

SHORELINE COMMUNITY COLLEGE
DOL/ETA – High Growth Initiative Grant
Automotive Sales & Service Training Pathways Project Skill Panel

Meeting Notes

DATE: June 22, 2005

PLACE: Shoreline Community College - PATC Showroom

TIME: 10:15 a.m.

PRESENT: Skill Panel Members – Randy Anglin; John Choulochas;
Roger Cilinceon; Dave DeMontigny; Brad Engelbrecht; Dan Flanagan;
Mark Hankins; Patrick Hennessey; Ron Olson; Jack Pennington;
Leo Rancour; Jerry Smith; Anne Wetmore

College Representatives –

Terryll Bailey, Skill Panel Research Consultant

Cameron Hightower, Project Director

Tom Mackin, Skill Panel Facilitator

Gary Main, Curricula Development Manager

Donna Miller-Parker, Essential Skills Programs Director

Joe Renouard, Pilot Project Manager

Donald Schultz, Dean of Business, Automotive & Manufacturing

Joanne Warner, Administrative Manager (notetaker)

Lynn Wilson, Skill Panel Advisor

Guests – Harvey Brenner, Director-UAW Labor Employment & Training Corporation (LETC) in Clearfield, UT; Daniel Hall, Program Director-UAW/LETC Advanced Automotive Training Program at Earle C. Clements Job Corps Center in Morganfield, KY; Bob Nelson, Coordinator-Job Corps Centers, Long Beach, CA

Tom Mackin introduced Skill Panel Members and welcomed everyone to the meeting.

Cameron Hightower gave a brief overview of the Automotive Sales & Service Training Pathways Project and spoke specifically of the project team's charge to bring together this Skill Panel of automotive sales and service industry representatives. Utilizing the Panel's expertise and perspective, the project team's mission will be to define and determine core competencies, workplace skills and personal skills for selected occupations within the automotive industry and to design and develop training programs that will provide opportunities for incumbent workers to move along career advancement pathways. This project is a big undertaking; however, with commitments and contributions from the entire group, much can be accomplished.

Don Schultz thanked Skill Panel members for taking time from their busy schedules to attend the meeting today and for their involvement and commitment to this project. Shoreline Community College currently offers training programs for GM, Toyota, Honda, DaimlerChrysler & Volvo. Additional training includes sales, parts, finance & insurance, etc. The Puget Sound Auto Dealers Association (PSADA) has its corporate offices upstairs in the Professional Automotive Training Center (PATC). Don briefly described the five million-dollar fund-raising effort currently underway to expand Shoreline's PATC. The proposed expansion will add 40,000 square feet to the current facility.

Gary Main gave a computerized demonstration of instructional aids to be contracted from EON Reality, Inc. These aids will take existing General Service Technician curriculum from the Instructional Materials Laboratory of the University of Missouri-Columbia and enhance illustrations that are two-dimensional and make them more interactive. This format should be more interesting to today's students who are already adept in these areas because of their experience with computer programs, video games, etc.

Donna Miller-Parker explained that her department works with students who are pre-college in terms of language and basic skills (English as a Second Language and Adult Basic Education). As an example, they provide team-taught classes that combine ESL and automotive training at the entry level. She pointed out that students needing language training are the same demographics which are found in the work force. For instance, an incumbent worker whose goal it is to become a service manager may find a barrier if his/her language-skills do not meet requirements for such a position.

Terryll Bailey began with an overview of her involvement with the Skill Panel and distributed resource binders to members. Using a PowerPoint, Terryll reviewed each section of the binder. She asked members to look over their listing in the "Members List" and let her know of any corrections or changes. None were reported. She also pointed out the College Contact List on Page 10 of the binder and invited members to call anyone on the list with additional questions or follow up after the meeting. In between scheduled Skill Panel meetings, contact with members may be accomplished by getting smaller groups together, and making individual or conference calls. Terryll indicated that she and the project team will communicate with Skill Panel members via e-mail and plan to develop a web site to post meeting summaries, surveys, and other resource information.

Terryll continued by describing the two major things that will need to be accomplished in this project: design and develop curriculum and instructional materials for a General Service Technician (GST) program; identify career ladders and educational pathways for incumbent workers to advance their skill sets or prepare for lateral movement within the automotive industrial sector. All career pathways research findings will be posted and available for Skill Panel members to access. Page 13 of the binder provides information "About the Skill Panel;" pages 14-15 cover "Members' Roles and Responsibilities." Throughout the project, members will receive additional information to be placed in

appropriate sections in the binder. The Meetings section has all the slides covered in the PowerPoint overview, including space on the right of each page for making notes.

Terryll turned to the “Career Pathways” in the binder after reviewing the “Career Ladder” PowerPoint slide that charts a typical traditional career ladder. Panel members will be asked such things as what are the most interesting pathways, what are the high demand jobs, what are your needs?

Next, Terryll asked Panel members to break into small groups, and use a worksheet she handed out to start thinking about career ladders/lattices. Think about “What is the work? How do we know that work is done well? What do people need to know and be able to do?”

Following the small group breakout, members offered a number of observations, including:

- There’s a distinction between dealership jobs and independent jobs; service positions at a dealership have different skill requirements than those at an independent company; there are cultural differences, too; there are even different skills required for service positions based on types of cars being sold at dealerships, e.g., low price/high price; training for a service manager is more specific in dealerships; more general in independents.
- One group came up with “two flows” between independents and dealerships. Managers are expected to wear more “hats” in independents; in dealerships, one hat would be more likely; dealership positions are more structured than independents. Two training curricula may be needed – one for those who can go to school all day, another for those with family, jobs, etc. who can only go to school in evenings or on weekends. The basic auto training principles are the same; however, the approach between independents/dealerships is different.
- We will need to look at core competencies for the occupations, and then build in a “block” specific to the type of employer the student may be going with. Take into account the variations/cultures between auto employers and build that into the model. Show students both sides of career coin; hopefully, they can see where they fit in. ASE standards are generic, not specific to a certain dealer. We should start informing interested students during their second year in high school, showing that a career path could end with possible “ownership.”
- We could also drop in a module that covers the “culture” of various career paths. Start with the technical, show different junctures along the path, how it could go different ways. Also, we need to inform school counselors that an auto career is a viable pathway. Work on the image of the industry.
- As students go through the ASE process, they should be able to earn an AA. If they go into management, they’re going to need a Business Administration background (degree) in order to do that. Combine other areas into auto, e.g., infuse “business” and other related disciplines in order to help students move more successfully along career paths. Our chart could include basic foundations/education and show ways to expand within the particular industry.

Workers could possibly move from a local structure to a regional position that way.

Next steps will include listening to what Skill Panel members have to say, keeping everyone up to date on the project, developing some courses, creating a website, sharing information about what was discussed at the meeting held yesterday at Korum Automotive Group in Puyallup. Members were asked to maintain their Skill Panel binder and insert additional information received as the project progresses.

The next meeting will be scheduled near the end of July. The meeting adjourned at 1:30 p.m.

Respectfully submitted,

Joanne Warner
Administrative Manager
Automotive Sales & Service Training Pathways Project
Shoreline Community College