- a. Days
- b. Evenings
- c. Overnight
- d. A combination of A, B, C
- e. Other

WHAT IS WORKPLACE BULLYING?

1. Based on your professional judgment and experience, please indicate which of the following behaviors have been directed toward you and by whom over the past **six months**. If the behavior was repeated more than two times over the past six months, please check the appropriate area.

Behavior:	Supervisor	Colleague/ Co-worker	Customer /Client	Persistent Behavior? (2 or more times)
Someone withholding information which affects your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being ordered to do work below your level of competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having your opinions ignored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being given tasks with unreasonable deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive monitoring of your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expense)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being exposed to an unmanageable workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being humiliated or ridiculed in connection with your work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spreading of gossip and rumors about you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being ignored or excluded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistent criticism of your errors or mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical jokes carried out by people you don't get along with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having allegations made against you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being the subject of excessive teasing and sarcasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being shouted at or being the target of spontaneous anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intimidating behaviors such as finger-pointing, invasion of personal space, shoving, blocking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

your way				
Threats of violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been glared at in a hostile manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been excluded from work-related social gatherings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others storm out of the work area when you entered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others storm out of the work area when you entered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others consistently arrive late for meetings that you called?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been given the "silent treatment"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not been given the praise for which you felt entitled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been treated in a rude or disrespectful manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others refuse your requests for assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others fail to deny false rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been given little or no feedback about your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others delay action on matters that were important to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been yelled at or shouted at in a hostile manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others refuse your requests for assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others fail to deny false rumors about you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been given little or no feedback about your performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others delay action on matters that were important to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been yelled at or shouted at in a hostile manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been subjected to negative comments about your intelligence or competence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others consistently fail to return your telephone calls or respond to your memos or e-mail?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had your contributions ignored by others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had someone interfere with your work activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been subjected to mean pranks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been lied to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others fail to give you information that you really needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been the target of rumors or gossip?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Shown little empathy or sympathy when you were having a tough time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had co-workers fail to defend your plans or ideas to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had others destroy or needlessly take resources that you needed to do your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been accused of deliberately making an error?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been subjected to temper tantrums when disagreeing with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been prevented from expressing yourself (for example, interrupted when speaking)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had attempts made to turn other employees against you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had someone flaunt his or her status or treat you in a condescending manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had someone else take credit for your work or ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been reprimanded or "put down" in front of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C

Post -Pilot Training Evaluation Form

Thank you for your participation in the Supportive Workplaces program. This survey takes less than 5 minutes to complete and your responses are anonymous.

Overall, how satisfied are you with what you LEARNED in the program?

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied

How likely are you to RECOMMEND this program to a colleague?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
Overall, I learned a lot in this program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics presented are highly relevant to my role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program was a good use of my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials helped reinforce my understanding of the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor demonstrated a high level of expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback Questions:

What did you like best about the program?

What is one take-away you will apply to your work right away?

What suggestions do you have for improving the program?

*****Thank you for your time and feedback!! It is invaluable to the success of future programs!*****

Appendix D

Focus Group Narrative Responses

What do you like best about the program?

- Participant 1: "The interaction and learning about myself"
- Participant 2: "Emotional Intelligence"
- Participant 3: Blank answer
- Participant 4: "Loved it all"
- Participant 5: "The information given gave great detail that really helped me understand and keep my interest"
- Participant 6: "Learning how to handle each situation"
- Participant 7: "Learning how to deal with others"
- Participant 8: "Disc"
- Participant 9: "The ability to take a hard look at myself"
- Participant 10: "The feedback"
- Participant 11: "Learning what my profile was"
- Participant 12: "Identifying the Disc and using it to better communication with our associates."
- Participant 13: "Instructors clearly know the material and presented extremely well to the class at large. Disc assessment I found to be very useful."
- Participant 14: "Letting us do group activities, we need more of that"
- Participant 15: "Loved the Disc! It was amazing."
- Participant 16: "Presentation was excellent. Content was very useable on job!"
- Participant 17: "Disc"
- Participant 18: "Learning more about myself"
- Participant 19: "Disc and learning about myself. Learning about others"
- Participant 20: "Disc behavioral styles – great information and very informed topics"
- Participant 21: "The binder. I love all the detailed information in the binder"
- Participant 22: "Learning how to deal with people"
- Participant 23: "Disc module"
- Participant 24: "The results of the assessment – Disc"

Themes in Responses:

- 1) Disc assessment and learning about themselves and others
- 2) learning how to deal with others and handle conflict situations
- 3) the presentation of material as professional and usable.

What is one takeaway you will apply to your work right away?

- Participant 1: "Understanding the Disc"
- Participant 2: "Positive interaction with associates"
- Participant 3: "You can't change a person but you can change their behaviors"
- Participant 4: "Disc assessment of people"
- Participant 5: Blank answer
- Participant 6: "Take my time and evaluate each situation"
- Participant 7: "Being able to assess what person I am dealing with"
- Participant 8: "Look for bullying"
- Participant 9: "Look for the win win"
- Participant 10: "More open conversation"
- Participant 11: "Using the Disc at work to help others"
- Participant 12: "Use these tools to deescalate bullying situations"
- Participant 13: "Currently work on self-awareness"
- Participant 14: "Understanding feelings of our associates"
- Participant 15: "Reviewing everyone's style and how to relate to their style"
- Participant 16: "Manage the behavior, not the person"
- Participant 17: "Understanding people's behaviors and why they act they way they do."
- Participant 18: "Try to read associate for better interaction"
- Participant 19: "Work on my patience"
- Participant 20: Blank answer
- Participant 21: "How to understand what trait my reporting associated are"
- Participant 22: "Listening"
- Participant 23: "Yes"
- Participant 24: "#1 reason employees quit their job is their boss"

Themes in Responses:

- 1) Positive interaction and relationships with associates
- 2) Understand my behaviors and others behaviors (self- and other awareness)
- 3) Use the Disc assessment results to understand self and work with others
- 4) Use tools to look for and deescalate bullying.

What suggestions do you have for improving the program?

- Participant 1: Blank answer
- Participant 2: "Maybe break it down into two classes"
- Participant 3: "Four hours is a little long class, but have been in 8 hours training so it was better than that"
- Participant 4: "Nothing"
- Participant 5: "More videos for examples"
- Participant 6: "Length was a little long"
- Participant 7: "None"
- Participant 8: "Very interesting but too long of a course"
- Participant 9: Blank answer
- Participant 10: "It was great! Thank you!"

- Participant 11: "None, thought it was great!"
- Participant 12: "More videos to show identifying characteristics. Maybe 2 sessions broken-up"
- Participant 13: "I think the course should be 6 hours in length. This would enable breaks and more break out conversation and report out. At times, it felt rushed back to meeting"
- Participant 14: "None - it was ample information"
- Participant 15: "Very minimal - some graphics didn't print well (darker background is hard to view)."
- Participant 16: "Nothing - great!"
- Participant 17: Blank answer
- Participant 18: Blank answer
- Participant 19: "Timing - Just early in the morning"
- Participant 20: "More group activities"
- Participant 21: "Nothing...It was a great development program"
- Participant 22: Blank answer
- Participant 23: "Fast-paced - definitely not under four hours - probably more 4-4.5 hours"
- Participant 24: "Maybe do a role playing to show how to handle conflict"

Themes in Responses:

- 1) Length of course:
 - a) fast-paced, rushed at times, too much in 4 hours, too long
 - b) break it into 2 sessions instead of just one long one.
- 2) More Activities: More videos, more group activities and role playing.
- 3) None/Nothing