

# National Fund Adapted 5Rs Worksheet

There are five key dimensions of systems: results, roles, relationships, rules, and resources. Use this worksheet, adapted from [USAID's 5Rs Framework](#), to help identify the dynamics of the system you seek to change. See more on this worksheet in the National Fund's systems change toolbox (["Analyze a System From Multiple Perspectives"](#)). See a completed fictional example on page 2 of this worksheet.

## Executive Summary

[Describe the context of the problem and system and the objectives of the systems change initiative, if determined.]

## Target Population and System Boundaries

[Describe the target population, geographic boundaries, and key stakeholders "in the system."]

<i>Systems can be understood based on these interrelated concepts</i>	<b>Current system snapshot</b>	<b>Desired systems changes</b> are two-fold: systems changes (in blue) and changed results for target population (orange)
Relationships		
Resources		
Rules		
Roles (and power)		
Perspectives		
Target population results		

## Executive Summary

*In 2009, a national report identified Spring County region as having one of the largest Black/white unemployment rate disparities in the nation. One government responded by setting hiring requirements in the building of state-financed buildings. To meet these new construction workforce requirements, the local workforce system created several new training programs.*

*The new programs trained participants at different skill levels and certifications. Another, in-house union apprenticeship training program was occurring at the same time, which caused confusion about the training pipeline. Few had a clear sense of how to navigate training enrollment and hiring across the region. The state's communities of color were growing. At the same time, the average age of the mostly white trade worker was trending higher, signaling impending retirements and the need to diversify the workforce. However, little was known about the demographics of the workers entering and exiting the training pipeline.*

*As the nation slowly emerged from the Great Recession — with many building projects on the horizon and increasing demand for construction workers — leaders from the general contractors and union trades agreed to develop a comprehensive five-year workforce development plan with an explicit goal of diversifying the construction workforce.*

## Target Population and System Boundaries

*The target population is adults of color in the Spring County region. The self-defined boundaries of this work include nine construction trade occupations and related unions; all major contractors; and all adult construction training programs (and related funding), including nonprofits, colleges, and unions. It also includes state and local leaders with authority over construction hiring requirements in publicly financed projects. The primary geography is the Spring County region, although there is some consideration for statewide construction needs because construction workers are highly mobile.*

<i>Systems can be understood based on these interrelated concepts</i>	<b>Current system snapshot</b>	<b>Desired systems changes</b> are two-fold: systems changes ( <i>in blue</i> ) and changed results for target population ( <i>in orange</i> )
Relationships	<i>Contractors, unions, and training providers interact both individually and in an ad hoc manner, and the few relationships that do exist are contentious. There is no forum to develop these relationships.</i>	<i>Contractors, unions, and training providers interact regularly in a group format designed to build relationships and systematically work through workforce development issues.</i>
Resources	<i>The resources currently spent on workforce training are unclear.</i>	<i>Aggregate training resources, uses, and results are collectively understood.</i>
Rules	<i>The state-required minority participation rate is set at X%.</i>	<i>Minority participation rate goals are voluntarily set for private development projects.</i>
Roles (and power)	<i>Contractors hold significant hiring power (except on hiring mandates from government), although unions have a monopoly on a significant share of projects. Nonunion training providers have little or no influence.</i>	<i>Contractors acknowledge the value of union and nonunion training partners; unions accept and value nonunion training partners as necessary “on-ramp” training providers. Nonunion training partners acknowledge their important but tertiary role in the construction workforce.</i>
Perspectives	<i>Stakeholders do not have a shared vision. Worker voice is limited to unions, which are not racially diverse.</i>	<i>Contractors, unions, and training providers have a defined workforce governance structure and describe needs, vision, goals (including plans to diversify the construction sector — see desired system result below), strategies, activities, budget, and timeline. Union worker voice, including leadership, is racially diverse.</i>
Target population results	<i>People of color represent 23% of the total regional workforce, but only 12% of the construction workforce.</i>	<i>Short term: 50% increase in participation among people of color in the next five years. Long term: People of color are proportionately represented in the construction trades workforce. (Disclaimer: Results can be tracked, but changes will take time; even when change occurs, there is a significant time delay.)</i>