

**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 28, 2005  
**PLACE:** Shoreline Community College  
**TIME:** 10:15 a.m.

**PRESENT:** Skill Panel Members  
Ralph Allman, Honda of Seattle  
Doug Angell, Federal Way Public Schools  
Bob Austin, Seattle Unified School District  
John Choulochas, Retired (Formerly with General Motors)  
Tim Dahl, Shoreline Fire Department/Northlake Training  
Jack Devine, Renton Technical College  
Keith Dyson, Clover Park Technical College  
Jim Elliott, Poulsbo RV  
Brad Engelbrecht, Car People  
Dan Flanagan, Automotive Service Excellence  
Roger Funston, Wesmar Products  
Octavio Gamez, SouthWest Dealer Services, Inc.  
Karen Johnson, Renton Technical College  
Mike Marchese, Bellevue Cadillac  
John Mundy, Renton Technical College  
Guy Post, SouthWest Dealer Services, Inc.  
Frank Rus, Snap-On Tool  
Andy Sawyer, Shoreline Fire Department

Guests  
Alice Allen, Seattle Goodwill  
William Ayears, Seattle Goodwill  
Rob Clements, Seattle Goodwill

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  
Joanne Warner, Administrative Manager

NOTE: NEW EARLIER 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.

*John Chouloucas*, formerly with GM training programs, read GM's vision statement (written in the 1980s but never released). The statement was designed to help GM embrace the avalanche of technology beginning at that time and to keep their sights set on 20 years into future by collaborating with all levels of education and affiliating with ASE, government agencies, and professional organizations – much as the Skill Panel is doing today.

### **Skill Panel Next Steps: Today and Tomorrow**

*Cameron Hightower*, Automotive Sales and Service Training Pathways Project Manager, described this Project's opportunities for today and tomorrow.

**Today** the Skill Panel is helping this project create a national demonstration model that can be duplicated and disseminated across the U.S. The GST (General Services Technician) curriculum for secondary schools and Job Corps facilities has already been developed. Ft. Simcore Job Corps Center and Bellevue High School are offering this curriculum now. For the Spring Quarter of 2006 GST pilot projects will be offered at post-secondary levels at Renton Technical College and Yakima Valley Community College. As target audiences include people with Limited English Proficiency, the courses will be team taught with both an ESL teacher and an automotive instructor. Populations not currently in the workforce, such as Out of School Youth and hurricane evacuees, will be included in the target audience. The GST planned curriculum website will be very interactive, which should appeal to younger students who grew up on video games.

**Today** the Skill Panel is also helping create Career Ladders and Lattices for incumbent workers in the Automotive Sales and Services industry. Before this chart is considered final, it will get the seal of approval by national automotive industry organizations which know real-world career ladders in major occupations in the industry.

**Tomorrow** offers another opportunity. We can form a partnership with institutions and organizations to define the needs of the industry in the region. We may draw inspiration from the federal government's next round of grants (the Community-Based Job Training Grant Program is for a total of approximately \$125 million with average grants ranging from \$500,000 up to \$2 million) enabling Community Colleges and Technical Colleges to work with Workforce Development Councils and the K-12 education system to meet these

goals by providing short-term or long-term or ongoing incumbent training. We invite the Skill Panel members to stay the course and go with us to the next phase.

**Tomorrow** in the next phase (2006) we will address incumbent workforce training needs in Puget Sound. The second round of federal funding is in jeopardy right now, but even if it doesn't happen, we can go to other sources. For example, SCC's Professional Automotive Training Center was built because Don Schultz was determined to teach classes that address the needs of the local automotive industry, which he approached for support. SCC has a \$5 million PATC expansion now underway, and Renton Technical College and Bates Technical College can also start addressing the region's needs by setting up an ongoing partnership to deliver that training.

### **Question: What is the GST?**

*Gary Main*, GST Curricula Development Manager, answered that the GST curriculum presents the content of the most introductory-level sections of all eight of the ASE certification areas in 500 hours (two quarters in a Community or Technical College). The goal is to produce an entry-level technician with a general understanding of the automobile so he/she could then get a start and obtain further training. The GST is designed to be a stepping stone to help someone get into the auto sales and service industry. The GST course is being piloted at Bellevue High School, where it will be taught for two hours per day, five days a week – so the course will take two years to complete.

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

*Madhuri Hosford* facilitated a follow up discussion of "Where can we go from here? The GST program will be piloted in January, and the Career Ladders are nearly complete. What is the next best step for our group?" 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 Automotive Industry**

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

- Get word out to Dealers and Independent Shops that entry-level workers (GST graduates) are available
- Get High School Career Counselors on board to promote automotive career opportunities, not just 4-year college goals
- Approach Parent-Teacher organizations' quarterly meetings to change their perceptions of the automotive industry as a successful career choice for their kids
- Support Tech Prep programs by having Industry stay involved with them
- Contact OSPI to promote the direct correlation between skills required for Automotive Sales and Service and 2008 WASL graduation requirements
- Target ESL students and non-traditional students for the GST program
- Focus on High School principals to educate them about Automotive Sales and Service career potential
- Design activities to make more women aware of career opportunities in the industry

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

*Roger Funston* of Wesmar Products offered that his company services 280 dealers and 600 body shops. They could help get the word out if there about entry-level people available.

*Doug Angell* said that High Schools typically have career fairs, a good opportunity to get counselors on board about the career opportunities in Automotive Sales and Service. PTSA's offer an avenue to pass information on. But someone must coordinate these activities. We need to be in contact with the schools and the organizations (including High School Career Counselors) and get on their agendas.

*Karen Johnson* said Tech Prep consortiums need industry connections—Automotive Sales and Service need to make that connection. Renton Technical College's consortium

is looking for those connections because Technical Colleges are misperceived by parents also. Unfortunately, parents are more willing to support their children in a 4-year very expensive program than a 2-year moderate cost program. Yet the levels of technical knowledge, teamwork, etc., required in Automotive Sales and Service are significant. Also, how can we make more women aware of opportunities in the industry? How do we get them? How do we keep them?

*Bob Austin* suggested that we have direct conversations with Moe Broom, Office of Superintendent of Public Instruction, before the upcoming WASL meeting. We need to show a direct correlation between the skills required for Automotive Sales and Service careers and the WASL, which Moe recently agreed is a good match (Moe is a member of this Automotive Skill Panel).

*Dan Flanagan* stated that we need to start with an orientation program. Job fairs are good, but only a few people come to automotive booths. High school Counselors have to be involved, and we need to make this simple and complete enough to make it easy for counselors and students to understand.

*Brad Engelbrecht* said that High Schools are losing shops and shop teachers. Until the counselors and High School administrators understand there is a good primary career opportunities as a Technician, often with a higher salary than a 4-year degree, this problem will continue.

*John Choulochas*, formerly with General Motors, said that to get people to change their perceptions, it takes one-on-one involvement at the High School level.

### **Seattle Goodwill STRIVE Program**

*Tom* introduced Rob Clements, Alice Allen, and William Ayears 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* opened his talk with the association most commonly made with Goodwill—people think of buying/donating old furniture. Through that offering, Goodwill Stores build revenue for Centers that serve the community. Each Goodwill focuses on different target audiences. Seattle Goodwill focuses on helping those who haven't had access to the job market by teaching soft and hard skills.

Goodwill has three basic programs: Basic Employment; Employment Training Program; and Soft Skills (STRIVE).

STRIVE was started in 1985 in a Harlem, NY, basement to assist individuals who have significant barriers to employment and who have difficulty demonstrating the basic behaviors most people take for granted: How to be on time, dress appropriately, know what to say, have a good attitude and behave appropriately in the workplace. STRIVE uses behavior modification to teach how to find a job.

The STRIVE “tough love” and high standards work for participants who otherwise can’t get access to (or can’t maintain their role in) the job market. The strict program “breaks them down and builds them up.”

STRIVE helps only those who want to help themselves get through barriers, including low income ex-offenders. They deal with self-esteem, become vulnerable and more receptive, and eliminate all the excuses so they can catapult themselves to the next level. They learn to make choices in the workplace (and in life) to move to another level. They find out at the end of the program the instructors did things for a reason.

Employers often report that workers can’t keep a job because of attendance problems and that they’re not getting along with a team of workers. STRIVE instills how to take instructions, how to understand different opinions, how to work with people on a daily basis, how to deal with body language and non-verbal communication, and how to keep a job – very important! It prepares them to go into different professions. Graduates are monitored in a two-year retention period to follow their progress. STRIVE is run like a business, with hours 8:30 to 4:30 for which students must punch a clock before and after going to lunch, etc.

### **STRIVE October 14 Group Interview Open Invitation**

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 the Automotive 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).

### **Career Ladders and Lattices**

*Terryll Bailey*, Skill Panel Research Consultant, acknowledged the content expertise the Skill Panel brings to this work. 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 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:*** Last month Skill Panel Educators came up with an excellent Career Training Pathways chart, and Joel Baxter from ASA recently offered some age-specific information to weave into this chart. Terryll distributed the existing Training Pathways chart and, before this chart is considered done, invited all to submit any comments for last changes to her at [tbailey@theallisongroup.com](mailto:tbailey@theallisongroup.com).

***Career Ladders:*** Terryll then distributed the Career Ladders chart showing the most current list of jobs and career opportunities available in automotive sales and service. She gave the group a chance to identify major changes during the meeting. She then asked them to take the chart home and email any changes for the Career Ladders chart to her at [tbailey@theallisongroup.com](mailto:tbailey@theallisongroup.com).

***Career Lattices:*** Horizontal moves and technology changes cause a myriad of lateral moves in many individuals' careers since industry no longer offers simply "silos" of vertical career progression. Terryll asked the group to name typical kinds of horizontal moves people make. (This work is a separate part of the DOL grant, and this meeting represented a transition day to address the issue of lateral moves.)

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

*Doug Angell* pointed out that ASE Master Techs sometimes move to Technical Trainer but they also often go to Community Colleges (three people in this meeting came from that track!).

*Dan Flanagan* said there's not too much movement between cars and trucks. Some technicians are intimidated by size of truck components and some truck technicians wouldn't think of going back to work on cars.

*Brad Engelbrecht* said we see more people going from trucks to cars than vice versa. A lot of truck guys will go to domestic Dealers and Independents that have diesel engines.

*Dan* said Dealer Parts sometimes moves to Independent Retail Parts.

*Brad* said that if each career move by itself is a progression it's easy to go up the ladder. But once someone goes up so far he/she reaches a point at which lateral changes are more difficult.

*Frank Rus* suggested that some lateral moves bring different opportunities for growth. An employee who works up to a Service Writer position with several different skill sets who moves from a Dealer to an Independent Shop would likely wear more hats (and develop

more expertise) than staying in the same job at a Dealer. That person may have less competition for other jobs at a new location than at his/her present location. At the same time, if an employee has a history of moving back and forth at the same skill level, that's a flag for an employer.

*John Mundy* feels it's more common to go from Dealers to Independent Shops than vice versa.

*Dan* disagrees and feels there's more chance to move from an Independent to a Dealer in order to move up. A lateral move can be a move up in that way (more chance for advancement).

*Jim Elliott* feels that Dealerships are too specialized for Independents to keep up with technology advances and proprietary electronics for each automaker.

*Karen Johnson* asked "Does this study encompass just the GST student?" Answer: No – this study is broader and addresses the broader part of the industry to show how people in general can move in career opportunities in the U.S. auto industry. Karen would like to break the Career Ladders and Lattices chart down to a Technical Career Ladder with some offshoots into other career pathways. Pathways need to identify whether you can move up from where you are and how much training you need to do so.

*Mike Marchese* said some Technicians move over to a new car dealer to take on more responsibility and can't keep the job. Most of the movement within the Dealers is in the silo of the same ladder the employee started in.

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

The following changes were suggested:

- 1) Add a Factory ladder to the Career Ladders chart (Dealer Service Manager could move to Factory District Service Manager or Sales. It's not very common to move back to Dealer.) Automotive Factories make tires, diagnostic equipment, widgets, etc. and various categories can show up on this chart with the jobs just like the Dealers' jobs.
- 2) Autobody and Collision should be on the chart (Similar ladders as that of Independents – concentrate on getting these people into the industry.)

**Question:** What training is involved in moving up these silos? *Terryll* answered that we'll eventually have a multi-dimensional database showing that element.

*Karen Johnson* suggested that we do some testing to see if the student wants to and has the aptitude to go into clerical or management or whatever. Also, High Schools have career pathways and national education charts showing industries. We should make sure we're aligned with those.

*Roger* suggested we funnel a presentation for principals/counselors and show some specific tracks and certification levels rather than trying to show this whole chart with a spider web of too many lateral move possibilities. We all have outlets for hundreds of students, but we have to make the appeal simple enough that it doesn't overwhelm them. How do you get to the school principals in a broader manner than one-on-one? *Roger's* company has designed 10-minute discs to get students' attention on computers.

*Tim Dahl* cautioned that today's students want to know how to get to the top, but they also want to know how to skip steps and get higher up in the fewest number of steps.

*Cameron* said this Project is demand-driven by High Growth Industries. When we finish with this grant's deliverables, the DOL will have materials on their website to address the twelve High Growth industries in the U.S. as subjects aimed at workforce development professionals. Another DOL website is aimed at High School Career Counselors, but in reality it comes down to a one-to-one basis to change these folks' perspectives.

*Terryll* asked "We've got this information, so what do we do with it?" The work of this Skill Panel will now concentrate on taking it out to the appropriate audiences. The game plan of the Skill Panel might involve how to do that.

*Doug Angell* observed that to address the issue of "No child left behind," this pilot project will address those who have been left behind. Labor is picking up the ball where education has dropped it.

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

*Terryll* asked Panel members during a working lunch to fill out a wish list identifying which pieces of short-term ongoing training for existing employees need to be filled:

- Name some areas where, if an employee got more training, he/she could move up.
- Name an area in which an employee needs training because part of his/her current job is going away.

The need could be hard skills (e.g., Alignment) or soft skills (e.g., Dealing with difficult customers) or a piece of training (such as Introduction to Electrical).

This project will pilot some courses to address these needs. Panel members were asked to name the type of areas for which they'd either release someone to attend training in the daytime, or name something they can train in at night.

*Terryll* informed the Skill Panel that we'll come back to the Skill Panel to find students for the courses we'll be offering, and we'll also advertise to find students.

*Gary* reminded all that these incumbent worker trainings could be for two hours' or two weeks' or two months' duration. The slate is open and industry needs to identify high priority areas.

The following areas were listed:

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

- 1) Electronics
- 2) Attitude in the workplace
- 3) Motivation (motivating others)
- 4) Handling Objections
- 5) Automobile Rescue (Fire Dept needs to know how to rescue people from advanced, modern vehicles using advanced technologies)
- 6) Emerging Technologies (GPS, anti-locking brake systems)
- 7) Service Manager
  - Introduction to Accounting
  - Introduction to Customer Service
  - Introduction to People Management
  - Introduction to Sales
  - Introduction to Finance and Insurance

*Karen Johnson* asked, “Since agencies and private colleges already do training in these areas, will the Project develop training or buy existing curricula?”

*Gary* stated that the Project will use this list of training industry wants to search for existing training and acquire/adapt that training to meet these needs. The Project team will be meeting w/Bates Tech College 9/30/05 to learn about their Service Manager course and see how to build on that to meet the industry’s needs.

Tom: Gary and Tom will be at the Automotive Training Managers Council (ATMC) conference in Nashville October 1-5 to present what we’re doing. The attendees at that convention, if they’re interested in this type of training, may offer another way to reach a broader audience with the trainings we’ll be offering.

Once this is finished we’ll send this to ASA, NADA, PSADA, ASE, etc. If Panel members know of other organizations at the national level we should be sending this chart to please contact Terryll at [tbailey@theallisongroup.com](mailto:tbailey@theallisongroup.com). We want to get as broad a validation and/or correction as possible before publishing this Career Ladders chart.

*Terryll* will collate this list of training courses with list from Korum Ford meeting outcomes, and Project leadership will select from this list of possible high demand clusters and start exploring how to create/purchase training to fill those needs. Panel members will be asked to review the plan to develop courses.

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

*Tom* asked the Panel their preference between starting the meetings earlier (9:30 a.m.) or staying with the current 10:15 a.m. start time. The group agreed to start the new meeting schedule from 9:30 a.m. beginning in November. Tom also announced that some active Panel members may be asked to meet before the next large group meeting to speed up results on some things being worked on before the November meeting.

*Tom* thanked everyone for participating and extended appreciation to the group for their great work. He reminded all of the next meetings.

NOTE: NEW SKILL PANEL MEETINGS SCHEDULE (Beginning in November 2005)

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.

For meeting notes questions or changes, please contact:

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