

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

Skill Panel Meeting Notes

DATE: August 3, 2005
PLACE: Shoreline Community College - PATC Showroom
TIME: 10:15 a.m.

PRESENT: Skill Panel Members
Doug Angell, Shoreline Community College
Bob Austin, Seattle Unified School District
Moe Broom, Office of Superintendent of Public Instruction
Doug Carmichael, Westlund Buick GMC
Mary Conway, Senator Patty Murray's Office
Dave Demontigny, Car People Automotive Jobs Agency
Bob Engelbrecht, Car People Automotive Jobs Agency
Dan Flanagan, Automotive Service Excellence (ASE)
Octavio Gamez, SouthWest Dealer Services, Inc.
Patrick Hennessey, Barrier Motors
Karen Johnson, Renton Technical College
Mike Marchese, Bellevue Cadillac
Ron Olson, Automotive Youth Education Systems (AYES)
Guy Post, SouthWest Dealer Services, Inc.
Leo Rancour, Leo's Auto Clinic, Inc.

College Representatives

Terryll Bailey, Skill Panel Research Consultant
Cameron Hightower, Project Director
Madhuri Hosford, Skill Panel Consultant
Tom Mackin, Skill Panel Facilitator
Gary Main, Curricula Development Manager
Darlene Miller, Vice President, Workforce & Economic Development
Don Schultz, Division Dean, Business/Automotive/Manufacturing
Joanne Warner, Administrative Manager

TOM MACKIN welcomed everyone and facilitated introductions.

TERRYLL BAILEY began the meeting by reviewing why the Skill Panel exists and thanking members for being present. She emphasized how the success of the project depends on contributions made by Panel members as content experts in the Automotive industry. Panel members offer guidance to the complex decisions we'll be making that will affect stakeholders across the state and eventually across the country.

MADHURI HOSFORD distributed binders to new panel members present and to delegates representing members who could not attend. For those members who already have binders, she distributed update packets including 1) new Skill Panel Rosters; 2) copies of the PowerPoint slides for the August meeting; 3) proceedings from past Skill Panel meetings; 4) new tab dividers with dates for the Meetings section.

2005 – 2006 Skill Panel Meeting Dates

MADHURI also handed out a “quick reference list” of future Skill Panel meeting dates for members’ use in scheduling the following dates on their calendars:

September 27, 2005 @ Korum Ford
September 28, 2005 @ Shoreline CC

November 15, 2005 @ Korum Ford
November 17, 2005 @ Shoreline CC

January 24, 2006 @ Korum Ford
January 25, 2006 @ Shoreline CC

March 21, 2006 @ Korum Ford
March 22, 2006 @ Shoreline CC

May 16, 2006 @ Korum Ford
May 17, 2006 @ Shoreline CC

July 18, 2006 @ Korum Ford
July 19, 2006 @ Shoreline CC

September 12, 2006 @ Korum Ford
September 13, 2006 @ Shoreline CC

November 7, 2006 @ Korum Ford
November 8, 2006 @ Shoreline CC

TERRYLL walked the panel members through the binder contents explaining the logic behind the different sections, including Skill Panel members’ role and responsibilities, project information, and PowerPoint slide handouts for use in this meeting.

Project Overview

TERRYLL then gave an overview of the project and the wide ranging effects on the job market once the two main grant deliverables have been completed:

- 1) Develop and teach a General Service Technician (GST) entry level program for the Automotive industry
- 2) Identify career pathways for new and incumbent workers

Although identifying career pathways – the Panels’ current focus – is a small part of the project, it’s a very important foundation for the work that is to follow.

For example, the GST training program will be delivered to a target group of 75-100 individuals from ESL, LEP and out-of-school youth and dislocated worker populations. The curriculum will also be disseminated through the Internet and taught at high schools, colleges, automotive manufacturers and – by special request – at Job Corps Centers to upgrade their existing Automotive training.

CAMERON HIGHTOWER distributed a report and gave an update of the project, which focuses on developing the GST curriculum for entry level technicians and incumbent workers, and on identifying career pathways for individuals to progress in the Automotive industry.

University of Missouri Licenses Automotive Curriculum for GST Program

CAMERON described how NATF decreed in November 2003 that an entry level Automotive training program should be created, but no curriculum existed. Now a new partnership has been forged with the University of Missouri which will involve adapting and converting their Automotive curriculum to a digitized form to be offered online. This web-based program will become the GST training.

GST Pilot Project Targets Special Populations

The GST courses will be offered as a pilot project initially to ESL (English as a Second Language) or LEP (Limited English Proficiency) populations and targeted, at-risk populations such as out-of-school youth, refugees, veterans, and others with special needs. The program will have two instructors: 1) an automotive instructor; and 2) an ESL instructor to help those in the class acquire and absorb the technical information.

The plan is to begin offering classes in the classroom in Winter Quarter 2006 (January 9, 2006) to 75 – 100 new and incumbent workers identified by this panel. Basic qualifications for students will be defined in the coming months as the project continues.

Later GST courses will be offered free online to teachers, students, and anyone who wants to access them anywhere in the world. The courses will be animated, interactive and user-friendly. The website offering the GST curriculum will be in beta (test mode) in July 2006 at the Fort Simcoe Job Corps Center in White Swan, Washington. The completion date for the GST curriculum website is by October, 2006. The training will also be delivered via post secondary, secondary, community-based venues.

A project goal is to teach the GST curriculum in a school within Washington State (possibly arranged with the help of Moe Broom, Program Supervisor, Technology & Industry Pathway, Office of Superintendent of Public Instruction).

We also hope to have a faith-based organization as an outlet for the GST curriculum. Goodwill Industries of Silicon Valley, California, is planning to create an Automotive

Training Center and is partnering with this project and with SCC's Automotive Training Center to take advantage of existing successful Automotive curriculum.

GST Curriculum Approach: Animated, Interactive and Self-Paced

GARY MAIN gave a thumbnail sketch of the innovative approach SCC and EON Reality have taken to entice students with the GST curriculum. Today's students are used to video games, so we'll incorporate interactive animated instructional materials to keep their interest. Students will be able to use a pointer to locate moving parts in an engine (pistons, valves, camshafts, etc.) and show how each interacts with the others during the 4-stroke cycle.

The Instructional Materials Lab at the University of Missouri has excellent components we'll be using. Students will be able to start, stop, or replay each movement until they understand each function. They can rotate a part and look at it from different angles, or disassemble a part and see its pieces to understand how it works, which is key for visual learners. This visual aspect will be embedded into the GST curriculum.

This treatment of the material should make it easier for students – especially some of the at-risk populations – to learn and stay focused. Students will be able to analyze things and figure out how they work before they ever get their hands in grease. The GST course will be delivered on a CD, in print, and by downloading it from the Internet. Students will be able to access this material in the classroom, at home, or anywhere.

KAREN JOHNSON asked if the GST course will be available in the shop. Gary responded that yes, at least one of the GST pilots will be offered at Shoreline CC in the Professional Automotive Training Center. The GST will also be piloted at several other training facilities in WA and (most likely) in CA during our period of performance.

LEO RANCOUR suggested that students taking the GST course develop their own notebooks to record their exercises, learnings, etc. Gary noted that suggestion and further stated that the Student Workbooks included in the GST curriculum we're using already have this embedded within each module.

Communication with the Skill Panel

MADHURI HOSFORD asked for a quick poll of members' preferences to check the level of interest in two items to keep the information flowing between the project and Panel members:

1. Newsletter – With local/regional happenings in the Automotive industry, announcements and calendar of events, project information, a featured panel member of the month, press releases or articles issued by the project and distributed (via links) to other publications for wider distribution. Timing for newsletter could be between Skill Panel meetings.

Answer: Yes, an email newsletter (not a hard copy) would be a good way to disseminate information between meetings. Ideally, we'll have the newsletter before the next meeting in September – that depends on the complexity of it.

2. Website – For internal Skill Panel use and to introduce other people to the Skill Panel’s work. Could include meaningful content about the Skill Panel, links to regional and national Automotive career resources and trainings, the Skill Panel Roster (so members can reach each other), a calendar with dates of upcoming meetings and events, past newsletters.

Answer: Yes, a website would be good – we could access it anytime. The site could include resources from all over the U.S. and the world, as well as information on the Skill Panel. It would help spread the word about this project. We could develop a membership list with a sign in process and password to protect contact information, if that fits with our purpose.

One Panel member requested short email “blurbs” (or “teaser” messages) sent between meetings to keep on top of what’s happening with the project. The email version of the newsletter could be a short “blast” with URLs to click to reach the full newsletter on the website. We plan to keep this very simple, not a lot of flash.

Contact for Newsletter and Website: Madhuri Hosford

If you have ideas for a website or newsletter please contact Madhuri Hosford, madhuri@oz.net, or call (206) 478-6621.

Guest Speaker: Doug Carmichael

TOM MACKIN introduced the Guest Speaker Doug Carmichael, Fixed Operations Manager with Warren Westlund Buick GMC, who gave a spoke on the topic of the “Opportunity” facing the Skill Panel.

GUEST SPEAKER: DOUG CARMICHAEL pointed out to the Skill Panel that “We’re in this thing together, facing a huge opportunity.” He noted the following definition according to Webster’s dictionary:

“Opportunity: A good chance for advancement or progress.”

Opportune, Opportunists and Opportunity

DOUG described how enthusiasm helps one recognize an “Opportune” moment or situation, and how those who do so are known as “Opportunists” who take advantage of an “Opportunity” to turn a negative response into a positive one. Opportunists look for ways to go from being a drag on society to having a positive effect, which is what this Skill Panel is charged with doing.

DOUG worked on another Skill Panel years ago. In 1971 he was elected to a second term as a National Representative for the Buick Parts and Service council. When he arrived for the annual meeting in Flint, Michigan, he discovered Buick was launching a new product based on new cars and new ideas. He discovered the local dealerships and mechanics were not ready to work on the new, electronically-based cars with strategy-based diagnostics and onboard computers,

and management had no idea how to prepare the mechanics to service these new products.

The members of that Skill Panel had the best intent to devise a program to give GM ideas on how to attack the problem. The more involved the Skill Panel members got, the more complex the challenge became. But within five days of non-stop work, they devised the GM co-op program. Students were selected for a four-week program in the GM factory, then four weeks of college classes. This was the predecessor for the GM ASEP program, which Shoreline Community College started, and which became the number #1 program in the nation. Participants had to take pride for what they were doing and speak English to succeed in the program.

Today's Skill Panel "Opportunity"

The current Skill Panel now faces a similar opportunity. By adapting existing training programs, this group can create a solution to help meet the industry's biggest need to produce qualified people for jobs nationwide.

"Keep customers happy so they'll return" is the recipe for success in new car dealerships, in independent shops, and in body shops. In that sense, the same training is needed in body shops as for service tech positions at dealerships.

Independents are looking to sell parts (or some other vertical market) and only that one thing. New car dealerships are trying to do everything. Both work similarly from different angles. The thing they have in common is their people. Each has Entry Level People, Good People and Great People. If a business has Great People, it tends to run itself. The best managers look for ways to move Entry Level People to Good and then Great People.

Best Ways to Expand

The average new car dealer employs 56 people
Independents employ an average of 8 -10 people

Best ways to hire new people:

- 1) Use employment agencies
- 2) Steal 'em (but remember, they'll get stolen again)
- 3) Train your own

The Bureau of Labor Statistics projects in the next 10 years a serious labor shortage of over 101,000 Automotive services technicians, so we have our work cut out for us. We need to dedicate ourselves to identifying and training new workforce candidates.

High Growth Industry - Make Diversity Work for You

Doug quoted some sobering statistics:

1) One out of five working adults in the U.S. today (20% of the workforce) makes his/her living as a direct result of the sales and service of automobiles and trucks. That's why the Department of Labor identified the Automotive Industry as a "High Growth" area worthy of this grant.

2) By the end of this decade, one out of four in this industry will be of Latino descent. We need to incorporate true diversity – not just a "bucket and brush" guy washing cars – into the career progression offered to employees. You must bring that worker who speaks multiple languages inside and teach him/her to help you sell cars to others with whom he/she can communicate – that's diversity! When you really integrate diversity into your business, you discover and tap into whole new markets.

C Students = Management Potential

We have A, B and C students in our High Schools and Colleges.

A students = are highly structured/motivated and normally end up as educators and professors.

B students = can be "middle of the road" types who end up working for C students (generally speaking) in industry because they aren't as diverse in their skills/interests.

C students = tend to be active socially and well rounded (often good with people) which helps them become managers in industry.

This program isn't trying to make A students. We're trying to make C students. We have the opportunity to reach untapped audiences (at-risk populations who are not working today) with this training. We can produce new, viable workforce candidates who offer career potential – not as superstar A students, but by getting C students off the streets and into the workforce.

This Skill Panel is facing an "Opportune" moment. We're "Opportunists" who can change our future if we'll take the "Opportunity" that's before us.

Career Ladders Research

TERRYLL BAILEY reviewed the Automotive Industry Career Ladder chart from the June 2005 Skill Panel meeting. The chart shows various positions for workers at all levels in the Automotive Sales and Service industry.

The Career Ladders chart speaks to the way the world of work functions today. Jobs are not in "silos" any more. It used that be that people moved vertically up in one field during most of their working years. Now, with more mobility and sharing of information via worldwide communication on the Internet, people regularly change careers. Often their lives take different life twists and turns which lead to very different steps in their job progression, and their careers reflect those various changes.

“Career Lattices”

TERRYLL also showed how a “Career Lattice” works, with lines drawn to represent the ways people can cross over pathways into different jobs as they progress. While this meeting focused on ways workers progress vertically up through different levels within the Automotive industry, in September the Skill Panel will identify Career Lattices and how people move in lateral ways across different sectors within the Automotive field.

TERRYLL presented a long Career Pathways chart consolidating information from the last meeting’s session. The chart showed various job titles in different branches of the Automotive Industry.

The Panel divided into work groups to critique and make changes to the chart according to each group’s consensus:

- 1) **Industry: Dealers and Independents** met separately to see how their job titles differ or appear similar, and how to clarify and simplify the chart.
- 2) **Educators and Government** met to identify training pathways for non-working populations (such as those who didn’t finish high school; candidates for Job Corps, Community Colleges, apprenticeship programs, and incumbent worker training programs).

Both the Industry work groups and the Educators/Government work group collaborated during a 50-minute lunch session to document different ways people can progress in their education, enter the workforce, and advance their careers.

Industry Input for Career Pathways Chart

The Industry work groups discussed whether – and where – the knowledge and skills for different jobs on the chart might overlap. Some entry level jobs require very low level skills, while other jobs on the chart require more knowledge and skills. The industry workgroup was asked to provide input for the Career Pathways chart in two key areas:

- ◆ Are the skills required for jobs at Dealers and Independents similar enough to combine job titles for each sector together instead of listing them separately on the chart?
- ◆ What – if any – changes should be made so that the chart represents the real world of job/career progression in the industry?

Dealers found their job titles are different enough from those of Independents that the two tracks should not be combined. They reported a number of job titles to change, add, delete, or move on the chart, and some to combine with others within the Dealer track. Some positions were described as “vanishing, but still there,” while others seem to be emerging, such as Rental Manager.

Independents eliminated some of their job titles, added others, and incorporated content from some positions into combined roles. Some jobs could fall under different categories, so the Independents recommended the best way to show those.

Educators/Government Input for Training Pathways

Representatives from higher education and vocational institutions met along with government representatives to identify and document the level of education and training individuals might follow to become qualified to enter the industry. They also identified pathways – ranging from pre high school through traditional education and other non-traditional tracks – incumbent workers might follow to access training to help them progress in the industry.

DOUG ANGELL reported that describing all the options is not a straightforward process because there are so many pathways. He volunteered to create a chart and send it to Terryll showing types of training including:

- ◆ Pre High School (building career awareness through exploratory course content)
- ◆ High School (offering math and science and general preparatory courses)
- ◆ Secondary Skills Center (training in specific skills for a trade)
- ◆ Community/Technical College
- ◆ For Profit Post Secondary
- ◆ Military (training in transportation-specific programs)
- ◆ Factory training (GM, FORD, VW, and other manufacturers offering their own training centers)
- ◆ On-the-job training
- ◆ Worker Retraining (taking advantage of career and technical education programs around the state)

DOUG indicated that communication skills should cross all these categories (workplace skills would be taught across all these types of training), and “Teach the earlier the better.” Ideally, start teaching beginning at K-6 – definitely before high school – to start getting kids interested in the industry and make an imprint.

Education is a partnership. The business community has to participate to create a true partnership. School districts have to be sold on conducting these programs in pre-high school venues to teach something other than a 4-year degree as a viable pathway, and that Dealers and others in the industry are giving a living wage to those who take the time to go to school, acquire the knowledge, and learn to perform the tasks required in that field.

Governor Gregoire Shows Support for Career/Technical Training

Panel members reported that Gov. Gregoire is going around the state to promote that Career/Technical education is important, yet the word has to come from Industry that this is the key to closing some of the gap in creating skilled workers. Businesses must show up to advocate that the Career/Technical program has meaning in the job market.

Trade Associations for Independents need to get vocal to express their support to Gov. Gregoire. (Independent shops don't have 8-10 people working in their mechanic shops. Most have 2, 3 or 4 employees and have no time to take off and share their thoughts on issues like this.) Email appeals are starting to carry a lot of weight since fewer people can take off work to go lobby the Governor in person.

We should ride the wave of the GST program (mention the progress in getting the GST program established by early 2006) in our appeal to Gov. Gregoire when we ask for her support to start at ground zero (with early education). 10% of this grant is dedicated to coming up with ways to promote early education.

Act Now! Let Your Voice Be Heard!

Skill Panel members were advised to “get involved” to produce results different from where we are today:

1) **Send an email to Dr. Terry Bergeson (bergeson@ospi.wednet.edu), State Superintendent of Public Instruction**, Washington Department of Public Instruction, or Fax your letter to (360) 753-6712 and cc: your state representative. Tell them Community and Technical Colleges are “higher education,” and that we need to start at ground zero (early education) to have a prayer of impacting the next generation.

2) **Rep Fred Jarrett and Rep Skip Priest** are the two legislators who need to be bombarded with messages about the crucial need for technical training. Send each of them an email describing the lack of qualified workers in the industry and the reasons Career/Technical training programs should be funded across the state.

Rep Fred Jarrett (R-41 Mercer Island, Bellevue): jarrett.fred@leg.wa.gov

Rep Skip Priest (R-30 Federal Way, Milton): Priest_Sk@leg.wa.gov

Incumbent Worker Dilemmas and Qualifications

A lot of workers in Independent shops are locked into labor of some kind. They can't afford to stop making a wage to go to college and learn new skills. We need to figure out a continuing education model that can appeal to those incumbent workers.

The GST curriculum will be at the 8th grade reading level. We'll have to help many, if not most, students in the target audience to reach that level in order for them to be able to read the content.

TERRYLL captured all of the suggested changes and agreed to consolidate this information and email it to Panel Members for their comments before the September Skill Panel meetings. She indicated that at the September Skill Panel meeting the work groups will have the opportunity to review the consolidated Career Ladder showing changes made at this meeting (as well as any changes to be made at the previous day's meeting at Korum Ford). At that point the groups can select job titles, explore the Career Lattices, and identify the knowledge and skills required for the jobs. Similarly, the

Educators/Government work group will have the opportunity at two more upcoming Skill Panel meetings to keep defining the Training Pathways people can follow.

TOM MACKIN thanked everyone for participating and reminded all of the next meetings:

Tuesday, September 27, 2005 - Korum Ford in Puyallup

Wednesday, September 28, 2005 - Shoreline Community College in Seattle

The meeting adjourned at 1:30 pm.

(Several members continued discussions about the different issues above until 1:45 pm.)

For meeting notes questions or changes, please contact:

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