

TECHNICAL REPORT

# New perspectives on recruitment to the construction industry



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# **New perspectives on recruitment to the construction industry**

## **Technical annexe**

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## Institute for Employment Studies

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# 1 Research approach

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The research consisted of literature review, 40 in-depth qualitative interviews with new entrants to the construction sector, and an online survey of respondents working or studying in 10 sectors, alongside a sample of respondents working in construction.

The fieldwork for both the qualitative and quantitative elements took place within the context of the Covid-19 pandemic. After a period of easing restrictions, during early 2021, England returned to a full national lockdown, with people required to stay at home and to work from home where they could. Several sectors of the economy, such as retail and hospitality were closed, with many employees on furlough via the Coronavirus Job Retention Scheme (CJRS). However, the construction sector continued to operate with social distancing measures and other precautions in place. The research therefore took place during a time when many individuals were worried about their employment, health, and families. This is likely to influence the insights collected, and the relative attractiveness or perceptions of stability in some sectors. Indeed, some themes evidenced may not have emerged in a different context or to have featured so strongly. It will therefore be important to consider repeating some of the study at another time to understand if the findings are enduring.

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**Figure 1: Overview of methodology**



## 1.1 Literature review

A short exploratory literature review was undertaken to inform the development of the research tools and provide context for the findings. It involved a search of academic and grey literature focused on two key areas. First, outcomes-based recruitment: how it works, and the types of outcomes emphasised, the benefits and the challenges involved, the sectors and contexts where it has been trialled and the aims it has sought to address, evidence of success and the success factors required. Second, approaches to information, advice, and guidance provision for potential entrants across different sectors to raise awareness and support realistic ambitions for careers. See section two for summary findings from the review and the full set of references.

## 1.2 Online survey

A quantitative survey of individuals was undertaken. It used a web-based approach, via a commercial online panel. The survey was designed by IES, in close collaboration with both CITB and BMG. The survey covered:

- **Respondent's current or most recent job:** their work status, characteristics of their current or most recent job including job role and industry/sector, when they started, what made their job appealing.
- **Knowledge and awareness prior to entry:** knowledge about the sector prior to joining; ease/difficulty finding out about their sector (including access to work experience and careers information); how they found out about their sector, whether they met or visited employers, or had work experience.
- **Other sectors considered or preferred:** other sectors seriously considered when deciding to join their current (most recent) sector; the sector they would most like to work in now (and for students' what sector they would most like to work in when they finish their studies); what appeals about their preferred sector; how much they know about their preferred sector and how they found out about it.
- **Career decisions and values:** most important factors when making decisions about work and life; importance of working in an industry that shares their values.
- **Experience of current sector:** whether the experience in their current sector matched what they expected/hoped for, whether they would recommend working in their sector to friends or family.
- **Future aspirations:** how they see their future prospects in the next two to three years; likelihood of remaining in their current sector (or return to their most recent sector); what would make them stay; what would make them go elsewhere.
- **Consideration of construction:** perceptions of the construction industry; whether construction is for someone like them; knowledge of the construction industry; sources of information about construction; whether they would consider the construction industry; (relative) attractiveness of the construction industry compared to other



sectors; what would encourage them to consider working in construction; what would put them off working in the construction industry.

- **Experience of construction:** whether they ever worked in construction, what made them decide to leave, and whether they ever applied for jobs in construction. For those in construction: how easy was it to settle in, did the sector meet their expectations, would they recommend the industry, whether they ever consider leaving, and what might make them consider leaving.

See section three for a copy of the survey questionnaire.

It was intended that 1,100 completed surveys would be undertaken with people aged 16+, to a sample specification stratified by age. Quotas set for age were: 16–24 years, 425 responses; 25–54 years, 450 responses; 55+ years, 225 responses. Quotas set for region were England, 700 responses; Scotland, 250 responses; and Wales, 150 responses. A minimum of 100 completed surveys was specified among respondents from an ethnic minority background (across all sectors).

The in-scope population included people who were currently working, those currently looking for work, and students on vocational pathways but could also include those on academic pathways following Science, Technology, Engineering and Maths (STEM) courses (who may or may not be currently working or have previously worked). The sample specification included a minimum of 50 completed surveys in ten selected sectors which fall into two groups:

- **Competitor sectors:** sectors containing the target audience for construction, which include sectors closely aligned with the construction industry and seen as key competitors for recruits. These included, engineering, utilities, transport, and logistics, IT and communications, manufacturing.
- **Pool sectors:** containing potential applicants for construction which includes sectors not traditionally aligned and which would rarely appear as an option considered alongside construction when choosing a career. These included hospitality, retail, health and social care, business and management, sports and leisure, arts, and culture.

Additionally, there was a target of 200 completed surveys within the construction sector.

The fieldwork period ran from 26 January 2021 to the 8 February 2021. The following table presents the profile of completed responses against agreed targets. The average time to complete the survey was 14 minutes.

**Table 1.1 Survey sample achieved**

	Target (N)	Achieved (N)
<b>Age</b>		
16–24 years	425	368
25–54 years	450	695
55+	225	303
<b>Sector</b>		
Agriculture and environment [pool]	20	20
Armed forces and emergency services [competition]	15	21
Business and management (including law, consultancy, HR) [pool]	30	39
Construction [construction]	200	234
Creative arts, culture, entertainment, broadcasting, media and publishing [pool]	30	43
Education and teaching [pool]	50	96
Energy and utilities (water, gas, electricity, power) [competition]	50	29
Engineering [competition]	50	53
Finance, accountancy, banking, and insurance [pool]	34	40
Health and social care work [pool]	50	131
Hair and beauty [pool]	20	15
Hospitality (hotels, bars, clubs, and restaurants) [pool]	50	88
IT and communications [competition]	50	49
Leisure services and sport [pool]	30	28
Manufacturing [competition]	50	55
Public administration including central government, local government, politics [pool]	42	53
Real estate activities (buying/selling/renting/managing property) [pool]	50	22
Retail, wholesale, marketing, advertising, and PR [pool]	60	125
Science and pharmaceuticals [competition]	20	21
Transport, storage, and logistics [competition]	50	55
Other	-	93
Students (no sector)	-	54
<b>Ethnicity</b>		
White	1000	1142
Ethnic Minority	100	224
<b>Nation</b>		
England	720	993
Scotland	250	255
Wales	130	118
<b>Total</b>	<b>1100</b>	<b>1366</b>

Source: *New Perspectives on recruitment survey, BMG/IES 2021*

### 1.2.1 Approach to weighting

It was necessary to weight the data because the sample specification required over-sampling young people and workers/those looking for work in certain industry sectors. Weighting the data was also necessary to adjust for the variation in response rates that emerged by sector and by male and female participants within sectors. Thus, the final sample was weighted to ensure that the profile by age, nation, sector (based on the working population), and the gender profile by sector, reflected the Great Britain economically active population. Labour Force Survey statistics were referenced for the weighting factors. The most recent editions available were used for age and nation (September–November 2020) and gender by sector (July–September 2020).

The weighted sample profile compared with the unweighted (actual number of completed surveys) sample by age, nation and sector is presented in Table 1.2. Table 1.3 presents the gender profile for each industry sector before and after weighting. The survey data were analysed using statistical tests for association and difference by several key variables, including age, gender, ethnicity, reported disability, qualification level, sector, current status (employed, unemployed, studying), and job role/activity (professional, technical, craft). Statistically significant differences at the five percent level of significance are reported, and they are noted in the tables in the remainder of the report with an asterisk.

**Table 1.2: Weighted vs. unweighted survey sample**

	Unweighted (actual completes) (N)	Weighted sample (N)
<b>Age</b>		
16–24 years	368	211
25–54 years	695	938
55+	303	218
<b>Sector</b>		
Agriculture and environment [pool]	20	14
Armed forces and emergency services [competition]	21	33
Business and management (including law, consultancy, HR) [pool]	39	27
Construction [construction]	234	88
Creative arts, culture, entertainment, broadcasting, media, and publishing [pool]	43	37
Education and teaching [pool]	96	141
Energy and utilities (water, gas, electricity, power) [competition]	29	19
Engineering [competition]	53	56
Finance, accountancy, banking, and insurance [pool]	40	56
Health and social care work [pool]	131	168
Hair and beauty [pool]	15	8

	<b>Unweighted (actual completes) (N)</b>	<b>Weighted sample (N)</b>
Hospitality (hotels, bars, clubs, and restaurants) [pool]	88	63
IT and communications [competition]	49	60
Leisure services and sport [pool]	28	18
Manufacturing [competition]	55	56
Public administration including central government, local government, politics [pool]	53	59
Real estate activities (buying/selling/renting/managing property) [pool]	22	16
Retail, wholesale, marketing, advertising, and PR [pool]	125	152
Science and pharmaceuticals [competition]	21	93
Transport, storage, and logistics [competition]	55	61
Other	93	87
Students (no sector)	54	54
<b>Nation</b>		
England	993	871
Scotland	255	278
Wales	118	128
<b>Total</b>	<b>1366</b>	<b>1366</b>

Source: *New Perspectives on recruitment survey, BMG/IES 2021*

**Table 1.3: Weighted gender profile by industry sector vs. unweighted gender profile by industry sector**

	Unweighted		Weighted	
	<b>Male %</b>	<b>Female %</b>	<b>Male %</b>	<b>Female %</b>
Agriculture and environment [pool]	55	45	72	28
Armed forces and emergency services [competition]	53	47	47	53
Business and management (including law, consultancy, HR) [pool]	53	47	53	47
Construction [construction]	70	30	87	13
Creative arts, culture, entertainment, broadcasting, media, and publishing [pool]	59	35	46	54
Education and teaching [pool]	28	72	27	73
Energy and utilities (water, gas, electricity, power) [competition]	55	45	74	26
Engineering [competition]	70	30	74	26
Finance, accountancy, banking, and insurance [pool]	49	51	56	44
Health and social care work [pool]	25	74	24	76

	Unweighted		Weighted	
	Male %	Female %	Male %	Female %
Hair and beauty [pool]	13	87	46	54
Hospitality (hotels, bars, clubs, and restaurants) [pool]	35	64	44	56
IT and communications [competition]	73	27	72	28
Leisure services and sport [pool]	39	61	46	54
Manufacturing [competition]	62	38	74	26
Public administration including central government, local government, politics [pool]	34	66	47	53
Real estate activities (buying/selling/renting/managing property) [pool]	33	67	47	53
Retail, wholesale, marketing, advertising, and PR [pool]	46	54	54	46
Science and pharmaceuticals [competition]	30	65	57	43
Transport, storage, and logistics [competition]	76	24	80	20
<b>Total</b>	<b>59</b>	<b>41</b>	<b>51</b>	<b>48*</b>
<b>*&lt;less than 0.5% non-binary/prefer not to say</b>				

Source: *New Perspectives on recruitment survey, BMG/IES 2021*

### 1.3 Qualitative interviews with individuals working in the construction industry

Forty interviews were undertaken in December 2020 and January 2021, with individuals recently (in the last two to three years) starting work in the construction industry to gather data about their decisions and motivations around entering the construction industry, attraction factors, any other sectors considered, their expectations and early experiences in the sector, and their current plans. See section 4 for a copy of the topic guide.

The qualitative strand of the research provides depth of insight into individual decision-making, and detailed examples of situations and experiences working in the construction industry. While the findings are not representative, the research sought to include people with a range of characteristics. The qualitative sample was recruited in partnership with Roots Research from individuals signed up to their research panel. Interviews lasted up to 30 minutes and took place over the telephone. Participants received a £30 payment in recognition of their time.

The qualitative data were analysed using the framework method. This ensured the analytical process and resultant interpretations were grounded in the data and tailored to the research objectives, and that the data was treated in a systematic and consistent manner.

## 1.4 Profile of research participants

### 1.4.1 Online survey respondents

#### Those in construction

After weighting, the group identified to be currently (or most recently) working in construction accounted for seven per cent of all respondents. In terms of background demographics, when compared to all respondents, those currently working (or most recently worked) in construction were more likely to be male (87%) and white (92%, with those from Asian/Asian British backgrounds particularly underrepresented) and have a spread of ages. One-in-five (19%) had a disability but this reflects the overall pattern of respondents.

Those respondents working in construction had a different qualification profile when compared to all respondents. They were relatively less likely to have academic qualifications particularly HE qualifications (37%), with many qualified to Level 2 or Level 3 (47%). They were relatively more likely to have vocational qualifications and to hold an Apprenticeship qualification (42%), more likely to have their highest qualification in a technical subject or skilled craft/trade (66%), and more likely to have gained qualifications at work or related to work (51%).

The group of construction workers also differed to some extent to all survey respondents in terms of living circumstances, but this is likely to reflect the heavy male-skew. They were relatively more likely to be the sole or main wage earner in the household (82%), and more likely to be renting their accommodation (44%); but less likely to be on the lowest pay (particularly when compared to those working in pool sectors). One-third (32%) earned between £22,360 and £33,800 per year. Many were married or cohabiting (60%), and some had dependent children (36%) but these patterns reflect that found across all respondents.

When the survey data are reported and compared with construction, the term pool or competitor sectors are used.

#### Those in competitor sectors

Across the weighted respondents, 29 per cent were found to be currently (or most recently) working in competitor sectors. These include armed forces/emergency services (9%), utilities (5%), engineering (15%), IT/communications (16%), manufacturing (15%), science and pharmaceuticals (25%), transport/storage/logistics (16%).

Individuals working in competitor sectors are more likely to be male, to be in either high or low-level occupations (and similarly have high level or low-level qualifications); and less likely to be young, or to have a disability (than across whole respondent group). Four competitor sectors had sufficient respondents (50 or more) to enable more detailed analysis, and while the numbers are not large enough to test for statistical significance,

there are some interesting characteristics and comparisons to the construction group to bear in mind when interpreting the findings:

- **Engineering** respondents were mostly aged 25 to 55 (79%) and male (79%) however they were more diverse than some sectors, with 30 per cent from ethnic minority backgrounds and 26 per cent not born in the UK. Only a small proportion of this group reported having a disability (16%). Around half (53%) had worked in the sector for two to ten years, 39 per cent 10 years or more, and only eight per cent less than two years. Seventy-five per cent of respondents in engineering were qualified to Level 4 or above, which is a larger proportion than those working in construction with Level 4 or above qualification (43%). The patterns of individuals working at different occupation levels were like those found in other sectors but with slightly more in the 'high level occupations' compared with construction (39% compared with 22% in construction).
- **IT and communications** groups were also mostly aged 25-to-55 (85%). One-quarter (25%) were women, 31 per cent from ethnic minority backgrounds and 13 per cent not born in the UK. The main differences compared with the construction group were the larger proportion with a disability (32%), in high level occupations (70%) and with Level 4 qualifications and above (87%).
- Those working in **manufacturing** were similar to the construction group in relation to age profile, the qualifications profile (48% had a qualification to Level 4 or above in manufacturing, similar to 43% found in construction), and disability (23% in manufacturing reported a disability and this was 18% in construction). However, fewer people in manufacturing were working in intermediate level occupations (23%) compared with 60 per cent working at this level in construction. A smaller proportion worked in manufacturing for 10 years or more (30% compared with 46% in construction) suggesting there may be more movement to and from this sector given the age profiles were similar. Manufacturing had a more diverse workforce than construction; 30 per cent were female, 20 per cent from ethnic minority backgrounds and 14 per cent born outside the UK.
- The respondents working in the **transport storage and logistics** sector were slightly older than those in construction and the proportions with each level of qualification are in line with those working in construction. Many in the sector were long-serving, over half had been working in the sector for 10 years or more (55%); and most (61%) were in 'other occupations' neither high-level nor intermediate-level roles. While this group was slightly more diverse than the construction group (18% female, 16% from ethnic minority backgrounds and 25% born outside the UK) these proportions are not as high as found in IT and Communications.

### Those in pool sectors

The largest group of respondents to the survey (58%) were currently (or most recently) working in pool sectors. This group is made up of those working in the following sectors: agriculture/environment (2%), business and management (4%), creative arts/culture/entertainment/broadcasting/media (5%), education/teaching(19%), finance/accountancy/banking/insurance (7%), health and social care (22%), health and beauty (1%), hospitality (8%), leisure services and sport (2%), public admin including government (8%), real

estate (2%), and retail/marketing/advertising/PR (20%). Those working in pool sectors are more likely to be female (than across whole respondent group). Below are the characteristics of the larger ‘pool sectors’ of ‘hospitality’ and ‘retail/marketing’ compared with construction:

- Respondents working in ‘hospitality (hotels, bars, clubs and restaurants)’ were more likely to be female (56% were female, compared with 13% in construction) and not born in the UK (28% compared with 7% in construction). The occupation level differs, with many in hospitality (43%) working in ‘other occupations’ (ie low or unskilled occupations) compared with only 18 per cent in construction.
- Within ‘retail, wholesale, marketing, advertising and PR’ a higher proportion of respondents were female (48% compared with 13% in construction) and from ethnic minority backgrounds (21% compared with 7% in construction). The age profile, the proportion with dependent children (36%), proportion with a disability (22%), those born in the UK (87%), occupation levels and level of highest qualification of those working in retail/marketing were like those working in construction.

### 1.4.2 Characteristics of qualitative interviewees

The qualitative interviewees included people working in construction from a range of backgrounds and included interviewees in all English regions. Details of the number of interviews achieved with specific groups are shown in the table below.

**Table 1.4: Profile of interviewees**

Characteristics	Number of achieved interviews (N)
Aged 16–24	20
Aged 25+	20
Male	30
Female	10
Tech/professional role	17
Manual role	23
Ethnic minority background	9
Disability or health condition	5
Identifying as LGBTQ+	3
No qualifications, or Level 1	9
Qualifications at Level 2	3
Qualifications at Level 3	7
Qualifications at Level 4-5	6
Qualifications at Level 6+	15

Source: *New Perspectives on recruitment interviews, Roots Research/IES 2021*



## 2 Summary of literature review

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### 2.1 Attraction and Recruitment

Despite being one of the largest and fastest growing sectors in the UK economy, construction has an image problem when it comes to being considered as an attractive career prospect for young people (CIOB, 2016b; CIPD, 2020d).

### 2.2 Career motivation

While money is always going to be a factor, several key factors have been identified as motivating people, and younger people in particular towards certain kinds of work and careers.

- Feeling a sense of meaning and purpose (CIOB, 2016c; CIPD, 2020c; Burrage, 2020).
- Wellbeing of others (CIOB, 2016c; CIPD, 2020c; Burrage, 2020).
- Recognition of success (CIOB, 2016c; Burrage, 2020).
- Opportunities for learning and development (Burrage, 2020).
- Clear paths of progression (CIOB, 2016c; Burrage, 2020).

Schein's (1990) career anchors, describe the priorities individuals who possess different sets of talents, capabilities and personalities possess, and may be useful in career planning and career change:

- Technical/functional competence.
- General managerial competence.
- Autonomy/independence.
- Security/stability.
- Entrepreneurial capability.
- Service/dedication to a cause.
- Pure challenge.
- Lifestyle.

The need for organisations to have wider benefits for their local community and ecosystem is seen as increasingly important, and purpose-and values-led business approaches are emerging alongside the already established importance of sustainability and responsible business (CIPD, 2020c).

## 2.3 Outcome-based recruitment

In this paper, ‘purpose-driven recruitment’ and ‘values-based recruitment’, were explored as a proxy for outcomes-based recruitment due to a dearth of literature on the latter. A purpose-driven organisation rejects the standard economic notion that employees act only out of self-interest, and recognises that increasingly, candidates are looking for meaning in their work, and while salary and benefits are important, they are no longer enough to motivate many (Sherwin, 2019). Recent research has found that the most attractive companies to millennials are driven by purpose, the contract between the organisation and the individual therefore needs to shift to accommodate this (London Business School, 2018).

Values-based recruitment (VBR) has been designed to ensure that the current and future workforce is attracted and selected against the values of the organisation. When looking at the ideas that organisations list as their values, there are some common items which can be clustered into:

- Ethical or moral concepts, eg honesty, integrity, accountability.
- Attitudes towards or ways of working with others, eg respect, openness, loyalty, teamwork, trust.
- Quality of work, eg excellence, professionalism, quality, reliability, service.
- Emotional attachment, eg commitment, passion.
- Longer-term or societal impact, eg social responsibility, sustainability.
- Future or improvement orientation, eg innovation.

Some items may carry a wide range of meanings. For example, responsibility may mean individuals being accountable and/or the organisation behaving responsibly towards its customers, its workforce or society (Hirsh, 2016).

VBR is very similar to purpose-driven recruitment but has a greater focus on how the values and, crucially, the behaviours of the individual align with the job, employers, or industry in question. VBR has been most widely used in the health and social care sectors, and by the College of Policing, with the purpose of selecting for the behaviours required to carry out the job well, and in accordance with the values of the organisation. There are several common principles to their VBR approaches (Health Education England, 2016; College of Policing, 2018; Skills for Care, 2016):

- Define the values of the organisation or sector, usually assisted by research and consultation.
- Make sure that the organisation/sector embodies these values at all levels.
- Attract future workforce by letting them know about these values.
- Embed these values in the recruitment process.

There is much literature which explores VBR theories, as well as methods and approaches which may be used, and some evidence of short-term impact. There is very little empirical evidence regarding the long-term impact of VBR (Health Education England, 2016).

## 2.4 Attraction strategies

### Branding

In the last two decades, 'branding' has become a central concept in organisational and social life (CIPD, 2020a). Research highlights an increasing demand for responsible business, transparency, and accountability, suggesting areas where employer brand management needs attention, showing strong appetite for a values-based approach amongst the current and future workforce (CIPD, 2020c). While branding demonstrating culture, values and purpose is important, it is not enough; industries and employers must back this up with evidence. Authenticity is required to attract candidates and to retain them once they have joined (Access Generation, 2020). Branding may also need to be personalised to the needs of a diverse workforce, which seems appropriate for the construction industry (IFF, 2017).

### Toolkits

NHS Employers has developed an interactive Inspire, Attract, Recruit toolkit to help inspire, attract, and recruit the future workforce. It aims to help NHS employers reflect and consider what they can do to help attract a workforce supply, along with practical information and case study examples (NHS Employers, 2020). It covers topics including:

- labour market trends and competition;
- understanding and communicating with different generations;
- school children and students;
- local community;
- ex-military and the Step into Health initiative;
- social media;
- utilising the existing workforce;
- profession-specific videos;
- open days and events;
- celebratory weeks; and
- employability programmes.

## **Diversity and inclusion**

Recent research has identified challenging discrimination in all its forms and being actively anti-racist was identified as a key theme in attracting and recruiting talent in the future, however, many employers have more work to do in this area to eliminate bias from their processes. Embedding cultural competence and an inclusion climate is key for positive outcomes for individuals, and organisations (CIPD, 2020c; Access Generation, 2020).

Notably, both as an employer and through what it builds, construction has a profound impact on the life chances of UK citizens. Research (CIOB, 2016b) shows how construction is seen to stand above most other industries as a driver in the economic mobility of those it employs. What construction builds is considered to have a huge impact on the population and on its social and economic mobility – better transport, better schools and better neighbourhoods that improve the life chances of many, and especially those of children born to poorer parents. There are many opportunities here for support and promotional activity that will benefit all.

## **Marketing**

Organisations are increasingly using technology to attract candidates. The most effective attraction methods are corporate websites and professional networking sites such as LinkedIn. Technology has also facilitated the targeting of passive jobseekers. In contrast, there was a sharp decline in the proportion of respondents including more traditional approaches, such as Jobcentre Plus or newspapers, among their most effective attraction methods (CIPD, 2020d).

With regard to marketing recruitment opportunities, the candidate journey and experience has featured in many top recruitment trend predictions. Employers are advised to regularly review their website, put themselves in the candidates' shoes, and make sure the recruitment process is optimised for mobile (Access Generation, 2020).

## **Providing experiential opportunities**

In the construction industry there is a lack of visible work experience opportunities and lack of knowledge about how to get experience. Difficulty gaining work experience means the above school-sown/reinforced misconceptions go unchallenged – leaving low awareness of diversity of roles and unrealistic views of it being an 'easy route' for the less academic (IFF, 2017).

Investing in young people aged 16–24 can help build talent pipelines, boost reputation as an employer (or sector) of choice, and improve workforce diversity, providing different perspectives, skills, insights, and values. There is cross-sectoral activity to encouraging organisations to offer a wide range of access routes, including work experience, internships, and volunteering opportunities, and to ensure their recruitment and management practices are youth-friendly. Additional ways to provide young people with

inspiring opportunities in industry are hiring apprentices, and providing school-leaver programmes, graduate schemes, and traineeships (CIPD, 2015).

### Attracting young people

Few young people are fully decided about what they want to do for a job or career, and the scope of jobs and careers being considered was often narrow (Atticus, 2018). However, they are often keen for more careers information, and many are open to hearing more about construction careers and having their pre-conceptions challenged. While salary is important, being happy and fulfilled at work is a key priority and this includes:

- seeing a positive outcome from their work;
- a sense of achievement in the work that they are doing;
- something that benefits society or other people in some way;
- working with like-minded people;
- opportunities to have fun and socialise with colleagues;
- opportunities for development and progression;
- plenty of challenges to keep them actively engaged; and
- a flexible approach that fits around personal life and other interests.

It is vitally important to begin career-related learning early to ensure that young peoples' career aspirations are realistic and broad (Atticus, 2018).

### Generation Z

Generation Z (Gen Z) currently account for about a quarter of the global working population, so employers will increasingly need to adapt their recruitment processes to ensure they are well aligned with the new workforce generation. Gen Z have never known life without the internet; they are digitally embedded and highly technically literate, but they also crave 'real world' experiences. They expect enjoyment from their work, but they also have traditional values; the top Gen Z goals are to get a dream job and buy a house, and they are also very family oriented – family is the top priority for almost half. Research suggests Gen Z are attracted to jobs they consider to be 'future proof'; they are not just focused on tech (Guardian Jobs, 2019).

The academic literature, however, is rather split on whether generational differences have as great an impact in the workplace as has often been suggested. Many studies are unable to find the predicted differences in work values, and those that do often fail to distinguish between 'generation' and 'age' as possible drivers of such observed differences (Parry and Urwin, 2010). Placing too much emphasis on generational differences might lead us to presume that all those in a single generational cohort have the same values and attitudes, and to ignore what is similar and what other aspects of diversity also need to be considered in the mix (Parry and Tamkin, 2016).

Nonetheless, the way employers attract, and recruit Gen Z and others will be crucial in their willingness to stay with the business. Use the right social media channels is

important. Vision and values are important for millennials and Gen Z too, but for Gen Z, salary and benefits are also a high priority, and so brand messaging and job adverts need to reflect that. Gen Z is also averse to student debt and so they are attracted to employment routes that do not involve this. Training and progression are important to Gen Z, so clearly mapping out development opportunities, routes and likely timescales may be a way to attract them (Guardian Job, 2019).

### Retention considerations

Employees resign for many different reasons; a move might be prompted by a combination of both 'pull' and 'push' factors. However, where turnover in the first year of employment is concerned, poor recruitment and selection decisions, by either the employee and/or the employer, are usually to blame. Poorly designed or non-existent induction programmes can be another factor. Even when people stay past the first few months, the first impressions of a business can influence an employee's decision to leave a business sooner rather than later. Expectations can also often be raised too high during the recruitment process, for example by overstating opportunities for progression, or the scope of the role, leading people to compete for and subsequently to accept jobs for which they are unsuited. It is important to understand why people leave to minimise this in future (CIPD, 2020f).

#### 2.4.1 Implications for the construction industry

The key challenges to recruiting more young people into the construction industry are negative perceptions of the industry and negative experiences within the industry. Awareness and perceptions of young people and their parents need to be improved as well as improving industry practice and culture (CITB, 2019a).

There are several key messages which have worked for the construction industry in recent years (IFF, 2017):

- **Inspiring:** adverts such as posters featuring girls in hard hats have stuck in the memory, helping raise awareness of a more diverse sector for Managerial, Professional and Technical roles; while commonly understood roles and a sense that non-academic individuals are not 'written-off' are strengths for Trades and General roles.
- **Discovering:** good resources – particularly online, such as the GoConstruct website – and work experience opportunities have been successful. Strong sector links with schools and colleges are noted for Technical, Trades and General roles, while 'myth busting' is noted for Managerial and Professional ones.
- **Joining:** while there is good availability of apprenticeship opportunities, other job opportunities are more localised and there is still a sense that the Construction industry relies on word of mouth which hinders performance compared to other sectors.

Key messages that young people feel would drive interest and appeal for careers in construction included (Atticus, 2018):

- being happy at work;
- range of roles;
- potential income;
- the stability of the industry;
- opportunities to be creative;
- tangible outcomes; and
- making a positive difference in the world.

To attract more young people, the construction industry will need to seem more aspirational and future-focused, using different messages for trades versus professional roles will be important. Awareness raising is needed; what is possible in the industry and raising awareness of different types of roles. However, changing perceptions alone is not enough; the industry needs to change to ensure workplace culture is one that appeals to the next generation of potential recruits (CITB, 2019a).

### Groups to target

Recent research for CITB (Pye Tait, 2020) showed that certain groups should be prioritised for further research and development. These are:

- industry changers (especially manufacturing and those from the retail and wholesale sectors);
- females (particularly those who have an interest in DIY);
- Black and Minority Ethnic entrants;
- FE learners (particularly improving the conversion rate); and
- construction and other graduates.

However, the construction industry is complex, and these audiences are multi-dimensional. Recruitment approaches must therefore also be complex. Different marketing approaches should be regarded as necessary at two levels: general promotion at national level by stakeholders; and highly targeted promotion at local and regional level by employers.

The impact of the coronavirus will likely mean an increase in skilled construction workers becoming unemployed. But newly unemployed construction workers will not be a homogeneous group. They will range from older age workers who may regard this as the last straw and choose to leave permanently, to young workers who have no 'sector-memory' of the last recession, and so segmentation of messages and support will be important (Pye Tait, 2020).

### 2.4.2 Approaches to IAG for potential entrants - young people

Careers guidance for young people has been improving in recent years, but many young people still have narrow aspirations, some of which are unrealistic. There is evidence that

career-related learning needs to begin much earlier to overcome this. This section outlines the current position as well as some evidence of successful activity in this area.

### ***Careers guidance: the current position***

Many employers feel that young people leaving school, college or university are not work ready, and that changes should be made to widen the curriculum and better nurture character traits such as resilience. There is also geographic variation in engagement between employers and schools and college (CBI, 2019). The Department for Education's Careers Strategy (DfE, 2017) set out a series of measures to be implemented between 2018 and 2020 to improve careers guidance in England, including the introduction of new benchmarks for careers education, an investment fund for disadvantaged pupils, and a named Careers Leader in every school and college.

The coronavirus pandemic has presented unprecedented and ongoing challenges, and careers education will play an important role in supporting young people and driving long-term economic recovery. Schools, colleges, and business are now working together on a national scale and are highly engaged, with Careers Hubs driving accelerated progress in careers education. Schools and colleges have prioritised careers education as a key response to the Covid pandemic. Despite current challenges, the foundations are in place to build on the impact of the Careers Strategy and support economic recovery (CEC, 2020).

### **The construction industry: careers guidance in schools**

Careers education has been patchy and insufficient, but some careers and industries have been affected by this more than others, and schools are perceived to be poor at inspiring individuals to consider construction (IFF, 2017). Reasons for this include a preference for 'academic' routes, outdated perceptions of construction and few work experience opportunities, meaning that misconceptions go unchallenged. Pupils who are interested in construction often have a lack of awareness about it, leading to a polarized view of construction careers, with a narrow perception of what construction is, a lack of awareness of the range of roles in the sector, and limited awareness of the skills and qualifications needed. Other sectors such as finance, engineering and the armed forces are engaging with young people more proactively, and so there is a need for construction to be more proactive, earlier (IFF, 2017).

### **Higher education and the construction industry talent pipeline**

Construction sector employer engagement with HE students is not apparent: other career paths are far more visible for students whilst at university. There is also a lack of knowledge about the range of roles and opportunities available within construction. There is potential to target students from non-construction courses more effectively and help them to realise they have skills that transfer. There is also a need to shore-up individuals' interest in construction in case they are 'poached' by other sectors (IFF, 2017).



### ***Aspiration disconnect and the need for earlier career-related learning***

Recent research (Chambers et al, 2020) revealed a worrying disconnect between young people's career aspirations and current/future jobs in the UK. The sectors that young people aspire to work in differ greatly from the jobs available, and the result is the skills gap so often seen across UK sectors. The narrowing of job choices is driven by young people from more disadvantaged backgrounds. The disconnect is strikingly similar at age 17/18 as at age 14/15, with similar patterns to the jobs to which children aspire at age 7/8, showing the importance of early intervention.

The research shows significant differences by gender and region; there is much greater male interest in manufacturing and much greater female interest in health and social care. Students in the South West of England are particularly interested in art, culture, entertainment and sport, and students in London show little interest in manufacturing. However, the overall effect tends to balance out – the aggregate picture for boys is similarly disconnected from the national requirements as it is for girls, and there are only small differences in the aggregate picture by region (Chambers et al, 2020).

Effective careers support reduces the disconnection between aspirations and jobs. In the construction industry, activity is especially vital, and could include (IFF, 2017):

- Proactively engaging with potential candidates, going directly to schools/colleges, *selling* the sector *early* (more superficially appealing sectors are doing this *more*).
- Using social media and other platforms, promoting what life in the sector is like, using existing employees as ambassadors.
- Proactive 'myth busting' to conquer negative stereotypes, including use of relatable ambassadors (including current employees).

Targeting under-represented groups has also been suggested. Ways to tackle this include campaigns to tackle stereotypes head-on; exposing girls to female role models; expanding schemes to set-up work experience placements for under-represented groups and encouraging employers to sign-up to family-friendly working practices (IFF, 2017).

### ***Careers guidance: what works***

#### **Careers-related learning in primary schools**

Research (Kashefpakdel et al, 2018) has shown that the jobs children aspire to may be ones that their parents do, or those of their parents' friends, or that they see on the TV and/or social media. A small number of high-quality studies, as well as evidence from interviews with teachers and other leading experts in this field, suggest that participation in career-related learning can improve children's knowledge about work and help develop 'soft skills'. Evidence also suggests that career-related learning can be useful in engaging parents in their child's learning and enhance their own understanding of how the world of work is fast changing in a digital age. Research suggests that career-related learning is best delivered when:

- The school has a leadership and senior leadership team committed to embedding career-related learning into the curriculum.
- Activities and programmes are provided from an early age.
- Employers, universities, and other external organisations are involved.
- Best practice contacts are shared between and across local schools.

There is no 'one-size-fits-all' approach to organising these activities, with geographical location often being an important consideration (Kashefpakdel et al, 2018).

### **Careers events**

Research indicates that careers talks are 'consistently effective' and careers events with employers can have a positive impact on employability skills and educational engagement. Authenticity is a key success factor; it is important that the people providing information to pupils about jobs and careers can draw on personal, first-hand experience of the professions they are speaking about. The more interactions a young person has with people from the world of work through careers events, the better. Preparation and follow up are also important in ensuring impact (Education and Employers, 2017).

Studies show that employers can have a positive impact on careers choices if they engage in the right way. Meetings, work experience, taster days and career talks from businesses rated higher in impact than family, friends, websites, books, and media. There is a high value placed on jobs and careers information obtained in real workplace and through contact with working people (CIOB, 2016c).

### **Guest speakers**

Guest speakers are one key lever among many that schools use to inspire young people about possible futures and what it might take to reach them, as well as broaden students' people about horizons to see the world outside of their classroom and local community. Research suggests that careers talks are a tool for closing the privilege gap in society. The access to career talks can bridge social capital; it compensates for the absence of real social capital amongst disadvantaged teenagers (Education and Employers, 2019; Mann et al, 2018).

This aligns well with values of inclusivity and diversity, and with the construction industry as a sector which enables social mobility more than most others. There may be scope for the construction industry to be more active here, perhaps through networking with organisations such as Education and Employers and the Speakers for Schools initiative.

### ***Engaging with schools and colleges***

From providing strategic advice to the headteacher and senior leadership team to mentoring pupils or running enterprise competitions, school engagement takes many forms. Underpinning them all is the need to:

- **Develop links with local schools, colleges and Universities** to help bridge gaps between education and business and reach out to new talent pools.

- **Engage with local schools and colleges.** Contact with particular employers and industries gives young people insight and might inspire them to make educational choices that will help set them up for a future career in that sector.

There is currently strong evidence for the efficacy of employer mentoring, enterprise competitions and work-related learning provided in co-operation with employers. There is some evidence on impact of 1–2 week work experiences, career learning and curriculum co-delivered by teachers and employers, careers talks, careers websites, CV workshops, employer delivered employability skills workshops, mock interviews and workplace visits (CEC & CBI, 2017a).

Some specific strategies for successful engagement are:

- Identify designated points of contact in the business and in the schools.
- Get to know key contacts in schools, find out what they want and need.
- Tailor support because all schools are different, with a diverse mix of teachers and young people.
- Utilise existing partnerships and networks including the Careers and Enterprise Company and Local Enterprise Partnerships' national network of Enterprise Coordinators who bridge the gap between local employers and schools (CEC & CBI, 2017a).

The central themes of a series of 19 case studies on how employers engage with schools was the value of building long-term mutual relationships with schools. Such engagement allowed employers to add value to schools and the lives of young people, and young people and schools in turn gave huge value to employers. Employers reported that volunteering their time to help young people brings their employees joy, increases brand loyalty and importantly helps young people to consider certain career paths and industries for the first time (CEC and CBI, 2017b).

Five of the case studies were with employers in or allied to the construction sector. Key lessons learned included:

- Devote sufficient time and resources to building relationships with the right people in schools and communities.
- Visible and practical support from senior management assists staff commitment.
- Success is all in the planning.
- Face to face interventions are more labour intensive but have a higher impact.
- Facilitate sharing – develop toolkits to use across the company.

An alternative approach involves using high-profile national branded events and local spin-offs to inspire/engage young people, while also winning over parents/teachers.

### 2.4.3 Approaches to IAG for potential entrants - older adults and career changers

There has not been nearly as much activity on IAG for older adults and career changers as there has been for children and young people. The National Skills Fund is due to come into effect in 2021 to help retrain workers who have lost their jobs, or those who want to change careers, get the skills they need to work in particular industries. In advance of this there are continuing discussions about what future adult careers guidance should look like, with reference to past work in this area (NCFE, 2020; NCFE and the Campaign for Learning, 2020).

#### *The Mid-life Career Review pilots*

The Mid-Life Career Review pilots ran from 2013-15 and proved to be a very successful and low-cost means of helping people at about the age of 50 consider their future work and learning options. Evidence (NIACE, 2015) from clients and advisers indicates that the Review helped clients to:

- return to work after unemployment;
- better understand their opportunities to change job, move to self-employment, or negotiate more appropriate working conditions;
- find appropriate training to improve their employability;
- make realistic decisions about extending working life; and
- improve their health and wellbeing.

The project showed that a career review can have a clear and positive impact on a wide range of people in mid-life. However, most clients were surprised to find that such a service was available, and if it is to be developed, attention will need to be paid to branding and promotion.

#### *The Mid-life MOT*

The Mid-life MOT is a developing concept, building on earlier experiences, particularly Mid Life Career Reviews. A mid-life MOT was one of the recommendations outlined in the Cridland Review of State Pension age<sup>1</sup>.

It may be offered as an optional service or may become an entitlement. One of its main aims is to encourage people to make sure that their financial situation is secure for their older age (CDI, 2019). There is a clear interest amongst people aged 40–64 in receiving professional advice about future working options (Age UK, 2017). Many are keen to:

- Discuss what job(s) they might do for the rest of their working lives.

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<sup>1</sup> <https://www.gov.uk/government/publications/state-pension-age-independent-review-final-report>

- Receive an assessment of their transferable skills and experience.
- Identify any skills they may need in the future and options for training.
- Discuss the impact of their health on their working prospects.

The mid-life MOT concept covering three areas of focus – work, wealth, and wellbeing, has been developed and tested by four different organisations (Centre for Ageing Better, 2018). These pilots showed a demand for the holistic offer and provided some lessons for any future provision.

- Know your target audience – consider the purpose and intended outcomes.
- Age is not a fixed concept – consider the age(s) the service is for.
- There is no ‘one size fits all’ for delivery – whether by telephone consultations, face-to-face, groups sessions or online tools, consider what format is most applicable and effective for the intended participant group.
- Keep the content focused – MOTs can’t cover everything, prioritisation in content is important to maintain focus, clarity of purpose and participant engagement.
- The mid-life MOT is a process not a one-off event. Practical outputs, signposting and follow ups are required to engage and benefit participants.

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## 4 Online survey questionnaire

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### A: About you and your current job

We'd like to start off by asking you some brief background questions and about your current job, or the one you had most recently if you are not currently working.

[AGECHK]

[all]

#### **S1: Firstly, which of the following age groups do you belong to?**

1 16 to 18

2 19 to 24

3 25 to 44

4 45 to 54

5 55 to 64

6 65+

7 Prefer not to say

#### **S1B. And are you... ?**

1 Male

2 Female

3 Non-binary

[GEOCHK]

[all]

#### **S2: Which of the following areas of the UK do you currently live in?**

1 East of England

2 East Midlands

3 London

4 North East

5 North West

6 Northern Ireland SCREEN OUT

7 Scotland

8 South East

9 South West

10 Wales

11 West Midlands

12 Yorkshire and the Humber

[STATUS] [KEY FILTER] [force entry] [code fully but also derive 3 groups: working, student, not working]

[all]

**1. Are you currently in paid work? This can include working as an employee, subcontractor or working for yourself (self-employed/running a business) and if you are on furlough, sick leave, or maternity/paternity leave (or equivalent) you should count that as being in paid work.**

Please select one only

Yes, in work [yes]

Yes, on furlough [yes]

No, currently studying or on training programme or on a government scheme [student]

No, but looking for work [no]

No, not looking for work [no]

No, retired [no]

No, other (please specify) [no]

No, never worked and not currently studying or on a training programme or on a government scheme [filter out] **THANK AND CLOSE:** Thank you for your time but you need to have worked or be currently studying to take part.

[STUDSTATUS][filter]

[if status=student][Q1=3]

**1A. Do you have a paid job that you are doing alongside your studies or did you have a paid job prior to studying?**

Please select one only

Yes currently working and had a paid job prior to studying

Yes currently working

Yes had a paid job prior to studying

No

[EVERWORK]

[if status=no][Q1=4, 5, 6, 7]

**1B. Have you ever had a paid job? This includes working as an employee, subcontractor or working for yourself (self-employed/running a business)**

Please select one only

Yes [STATUS=no]

No [filter out] **THANK AND CLOSE:** Thank you for your time but you need to have worked or be currently studying to take part.

[CURJOB] [BMG to code to SOC from open text response]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2Ai What is your current role/job. Please write in your job title and what you mainly do for your job.**

**If you have more than one job please think about what you consider to be your main job.**

[RECJOB] [BMG to code to SOC from open text response]  
[if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying] [Q1b=1 OR Q1a=1, 3]

**2Aii What was your most recent role/job. Please write in your job title and what you mainly did for your job.**

[CURSECTOR] [KEY FILTER, fully code but then derive 3 groups: construction, competition and pool][force entry] [if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2Bi Which of the following best describes what your firm/organisation mainly makes or does**

**If you have more than one job please think about what you consider to be your main job.**

[RECSECTOR] [KEY FILTER, fully code but then derive 3 groups: construction, competition and pool][force entry] [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying] [Q1b=1 OR Q1a=1, 3]

**2Bii [Which of the following best describes what the firm/organisation you most recently worked for mainly made or did?**

Please select one only

Agriculture and environment [pool]  
Armed forces and emergency services [competition]  
Business and management (including law, consultancy, recruitment and HR) [pool]  
Construction [construction]  
Creative arts, culture, entertainment, broadcasting, media and publishing [pool]  
Education and teaching [pool]  
Energy and utilities (water, gas, electricity, power) [competition]  
Engineering [competition]  
Finance, accountancy, banking, and insurance [pool]  
Health and social care work [pool]  
Hair and beauty [pool]  
Hospitality (hotels, bars, clubs and restaurants) [pool]  
IT and communications [competition]  
Leisure services and sport [pool]  
Manufacturing [competition]  
Public administration including central government, local government, politics [pool]  
Real estate activities (buying/selling/renting/managing property) [competition]  
Retail, wholesale, marketing, advertising and PR [pool]  
Science and pharmaceuticals [competition]  
Transport, storage and logistics [competition]

Other (please specify)

[CURSTART]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2BBi. How long ago did you start working in this industry/sector?**

Please select one only

In last 6 months [newstarter]

between 6 months and one year ago [newstarter]

between 1 year and 2 years ago [newstarter]

between 2 years and 5 years ago

between 5 years and 10 years ago

More than 10 years ago

[CURCONTRACT]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2Ci Which of the following best describes your contract status? If you have more than one job please think about what you consider to be your main job**

[RECCONTRACT]

[STATUS=no:] [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying] [Q1b=1 OR Q1a=1, 3]

**2Cii Which of the following best describes your contract status of your most recent/last job?**

Please select one only

Permanent contract

Temporary or fixed-term contract/agency worker/casual work

Self-employed

Run own business

[CURHOURS]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2Di In terms of your working hours. Which of the following best describes your working pattern?**

**If you have more than one job please think about what you consider to be your main job**

[RECHOURS]

[STATUS=no: [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying]  
[Q1b=1 OR Q1a=1, 3]

**2Dii In terms of your working hours in your most recent/last job. Which of the following best described your working pattern?**

Please select one only

Full-time (eg at least 35 hours per week)

Part-time (less than 35 hours per week)

No set hours/highly flexible

[CURMNGT]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**2E: i Thinking about supervisory/management responsibilities. Do you have formal responsibility for supervising or managing any other workers, trainees or students?**

**If you have more than one job please think about what you consider to be your main job**

[RECMNGT]

[STATUS=no: [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying]  
[Q1b=1 OR Q1a=1, 3]

**2E: ii Thinking about supervisory/management responsibilities in your most recent/last job. Did you have formal responsibility for supervising or managing any other workers, trainees or students?**

Please select one only

Yes

No

Not applicable

[HOWGET]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]



### 3. How did you get this job?

Please select one only

By replying to a job advertisement (on the internet, social media, newspaper etc)

Through a JobCentre

Through a Careers Office/Service

Through a private employment or recruitment agency

By hearing from someone who worked there (sometimes referred to as word of mouth)

Making a direct application

Through friends or family

Some other way (please specify) [IES to code]

[WHYGET1]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]

### 4A. What made this job appealing to you? Was it because...

Please answer yes or no or not applicable (not offered) for each

- a) of the opportunity to specialise and become an expert
- b) of the opportunity to progress to management
- c) of the opportunity to work independently and/or run your own business
- d) it was near to where you live/lived
- e) it offered stability and security
- f) of the opportunity to be creative
- g) it benefits society, helps others or has a positive social impact
- h) it offered variety of work
- i) it offered flexible working arrangements (eg flexitime, job-sharing, compressed hours, term-time working)

[WHYGET2]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]

### 4B. Again thinking about what made the job appealing, was it because...?

Please answer yes or no or not applicable (not offered) for each

- a) of the diverse workforce
- b) it offered good career prospects, opportunities for promotion
- c) of the employer's good reputation
- d) it offered good working environment
- e) of the employer's ethical working practices
- f) of the good salary
- g) it was recommended to you
- h) you had friends/family there
- i) it was the only option you had/no other jobs or offers
- j) ...of something else? (Please give more details in the box below) [IES to code]

[WHENLEAVE]

[if STATUS=no, OR STUDSTATUS=Yes had a paid job prior to studying] [Q1b=1 OR Q1a=3]

**4C. When did you leave this job?**

Please select one only

- In last 6 months
- between 6 months and one year ago
- between 1 year and 2 years ago
- between 2 years and 5 years ago
- between 5 years and 10 years ago
- More than 10 years ago

[WHYLEAVE][filter]

[if STATUS=no, OR STUDSTATUS=Yes had a paid job prior to studying] [Q1b=1 OR Q1a=3]

**4D. Why did you leave this job?**

Please select one only

- Dismissed
- Made redundant
- Temporary job came to an end
- Took voluntary redundancy
- Retired
- Resigned
- Gave up work for health reasons
- Gave up work for family or personal reasons
- Moved area
- For education or training
- Left for some other reason (please specify) [IES to code]

[WHYRESIGN]

[if WHYLEAVE=resigned] [Q4D=6]

**4E. Why did you resign?**

Please select all that apply

- Pay unsatisfactory
- Journey to work unsatisfactory
- Lack of promotion/career opportunities
- Wanted to work longer hours
- Wanted to work shorter hours
- To improve work/life balance
- Wanted to change occupation
- Wanted to change sector
- Employer/sector's values did not align with your own values
- Other (please specify) [IES to code]
- None of the above

## B: Education and training

We'd now like to ask you about the training and qualifications you've gained so far, and if you're currently studying why you decided to take your current course or programme.

[all]

**5A. What is the highest level of academic qualification that you hold from the following list?** [STATUS=student: Please don't include the qualification you are aiming for as we will ask you about this in a separate question]

[QUALAC] Please select one only

Postgraduate/higher degree, eg MSc, MA, MBA, PGCE, PhD

Undergraduate/first degree, eg BSc, BA, BEd, MA at first degree level

Higher education qualification below degree level eg HND, HNC, Foundation degree

2 or more GCE 'A'-levels grades A-E, 3 or more SCE Higher grades A-C

1 GCE 'A'-level grades A-E, 1-2 SCE Higher grades A-C, AS levels

GCSE grades A-C, GCE 'O'-level passes, CSE grade 1, SCE O grades A-C, SCE

Standard grades 1-3

GCSE grades D-G/CSE grades 2-5, SCE O grades D-E/SCE Standard grades 4-7

Other academic qualifications PLEASE PROVIDE MORE DETAIL

No academic qualifications

[QUALVOC] Please select one only

**5B. What is the highest level of vocational or professional qualification that you hold from the following list?**

Level 4 NVQ or SVQ, RSA Higher Diploma, BTEC Higher level, Level 5 NVQ or SVQ

Completion of trade apprenticeship, Level 6 NVQ, Level 7 NVQ

Level 3 NVQ or SVQ, Advanced GNVQ or GSVQ, City and Guilds Advanced Craft, BTEC

National, RSA Advanced Diploma, T level

Level 2 NVQ or SVQ, Intermediate GNVQ or GSVQ, City and Guilds Craft, BTEC

First/General Diploma, RSA Diploma

Level 1 NVQ or SVQ, Foundation GNVQ or GSVQ

Other vocational or pre-vocational qualifications, e.g. OCR

Other professional qualifications, e.g. qualified teacher, accountant, nurse PLEASE

PROVIDE MORE DETAIL

None of these vocational or professional qualifications

[QUALAPP]

**5C. Do you hold an Apprenticeship qualification?**

Please select one only

Yes

No

Unsure

[APPRENT]

[QUALAPP=yes] [Q5C=1]

**5D. What level(s) of apprenticeship do you have?**

Please select all that apply

Intermediate/level 2

Advanced/level 3

Higher/level 4, 5, 6 or 7

Degree/level 6 or 7

[QUALPLACE]

[QUALAC=1-8, QUALVOC=1-6,QUALAPP=yes][Q6A=1-8, Q6B=1-6, Q5C=1]

**6A. Thinking about the qualifications you have gained so far, did you gain any...**

Please select all that apply

from school/home schooling?

from college or university?

at work/related to work? (eg licences to practice, tickets/certificates such as CSCS/CPCS)

through government schemes?

in your leisure time or by teaching yourself?

Not applicable

[QUALSUB]

[QUALAC=1-8, QUALVOC=1-6,QUALAPP=yes][Q6A=1-8, Q6B=1-6, Q5C=1]

**6B. Thinking about the highest qualification you have gained so far – whether academic or vocational or both, which subject/area was it in?**

Please select one only

Science subject/field (eg Biology, Physics, Chemistry, Geology, Maths)

Medical subject/field (eg Medicine, Nursing, Social work, Veterinary medicine)

Technical subject/field (eg Engineering, Technology, Design, Computing, Architecture, Project Management, Surveying, Planning, Construction Management, Built environment, Conservation, Housing studies)

Business, finance or management subject/field (eg HR, Accounting, Law, Marketing)

Social studies, humanities and languages field (eg Sociology, Politics, Economics, Geography, History, English, French)

Creative and performing arts field (eg Cinematics, Photography, Music, Dance, Drama, Creative writing, Pottery)

Teaching

Skilled craft or trade (eg Plastering, Roofing, Tiling, Plumbing, Forestry, Catering, Floristry)

Multiple subjects (eg GCSEs)

Other (Please specify)

[QUALCONS]

[6B=3 or 8]

**6Bii. Is this a construction related or relevant subject?**

1 Yes (Please specify)

2 No

3 Not sure/Don't know

[if STATUS=student] [Q1=3]

**7A. Which of the following academic, vocational or professional qualifications are you currently studying for?**

Please select all that apply

[STUDYAC]

**7A. Academic qualifications**

Postgraduate/higher degree, eg MSc, MA, MBA, PGCE, PhD

Undergraduate/first degree, eg BSc, BA, BEd, MA at first degree level

Higher education qualification below degree level eg HND, HNC, Foundation degree

2 or more GCE 'A'-levels grades A-E, 3 or more SCE Higher grades A-C

1 GCE 'A'-level grades A-E, 1-2 SCE Higher grades A-C, AS levels

GCSE grades A-C, GCE 'O'-level passes, CSE grade 1, SCE O grades A-C, SCE

Standard grades 1-3

GCSE grades D-G/CSE grades 2-5, SCE O grades D-E/SCE Standard grades 4-7

Other academic qualifications PLEASE PROVIDE MORE DETAIL

Not currently studying for academic qualification(s)

[STUDYVOC]

**7B. Vocational/professional qualifications**

Level 4 NVQ or SVQ, RSA Higher Diploma, BTEC Higher level, Level 5 NVQ or SVQ

Completion of trade apprenticeship, Level 6 NVQ, Level 7 NVQ

Level 3 NVQ or SVQ, Advanced GNVQ or GSVQ, City and Guilds Advanced Craft, BTEC

National, RSA Advanced Diploma, T level

Level 2 NVQ or SVQ, Intermediate GNVQ or GSVQ, City and Guilds Craft, BTEC

First/General Diploma, RSA Diploma

Level 1 NVQ or SVQ, Foundation GNVQ or GSVQ

Other vocational or pre-vocational qualifications, e.g. OCR PLEASE PROVIDE MORE DETAIL

Other professional qualifications, e.g. qualified teacher, accountant, nurse PLEASE PROVIDE MORE DETAIL

Not currently studying for vocational or professional qualification(s)  
Apprenticeship

[STUDYAPPRENT]

[STUDYVOC=apprenticeship] [Q7B=8]

**7C. What level(s) of apprenticeship are you on?**

Please select all that apply

Intermediate/level 2

Advanced/level 3

Higher/level 4, 5, 6 or 7

Degree/level 6 or 7

[STUDYPLACE]

[if STATUS=student] [Q1=3]

**8A. Are you studying for this qualifications mainly (or would be mainly doing so if not for COVID-19 restrictions)...**

Please select one only

...at school/home schooling?

at college or university?

at work/related to work?

through a government scheme?

in your leisure time or by teaching yourself?

Not applicable

[STUDYSUB]

[if STATUS=student] [Q1=3]

**8Bi. Which subject/area is it in?**

Please select one only

Science subject/field (eg Biology, Physics, Chemistry, Geology, Maths)

Medical subject/field (eg Medicine, Nursing, Social work, Veterinary medicine)

Technical subject/field (eg Engineering, Technology, Design, Computing, Architecture, Project Management, Surveying, Planning, Construction Management, Built environment, Conservation, Housing studies)

Business, finance or management subject/field (eg HR, Accounting, Law, Marketing)

Social studies, humanities and languages field (eg Sociology, Politics, Economics, Geography, History, English, French)

Creative and performing arts field (eg Cinematics, Photography, Music, Dance, Drama, Creative writing, Pottery)

Teaching

Skilled craft or trade (eg Plastering, Roofing, Tiling, Plumbing, Forestry, Catering, Floristry)  
 Multiple subjects (eg GCSEs)  
 Other (Please specify)

[STUDYCONS]

[if STATUS=student] [Q1=3 AND 8B=3 or 8]

**8Bii. Is this a construction related or relevant subject?**

- 1 Yes (Please specify)
- 2 No
- 3 Not sure/Don't know

[STUDYREAS]

[if STATUS=student] [Q1=3]

**8C. Why are you undertaking your current course or training?**

Please select all that apply

- It is a requirement to enter your chosen profession/career
- It is a requirement of your job
- To progress in your career
- You want to change your current career
- To improve your employment prospects
- Because you have been unable to find a suitable job
- You were encouraged/supported by your family or your employer
- To develop a more skills and knowledge
- You like studying
- other (please specify) [IES to code]

**C: Career decisions and influences**

We'd now like to ask you how you came to be working in [if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2] your current industry/sector

[STATUS=no: [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying] [Q1b=1 OR Q1a=1, 3] the most recent industry or sector you worked in

[AWAREOWN]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]

**9A. Before you started working in [Q2B response], would you say that you knew nothing at all, very little, some, quite a bit or very much about ...**

Please select one for each

[Scale: nothing at all, very little, some, quite a bit, very much]

i) ...what it would be like to work in it?

- ii) ...the type of jobs and careers it offered?
- iii) ...how to find jobs or work experience in it?
- iv) ...whether there were jobs in it near you?
- v)...the opportunities for development and progression in it?
- vi) skills, qualifications etc needed to enter it?

[INFOEASE]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2 OR Q1b=1]

**9B. Before you started working in [Q2B response], how easy or difficult was it to ....?**

Please select one for each

[scale: Very difficult, difficult, neither difficult or easy, easy, very easy]

Access good quality career information to find out about the jobs and careers in it?

Find out what it would be like to work in it?

Find out about opportunities for development and progression in it?

Access work experience in the industry?

Find job opportunities in the industry?

[SOURCEOWN]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2 OR Q1b=1]

**10.How did you find out about [Q2B response], before joining? Was it through...**

Please select all that apply [ROTATE]

- ... your own research
- ... a friend/acquaintance who worked in the sector
- ... a member of your family who worked in the sector
- ... a careers adviser (at school, college, university)
- ... a teacher, tutor, lecturer (at school, college, university)
- ... an event such as a careers or jobs fair
- ... a visit/talk from an employer
- ... short work taster/work shadowing/visit to an employer/employer open days
- ... a longer period of work experience or volunteering (eg several weeks or months)
- ... the JobCentre or other employment support or back to work type schemes
- ... the National Careers Service or retraining schemes
- ... the websites of employers
- ... industry/sector websites and professional bodies
- ... social media
- ... Adverts, posters, TV programmes
- ... Another source (please specify)
- ... None of the above



[EXPECT]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2 OR Q1b=1]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2] To what extent has your experience to date working in your current industry/sector met your expectations?

[STATUS=no:] [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying] [Q1b=1 OR Q1a=1, 3]

**11. To what extent did your experience working in your most recent industry/sector meet your expectations?**

Please select one only

Not at all

Very little

Some

Quite a bit

Very much

[NPSOWN]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]

**12. On a scale of 0-10 (where 0 is not at all and 10 is the most likely), how likely is it that you would recommend working in [Q1=1, 2 or Q1a=1, 2: your current [[Q1a=3, Q1b=1: most recent] industry/sector to your friends or family?**

[POSSSECTOR]

[all except STUDSTATUS=no] [Q1=1, 2 OR Q1a=1, 2, 3 OR Q1b=1]

**13A. Which of the following industries/sectors did you seriously consider before working in [Q1=1, 2 or Q1a=1, 2: your current industry/sector?] [Q1a=3, Q1b=1: the industry you worked in most recently?]**

Please select all that apply

[STATUS=students] [Q1=3]

**13B. Which of the following industries/sectors are you seriously considering working in when you finish your studies/training?**

Please select all that apply

Agriculture and environment [pool]

Armed forces and emergency services [competition]

Business and management (including law, consultancy, recruitment and HR) [pool]

Construction [construction]

Creative arts, culture, entertainment, broadcasting, media and publishing [pool]

Education and teaching [pool]

Energy and utilities (water, gas, electricity, power) [competition]

Engineering [competition]

Finance, accountancy, banking, and insurance [pool]

Health and social care work [pool]

Hair and beauty [pool]

Hospitality (hotels, bars, clubs and restaurants) [pool]  
IT and communications [competition]  
Leisure services and sport [pool]  
Manufacturing [competition]  
Public administration including central government, local government, politics [pool]  
Real estate activities (buying/selling/renting/managing property) [competition]  
Retail, wholesale, marketing, advertising and PR [pool]  
Science and pharmaceuticals [competition]  
Transport, storage and logistics [competition]  
Other (please specify)

[TOPSECTOR]

[all STATUS=yes, and, no, but looking for work] [Q1=1, 2, 4, 7]

**13C. Which of the following industries/sectors would you now most want to work in? This could be the sector you currently work in, one you have previously worked in, or a sector you haven't worked in before.**

Please select one only

[STATUS=students] [Q1=3]

**13D. Which of the following industries/sectors would you most want to work in when you finish your studies/training?**

Please select one only

Agriculture and environment [pool]  
Armed forces and emergency services [competition]  
Business and management (including law, consultancy, recruitment and HR) [pool]  
Construction [construction]  
Creative arts, culture, entertainment, broadcasting, media and publishing [pool]  
Education and teaching [pool]  
Energy and utilities (water, gas, electricity, power) [competition]  
Engineering [competition]  
Finance, accountancy, banking, and insurance [pool]  
Health and social care work [pool]  
Hair and beauty [pool]  
Hospitality (hotels, bars, clubs and restaurants) [pool]  
IT and communications [competition]  
Leisure services and sport [pool]  
Manufacturing [competition]  
Public administration including central government, local government, politics [pool]  
Real estate activities (buying/selling/renting/managing property) [competition]  
Retail, wholesale, marketing, advertising and PR [pool]  
Science and pharmaceuticals [competition]  
Transport, storage and logistics [competition]  
Other (please specify)

[APPEAL1]

[all except STATUS=retired, and not looking for work][Q1=1, 2, 3, 4, 7]

**14A. What makes this industry/sector appealing to you? Is it because...**

Please answer yes or no or not applicable (not offered) for each

- a) of the opportunity to specialise and become an expert
- b) of the opportunity to progress to management
- c) of the opportunity to work independently and/or run your own business
- d) offers opportunities near to where you live/lived
- e) it offers stability and security
- f) of the opportunity to be creative
- g) it benefits society, helps others or has a positive social impact
- h) it offers variety of work
- i) it offers flexible working arrangements (eg flexitime, job-sharing, compressed hours, term-time working)

[APPEAL2]

[all except STATUS=retired, and not looking for work][Q1=1, 2, 3, 4, 7]

**14B. Again thinking about what makes this industry/sector appealing to you? Is it because...**

Please answer yes or no or not applicable (not offered) for each

- a) of the diverse workforce
- b) it offers good career prospects, opportunities for promotion
- c) it has employers with good reputations
- d) it offers good working environment
- e) it has employers with ethical working practices
- f) of the good salary
- g) it was recommended to you
- h) you have friends/family there
- i) it is the only option you have/no other jobs or offers
- j) Is there another reason? (IF YES: please specify) [IES to code]

[AWARETOP]

[STATUS=student] [Q1=3] [TOPSECTOR NOT EQUAL TO CURSECTOR OR RECSECTOR] [Q13B NOT EQUAL TO Q2B]~

**15. Thinking about the industry/sector you most want to work in, how much do you know about this industry/sector in terms of the following? Would you say it was nothing at all, very little, some, quite a bit, or very much?**

Please select one for each

[Scale: nothing at all, very little, some, quite a bit, very much]

- i) ...what it would be like to work in it?
- ii) ...the type of jobs and careers it offers?
- iii) ...how to find jobs or work experience in it?

- iv) ...whether there were jobs in it near you?
- v)...the opportunities for development and progression in it?
- vi) skills, qualifications etc needed to enter it?

[SOURCETOP]

[STATUS=student] [Q1=3] [TOPSECTOR NOT EQUAL TO CURSECTOR OR RECSECTOR] [Q13B NOT EQUAL TO Q2B]

**16.How did you find out about this industry/sector? Was it through...**

Please select all that apply

- ... your own research
- ... a friend/acquaintance who worked in the sector
- ... a member of your family who worked in the sector
- ... a careers adviser (at school, college, university)
- ... a teacher, tutor, lecturer (at school, college, university)
- ... an event such as a careers or jobs fair
- ... a visit/talk from an employer
- ... a short work taster/work shadowing/visit to an employer/employer open days
- ... a longer period of work experience or volunteering (eg several weeks or months)
- ... the JobCentre or other employment support or back to work type schemes
- ... the National Careers Service or retraining schemes
- ... the websites of employers
- ... industry/sector websites and professional bodies
- ... social media
- ... Adverts, posters, TV programmes
- ... Another source (please specify)
- ... None of the above

**D: Values and motivators**

We'd like to find out from you what is important to you in your work and life and how this might shape your decisions about what you want to do

[ANCHORS]

[all]

**17.Thinking about the things that are important to you in the decisions you have made and will make in future about work and life, please choose up to three things from the list and tell us which is the most important, then the second most important and then the third most important to you.**

Please select up to three from the list

- a) to be expert at something/do your job better than other people
- b) having responsibility at work/supervising or managing others
- c) to set your own rules and standards
- d) to avoid risk
- e) to have stability in where you work or who you work for

- f) to invent things/be creative
- g) to be independent/to run your own business
- h) to help other people/make a difference
- i) to be challenged/tackle difficult problems
- j) to have variety and change
- k) to have time to follow your personal interests
- l) to have flexibility in your work hours
- m) to be ethical and sustainable (eg energy use, recycling)
- n) having pride in your work

[SHARE]

[all]

**18. How important is it to you that you work in an industry/sector that shares your values/what is important to you?**

Please select one only

Not at all

Very little

Some

Quite a bit

Very

Not sure/don't know

### **E: Future aspirations**

And now a few questions about your work plans for the future.

[FUTUREEXP]

[all except STATUS= students, retired, and not looking for work][Q1=1, 2, 4, 7]

**19. What do you expect will happen to you at work in the next 2 to 3 years?**

**Will you...?**

Please select all that apply

[if STATUS=yes OR if STUDDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

- ... continue in my current job/continue to be self-employed
- ... get promoted and earn more money/be on a higher grade
- ... become self-employed/start my own business (if not already)
- ... move to a related job within the same industry
- ... move to a related job in a different industry
- ... stop working (eg retire)
- ... be made redundant
- ... undertake part-time further study or training alongside work

... undertake full-time further study or training  
None of these – something else PLEASE GIVE MORE DETAILS

[STATUS=no:] [if STATUS=no OR if STUDSTATUS=yes, had a paid job prior to studying]  
[Q1b=1 OR Q1a=1, 3]

... start a new job  
... get promoted and earn more money/be on a higher grade  
... become self-employed/start my own business (if not already)  
... start a job within the previous industry you worked in  
... start a job in a different industry to that you previously worked in  
... stop working (eg retire)  
... be made redundant  
... undertake part-time further study or training alongside work  
... undertake full-time further study or training  
None of these – something else PLEASE GIVE MORE DETAILS

[FUTURERETIRE] [Q1 = 5, 6]

**19B. What do you expect will happen to you regarding work in the next 2 to 3 years? Will you...?**

Please select all that apply

...remain out of work / retired  
... become self-employed  
... start work  
... undertake study or training  
... Something else (please specify)

[FUTURESTUD]

[STATUS=student] [Q1=3]

**20.What do you expect will happen after you finish your current course/training over the next 2 to 3 years? Will you..?**

Please select all that apply

... get a job related to my study/training  
... get a job not related to my study/training  
... progress onto further study/training  
... become self-employed/start my own business  
... be unemployed/find it difficult to get a job  
...Something else (please specify)[IES to code]

[STAYOWN]

[all STATUS=yes] [Q1=1, 2]

**21A. How likely is it that you will stay in your current industry (either in the same type of role or another) in the next 2 to 3 years?**

Please select one only

Definitely will leave  
 Probably will leave  
 Probably will stay  
 Definitely will stay  
 Don't know

[STATUS=no, but looking for work] [Q1=4]

**21B. How likely is it that you will gain work or continue to look for work in your previous industry (either in the same type of role or another) in the next 2 to 3 years?**

Please select one only

Definitely won't  
 Probably won't  
 Probably will  
 Definitely will  
 Don't know

[PLANWHYSTAY]

[all STATUS=yes, and will stay] [Q1=1, 2 AND Q21A=3, 4]

**22A. Which of these statements describe why you will stay in your current industry?**

Please select all that apply

the opportunity to specialise and become an expert  
 the opportunity to progress to management  
 the opportunity to work independently and/or run my own business  
 opportunities near to where I live  
 it offers stability and security  
 the opportunity to be creative  
 it benefits society, helps others or has a positive social impact  
 it offers variety of work  
 it offers flexible working arrangements (eg flexitime, job-sharing, compressed hours, term-time working)  
 there's diverse workforce  
 it offers good career prospects, opportunities for promotion  
 has employers with good reputations  
 it offers good working environment  
 has employers with ethical working practices  
 good salary  
 it was recommended to me  
 it is the only option I have/no other jobs or offers  
 Other PLEASE PROVIDE MORE DETAILS IN THE BOX BELOW [to code]  
 No particular reason  
 Don't know

[PLANWHYGO]

[all STATUS=yes, and will leave] [Q1=1, 2 AND Q21A=1, 2]

**22B. Which of these statements describe why you will leave your current industry?**

[to code]

Please select all that apply

Pay unsatisfactory

Journey to work unsatisfactory

Lack of promotion/career opportunities

Want to work longer hours

Want to work shorter hours

To improve work/life balance

Want to change occupation

Want to change sector

Employer/sector's values do not align with my own values

Other PLEASE PROVIDE MORE DETAILS IN THE BOX BELOW [to code]

No particular reason

Don't know

### **G: Exploring construction**

We're now going to ask you a few questions about one particular industry – the construction industry; what you know and think about it.

Just to let you know that the construction industry includes companies and organisations that carry out building, maintenance, civil engineering, brick laying, plant hire and groundworks; that undertake specialist construction and installation activities such as flooring, tiling, decorating and electrical work; and professional and design work such as surveying, engineering for building/infrastructure projects, architect design and technical consulting.

[ATTCONS]

[all]

**23A. To what extent to you agree or disagree with the following statements about the Construction Industry...**

Please select one answer for each statement

[Scale: Definitely disagree, Mostly disagree, Mostly agree, Definitely agree, Don't know]

- a) You have to be physically fit to work in the construction industry
- b) You can earn a good salary in the construction industry
- c) There are lots of work opportunities in the construction industry around the country
- d) The construction industry has a diverse workforce (eg different ages, ethnicities, men and women, transgender/non-binary)
- e) The construction industry offers job security
- f) You can work flexible hours in the construction industry
- g) Working in the construction industry involves working outside



- h) Work in the construction industry is too seasonal and unreliable
- i) There are opportunities for progression (promotion, pay rises, better jobs)

[CONSFORME]

[all]

**23B. To what extent do you agree or disagree that the construction industry is for someone like you?**

Please select one only

- Definitely disagree
- Mostly disagree
- Mostly agree
- Definitely agree
- No opinion/Don't know

[IMAGE]

[all]

**24. Which of the following words might you use to describe the construction industry?**

Please select all that apply. ROTATE

- Innovative
- Ethical
- Demanding
- Dull
- Masculine
- Supportive
- Diverse
- Professional
- Dynamic
- Manual
- Old-fashioned
- varied
- Unprincipled
- Uncaring
- None of these
- Don't know

[AWARECONS]

[feed from CURSECTOR/RECSECTOR, if not construction] [Q2B= NOT 4]

**25. To what extent do you agree or disagree with the following statement.....**

[Scale: Definitely disagree, Mostly disagree, Mostly agree, Definitely agree, Don't know]

...I have a good understanding of the jobs and careers available in the construction industry

[feed from CURSECTOR/RECSECTOR, if not construction] [Q2B= NOT 4]

**25A. How much do you know about the construction industry in respect of the**

**following?**

Please select one for each

[Scale: nothing at all, very little, some, quite a bit, very much]

- i) what it would be like to work in it?
- ii) the type of jobs and careers it offered?
- iii) how to find jobs or work experience in it?
- iv) whether there are jobs in it near you?
- v) the opportunities for development and progression in it?
- vi) skills, qualifications etc needed to enter it?

[SOURCECONS]

[feed from CURSECTOR/RECESECTOR, if not construction; OR STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4][AWARECONS=i)-vi): 2, 3, 4, 5]

**25B. What is your knowledge of the construction industry based on?**

Please select all that apply

Your own research

Friends/acquaintances that have worked in the sector

Family members who have worked in the sector

Careers adviser (at school, college, university)

Teachers, tutors, lecturers (at school, college, university)

Events such as a careers or jobs fair

Visits/talks from employers

A short work taster/work shadowing/visit to an employer/employer open days

A longer period of work experience or volunteering (eg several weeks or months)

The JobCentre or other employment support or back to work type schemes

The National Careers Service or retraining schemes

Websites of employers

Industry/sector websites and professional bodies

Social media

Adverts, posters, TV programmes

Experience of working in the construction industry

Other (please specify) [to code]

Not applicable (don't know anything about the construction industry)

[NPSCONS]

[feed from CURSECTOR/RECSECTOR, if not construction; OR STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4]

**26. Based on what you know about it, on a scale of 0-10 (where 0 is not at all and 10 is the most likely), how likely is it that you would recommend working in the construction industry to your friends or family?**

[CAREERCONS]

[feed from CURSECTOR/RECSECTOR, if not construction] [Q2B=NOT 4]

**27A. Based on what you know about it, on a scale of 0-10 (where 0 is not at all and**

**10 is the most attractive), how attractive to you is a career in the construction industry?**

[if STUDSTATUS=No] [Q1a=4]

**27B. Based on what you know about it, on a scale of 0-10 (where 0 is not at all and 10 is the most attractive), how attractive to you is a career in the construction industry?**

[CONSRANK]

[ask all]

**Q27C. Based on what you know about each industry/sector, do you think they are more or less attractive to work in than the construction sector?**

LIST OF UP TO 10 SECTORS – OPTIONS FOR EACH MORE / LESS (DK)

SHOW MAPPING TO SIC CODES

Agriculture and environment (agriculture, animal health, forestry, fishing, mining, quarrying)

Manufacturing and engineering [competition]

Energy and utilities (electricity, gas, water, sewerage, waste management) [competition]

Retail, hospitality, leisure, sports, creative arts and other services (including hair and beauty) [pool]

Transportation, storage and logistics [competition]

IT and communications [competition]

Finance, insurance, real estate, and administration [pool]

Legal, scientific, and professional services [mix]

Education, public administration (including central and local government) [pool]

Health and social care [pool]

Armed forces and emergency services [competition]

[ATTRACTCONS] [fully open question, to code]

[feed from CURSECTOR/RECSECTOR, if not construction; or STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4]

**28A. What could encourage you and make you more likely to consider working in the construction industry?**

Please write in

[DETERCONS] [fully open question, to code]

[feed from CURSECTOR/RECSECTOR, if not construction; or STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4]

**28B. What might put you off working in the construction industry?**

Please write in

## H: Experience of construction (current or previously in construction)

We'd like to ask you about your experiences of working in the construction industry.

[APPLYCONS]

[feed from CURSECTOR/RECSECTOR, if not construction; and STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4]

### 29A. Have you ever applied for a job in the construction industry?

Please select one only

Yes

No

[EVERCONS]

[feed from CURSECTOR/RECSECTOR, if not construction; and STUDSTATUS=No]

[Q2B=NOT 4 OR Q1a=4]

### 30A. Have you ever worked in the construction industry?

Please select one only

Yes

No

[LEAVECONS]

[if EVERCONS=yes] [Q30A=1]

### 30B. Why did you leave the construction industry?

Please select one only

Dismissed

Made redundant

Temporary job came to an end

Took voluntary redundancy

Retired

Resigned

Gave up work for health reasons

Gave up work for family or personal reasons

Moved area

For education or training

Wanted to work in another sector

Left for some other reason (please specify) [to code]

[CONSRESIGN]

[if LEAVECONS=resigned] [Q30B=6]

### 30C. Why did you resign?

Please select all that apply

Pay unsatisfactory

Journey to work unsatisfactory

Lack of promotion/career opportunities

Wanted to work longer hours

- Wanted to work shorter hours
- To improve work/life balance
- Wanted to change occupation
- Wanted to change sector
- Employer/sector's values did not align with your own values
- Other (please specify) [to code]
- None of the above

[TIMECONS]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]

**31A. How long have you or did you work in the construction industry?**

Please select one only

- Less than 6 months
- between 6 months and one year
- between 1 year and 2 years
- between 2 years and 5 years
- between 5 years and 10 years
- More than 10 years

[STARTCONS]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]~

**31B. How long ago did you start working in the construction industry? If you have had multiple jobs or periods of working in the construction industry please think about when you very first started working in the construction industry**

Please select one only

- In last 6 months [newstarter]
- between 6 months and one year ago [newstarter]
- between 1 year and 2 years ago [newstarter]
- between 2 years and 5 years ago
- between 5 years and 10 years ago
- More than 10 years ago

[PARTCONS]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]

**31C. What type of construction company do you/did you work in?**

Please select all that apply

1	Demolition and site preparation (including test drilling or boring)
---	---

2	Construction/development of buildings, roads, rail or water projects (whole or part, including civil engineering)
3	Installation and maintenance of fittings and/or insulation
4	Floor or wall coverings, including plastering, joinery and painting
5	Renting of construction or demolition equipment, including rental with operator
6	Plumbing or electricians
7	Construction-related but none of the above (please specify)
8	Architects
9	Quantity surveyors
10	Other surveying
11	Building service engineers
12	Civil and structural engineers
13	Planners/town planners
14	Project managers
15	Multi-disciplinary practices
16	Some other professional services (please specify)
17	Unsure

[TRANSITION]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]

**32.How easy or difficult was it settling into work in the construction industry?**

Please select one only

Very difficult

Difficult

Neither easy nor difficult

Easy  
Very easy

[RECOMMEND]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]

**33A. Have you ever recommended the construction industry as a place to work to anyone?**

Please select one only

Yes  
No  
Don't know/can't recall

[NORECOMMEND]

[feed from CURSECTOR/RECSECTOR, if construction; OR EVERCONS is Yes] [Q2B=4 OR Q30A=1]

**33B. Have you ever discouraged anyone from working in the construction industry?**

Please select one only

Yes  
No  
Don't know /can't recall

[WHYNOREC]

[NORECOMMEND=yes] [Q33C=1]

**33C Please tell us why you have discouraged someone from working in the construction industry?**

Please write in [to code]

[EXPECTCONS]

[feed from CURSECTOR/RECSECTOR, if construction AND EVERCONS=Yes] [Q2B=4 OR Q30A=1]

**33.To what extent do you agree or disagree with the following statement...Working in the construction industry met my expectations**

Please select one only

[Scale: Definitely disagree, Mostly disagree, Mostly agree, Definitely agree, Don't know]

[MOVEON]

[feed from CURSECTOR, if construction] [Q2Bi=4]

**34. How often, if at all, do you consider leaving the construction industry?**

Please select one only

Always

Often

Sometimes

Seldom

Never

[WHYMOVEON]

[feed from CURSECTOR, if construction] [Q2Bi=4]

**35. Which of the following might make you consider leaving the construction industry?**

Please select all that apply

Because the pay is unsatisfactory

Because the journey to work is unsatisfactory

Due to a lack of promotion/career opportunities

Because I want to work longer hours

Because I want to work shorter hours

Because I want to improve my work/life balance

Because I want to change occupation

Because I want to change sector

Because the construction industry's values do not align with my own values

Other (please specify) [to code]

None of the above

**I: About you-**

We'd like to finish by asking about you.

[MAINEARN]

[all]

**37. Which of the following best describes your household?**

Please select one only

I am the sole wage earner in my household

I am the main wage earner, but others in my household also earn an income from work

Someone else in my household (partner, parent etc) is the main wage earner but I also earn an income from work

Someone else in my household (partner, parent etc) is the main wage earner and I am not currently in paid work

Other (please specify) [to code]



[ACCOM]

[all]

**38. Do you own or rent where you currently live?**

Please select one only

Own it outright

Own it with a mortgage or loan

Part own and part renting (eg shared ownership)

Renting from private landlord

Renting from council, housing association/trust or co-operative

Renting from family, friend or employer

Live rent free

Hall of residence/student accommodation

Other

[MARITAL]

[all]

**39. Which of the following best describes your current legal marital status?**

Please select one only

Single, that is never married or never in a legally recognised Civil Partnership, and not currently cohabiting with a partner

Cohabiting with a partner

Married and living with your spouse or in a legally recognised Civil Partnership and living with your civil partner

Married and separated from your spouse or in a legally recognised Civil Partnership and separated from your civil partner

Divorced or Civil Partnership legally dissolved

Widowed

Don't know

Prefer not to say

[DEPCHILD]

[all]

**40A. Do you have any children aged 18 or under that live with you and/or you have financial responsibility for?**

Please select one only

Yes

No

[DEPADD]

[all]

**40B. Apart from children, do you have any relatives that depend on you financially?**

Please select one only

Yes

No

[ETH]

[all]

**41. Which of these best describes your ethnic group or background?**

Please select one only

White – English, Welsh, Scottish, Northern Irish, British

White – Irish

White – Gypsy or Irish Traveller

White – Roma

Any other white background (please describe)

Mixed/multiple ethnic groups - White and Black Caribbean

Mixed/multiple ethnic groups - White and Black African

Mixed/multiple ethnic groups - White and Asian

Any other mixed/multiple ethnic background (please describe)

Asian or Asian British – Indian

Asian or Asian British – Pakistani

Asian or Asian British – Bangladeshi

Asian or Asian British – Chinese

Any other Asian/Asian British background (please describe)

Black, Black British, Caribbean, or African - – Caribbean

Black, Black British, Caribbean, or African – African

Any other Black, Black British, or Caribbean background (please describe)

Other ethnic group – Arab

Other ethnic group - (please describe)

[MIGRATE]

[all]

**42. Were you born in the United Kingdom?**

Please select one only

Yes

No

Don't know

Prefer not to say

[MIGYEAR]

[If Migrate = 2]

**42A. What year did you most recently arrive to live here?**

[DISAB]

[all]

**43. Do you have any health conditions or illnesses which affect you in any of the following areas?**

Please select all that apply

Vision (for example blindness or partial sight)

Hearing (for example deafness or partial hearing)

Mobility (for example walking short distances or climbing stairs)

Dexterity (for example lifting and carrying objects, using a keyboard)

Learning or understanding or concentrating

Memory

Mental health

Stamina or breathing or fatigue

Socially or behaviourally (for example associated with autism, attention deficit disorder or

Asperger's syndrome

Other

None of the above

**REPEAT S1: And, which of the following age groups do you belong to?**

1 16 to 18

2 19 to 24

3 25 to 44

4 45 to 54

5 55 to 64

6 65+

7 Prefer not to say

[CURSALARY]

[if STATUS=yes OR if STUDSTATUS=yes currently working or currently working and had a paid job prior to studying] [Q1=1, 2 OR Q1a=1,2]

**44. Approximately how much do you earn each year** before tax and other deductions are taken out? If you work part-time, please tell us how much you earn rather than the full-time equivalent amount. If your pay before tax changes from week to week because of overtime or because you work different hours each week, think about what you earn on average. If you have more than one job please give your earnings across all your jobs. If you are not currently working please think about your previous job.

Please select one only

£60 or less per week (£3,120 or less per year)

£61 - £100 per week (£3,121 - £5,200 per year)

£101 - £130 per week (£5,201 - £6,760 per year)  
£131 - £170 per week (£6,761 - £8,840 per year)  
)£171 - £220 per week (£8,841 - £11,440 per year)  
£221 - £260 per week (£11,441 - £13,520 per year)  
£261 - £310 per week (£13,521 - £16,120 per year)  
£311 - £370 per week (£16,121 - £19,240 per year)  
£371 - £430 per week (£19,241 - £22,360 per year)  
£431 - £520 per week (£22,361 - £27,040 per year)  
£521 - £650 per week (£27,041 - £33,800 per year)  
£651 - £820 per week (£33,801 - £42,640 per year)  
£821 - £1,050 per week (£42,641 - £54,600 per year)  
£1,051 or more per week (£54,601 or more per year)  
Prefer not to say

Thank and close

## 5 New entrant topic guide

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### Your current job

To start, I would like to ask you about the work you do now

1. Please tell me a bit about your **current job** (or what tasks did you do on the last day you worked)?
  - a. Probe for role information: responsibilities and tasks, how/where it fits with the construction industry (eg mainly site-based, office-based; traditional construction role, generic role; professional, technical, crafts/trades role; management/supervision etc)
  - b. Probe for type of employer: residential/housing/infrastructure work, size of employer, whether employer a Tier 1 or Tier 2 contractor, scale/length of current construction projects.
  - c. Probe for working arrangements: working hours -whether full/part-time/variable, whether self-employed/runs own business or employed, fixed term or permanent contract, travel to work time
  - d. Probe for timing: time in role, time with employer (or time running own business/self-employed).
2. Can you tell me about how you got this job? How you find out about it and what the recruitment process was like?
  - a. Probe around finding the job: How did you find out about your job? How long did you apply for construction work until you found a job? How easy/difficult was it for you to find work in the construction sector? Why do you think that was? What are the opportunities for construction jobs in the local area – what roles/skills needed? Have you been able to get the job you ideally wanted in the construction sector?
  - b. Probe about experience of the recruitment process: recruitment approaches (whether there was a job description, CV, application form, interview, job trial, recruitment agency) and how they felt about the process
  - c. Probe about support with getting the job: from friends (word of mouth/networks), family, employment support organisations, education provider, agencies, professional bodies, Construction Skills Hub etc.
3. Thinking again about your **current job**...
  - a. What do you like about it? What skills, experiences or qualifications do you feel you able to bring to your current role? And which is the best aspect?
  - b. What made you choose your current job? Why did you decide to take this job? And which is most important?

*Probe for: enjoying the tasks, the working hours, rates of pay/earnings, colleagues, training, working for yourself, variety, working environment, culture, feel, ease of travel, opportunities for progression/development eg further quals/experience, can use skills/experience, limited options/opportunities, family needs/pressures, need to get any job etc*

*Probe for: sense of agency/purpose.*

- c. What (if anything) do you dislike about your current job?

*Probe for: culture etc*

### **Wider career**

Now I would like to ask about other jobs/work you have had.

4. Have you worked in the construction industry before the role we've just talked about?

- a. When was that and what sort of work did you do?

*Probe for: roles, length of time in post, how long ago the role was, difference between previous jobs and current job*

- b. How did you get this job, was it different to how you got your current job? How did it differ?

5. Have you worked in any other industries or sectors (other than construction) before?

*Probe for: roles and length of time in post, how long ago this was.*

6. Thinking about working in the construction industry more broadly and knowing what you know now (about the industry and other industries)....

- a. What are the positives about working in the construction industry? How do these aspects fit in with the things you feel are important to you in your life and work?

*Probe for: utilising skills, fit with family life, wage earning potential etc.*

- b. What are the negatives about working in the construction sector more broadly? And again, how do these aspects fit in with the things you feel are important to you in your life and work?

7. How much do you think about whether and how your job and the construction industry contributes to the local area and country in terms of its economy, the environment or wider society?

*Prompts: around better transport, better housing, better schools, keeping people employed, green agenda*

- a. Is this important to you?

- b. Do you think your job achieves this? If yes, how?

8. Thinking back over your jobs, work and career to date:

- a. What would you say are the most important things for you when looking for a job and deciding to take a job?

- b. How have these changed over time? What is most important to you now and what was important before? Why do you think these have changed?

*Probe for: developing expertise, gaining responsibility, working independently/control over your work, working close to home, stability/security, being creative, be own boss/run a company, help others/benefit society, challenges, variety, flexible working, work/life balance, having other people similar to you in your workplace (eg qualification level, work experience, personal characteristics).*

### Getting into the construction industry

Now a few questions about how you first came to be working in the construction industry

9. Did you do any courses, training or study in construction or related subjects at school, college, university or with a training provider?

- a. Why did you decide to do this/these courses?

*Probe for: What subjects did you study? What courses/qualifications did you take? Where and how did you study eg apprenticeship, college course, university programme? How long ago was this (and how long after left school)?*

10. Can you tell me about when you decided to work in the construction industry?

- a. When was this (when in your career/life)?
- b. Did you consider working in any other industry/sector? Explore which and why? What attracted you to these industries/sectors?
- c. What attracted you to work in construction? (if relevant) Why did you decide to go into construction rather than the other industries/sectors you were thinking about?
- d. How attractive would you say the construction industry is versus other sectors?

*Probe for degree of agency: only option/limited choices following friends/doing what friends were doing or purposeful choice, different to what friends were doing*

11. Thinking about how much you know about the construction industry

- a. What did you know about the construction industry **before you started** working in it? How much did you really know/do you think you well informed?

*Probe for understanding of what it would be like to work there, how the industry works, working relationships, tasks etc*

- b. [If thought about/worked in other industries] What did you know about other industries you thought about/worked in?

- c. Where did you get your information/knowledge/understanding about the construction industry from?

*Probe for: any friends / family that work in construction, influence of parents, friends, teachers, careers advisers, internet/websites, social media (linkedin, facebook, snapchat, tiktok etc, see what social media they use regularly), providers, Jobcentre, national careers service and similar etc*

- d. How easy was it to get this information?
- e. How did the information you got compare to information about other industries you were interested in?

- f. Did you meet any employers or get any work experience in the construction industry before you started working in it? Can you tell me about this experience? Was it useful?

*Probe for: how easy was it to get work experience, who arranged it, what did it involve, how much did they have/how long was it for, was it paid/unpaid etc*

- g. Was it easier or harder to meet employers and/or gain work experience in construction compared to other industries you were interested in?
- h. What do you wish you had known? What would you want to tell your younger self about the construction industry?

12. (If not already mentioned) What sources of information do you/have you used to find out about jobs in the construction sector? And where would you look now?

*Probe for: employment/recruitment agencies, websites or social media (LinkedIn, Apprenticeship Service, etc), National Careers Service or another careers service from school, college or university, Jobcentre Plus, someone already working in construction.*

- a. How useful were each of these?
- b. Were there any sources of information that you were aware of but didn't use? Why not?

13. When you started working in the construction industry, what were your expectations of working in the construction industry?

- a. Has it met your expectations, exceeded them or fallen short?
- b. If yes, how has it met your expectations? If no, why not?

14. How was your experience of getting your first job in the construction industry, understanding what you had to do, meeting colleagues and your manager/boss etc?

- a. Did you feel prepared?
- b. What would have helped you?

15. What advice would you give to someone looking for work in the construction sector? How would you describe it to them?

- a. Have you or would you recommend working in construction to a male friend or family member? Why/not?
- b. Have you or would you recommend working in construction to a female friend or family member? Why/not?
- c. Have you or would you recommend working in construction to a friend or family member who identified as transgender or non-binary? Why/not?

16. Are there any improvements that could be made to help other people who are similar to you to find out about the construction industry and/or find work in construction?

*Probe for: what it is like, the opportunities it offers, how to enter the industry, the benefits it offers and the challenges around working in the industry etc*



## The future

Now thinking about the future and what you hope to do, and think you will actually do.

17. What are your work goals for the future? What do you see as happening next? And what about further ahead?

*Probe: desire to progress and opportunities to progress in current job, ease of progression, earn more money, do more hours, gain (further) qualification, take on more responsibility/supervise others, more challenge etc*

18. Do you plan to stay working in construction for the next 2-3 years? Why/ not?

*Probe for: likelihood of staying leaving against desire to stay leave (as these are slightly different – intention vs reality).*

*Probe for 'push' factors away from construction (what will make you leave)*

*Probe for pull' factors of another industry/sector (what will attract you to go elsewhere).*

19. If you plan or expect to leave the construction industry...

a. Where do you think you will go/work? What other industries/sectors are you considering? Why?

b. What would need to change for you to stay working in the construction industry?

20. Is there anything else you would like to add about your views of or experiences of working in the construction industry

## Personal details

Now just a few questions about you, so we can make sure that we have included a wide range of people in our research, if you do not wish to answer those questions that is fine.

- Gender
- Age
- Ethnicity
- Ill health or disabilities
- Qualifications (highest level)
- Sexuality (LGBTQ)
- Region of UK

21. Do you have any caring responsibilities?

22. Are you a migrant?

- a. If yes, when did you arrive in the UK?
- b. What languages do you speak?

## 6 Additional tables

**Table 6.1: Most important factor in work and life decisions (%) by sector grouping**

Factor – ranked 1 <sup>st</sup>	All	Construction	Competition	Pool
Specialise/become expert	5	8*	6	3*
Responsibility/supervision or managing others	5	4	7	5
Set own rules and standards	2	2	2	2
Avoid risk	3	2	4	3
Stability in where you work/who you work for	16	15	19*	14
Invent things/be creative	4	3	3	4
Be independent/run own business	6	11*	6	5
Help others/make a difference	12	10	7*	15*
Challenged/tackle difficult problems	5	7	9*	4*
Have variety and change	7	11*	9	6
Time to follow own interests	5	2*	5	6
Flexibility in work hours	14	8*	11	17*
Ethical and sustainable	3	2	5*	2*
Having pride in your work	12	15	7*	13

*Base: All respondents (N=1,366). \* indicates significant difference*

**Table 6.2: Most important factor in work and life decisions**

Factor – ranked 1 <sup>st</sup>	All	More likely to be cited by*
Specialise/become expert	5	16-24, construction
Responsibility/supervision or managing others	5	Males, 25-54, high roles
Set own rules and standards	2	Males, ethnic minority, lower/unskilled roles, L1/2
Avoid risk	3	Males, 16-24, lower/unskilled roles, L1/2
Stability in where you work/who you work for	16	Females, non-disabled, intermediate roles, competitor
Invent things/be creative	4	16-24
Be independent/run own business	6	Ethnic minority, L4, construction
Help others/make a difference	12	Disabled, pool
Challenged/tackle difficult problems	5	High roles, L4+, competitor
Have variety and change	7	25-54, construction
Time to follow own interests	5	
Flexibility in work hours	14	25-54, currently in work, pool
Ethical and sustainable	3	Looking for work, L3, competitor
Having pride in your work	12	55+, white

Base: All respondents (N=1,366). \* indicates significant difference

**Table 6.3: Top 3 values in career and life decisions (%) by sector grouping**

Factor (ranked in top 3)	All	Construction	Competition	Pool
Stability in where you work/who you work for	38	34	35	40
Having pride in your work	36	40	33	37
Flexibility in work hours	34	28	31	38
Help others/make a difference	34	19*	27*	40
Have variety and change	25	30	27	24
Time to follow own interests	21	14*	19	21
Specialise/become expert	19	24	23	15
Challenged/tackle difficult problems	18	26*	24*	15
Be independent/run own business	14	23*	16	13
Invent things/be creative	14	13	14	13
Responsibility/supervision or managing others	14	14	14	15
Set own rules and standards	11	11	10	11
Ethical and sustainable	9	9	9	9
Avoid risk	9	8	9	8
<i>Unweighted base</i>	1,366	234	285	700

Base: All respondents. \* indicates significant difference compared with all respondents.

**Table 6.4: Values-based attraction factors for current job (%) by sector grouping**

Factor	All	Construction	Competition	Pool
Stability and security	77	76	78	78
Near to home	68	66	62*	72*
Offered variety of work	67	80*	68	65
Benefits society, helps others, positive social impact	56	54	49*	62*
Offered flexible working arrangements	55	51	49*	59*
Specialise/become expert	55	65*	60	53*
Opportunity to be creative	45	59*	40*	46
Opportunity to progress to management	40	46*	44	39
Work independently, run own business	32	51*	35	29*
<i>Unweighted base</i>	1,312	234	285	700

*Base: all working/previously worked, \* indicates significant difference compared with all respondents.*

**Table 6.5 Wider attraction factors for current job (%) by sector groupings**

Factor	All	Construction	Competition	Pool
Diverse workforce	47	46	48	48
Good career prospects	53	59**	55	52
Employers good reputation	62	67	60	62
Good working environment	77	77	74	79
Employer's ethical working practices	53	54	52	55
Good salary	61	75*	71*	56*
Recommended to you	41	52*	38	41
Friends/family there	31	43*	29	32
Only option	34	39	34	35
Other	9	14*	10	9
<i>Unweighted base</i>	1,312	234	285	700

*Base: all working/previously worked, \* indicates significant difference compared with all respondents.*

**Table 6.6: Knowledge of industry prior to entry (%) by sector groupings**

Knowledge area	All	Construction	Comp	Pool
Skills, qualifications etc needed to enter it	45 (9)	47 (9)	46 (9)	45 (9)
Whether there were jobs in it near me	41 (8)	50 (11)	35 (8)	43 (8)
Opportunities for development and progression	38 (11)	50 (10)	33 (9)	38 (11)
Type of jobs and careers it offered	37 (9)	46 (10)	35 (8)	36 (9)
How to find jobs or work experience in it	36 (11)	43 (12)	35 (10)	35 (11)
What it would be like to work in it	34 (12)	38 (17*)	34 (8)	33 (12)
<i>Unweighted base</i>	1,312	234	285	700

Base: all working/previously worked, % quite a bit or very much (% nothing at all).

Note significance findings not included as response categories (quite a bit and very much) have been aggregated

**Table 6.7: Ease of finding information about sector prior to entry (%) by sector groupings**

Information	All	Construction	Comp	Pool
Find job opportunities	44 (22)	45 (14)	39 (30)	47 (19)
Find out what it would be like to work in it	40 (24)	42 (21)	40 (28)	41 (21)
Access work experience	38 (26)	44 (18)	35 (37)	38 (24)
Find out about progression/development opps	37 (22)	40 (18)	37 (30)	38 (18)
Access good quality career information	36 (19)	38 (21)	35 (24)	38 (18)
<i>Unweighted base</i>	1,312	234	285	700

Base: all working/previously worked (N=1312), % easy/very easy (% difficult/very difficult).

Note significance findings not included as response categories have been aggregated.

**Table 6.8: Methods for finding work (%) by sector groupings**

Method	All	Construction	Competition	Pool
Reply to a job advert	28	20*	26	31*
Direct application (speculative)	20	10*	22	21
Private employment/recruitment agency	12	9	17*	9*
Friends/family	10	24*	9	9
Word of mouth	9	14*	7	10
Jobcentre Plus	5	3	5	6
Careers Office/Service	4	4	7*	3*
Some other way	5	9	2*	7
<i>Unweighted base</i>	1,312	234	285	700

Base: all working/previously worked, \* indicates significant difference compared with all respondents.

**Table 6.9: Expectations for the next 2 to 3 years (%) by sector groupings**

<b>Expectation</b>	<b>All</b>	<b>Construction</b>	<b>Competition</b>	<b>Pool</b>
Continue in current job (incl. self-employment)	50	56	48	50
Get promoted and earn more/be on higher grade	27	23	39*	24*
Move to related job in same industry	18	14	21	18
Start job in a different industry	14	15	18*	11
Move to related job in different industry	10	5*	14*	10
Undertake PT further study/training alongside work	10	8	10	9
Stop working	8	6	10	7
Start new job	4	3	3	4
Be made redundant	4	3	5	2*
Undertake FT study	4	4	5	4
Become self-employed/start own business (if not already)	1	1	2	1
Start job within previous industry	1	1	3*	1
Something else	1	1	1	1
<i>Unweighted base</i>	1,206	225	260	631

*Base: all working or looking for work, \* indicates significant difference compared with all respondents.*

**Table 6.10: Reasons given for expecting to stay in the industry (%) by sector groupings**

Reason to stay in sector	All	Construction	Comp	Pool
Stability and security	53	48	59	51
Good salary	36	44*	44*	31*
Specialise/become expert	30	29	40*	26*
Variety of work	29	29	33	27
Opportunities near to home	27	26	27	29
Benefits society/others/positive social impact	25	9*	23	29*
Flexible working arrangements	25	17*	18*	30*
Good working environment	24	21	26	22
Progress to management	24	22	31*	20*
Employers with good reputations	18	11*	21	16
Work independently/run own business	15	23*	13	15
Be creative	15	14	16	15
Good career prospects	14	10	19	13
Diverse workforce	11	7	12	11
Employers with ethical working practices	11	7	14	11
Only option	6	6	4	8
Recommended to me	3	2	3	3
Other	2	1	1	2
No particular reason	2	4	2	2
Don't know	-	-	-	-
<i>Unweighted base</i>	795	156	170	415

*Base: those working and will stay in their industry, \* indicates significant difference compared with all respondents.*

**Table 6.11: Statements about the construction industry (%)**

Statement – all respondents	Disagree	Agree	Don't know
You can earn a good salary in construction sector	10	81	9
You have to be physically fit to work in construction sector	15	80	5
Working in the construction sector involves working outside	12	80	8
Lots of work opportunities in the construction sector around the country	11	76	14
There are opportunities for progression/promotion	19	59	22
Construction sector has a diverse workforce	28	57	15
Construction sector offers job security	28	54	18
Work in the construction industry is too seasonal and unreliable	37	47	16
You can work flexible hours in the construction sector	35	43	22

*Base: all respondents (N=1,366)*

**Table 6.12 Statements about the construction industry (%) by sector groupings**

Agree with statement by grouped sector	All	Construction	Competition	Pool
Good salary	81	88*	83	79
Physically fit	80	83	79	79
Working outside	80	84	74*	82
Lots of work opportunities	76	89*	75	75
Opportunities for progression/promotion	59	85*	61	55*
Diverse workforce	57	81*	62	55
Work too seasonal and unreliable	47	49	46	49
Offers job security	54	75*	55	52
Can work flexible hours	43	61*	46	41
<i>Unweighted base</i>	1,366	234	285	700

*Base: all respondents (N=1,366), \* indicates significant difference*

**Table 6.13: Knowledge of construction (%)**

Knowledge area	Quite a bit/very much	Nothing at all
Type of jobs and careers it offered	22	17
Skills, qualifications etc needed to enter it	19	24
Whether there were jobs in it near me	18	26
Opportunities for development and progression	18	28
What it would be like to work in it	18	21
How to find jobs or work experience in it	16	23

*Base: current or most recent work not in construction (N=1,279)*



**Table 6.14: Sources of information about construction (%) by experience of construction**

Information source	All	Previously worked in construction	Previously applied for a job in construction	No experience
Friends working in the sector	44	41	37	45
Family working in the sector	30	38	35	28
Own research	28	39	40	25
Careers adviser (in education)	10	14	18	8
Social media	10	13	11	10
Teacher/tutor/lecturer	9	16	20	7
Advert, poster, TV	9	9	8	9
Employer websites	8	18	17	6
Careers event	7	15	19	5
Employer talk/visit	7	14	15	5
Industry/sector websites and professional bodies	6	13	14	4
Experience working in the construction sector	6	24	22	2
Work taster/shadow/open day	5	14	18	1
Longer work experience	4	17	18	1
JobCentre/employment support	4	13	17	1
National Careers Service (or retraining schemes)	4	11	13	2
Other	2	4	3	2
None of these/know nothing about the sector	15	2	2	18

Base: all working/previously worked (N=1,312).

**Table 6.15: Attraction of construction among potential entrants (%) – by (selected) current industry/sector**

	All	Engineering	IT & Communications	Manufacturing	Transport, storage and logistics
Attractive	17	54	37	20	19
Of some attraction	34	32	38	59	31
Not attractive	50	14	25	21	50
<i>Unweighted base</i>	<i>1132</i>	<i>53</i>	<i>51</i>	<i>55</i>	<i>55</i>

Base: Those whose current or most recent work was not in construction (N=1,132). Not tested for statistical significance due to small base sizes