

**Year-2 Regional Manufacturing Industry Focus Group  
Florida Community College at Jacksonville  
May 1, 2008**

**-Report of Findings-**



**Prepared for:**

**Workforce Florida, Inc.  
And  
Agency for Workforce Innovation**

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**YEAR-2 REGIONAL MANUFACTURING INDUSTRY FOCUS GROUP  
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE  
-REPORT OF FINDINGS-**

**EXECUTIVE SUMMARY**

The regional manufacturing industry focus group held at Florida Community College at Jacksonville on May 1, 2008, provided the Employ Florida Banner Center for Manufacturing, a means to explore the current and future workforce training requirements for manufacturing companies in the Northeast region of Florida. Manufacturers comprised 62% of the focus group participants.

In response to various (i.e., breakout group and open discussion) formats, the focus group participants provided vital data relevant to the future development of training curricula, which will address the participants' companies advanced level/emerging production workforce training needs. Highlighted findings among the data follow.

- **Manufacturing Trends** – These training curricula-related drivers include automation, robotics, legislative impacts (e.g., SCHIP), quality tools integrated into manufacturing processes, knowledge-based workforce, hazardous waste disposal, recycling, lean manufacturing, cellular manufacturing, predictive maintenance, and self-directed teams.
- **Occupations/Skills/Knowledge/Certifications** – These training curricula-related requirements include occupations such as, machinists, production planners, line technicians, production supervisors, maintenance mechanics, computer technicians, laboratory/quality technicians, material handlers, and logistics analysts. All of the noted occupations' knowledge and skills requirements aligned directly with the technical competencies' descriptions of current industry-recognized certifications.
- **Training Format** – These training curricula-related requirements include traditional classroom delivery, two-four-hour sessions, interactive, instructor-led, computer-based, limited web-based, and in-house delivery.

**PURPOSE OF THE FOCUS GROUP**

The statewide focus groups initiative is a key element of an ongoing dialogue with the manufacturing community, where the dialogue provides an information exchange essential to addressing the significant and emerging training requirements for Florida's manufacturing workforce. The regional focus group conducted at Florida Community College at Jacksonville was specifically for companies located in the Northeast region of Florida. Specific to the group activity is the gathering of opinions from the key stakeholders in the regions' manufacturing community (i.e., representatives from regional manufacturing companies, Florida Community

College, and First Coast Manufacturers Association) pertaining to the industry's current, and future, workforce-training needs.

### **FOCUS GROUP TOPICS**

The Employ Florida Banner Center for Manufacturing (hereafter called "Center") employed Peter Straw, Principal of Performance Development Strategies, and Executive Director of the Sarasota-Manatee Area Manufacturers Association, to facilitate the focus group. Mr. Straw used a portfolio of approaches to ensure the industry members, comprised of experts in a wide spectrum of manufacturing and manufacturing-related occupations, adequately addressed the topics. The format of the group meeting agenda (see Appendix 1 – Focus Group Agenda) served to elicit general and specific feedback on the topics of interest.

In collaboration with the principal investigator and manager of the Center, the focus group participants (see Appendix 2 – Attendee List) addressed the following topics during the discussion forums:

- **General Discussion on Trends** – The participants explored the current and future trends in the manufacturing industry, which will drive workforce training needs for advanced level/emerging production occupations.
- **Breakout Group Discussions** – The participants explored the current and future knowledge, skills, and industry-recognized certification(s) requirements for specific occupations in the following advanced level/emerging production workforce occupational categories:
  - Production and processes
  - Maintenance
  - Quality assurance
  - Logistics and inventory control
- **General Discussion on Training Format and Delivery** – The participants explored curricula structure and delivery requirements for advanced level/emerging production workforce occupations.

As in any focus group, the meeting at Florida Community College at Jacksonville served as a qualitative tool to gain insight and understanding into the nature of the workforce needs of the regions' manufacturing industry community. This type of research forum facilitated direct interaction with the group respondents and allowed opportunities for clarification, follow-up questioning, and probing responses. However, the focus group findings presented in this report are not survey results. Rather, the findings provide insight into manufacturing industry workforce-related issues under study, but are not for statistical inference.

This is the third of five focus group reports, corresponding to the Center's plan to conduct five regional focus groups throughout the state. Mr. Straw will facilitate all five groups to ensure continuity. The Center will compile the aggregate results of the five focus group meetings, formulate them into an online survey, and offer the survey to the statewide manufacturing community for their response. This effort will serve to validate the aggregate findings of the five focus groups, after which a statistical analysis of the survey results will allow the Center to

incorporate appropriate findings into training curricula – to be developed by the Center – for the manufacturing workforce in advanced level/emerging production jobs.

### **SUMMARY OF TRENDS GENERAL DISCUSSION FINDINGS**

The following is a summary of the highlights that surfaced during the Trends General Discussion:

#### **What are the current and future trends in the manufacturing industry, which will drive workforce training needs for advanced level/emerging production occupations?**

- Workforce diversity issues (e.g., language, which is a factor that can impact promotions, culture)
- Automation and robotics
- Workforce ethics variances
- Older generation's difficulty to keep up with emerging technologies
- Legislative impacts (e.g., SCHIP)
- Building quality into the manufacturing process
- Increased productivity
- Increased knowledge-based workforce
- Knowledge of business factors (e.g., material costs)
- Increased costs of hazardous waste disposal and minimizing hazardous waste
- Increased recycling
- Lean manufacturing and continuous improvement
- Self-directed work teams
- Cellular manufacturing
- Training costs (e.g., teaching high-tech systems locally to reduce training costs)
- Increased technical education in workforce to main competitiveness
- Increased requirement for skilled maintenance technicians
- Operators performing first- and second-line maintenance
- Predictive maintenance
- Reliability preventive maintenance

### **SUMMARY OF BREAKOUT GROUP DISCUSSION FINDINGS**

During the Breakout Group Discussion, Mr. Straw assigned the group participants to four different tables representing four different occupational categories: Production and Processes, Maintenance, Quality Assurance, and Logistics and Inventory Control. Mr. Straw instructed them in the use of a custom-designed worksheet (see Appendix 3 – Breakout Group Worksheets) for their specific Breakout Group Category.

The worksheet guided the participants in their efforts to describe their workforce training needs for advanced level/emerging production occupations by:

- Identifying specific occupations in the assigned Breakout Group Category
- Identifying immediate and future technical needs for these occupations
- Distinguishing between specific skill sets and knowledge base requirements
- Prioritizing the skill sets and knowledge base needs
- Identifying industry-recognized certifications for these occupations

At the end of the initial Breakout Group discussions, the facilitator and recorder for each group rotated to the adjacent table (e.g., Production Processes rotated to Quality Assurance) to get those participants' perspective about the new occupational category discussion. These rotations continued until the participants addressed all occupational categories. However, despite the facilitator's best efforts, some of the groups were unable to complete the assigned tasks in the allotted time. The following is a summary of the highlights that surfaced during the Breakout Group discussions.

<b>Breakout Group Category:</b> Production and Processes							
<b>Advanced Level/Emerging Occupation:</b> Machinist							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Blueprint reading/interpreting		Blueprint reading/interpreting		Trade theory		Trigonometry
	Geometric dimension/tolerancing		Geometric dimension/tolerancing		Trade science		Tolerance specifications
	Interpret technical data		Interpret technical data		Trigonometry		
	Identify technical tolerancing		Identify technical tolerancing		Tolerance specifications		
	Measuring instrument use		Measuring instrument use		Speed and feed		
	Programming CNC		Programming CNC		Metallurgy		
			Computer		CNC programming		
					Macro CNC programming		

<b>Breakout Group Category:</b> Production and Processes							
<b>Advanced Level/Emerging Occupation:</b> Engineers							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Interpersonal		Interpersonal		Refine process/system		
	Identity maintainability		Identity maintainability		Reliability engineering		
	PLC		PLC		Emerging technologies		
	Project management		Project management		Define product knowledge		
					APQP		

<b>Breakout Group Category:</b> Production and Processes							
<b>Advanced Level/Emerging Occupation:</b> Production Planner/Scheduler							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Process flow		Process flow		Process flow		
	Company logistics		Company logistics		Company logistics		
	Cycle times		Cycle times		Cycle times		
	Inventory control		Just in time		Inventory control		
	Just in time				Just in time		
	Changeover				Changeover		

<b>Breakout Group Category:</b> Production and Processes							
<b>Advanced Level/Emerging Occupation:</b> Line technician							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Basic sets		Self-directed teams		English communication		English communication
	Identify specifications		Leadership		Business basics/accounting		Business basics/accounting
			Computer		Chemistry/mixology basics		Chemistry/mixology basics
			Lean manufacturing		Weights and measures		
					Metric system		

<b>Breakout Group Category:</b> Production and Processes							
<b>Advanced Level/Emerging Occupation:</b> Production Supervisor							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Cost control		EEOC		Basic algebra		Basic algebra
	Statistical process control		OSHA		College degree		College degree
	Computers		Advanced computers				
	Lean manufacturing		Six Sigma				
	Scheduling		Automated scheduling				
	Evaluating		Performance appraisals				
	Leadership						
	EEOC and OSHA						
	Central diversity						

<b>Breakout Group Category:</b> Maintenance							
<b>Advanced Level/Emerging Occupation:</b> Maintenance Mechanics							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Basic machine maintenance		Vibration analysis		Preventive maintenance		Robotics
	Preventive maintenance		Servo drives		CNC set up		Statistical analysis
	CNC set up		Alignment check		High-speed		Root cause analysis
	High-speed		Balancing		Welding: vertical/horizontal		Predictive maintenance
	Welding: vertical/horizontal		Troubleshooting		Machining		Continuous improvement
	Machining		CNC		Pipefitting		
	Pipefitting				Measurement		
	Measurement				Gear box/motor alignment		
	Gear box/motor alignment				Timing test		
	Timing test				Hydraulics/pneumatics		
					IR/vibration		
					Servos and robotics		

<b>Breakout Group Category:</b> Maintenance							
<b>Advanced Level/Emerging Occupation:</b> Electrician							
<b>Certification(s) Needed for the Occupation:</b> Master Journeyman's License							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Electronics				Hand-held troubleshooting instruments		Multi-crafted
	HVAC				Blueprints/Instructions		IR
	Troubleshooting				Manufacturing		
	Interpersonal				Servos and PLCs		
					Troubleshooting		
					Single start/stop 3-phase motor		
					Digital/analog instrumentation		
					Calibration		
					PC board repair		

<b>Breakout Group Category:</b> Maintenance							
<b>Advanced Level/Emerging Occupation:</b> Computer technician							
<b>Certification(s) Needed for the Occupation:</b> Certified Network Technician							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	CNC				CNC		Wireless
	Software: test/integration				Software: test/integration		System maintenance/upgrades
	Communication				Communication		System security
	Fiber optics				Fiber optics		
	Security basics				Security basics		

<b>Breakout Group Category:</b> Quality Assurance							
<b>Advanced Level/Emerging Occupation:</b> Laboratory Technician							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	ISO standards basics				Products and specifications		Business fundamentals
	Critical thinking				Manufacturing processes		
	Communication				First aid		
	Computers				Computers		
	Lean and Six Sigma				TQM/quality standards		
	Root cause analysis				Lean and Six Sigma		
	Problem solving				Root cause analysis		
	SMRP				Problem solving		
	Reliability				Green		
	Advanced product planning				European “Reach” standards		
	Machine test software				Problem analysis/reporting		

<b>Breakout Group Category:</b> Quality Assurance							
<b>Advanced Level/Emerging Occupation:</b> Quality Technician							
<b>Certification(s) Needed for the Occupation:</b> Not identified							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
	Communication				SPC		
	ISO standards basics				Trend analysis		
	SMRP				TQM/quality standards		
	Reliability				Green and Reach standards		
	Advanced product planning				Root cause analysis		
	Lean and Six Sigma				Calibration		
	Geometric tolerancing				Mechanical engineering		
	Blueprint reading				Business fundamentals		
	Measurement tools				Problem analysis/reporting		
	Critical thinking				Lean and Six Sigma		
	Machine test software						

<b>Breakout Group Category:</b> Logistics and Inventory Control							
<b>Advanced Level/Emerging Occupation:</b> Material Handler							
<b>Certification(s) Needed for the Occupation:</b> HAZMAT, DOT, OSHA, and driver's license							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
1	Handling materials		RFID		OSHA		RFID
2	Computers		Business/management		HAZMAT		
	RFID		Lean		Mathematics		
	Communication				Robotics		
	Hand-eye coordination				Warehouse locator system		
	Lean				Lean		
3	Business/management				Supply chain		

<b>Breakout Group Category:</b> Logistics and Inventory Control							
<b>Advanced Level/Emerging Occupation:</b> Logistics Analyst							
<b>Certification(s) Needed for the Occupation:</b> Undergraduate degree, CPM, company-specific internal certifications							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
3	Computers/software		Organizational	1	Mathematics		RFID
1	Lean		CI and Lean	2	Lean		UID
	Critical thinking		Software		ERP		Regulations/laws
	Management		RFID		Shipping regulations/laws		Import/export
2	Supply chain		UID		Import/export		Materials
	Scheduling		Business/management		Materials		
	Staffing				Sales forecasting		
	Inventory						
	Vendor relations						
	Time management						

<b>Breakout Group Category:</b> Logistics and Inventory Control							
<b>Advanced Level/Emerging Occupation:</b> Production Planner							
<b>Certification(s) Needed for the Occupation:</b> Undergraduate degree and production/industry certifications							
<b>Skill Sets</b>				<b>Knowledge Base</b>			
<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>	<b>P</b>	<b>Immediate</b>	<b>P</b>	<b>Future</b>
<b>1</b>	Organizational	<b>1</b>	RFID		Reliability		RFID
	Lean	<b>2</b>	Business/management	<b>3</b>	Equipment specific		
<b>2</b>	Communication	<b>3</b>	Purchasing	<b>1</b>	Lean		
	Computer applications				MRP and ERP		
<b>4</b>	MRP and ERP (software)			<b>2</b>	Mathematics		
	Problem solving				Supply chain		
	Customer service				Bar coding		
	Time management				Sales forecasting		
	Supply chain						
	Bar coding						
<b>3</b>	Business/purchasing						

## **SUMMARY OF TRAINING FORMAT AND DELIVERY GENERAL DISCUSSION FINDINGS**

### **What format and delivery methods work for you in training your advanced level/emerging production workforce?**

- Traditional classroom
- Articulation pathways with progressive modules
- Two-four-hour training sessions
- Interactive
- Instructor-led, computer-based
- Web-based format is limited unless it is interactive with the program
- English language is a requisite
- In-house, adjustable
- Experiential
- Private sector can deliver the training

### **POST-FOCUS GROUP ASSESSMENT**

With continuous improvement a primary objective for future focus groups, at the end of the focus group, the group facilitator distributed questionnaires (see Appendix 4 – How Did We Do?) to the participants. The facilitator and Center principal investigator and manager also conducted a closed session meeting where they performed a post-focus group assessment. They discussed, analyzed, and developed solutions to group process and material findings. The Center will implement the solutions during the remaining two Year-2 regional focus groups.



**Year-2 Regional Manufacturing Industry Focus Group**  
**Florida Community College at Jacksonville**  
**May1, 2008**  
**Report of Findings**  
**Appendix 1**

## **Focus Group Agenda**

### **Meeting Agenda**

- 8:30-9:00 a.m. Registration
- 9:00-9:10 a.m. Welcome and Introductions (Peter Straw, Focus Group Facilitator and Executive Director, Sarasota-Manatee Area Manufacturers Association)
- Ernie Friend, FCCJ and FCMA representatives
  - Dr. Eric A. Roe, Principal Investigator, Employ Florida Banner Center for Manufacturing
- 9:10-9:25 a.m. Employ Florida Banner Center Introduction (Edward Allen, Manager, Employ Florida Banner Center for Manufacturing)
- 9:25-9:50 a.m. General Discussion: Trends and Certifications (Peter Straw)
- Trends – What are the current and future trends in the manufacturing industry, which will drive workforce training needs for advanced level/emerging production occupations
- 9:50-10:00 a.m. Break
- 10:00-10:10 a.m. Focus Group Orientation (Peter Straw)
- Introduction
  - Role, context, and flow of the Focus Group
- 10:10-10:55 a.m. Breakout Groups Round I
- Advanced Level/Emerging Production Occupations
  - Knowledge/Skills Sets
  - Certifications
- 10:55-11:40 a.m. Breakout Groups Round II
- 11:40-11:50 a.m. Overview of Breakout Group Results
- 11:50 a.m.-12:00 p.m. General Discussion: Training Format (Peter Straw)
- Training Format – What formats for module development and delivery are of use to your company?
  - What are the barriers to online, self-directed training?
- 12:00-12:30 p.m. Open Discussion and Meeting Recap



**Year-2 Regional Manufacturing Industry Focus Group**  
**Florida Community College at Jacksonville**  
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**Appendix 2**

## **Attendance List**

**Employ Florida Banner Center for Manufacturing  
Year-2 Regional Manufacturing Focus Group  
Florida Community College at Jacksonville - May 1, 2008  
Attendance List**

<b>Last Name</b>	<b>First Name</b>	<b>Company</b>
Allen	Edward	Banner Center for Manufacturing
Anhalt	Linda	Gerdau Ameristeel
Barlow	Edward	Swisher International
Begley	Greg	Lyondell Basell Industries
Bergey	Chris	Wyle Laboratories
Bowers	Gary	Colomer USA
Collins	Mike	FCCJ
Cox	Terry	Fleet Readiness Center SE
Daniels	Lad	FCMA
Edelman	Dan	BAE Systems
Friend	Ernie	FCCJ
Gay	Norman	Fleet Readiness Center SE
Goodroe	Glenn	Swisher International
Gray	Debbi	People and Processes
Hickey	Larry	Atlantic Marine
Krupa	Gary	FCCJ
Mitchell	Sherri	FCMA
Puri	Elaine	Banner Center for Logistics
Roe	Eric	Banner Center for Manufacturing
Roscie	Terry	Gosan USA
Sanford	Ed	Enkei Florida
Seibert	Jack	J.C. Renfroe and Sons
Straw	Peter	SAMA
Waryuld	Joe	Maxwell House Kraft Foods



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## **Breakout Group Worksheets**











**Year-2 Regional Manufacturing Industry Focus Group**  
**Florida Community College at Jacksonville**  
**May1, 2008**  
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## **Focus Group Assessment**



## **Manufacturing Focus Group** *How Did We Do?*

Please assist us in improving the quality of our future focus groups and service to the manufacturing community by responding to the following questions.

**Focus Group Location/Date:**  
**Florida Community College at Jacksonville**  
**May 1, 2008**

### **What sector do you represent?**

Mfg: 4  
Mfg Support: 3  
Educ: 2  
WIB: 0  
EDO: 0  
Govt: 2

### **How many employees do you have in your company/organization?**

1-10: 2  
11-25: 0  
26-100: 2  
101-500: 3  
>500: 4

### **What worked at today's focus group**

- Good exchange of relevant issues in manufacturing training needs
- I liked the facilitated process
- Sharing of vital information
- Certifications for manufacturing and being able to share that in the future with my organization's members
- Group discussions
- Group interaction
- Diversity of local companies
- Roundtable exercise
- Information sharing
- Description and background of policies and processes
- Learning from the front-line managers the needs of employees they have, need and covet along with the skill sets they need
- Different views on the same problems
- Group sessions were okay
- Lectures up front were pretty much a waste
- Connecting with local manufacturers

### **What did not work at today's focus group?**

- N/A
- Not all people had knowledge of certain topics
- Not enough manufacturers at the breakout group table
- Very broad subject matter



## **Manufacturing Focus Group** *How Did We Do?*

Please assist us in improving the quality of our future focus groups and service to the manufacturing community by responding to the following questions.

**Focus Group Location/Date:**  
**Florida Community College at Jacksonville**  
**May 1, 2008**

- I did not come home today with certain objectives, so “nothing” is the answer
- All went well
- Where are the students coming from
- Up front lectures

### **How could we improve the focus group?**

- Keep doing it – follow-up to measure success
- Bring in a broader spectrum of manufacturers (I understand you have no control over this)
- N/A
- Already an excellent forum
- Smaller spectrum of an additional meeting to get more detailed
- I would like to see a more diverse audience and more open discussion
- It would be more comprehensive if we could convince more companies to attend and provide their input
- Narrow the topics somewhat . . . less pie-in-the-sky . . . more reality based
- Great job

### **What did I learn at today’s focus group?**

- The status of training from Year 1
- A better idea of the needs of manufacturers
- Certifications, certifications, certifications! Good job!
- We all have common problems in the manufacturing environment
- Other manufacturers have the same issues that we do
- All manufacturing faces the same challenges/we all have to combine to make Jacksonville lead the charge!
- Information on all the workforce development problems and the realization that there needs to be a process to prepare prospective employees for manufacturing positions
- There is a tremendous need for skilled artisans and that is a very small talent work pool to pull from
- Manufacturing in America needs help in finding people who want to work
- Everyone has the same problems. The solutions, however, vary by company
- More specific needs of employers



**Year-2 Regional Manufacturing Industry Focus Group**  
**Florida Community College at Jacksonville**  
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## **Focus Group Announcement**



**For Immediate Release**

**Florida Community College at Jacksonville Hosts Advanced Regional Manufacturing Industry Focus Group on the 1st of May**

**Jacksonville, FL (April 7, 2008)** – Leading manufacturing representatives from throughout the northeast Florida region are invited on Thursday, May 1 to participate in a half-day focus group session at Florida Community College at Jacksonville (FCCJ), 401 west State Street, Jacksonville, Florida, Room T141 starting at 8:30 a.m. The focus group will explore and develop new training standards for the sustained development of Florida's advanced manufacturing workforce.

The focus group, conducted in partnership with the Employ Florida Banner Center for Manufacturing, a Workforce Florida-funded initiative, will give participating manufacturers an opportunity to provide input for advanced level and emerging production workforce training programs.

"Talent remains a priority and we want ensure through their skills that Florida manufacturing employees continue to offer the competitive advantage businesses need to thrive in the global marketplace," Chris Hart, president of Workforce Florida, remarked.

Peter Straw, executive director of the Sarasota-Manatee Area Manufacturers Association (SAMA), will facilitate the focus group. "Input from manufacturers during the Banner Center's focus groups in 2006 was the basis for developing entry-level and incumbent production employee training programs that prepare the graduates to earn the nationally recognized MSSC Production Technician certification," Straw said. "It is critical that the manufacturing employers take part in this discussion so they can play a vital role in the design of the next level of curriculum to train their career employees of the future."

"The promise of sustaining and growing Florida's manufacturing industry presents us with an exciting challenge," Dr. Eric Roe, principal investigator for the Banner Center, said. "The people working in the industry's advanced level and emerging production jobs must continue to meet the evolving knowledge/skill and industry certification needs of the advanced manufacturing workplace. The Banner Center is developing new curricula to satisfy these needs. And there's no faster and more efficient way to accomplish this task than with the cooperation of an industry-based focus group."

Topics that will be explored at the focus group include:

- Current and future trends in the manufacturing industry, which will drive workforce training needs for advanced level/emerging production occupations;
- Advanced level/emerging production occupations in need by your company;
- Industry certifications in need by your company that align with the occupations;
- Current and future technical knowledge/skills sets needs for the occupations;
- The curriculum and training format that best meets your company's needs.

To RSVP or to obtain further information about the Employ Florida Banner Center for Manufacturing, please contact Darrell High by 28 April 2008.

*Darrell J. High*

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**Year-2 Regional Manufacturing Industry Focus Group**  
**Florida Community College at Jacksonville**  
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**Appendix 6**

## **Introduction to the Banner Center Slide Show**

**EMPLOY FLORIDA**  
**BANNER Center**  
Manufacturing

Year-2 Manufacturing Industry Focus Group  
Florida Community College at Jacksonville  
May 1, 2008



**EMPLOY FLORIDA**  
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Manufacturing

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May 1, 2008

**Employ Florida Banner Center for Manufacturing**

- About the Center
- Mission
- Long-term Initiatives
- Year-2 Activities
- Training Curriculum Development and Focus Group Role
- Conclusion

**EMPLOY FLORIDA**  
**BANNER Center**  
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May 1, 2008

**About the Center**

- Governor Bush's Strategic Roadmap for Florida's Future
  - Part of a \$6.2 million strategic initiative of the state workforce system to meet the employee-training needs of industries that help diversify the state's economy
- Public-private consortium strengthens workforce system
  - Community colleges
  - Regional manufacturers associations/workforce boards
  - Economic development organizations
  - Manufacturers
- Received a Year-1 (2006-2007) \$500,000 contract award from Workforce Florida
- Year-2 (2007-2008) contract at \$200,000

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**Mission**

- Provide curriculum and training, as well as certification resources and support for the continuation and expansion of Florida's manufacturing industries

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**Long-term Initiatives**

- Train Florida's high-performance manufacturing workforce
- Develop training curriculum/curriculum standards
- Formalize industry skill standards and workforce credentialing
- Conduct educational research
- Provide technical support to the manufacturing industry cluster

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**Year-2 Activities**

- Conduct industry-based focus groups
- Develop new industry-driven training curricula
- Serve as a focal point for manufacturing training
- Disseminate education and training information
- Assist Florida's community with manufacturing-related education and training programs and information

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**Year 2-Activities (Cont'd)**

- Support school districts implementing CAPE Act
  - Improve secondary school performance by providing rigorous and relevant career-themed curriculum that articulates to post-secondary level coursework and leads to industry certifications
- Beta test and deploy "Manufacturing Essentials" training curriculum
- Promote industry certification awareness

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**Employ Florida Banner Center for Manufacturing – Industry Certifications –**

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**MSSC Certification**

- Nationally recognized certification program for skilled "production technicians"
- Certification awarded to students and employees who pass testing in four areas:
  - Production and Processes
  - Quality Assurance
  - Maintenance Awareness
  - Safety
- Portable skills applicable to all sectors of manufacturing
- Center's training products
  - Manufacturing Fundamentals (entry-level technician)
  - Manufacturing Essentials (incumbent technician)

**MSSC Competencies**

- Math
- Science
- Reading
- Writing
- Listening
- Computer Technologies
- Gathering & Analyzing Information
- Problem Solving
- Decision Making
- Planning & Organization
- Social Skills
- Adaptability
- Teamwork
- Leadership

**Technical**

- Production
- Process Development & Design
- Maintenance Installation & Repair
- Logistics and Inventory Control
- Quality Assurance
- Health, Safety and Environment

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**MSSC Assessment Centers in States Representing 86% of Manufacturing Jobs**

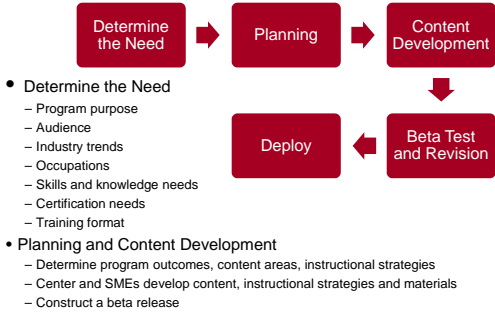
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**MSSC Assessment Centers in Florida**

- Broward Community College
- Central Florida Community College
- Florida Community College at Jacksonville
- Hillsborough Community College at Brandon
- Manatee Community College
- Manatee Technical Institute
- Mid Florida Tech
- Pasco-Hernando Community College
- Pinellas Technical Education Center
- Polk Community College
- Tallahassee Community College
- Treasure Coast High School

Training Curriculum Development and Focus Group Role



Conclusion

- Center provides high-tech training programs and support for the continuation and expansion of Florida's manufacturing industries
- Advanced level/emerging workforce training curricula aligned with industry-recognized certifications
- Focus group participation vital to addressing manufacturing industry needs



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## **Focus Group Facilitator Summary**

# FACILITATOR SUMMARY

Employ Florida Banner Center for Manufacturing Education Regional Manufacturing Industry Focus Group - Jacksonville, Fl. 5/1/2008

The group consisted primarily of manufacturing employers. Approximately 85% of participants were manufacturers. Represented were large companies (100+ employees) and smaller companies; both union and non-union workplaces were represented.

First part of presentation gave background and history of Banner Center for Manufacturing Education created the context for the conversation. Many of the participants were heretofore unaware of the Banner Center's work. Several questions were posed by the group as to how to attain existing Banner Center training programs.

Future trends conversation began with reference to Florida Ready to Work programs to make group aware of existing programs in place to address current concerns as to quality of workforce. This kept the conversation from drifting toward complaints about status of current workforce.

Each of four work groups was assigned a subject matter expert and a recorder. The assignment was to prioritize the occupations in each of four disciplines that would result from the trends we had discussed earlier. The top occupation was to be fleshed out in detail; including any certifications or formal training that would provide support. After the top priority occupation was completed, the group was to move on to second and third priority occupations.

Workgroups were instructed to evaluate progression from Operator to Technician to Engineer. This kept the focus on technical skills for which the Banner Center is equipped to design curriculum. Briefing the subject matter expert and the recorder in advance served to keep the workgroups on task. Suggest that we simplify the instructions by adding a flow chart diagram depicting this process to PowerPoint as a visual aid for groups as they are working.

Wrap up conversation was on delivery systems for training opened several new areas/models. The group was cognizant of the diversity of today's workforce. The challenges inherent in a multilingual workforce were discussed, as well as the differences in learning styles of different age groups.

Submitted 5/05/08

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