

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

**Skill Panel Meeting Notes**

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**DATE:** September 27, 2005  
**PLACE:** Korum Automotive Group – Puyallup, Washington  
**TIME:** 10:15 a.m.

**PRESENT:** Skill Panel Members  
Randy Anglin, Hunter Equipment  
Joel Baxter, B & B Automotive  
Moe Broom, Office of Superintendent of Public Instruction  
Rob Cannon, Brotherton Cadillac  
Shakti Hawkins, Office of Senator Maria Cantwell  
Paul Kelley, Puget Sound Fleet Maintenance  
Steve Lemnah, Seattle Automotive  
Joel Lewellen, Korum Automotive Group  
Astrid Ostos, Hispanic Youth Ministry  
Jay Ostos, Hispanic Youth Ministry  
Kirk VanGelder, Clark County Skills Center + CDX Area Representative  
Yumi Vaught, Autobody Craftsman Association

Guests  
Rob Clements, Seattle Goodwill  
Jeremy VanGelder

College Representatives  
Terryll Bailey, Skill Panel Research Consultant  
Cameron Hightower, Project Director  
Madhuri Hosford, Skill Panel Consultant  
Matt Houghton, Pilot Project Manager  
Tom Mackin, Skill Panel Facilitator  
Gary Main, Curricula Development Manager

NOTE: NEW SKILL PANEL TIME (Beginning in November 2005)

NEW SCHEDULE: 9:30 a.m. to 1:30 p.m.  
Tuesday, November 15, 2005 - Korum Ford in Puyallup  
Thursday, November 17, 2005 - Shoreline Community College in Seattle

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*Tom Mackin* opened the meeting and invited all to introduce themselves.

He referred to a Halloween skeleton hanging on the wall, saying the Skill Panel's work over the last few months has helped create the "skeletal framework" for automotive workforce programs that will benefit the region. The GST entry-level training program is beginning to take shape, and the Career Ladders and Career Lattices charts are nearing completion. Now it's time for the Skill Panel to add some "meat" to those bones with the next phase of the Skill Panel's work, a topic Cameron Hightower covered later in the agenda.

### **AC Delco Mobile Training Trailer**

*Steve Lemnah* from Seattle Automotive Distributing announced that he had brought to Korum Ford for the day the AC Delco 60-ft long tractor and trailer (with a 10-ft wide interior and computer system) mobile training system, which Steve is using to deliver automotive training.

*Steve* has been teaching classes based in this trailer in aftermarket and auto dealerships in remote locations and smaller towns. (\$100K has been invested so far and more is being invested to ramp up the facilities, with AC Delco and Motorcraft donating some of the equipment). Trainings are offered in the evenings so that currently employed technicians working during the day can attend classes from 5-9 p.m. or 6-10 p.m. *Parts and People* magazine has an article about the trailer in the October issue. Steve agreed to conduct a tour of the mobile training facility after the meeting.

*Tom* introduced the Skill Panel meeting facilities host, Jerry Korum of Korum Automotive Group, and thanked him for hosting the ongoing Skill Panel meetings. Jerry commented on his support for this Project's important work.

### **Skill Panel Next Steps**

*Cameron Hightower*, Automotive Sales and Service Training Pathways Project Manager, described the Project as a national demonstration model for how to develop automotive industry curriculum and career pathways. Because of the Skill Panel's work the Project is "far along" in providing entry-level automotive sales and service workforce training. Yet the first phases of work under this Department of Labor grant have demonstrated that the Project serves a broader audience than just automotive dealers. We need to address complementary areas that affect other regional and local automotive industry members. Cameron asked:

- What should be the Skill Panel's next steps in 2006?
- What's the next focus that will serve the needs of the regional automotive industry?
- What training can we provide?
- What structure can we create?

### **Industry-Education-Community Partnerships**

*Cameron* referred to how automotive businesses and the education community ideally work together in partnership to meet the automotive industry's needs. He suggested several parts of realizing this vision:

- Industry identifies gaps that certain types of training could fill and best ways to reach target audiences through training delivered on line, on the road (like Steve Lemnah's mobile trailer), at colleges or otherwise.
- K-12 school systems, the area's Workforce Development Councils, Community and Technical Colleges and the industry itself collaborate to meet those needs.
- Training institutions deliver training on topics ranging from technical knowledge; workplace, communication and problem solving skills; or other soft skills, to incumbent or new workers, depending on what industry identifies as the biggest gaps to be filled.

### **Ongoing Training Needs Forum**

*Cameron* suggested that if the Skill Panel wants to create a place industry can team up with educators and community-based organizations to identify additional training, then develop or acquire that training and deliver it where it is needed in a structure that endures, that could be our next focus. We could establish an ongoing regional body or system through which the industry can provide input, and education and training resources can respond. This model follows much of what we did at our first Skill Panel meeting where we discussed putting together the partnerships to develop entry-level automotive training and deliver it to audiences needing the skills – which we are now in the process of doing.

### **Skill Panel Next Steps: Members' Responses**

*Madhuri Hosford* facilitated a follow up discussion of "Where does the Skill Panel go next? How can we use members' expertise to bring automotive training and education to life?" She gave examples of other higher education programs that reach out into the community to move their programs forward.

#### ***Higher Education Program Outreach Examples:***

**1) SCC's Medical Lab Technician program** - Shoreline Community College's MLT program had low enrollment, so they assembled a team of High School Career Counselors, MLT faculty and program graduates. The team created a career ladders chart showing job titles, educational requirements, plus potential income at each level. They designed:

- An MLT program brochure
- An MLT program bookmark (popular format for high school students)
- An introductory MLT presentation for high school students
- A webpage introducing the MLT program and potential careers

After delivering several presentations at Shorewood High School and Shorecrest High School's "Career Café" (brown bag lunch program) to describe MLT

careers and let students perform hands-on demonstrations using high-powered microscopes to get the students interested, SCC's MLT programs are now full.

**2) PC3's IT/Electronics Skill Panel High School Computer Competition** - The Pierce County Career Connection's Information Technology/Electronics Skill Panel decided to create a contest in local schools to build on students' interest in computers. Each March, local Panel members' companies help host a contest in the area high schools in which students compete in mock web design, networking and programming competitions. The contest gives students two to three hours to address a challenge, problem or IT need. Local company managers judge the contest, and awards include computer hardware, software and games. The competition, which attracts local media attention each year, is designed to interest students in careers in the local computer technology workforce to fill anticipated worker shortages in the coming decade.

### **Change the Public's Perception of the Industry**

Panel members raised these issues and suggestions for areas the Skill Panel can work on next (Discussion details follow the list below):

- Get students into the GST Program (already underway)
- Publicize automotive career opportunities widely so the information will be recognized and understood by any student
- Help High School Career Counselors recognize automotive careers as "top rung" and change their current "archaic" thinking:
  - Associate automotive programs with problem kids being shipped off to Votech school
  - Need awareness of alternate career opportunities (instead of guiding all students to 4-year universities)
  - Need to know the high tech potential (and high income potential) for students entering the field
- Make parents aware (change their perceptions) of successful automotive career options
- Apply "ages" to career training pathways to show income potential associated with education required at each level of progression
- Hold Career Day/Job Fairs/Open Houses with hands-on demonstrations
  - Teachers, Career Counselors, Parents, Students
  - Offer during evening
  - Target the parents with education to change their perceptions of automotive careers
  - Key speaker ideas: AAA, ex-Auto Shop teacher, former race car driver

### **Skill Panel Next Steps: Discussion**

*Joel Baxter* reported that students have trouble at the high school level. Guidance counselors aren't pushing the technician work. The career pathways need to be clearer and need to be aged. We need to get better results at the high school to college level in the vocational technical area. In order to get people moving through a career ladder, they need to be involved in a continuing education process. We should put this together so

that any student in the state can understand both the jobs available in this industry and the training needed to move from one level to another up the ladder.

*Rob Cannon* offered that the Career Ladders and Lattices chart needs to be readily recognizable so that students, counselors and parents understand it – not too much information and not too complex.

*Yumi Vaught* described how the California Autobody Association held a Career Day open house (in evenings so students could bring their parents). Students visited different shops and got some hands-on experience and saw what kind of training and how much math was required. Food and drinks were served, and teachers and people in career centers were invited. Posters with comparative annual salaries were available, and a race car driver (former auto mechanic) spoke. Students expressed a lot more interest in the field after that.

*Steve Lemnah* said that even before planning an open house, we need to get to the High School Career Counselors. They still see the auto industry as non-professional. Those who are good with math and science are directed elsewhere and automotive ends up with the less talented students. We should hold a hands-on open house for the counselors so they can see the level of technical ability required and the career opportunities available.

*Paul Kelley* pointed out that the issue is a widely-known (mis)perception of the industry. It is not realistic to think we can educate all those who influence students to enter our industry, but at least we can set good examples. We should definitely go to the military job fairs. There are a lot of Mechanics out there making \$100K per year.

*Joel Lewellen* clarified that there is a difference between a Mechanic and a Technician. We do not have mechanics in this industry any more, and we need to get that information out there.

### **GST Program**

**Question: Are we ready to recruit students for the GST (General Service Technician) program that's being rolled out soon?**

*Matt Houghton*, GST Pilot Program Manager, answered there will be several pilots beginning in January 2006. Pilot Programs have already been set up at Shoreline CC, Yakima Valley CC, Fort Simcoe Job Corps Center, Renton Technical College, and at least two other sites. The pilots, at least, are being delivered to students at these institutions.

**Question: What is someone with a GST certificate qualified to do?**

*Gary Main*, GST Curricula Development Manager, answered that GST offers Technician training at the entry level—basic knowledge of the automobile and how things work. The GST program will not produce a Technician at the level of GM's ASEP (General

Motors Automotive Service Education Program), or T-Ten (Toyota Technical Education Network), or CAP (Daimler/Chrysler's College Automotive Program), or Honda's PACT (Professional Automotive Career Training), or Volvo's V-CATT (Volvo Certified Automotive Technician Training), but a person with GST certification will be able to move into any entry level work.

### **Seattle Goodwill STRIVE Program**

*Tom* introduced Rob Clements of Seattle Goodwill, who presented a brief overview of a powerful job-training program called STRIVE (Support and Training Result in Valuable Employees), which is designed to teach students not only how to get jobs, but how to stay employed.

*Rob Clements:* Seattle Goodwill funds learning centers that serve the community. Goodwill targets other audiences besides those with disabilities—each Goodwill identifies and serves their own targeted audiences—and works with members of those groups to help them get a job, keep a job and get a better job.

Goodwill helps people who have struggled to get employment (due to issues such as poverty, ESL, mental health issues, homelessness) so they can enter the market for success. Goodwill offers employment training programs in hard skills, computers, customer service and Adult Basic Education to help people get GEDs and language skills to be successful.

Seattle Goodwill is one of 19 affiliates (Seattle, San Diego, San Francisco and also London) offering the widely acclaimed STRIVE program. STRIVE is based on the core value that everyone deserves an opportunity to lead efficient self-fulfilling lives, and the key to that is employment. STRIVE helps people access that pathway. In 1985 the STRIVE program began focusing on soft skills after identifying the lack of such skills as a challenge that keeps people from getting and holding jobs. People weren't getting jobs because of their attitude, behavioral issues and other factors that made them unemployable.

STRIVE involves a 4-week intensive structured like a job. Attendees must show up Monday – Friday, 8:30 to 4:30, and clock in and out for lunch. Participants must show up dressed for a job interview. If they're late three times, they're out of the program. People get their attitudes challenged in the course – they get asked tough questions. Some of them have the hard skills but their soft skills are way off the mark. This course shapes them up and turns them in the right direction.

The STRIVE Program is free for people 18 years old and above. Requirements include that participants must be able to read English at the 6<sup>th</sup> to 8<sup>th</sup> grade level, and must be willing to work. The course covers ten areas:

1. Attitude and behavior (Employers say these areas are key – because so many workers turn up late and don't know how to talk to supervisors and to public. STRIVE gives them four weeks to shape up.)

2. Job readiness
3. Self-esteem
4. Confidence building (Some participants break down in tears because it's so difficult to be asked questions they haven't been asked before about why they're acting out.)
5. Timekeeping and time management (If participants are even one minute late after their three warnings, they're out of the program.)
6. Appropriate dress
7. Receiving criticism
8. Teamwork and cooperation
9. Meeting deadlines (Miss one and you don't complete the program.)
10. Communication (How to deal with managers, employees and the public.)

The STRIVE program gets very positive feedback from employers (and employment agencies). Graduates are tracked for two years to ensure they're keeping their jobs. STRIVE aims to graduate 20 students in each 4-week cycle. Graduates either get a job or enter some vocational training with the long term goal of getting a job. If their skills are still far off the mark, then Goodwill refers them to another agency.

A recent SJI (Seattle Jobs Initiative) survey identified 40 employers' top 10 skills for which there is a gap in the workplace. Not one was a hard skill. The top 10 were all about being on time, how to work on a team, how to receive feedback, etc., which reinforces the notion that STRIVE is right on the mark in teaching people how to be successful in the workforce system.

### **STRIVE October 14 Group Interview**

STRIVE will offer a Group Interview on October 14, 2005 from 9:00 a.m. to noon at Seattle Goodwill, 1400 S Dearborn St. All are welcome. Contact Alice Allen at (206) 860-5786 or email her at [alice.allen@seattlegoodwill.org](mailto:alice.allen@seattlegoodwill.org) to attend.

This 3-hour session will provide an overview of the STRIVE program and what participants learn to help them get and keep a job. Employers are welcome to come and observe in a classroom environment as applicants:

- Apply for acceptance to the STRIVE program.
- Hear how the program confronts barriers identified as preventing applicants from getting and keeping a job.
- Discover what it takes to improve and modify attitudes, behavior and interpersonal skills.
- Learn what barriers those who are challenged in entering the job market must overcome to accomplish their individual goals.
- How STRIVE applies "tough love," eliminates all excuses, and empowers those who really want to be successful.

Seattle Goodwill is open to partnering with this Project or with individual organizations interested in improving employees' soft skills. For more information, contact Rob Clements at [rob.clements@seattlegoodwill.org](mailto:rob.clements@seattlegoodwill.org).

## **Overview of Project Outcomes**

*Terryll Bailey*, Skill Panel Research Consultant, described her role of providing the research methods and protocols to gather and analyze the data for this Project. Those in the automotive field doing the work must provide the content.

The GST part of the Project is the largest part of the grant. The second part of the grant focuses on incumbent worker training (ongoing training for employees) and career ladders and lattices. The ladders and lattices will help us develop appropriate incumbent worker training. While this Skill Panel meeting is focused on identifying career lattices (lateral movements) and high demand clusters for which we need to develop training, the career ladders chart may continue to be improved after this meeting as Panel members and outside automotive organizations comment on the efficacy of the chart.

## **Training Pathways Chart**

*Terryll* distributed the Training Pathways chart created by the Panel's Educators last month to show training that progresses from junior high school to all levels within the workforce, military and Government-sponsored programs. The chart seems complete; however, if any Panel members have additional comments, they should contact *Terryll Bailey* at [tbailey@theallisongroup.com](mailto:tbailey@theallisongroup.com).

## **Career Ladders and Lattices Chart**

*Terryll* distributed the career ladders chart for the group's input to the current draft. She asked the group to quickly review the chart for any glaring error. No changes were reported, so she asked the group to take the draft chart home to identify any job titles missing or any movement of boxes in the chart and get back to her with changes.

### ***Career Ladders and Lattices Chart: Dealers' and Independents' Tracks***

Based on feedback from the August Skill Panel meeting, the career ladders chart was divided into two sections: Dealerships and Independents (better and easier for career guidance counselors to have all on one chart) to show career tracks along each vertical ladder. A discussion followed concerning how people typically move laterally within Dealers and independents, and from Independent shops to Dealers and vice versa.

### ***Changes to Career Ladders and Lattices Chart***

The following changes were suggested:

- 1) Add a Training and Education column, but call the role Trainer/Teacher (Can be employed in factory or aftermarket training, not just by the educational system.) Entry level for this ladder in industry could be Manufacturer or Distribution Trainer. For Independents, the training could be structured around a particular product line.
- 2) Add some verbiage describing how automotive teachers at post-secondary and secondary levels are not from the college system; rather they are a product of industry. Factory trainers teach people who work on cars. People can't get to these training positions from education pathways.
- 3) Combine Secondary and Post-Secondary in the training ladder.

- 4) Have a legend showing the amount of education each career title needs, and show a sideways progression because a worker can be in the industry for 20 years and then move into training at a particular level. Or add a note in the lower right corner and don't make Training/Education a complete column.
- 5) The Independent Tire column should show three levels of Technician (Line, Master and ASE Master Tech) between Lube Tech and Sales.
- 6) Add a factory column.
- 7) Show a career track between Cars and Trucks to represent how people move between the two sectors.

*Joel Baxter* suggested that we promote having Career Counselors show this chart to students, telling them how much education is required, how much the training will cost, how long the training will take, and how much workers can make as they progress.

*Terryll* asked the group to identify the most common horizontal career moves—the highly likely ways people move from Dealers to Independents, back and forth, and within these silos? The Panel broke into discussion groups over lunch to identify common moves on their Career Ladders and Lattices worksheets and reported back to the large group after lunch. Comments covered how people in Dealerships progress to management levels and which jobs are considered on track for upper management level positions.

### **Horizontal vs. Vertical Career Moves**

Panel members noted that there is much more movement at the lowest levels of the Career Ladders and Lattices chart, sometimes dictated by who will pay 10 cents per hour more. The farther up the chart workers move, the less horizontal movement there is (but there is some). Once employees reach a certain level on the chart, they stop moving back and forth in their career progression. As they progress above the line (the location of which varies somewhat among different vertical ladders on the chart), they tend to select and stay on a course. After a certain point, things get more rigid on a vertical course for career advancement, not a lateral one.

### **Common Horizontal Career Moves**

*Joel Baxter* said that there are “SuperTechs” above ASE Master Techs (one in 10 dealerships) who win national contests get bored and start moving around. They become trainers, or get involved in ITN (International Automotive Technicians’ Network) which has a website that trainers use extensively to solve problems (<http://www.iatn.net/>). If these Super Techs want to see a different part of the country they can move around with a choice of where to work.

*Kirk VanGelder* stated that Master Techs could go to all three roles: Factory Trainer positions, or Secondary or Post-Secondary positions. Shop Foremen could do that, too.

*Terryll* captured a number of additional career moves on the chart and ended the session by saying she will combine feedback from this meeting with the next day’s feedback from the SCC Skill Panel meeting concerning horizontal career moves. She will develop

a comprehensive chart to show common career moves, and a special section of the chart to show the many lateral moves possible at the lower job levels.

### **Soft Skills in the GST**

Toward the end of the Project, soft skills, which are a continuing issue in the workplace, will be the focus. If workers cannot speak intelligently and respectfully to other people they're working with, they can't hold a job. We'll decide how to integrate such training after completing the hard skills portion of the course design.

### **High Demand Jobs Needing Incumbent Worker Training**

*Terryll* asked the Panel, "What are the high demand job clusters (Where do you want to get current workers trained and prepared to fill gaps)? Where could we serve the industry the very most?"

Ideally, the group will identify types of "transition training" to offer that will go forward and sustain themselves after this grant ends. The following areas were suggested (not in order):

#### ***Incumbent Worker Training Needs: (not in priority order)***

- 1) Alignment
- 2) Diagnostics
- 3) Line Technician and Master Technician training to help lower level Techs move into different roles
- 4) Entry-level training for lower level jobs (Lube, Tire, Brake, Suspension Tech, or even cashier or lot attendant) to prepare them to move up
- 5) Soft skills
  - Workplace Skills
  - Interpersonal Skills
  - Customer Service
- 6) Introduction to Parts & Inventory Management
- 7) Sales Training
- 8) Basic Electrical
- 9) Title Clerk
- 10) Basic Accounting
- 11) Service Writer
- 12) Service Advisor or Management Training (for upper level management)

*Joel Lewellen* commented that the hardest jobs to fill require the least amount of skills. The less advanced trainings will tend to draw those in lower level, entry positions (Office Clerks, Cashiers, Service Greeters, and Technicians) who will make the effort to complete these trainings, move up, and get paid better. These workers can all be trained in a week or less to get them in the door and work up from there.

*Cameron* said that the DOL grant also allows us to train people to get better pay *within* what they're doing, not just when they change jobs.

*Terryll* informed the Skill Panel that Project Leadership will select three courses to pilot for incumbent workers, based on the list developed at the Skill Panel. The next step will be to search for availability of existing training to address those needs.

### **Duration of Training**

Types of training offered could range from a) a one- or two-day boot camp or intensive for current workers; b) a two-week course on a specific skill; c) something longer that continues after this grant is completed, such as an Introductory course that prepares people to go on for factory training.

### **Guidance for Success and Areas to Avoid**

*Steve Lemnah* reminded all of the importance of building in hands-on components for whatever training we offer. Without that, training becomes a data dump. Students don't apply the knowledge if there is no hands-on aspect.

*Joel Baxter* cautioned against offering one- or two-day "boot camp" types of training. Instead, he suggests something like the STRIVE program – more soft skills focused – on a more confined schedule (shorter than 4 weeks Monday through Friday) so current workers have access. Some Lube Techs or Detailers may need training in these skills about how to work in the workplace. The training would need to be offered at night for many incumbent workers.

*Gary Main* said that SCC and other Community Colleges may not be the best ones to teach the soft skills programs. Maybe Goodwill could adapt a two-week version of the STRIVE program and SCC would contract with them to teach it. We may find existing courses rather than trying to re-invent the wheel by building new courses. Bates Technical or Renton Technical College may offer some existing curriculum that could be offered across the region to meet incumbent worker needs. Gary and other Project team will collaborate to select the first areas in which to offer incumbent worker training during the course of this grant.

### **Centralized Training Resources**

*Joel Baxter* described how the ASA (Automotive Service Association) regional website (includes Washington State, OR and ID) is developing a section to list ongoing automotive trainings available by topic. There is a lot of training available and most people don't know where to access what. This website will list all the classes for Technicians, Shop Owners, etc., to access the courses in their area – sort of a roadmap to help trainers flourish and help various trainings not be so disjointed. The site will support – in an organized way – the training system that already exists. ASA will also offer scholarships to AYES students through this program.

*Cameron* stated that one outcome of the current DOL grant, a national demonstration model, is to create a similar website for this region to show various types of ongoing training for incumbent workers. The training we list doesn't have to be directed just to Technicians nor does it have to be just one- or two-day courses.

*Terryll* stated that she'll analyze the suggested changes to the Career Ladders and Lattices chart and will send Panel members a revised Excel chart before the next Skill Panel meeting.

*Tom* thanked everyone for participating and extended appreciation to Korum Ford for hosting the group. He reminded all of the next meetings.

**New: Skill Panel Meetings to Start Earlier (Beginning November 2005)**

NOTE: NEW SKILL PANEL MEETINGS SCHEDULE 9:30 a.m. to 1:30 p.m.

Tuesday, November 15, 2005 – 9:30 a.m. to 1:30 p.m. at Korum Ford in Puyallup

Thursday, November 17, 2005 – 9:30 a.m. to 1:30 p.m. at Shoreline Community College

The meeting adjourned at 1:30 pm, when Panel members toured the AC Delco mobile training system tractor-trailer at Korum Ford.

For meeting notes questions or changes, please contact:

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