

Executive Summary

The Employ Florida Manufacturing Banner Center met with a focus group of Suncoast industry leaders, regional workforce boards, economic development, and educators at State College of Florida – Lakewood Ranch Campus. The meeting was organized and coordinated in partnership with the college and SAMA (Sarasota-Manatee Area Manufacturers Association). Participants convened with the purpose of evaluating current and future hiring and training needs of manufacturing companies and the associated knowledge and skills sets most in demand. The participants were brought up to date with information and successes of the Banner Center and encouraged to provide input, feedback, and direction for current and future direction of the Center's programs. Some of those present had participated one of the early Banner Center focus group meetings in Sarasota and were please to see their prior input utilized in Banner Center initiatives.

Introduction

On June 25, 2010 the Banner Center for Manufacturing held a focus group meeting at the Lakewood Campus of State College of Florida targeting manufacturing leaders in Southwest Florida. 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 Lakewood Ranch targeted companies and organizations located in the Suncoast region of Florida (including predominately participants from the Tampa Bay and Sarasota-Manatee areas of Florida). The purpose of the focus group was to discuss the need for, and value of, input was solicited to ascertain what skills sets were needed, how best to measure those skill sets, how candidates were currently selected, what training was most needed, and what delivery method(s) would be preferred.

Dr. Eric Roe, Director of the Banner Center for Manufacturing, welcomed participants and utilized a Power Point presentation to provide an overview of the Banner Center initiative, historical information, successes to date, and directives from Workforce Florida and our Advisory Council. Dr. Roe also allowed adequate time for questions and answers from participants. After his introduction, Dr. Roe turned the meeting over to the focus group facilitator, Peter D. Straw, Performance Development Strategies, LLC. Mr. Straw used a portfolio of approaches to ensure the industry members, comprised of experts in a wide spectrum of manufacturing, economic development, and education, adequately addressed the topics. The format of the focus group meeting agenda (see Appendix 1 - Focus Group Agenda) served to elicit general and specific feedback on the topics of interest. Following the meeting, Mr. Straw prepared a report to the Banner Center. His original report can be found in Appendix 3 – Facilitator's Report. The Banner Center for Manufacturing combined notes and data collected during the meeting with the facilitator's report for clarity and readability. At the conclusion of the meeting, participants were afforded the opportunity to fill out an evaluation form to give their feedback to the effectiveness of the meeting. Responses were quite favorable overall and provided excellent input for future planning.

Focus Group Topics

In collaboration with the FLATE (Florida Advanced Technological Education) Center, a comprehensive listing of manufacturing-related industry certifications approved by WFI for CAPE academies was distributed. Participants were asked to mark those programs with which they were familiar and/or considered valuable in evaluating employee skills. They were also asked to strike through those certifications that they did not believe had value to manufacturing. Among the participants, many of the certifications were well known and considered valuable. Others were

considered to be of little or no value. This information was collected and tabulated and forwarded to FLATE.

Next Mr. Straw facilitated discussion in Industry Trends, Training and Education Needs, Training Format, Future Direction of the Banner Center, and Recap and Evaluation. As in any focus group, this meeting 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.

The facilitator led the focus group participants (see Appendix 2 - Attendee List) through the following topics during the discussion forums:

- What are the current and future trends in manufacturing?
- What are your educational needs?
- What are your training needs?
- What training format and delivery is relevant for your business?
- What direction do you feel that the Banner Center should be taking?

Following the discussion portion of the Focus Group, the facilitator collected the guided comment sheets from participants which captured their input regarding Industry Trends, Training Needs, Education Needs, Training Format, and Action Items.

Evaluation sheets were distributed at the close of the meeting in which participants were asked (see Appendix 4 – Summary of Evaluations):

- What Worked?
- What Didn't Work?
- How Could We Improve?
- What Did You Learn Today?

Immediately after participants left, the facilitator met with Dr. Roe and Howard Johnson (Banner Center Coordinator) to discuss what worked well and to look for areas of improvement.

Discussion Findings

This facilitated discussion was guided to solicit feedback from industry of their changing workplace, competencies needed by the workforce, and tools needed for talent development. The flow of the discussion followed the flip chart bullets that participants offered as recorded below:

Flip Chart Bullets – Current & Future Trends:

- More Automation
- Globalization
- Highly Skilled Workers
- Electro-mechanical Technicians
- Economy
- Unemployment
- Innovation
- Self-Directed Work Teams
- Business Model Shift (Smaller Employers)
- Generational Differences (Young cannot communicate)
- Need Real World (Hands On) Experience

- People Skills (Employability Skills)
- Apprenticeship Programs
- Orientation (Utilize maintenance personnel to help)
- Less Specialization
- Quick to Market/Adaptable (MRE-Market Runs Everything)
- Breaking down Silos (show employees the big picture)
- ROI – Everything is measured for impact
- Critical Thinking Skills/Root Cause Analysis

Supply Chain Trends:

- Supply Chain Problems/Reliability
- Pursuit/Acceptance of Lean
- Reaction Time (Have to respond quickly)
- Purchasing System (Dedicated Vendors)
- Core of Experience (more long-term)
- Training Assessments Needed (less turnover)
- Graying of Workforce
- Speed/Complexity
- Leverage Partnerships

Best Delivery for Training:

- Night/After Hours
- On Site
- Flexible (Distance Learning)
- Attached Incentives/ Internal Incentives (Pay)
- Specific Sector Training
- At Home/On Line (monitored)
- Peer-to-peer (Networking)
- Project-Driven Training
- Bite-size Modules (15-minute segments...)

Flip Chart Bullets (cont.)

Action Items:

- Outreach
- Supervisory Training
- Buy-in from Management
- Broker Resources (Not aware of resources, certifications, money, etc.)
- Speakers Bureau
- Employability Skills (Teamwork, communications...)
- Blended Learning (still need classroom interaction, projects, etc.)
- Help educate people changing careers
- “Manufacturing” needs brand exercise
- Drive more traffic to “Made in Florida”
- Social Media (List of schools/providers who can deliver training)
- Add Banner Center links to individual websites

Participant Feedback Forms – Industry Trends:

- Economic impact on small businesses
- Economy - 2
- Lean – More with less people - 2
- More automation – 8 (Classifications for maintenance technicians/specific training)
- Global competitiveness & higher productivity – 4 (machining & assembly outside U.S.)
- Help for supply chain/logistics – part of the company - 3
- More maintenance - 2
- Profitability of Lean technology
- Higher skilled workers - 2
- Electro-mechanical workers
- Self-directed work teams - 2
- Innovation – 2 (new industry and marketing trends outside the norm of our particular industry)
- Cross-Training
- Aging Workforce – 2 (especially machinists)
- Shifting Business Model - 2
- Critical Thinking Skills
- Root Cause Analysis
- Robotics
- Speed to market (efficiency & technology) - 3
- Specialization
- Risk
- Supervision/Leadership Development
- Partnerships with Vendors
- Marketing

Training Needs:

- Train our own employees
- Engineering/Maintenance training
- Supply Chain/Logistics
- Business Training – Teamwork, Evaluations, counseling statements (discipline)
- Incumbent Workers/Highly skilled workers
- LEAN - 2
- Six Sigma assessment tools & training
- HR Basics
- Manufacturing Basics
- Communications – Speaking & Listening skills
- Diagnostics
- PLC - 2
- Trouble Shooting/Problem Solving – 2
- Root Cause Analysis
- Incident Management
- Understanding processes with the machines we manufacture
- Sector-specific training (electrical, pneumatics, hydraulics...)
- Welding

- Electrical - 2
- Mechanical
- Automation/Instrumentation
- CNC Operations
- Self-Directed Work Teams
- Critical Thinking
- High Cognitive Staff
- Team Skills
- Generational Differences
- Flexibility
- English (for speakers of other languages)
- Training needs assessments (as baseline for developing/implementing training)
- Outreach/Communication

Education Needs:

- ET Degree
- More specializations related to the needs of area manufacturers (to attract more businesses too)
- Certifications
- Students/graduates need knowledge of their learning styles (self-driven, structured, etc.)
- “ “ “ “ “ “ work style...
- Intergenerational (Xers, Millennials, etc.)
- Teach young entry-level to understand how to operate under Baby Boomer leadership
- Work Keys
- MSSC
- Technical Education
- Machining
- Second Careers

Training Format:

- Hands On
- Orientation – HR, Safety, Maintenance
- Flexible Times
- Incentives to employee
- Distance Learning
- Customization on FLT's/1LT?
- Virtual
- Interactive On Line Training
- On site or Distance to support 12-hour shift employees
- On Site
- Late Afternoon/Evening
- eLearning with simulations and hands on (Blended)
- Training incentives tied to upward career mobility
- Skills-based Pay System
- Quick Results!
- Clear progressions (hassle free)
- Ease of implementation (streamlined process)

- Interesting/Exciting (applied, hands on – manufacturing employees do not prefer classroom lecture)

ACTION ITEMS (from Participant Forms):

- Continue to do what you're doing – Great Progress
- Need to attract 2nd Career individuals
- Change the mindset of Parents toward Manufacturing
- Publicity/Outreach (Emphasize the benefits and opportunities of Manufacturing) - 4
- Made In Florida - 3
- Teach value added
- Teach Business Case Development
- Presentation Skills
- Let the employers know who/where the educated future employee is
- Basic Supervisory training – 2
- Management Buy In
- Coaching Development
- Outreach programs (school boards/educators)
- Educate Parents – 2 (Lots of facilities tours)
- Educate Students
- Career Me
- Connect companies and “employable” workers (regular job fairs not working)
- Teamwork/Accountability Training
- Idea – On website where job descriptions are presented, add “Don't meet these exact criteria? Here's how you can get the training you need....”
- Employers need to supply job seekers with information about cross-training, re-training, etc.
- Lead the reform of the measurements/Accountability has to be part of the annual deliverables
- Articulate the need to separate the role of the WFB vs. Banner Center Deliverables.
- Use the lobbying of MAF Boards and MAF W&E Committee to help accomplish 2 items above.
- Find ways to promote the “Made in Florida” websites and video in the high schools. Technical teachers in the CAPE need to be reminded of the value of this information. (If a 1-day (90 minute) session is put together and given to all high school tech teachers, they could use this as a back-up when the teacher is absent. Students could explore the website when there is a substitute.)
- Make Finance Options for potential students/trainees a simple process and promote.
- Branding (“Positioning”) Exercise – Not logos, etc., but better understanding of all the constituent (how to attract newer young talent...
- More interaction with local Engineering Societies, Autodesk/Solidworks Distribution Centers.
- Outreach – Pipeline of students to ValPak.
- Documented success stories to sell execs on why we should invest in training on site. – 2
- Specific measured examples of success – ex. John got MSSC, worked for company x, company x got _____ back for John's MSSC skills...
- Some way to validate completion of online/distance learning (How do we know the individual actually did it (not their son or niece...)).
- How to measure its application/value after it's completed.
- Need ET graduates in the pipeline for industry
- Real world experience
- Employability skills
- Apprenticeship Programs

- Critical Thinking Training
- Self-direction/ROI Training
- Multi-processes skills (maintenance, PLCs, etc.)
- Root Cause Analysis
- Branding/Re-branding of B.C.
- Pipeline for skilled students for Sun Hydraulics good outreach
- Speakers Bureau available to present the Banner Center curricula path to employees/management
- Add “Business Language skills” to the curriculum – “Florida Ready to Work”

Future Trends:

- Automation & Robotics – This was the first trend brought forward by several participants. Increasing dependence on automation is driven by the need to be highly productive. This places new demands on the workforce.
- Globalization – Much of the equipment being used in modern manufacturing plants is designed and built in other countries. Proper maintenance of the equipment requires production personnel to be “tech literate” and capable of reading and understanding detailed instructions. Often these instructions are written or translated by engineers or technical writers who speak English only as a second language. The global proliferation of equipment points to a need for future employees who can communicate effectively with others, including those from different nations and cultures.
- Supply Chain – Modern supply chain management dictates that manufacturers create partnerships with vendors and suppliers beyond the traditional satisfaction of purchase order model. This led to a discussion of the potential that vendors and production partners have to impact a business operation and how proper training can help create a more effective supply chain. The group expressed a need for shop floor level input on the entire supply chain.
- Economy – A factor that had first surfaced in the recent Jacksonville focus group is the influence of the economy. In previous years it was noted that the economy was a non-issue in regards to training. Employers have new criteria in authorizing training expenditures. Current economic conditions bring all expenditures under close scrutiny. Programs must be justified through direct cost-benefit analysis. HR directors now must provide specific examples of how a training program will result in a verifiable cost reduction and/or profit increase. Staffing cutbacks dictated by weak sales make it impossible to send members of the reduced workforce off-site for training. This has necessitated utilization of self-directed work teams. These teams reinforce the need for cross training and critical thinking/decision making skills. Training modules need to be delivered in house with flexibility to allow employees to maintain a full work load. Training must be targeted toward improving skills rather than general knowledge. Training must demonstrate visible ROI (return on investment).
- Evolving Business Model – Companies are now engaging the entire workforce in using business tools. Silos between administration, management, and production are breaking down. Emphasis is on cost reduction, increased efficiencies and higher productivity, while operating with reduced budgets. Pursuit of Lean Manufacturing philosophy demands that we elevate all employees’ understanding and support of company goals, business model and culture. Small businesses with fewer resources dominate manufacturing today.
- Evolving Workforce – The workforce is aging. It is also becoming more globalized. Multi-level language training will be required. Supervisors need multi-cultural skills training. Programs must appeal to different ages and learning styles traditional instructor-led training with hands on reinforcement for older workers and computer-based distance learning for younger workers. High unemployment creates an incentive for employees to train on their own time and at their own expense. Training budgets are being reduced. Quick response training that

produces quick, recognizable results is needed. Abbreviated, inexpensive programs that don't over burden schedules and resources are required. Employees must function in teams and distance learning modules with team project components.

Training Needs:

Participants were asked "What programs would help you meet the needs dictated by the previously identified trends?" The bullets above (on the previous pages under the same heading) identified these needs in detail.

Education Needs:

As indicated above, the bullets listed on the previous pages under "Education Needs" identified specific needs that participants felt were important. Participants feel that a cultural change is needed in order for our education system to raise the level of proficiency to where it is needed.

Direction:

Participants were asked "What should the Banner Center do in your community to ensure that your company has the talent needed to sustain and grow your operations?" A great deal of discussion ensued concerning how to increase awareness of the Banner Center resources. Many of the items fall outside the scope of what the Banner Center can actually do with its mission, staff and budget. Participants had to be refocused at times while creating an action items list. Needed items included:

- Marketing/Branding
- Need to attract second career individuals
- Change the mindset of parents toward manufacturing/educate parents (3)
- Publicity/Outreach (emphasize benefits and opportunities of manufacturing)
- "Made in Florida" campaign/promote in high schools
- Let employers know who/where the educated workers are
- Educate students
- Outreach to individual employers, school boards & educators
- Connect companies and "employable" workers (regular job fairs not working)
- Make finance options for trainees a simple process and promote
- More interaction with Engineering Societies
- More interaction with Distribution Centers
- Speakers Bureau to inform BC curricula to employees and management
- Add "Business Language" skills to curriculum – "Florida Ready to Work"
- Job descriptions website linked to training programs and providers
- Reform BC deliverables (current deliverables don't align with BC's purpose)
- Articulate separate roles of the workforce boards vs. those of BC
- Use MAF, Regional Manufacturing Associations & Workforce Boards more

Action Items:

As stated above, participants had to be refocused at times to stay within the scope of what the Banner Center can actually accomplish. However, a lot of good issues were raised and several great ideas were presented. These included:

- Document success stories to sell executives on investing in training on site. Be prepared to measure the value (ROI) after training is completed.
- Validate completion of online/distance training by trainee.
- Deliver training in-house whenever feasible.
- Utilize Apprenticeship Programs and promote real world experience.
- Specific subjects/materials that need to be address:

- Basic Supervisory Training
- Root Cause Analysis
- Critical Thinking Skills Training
- Business Case Development
- Presentation Skills (employees need for team projects)
- Coaching & Development
- Teamwork/Accountability Training
- Employability Skills
- Self-direction
- ROI training
- Multi-processes skills (maintenance, PLCs, etc.)

Closing Comments and Observations

The group's participation was positive and synergistic. Each participant contributed to the meeting in a meaningful way. A lot of useful information can be aggregated from the meeting to assist in Banner Center planning for future programs and initiatives that align with industry needs. The Banner Center was encouraged to continue its efforts to design programs and curricula and make it more accessible to the manufacturing industry.

Appendix 1

Focus Group Meeting Agenda

Meeting Agenda

- 7:45 - 8:00 a.m. Registration
- 8:00 - 8:10 a.m. Welcome and Introductions
- Dr. Eric A. Roe - Director, Employ Florida Banner Center for Manufacturing
 - Peter Straw - Principal, Performance Development Strategies
 - Dr. Idelia Phillips – Director of Career and Technical Education, SCF
- 8:10 - 8:20 a.m. Employ Florida Banner Centers Introduction (Dr. Roe)
- 8:20 - 8:30 a.m. Focus Group Orientation (Peter Straw)
- Introduction
 - Role, context, and flow of the Focus Group
- 8:30 - 9:15 a.m. Where are we now (Dr. Roe)
- Unified Pathways for manufacturing education and training – career academies, industry certification, college degrees, workforce and incumbent training, and apprenticeship programs.
- 9:15 - 9:25 a.m. Break
- 9:25 – 10:40 a.m. Trends, Needs, and Certifications
- Trends – What are the current and future trends in your industry, which will drive workforce training & education needs for manufacturing occupations?
 - Training and Education needs – What programs does your company need to meet the previously identified trends?
 - Certifications – What industry certifications (CPT, CLA, OSHA, APICS, NIMS,...) are important to your companies?
 - Training Format – What formats for module development and delivery are of use to your company?
- 10:40 - 11:00 a.m. Open Discussion and Meeting Recap
- Given the above information and feedback, what should the Banner Center do in your community/company to ensure that your company has the talent needed to sustain and grow your operations?

Appendix 2

Attendee Listing

Attendee List

Dr. Eric Roe	Banner Center for Manufacturing
Howard Johnson	Banner Center for Manufacturing
Peter D. Straw	Performance Development Strategies/SAMA
Dr. Idelia Phillips	State College of Florida at Lakewood Ranch-CTEC
Mary Chilton	Manatee County EDC
Peter Bucznsky	Pharma Works – Odessa
Trevor Charlton	Pharma Works – Odessa
Eric Miller	ASO LLC
Don Shoup	ASO LLC
Gail Dove	Val Pak
Steve Murphy	Val Pak
Tim Graham	Tervis
Don Gugliuzza	Mileo & Associates
Mike Havey	Teak Decking
Todd Sharp	Teak Decking
Kevin LaVergne	Pierce Manufacturing
Joan McGill	Sarasota EDC
Donna Puhlovich	Manatee County Technical Institute
Kirsten Regal	Sun Hydraulics
Alberto Serino	PGT
Jamie Weger	Exatec
Ted Ehrlichman	Suncoast Workforce

Appendix 3

Facilitators' Report

Employ Florida Banner Center for Manufacturing

Regional Manufacturing Industry Focus Group

**Suncoast, FL
6/25/2010**

FACILITATOR SUMMARY

Prepared

6/28/2010

Peter D. Straw

PERFORMANCE DEVELOPMENT STRATEGIES, LLC

Focus Group convened at 8:00 AM, 6/25/2010
State College of Florida,
Tech Campus, Lakewood Ranch

Presiding presenters:

Dr. Eric Roe,
Director Employ Florida Banner Center for Manufacturing

Peter D. Straw
Facilitator, Performance Development Strategies, LLC

The focus group participants consisted primarily of manufacturers. Representatives from the region's workforce/economic development and educational, community were also in attendance.

Several of the manufacturers had been participants in the previous Banner Center focus group held in Sarasota.

In addition to local attendees, manufacturers came from Pinellas & Hillsboro Counties.

Session Agenda:

Welcome & Introductions

Employ Florida Banner Centers Introduction

Focus Group Orientation

Update on Education for Manufacturing Employees

Examination of Existing Industry Certifications

Discussions

Industry Trends

Training and Education Needs

Training Format

Future Direction of Banner Center

Facilitator Methodology Recap & Evaluation

Creating Context

Dr. Eric Roe presented the history of Banner Center for Manufacturing Education since inception. Participants were encouraged to pose questions and make comments at any time. This resulted in a very interactive presentation.

Emphasis was placed upon training programs directly related to manufacturing employees, made available under auspices of Banner Center.

Dr. Roe detailed the curriculum and programs that have been created during the past 2 – 3 years. The majority of the participants were unaware of the full scope of the Banner Center's work to date. Those employers who had availed themselves of Banner Center curriculum and/or Florida Ready to Work expressed their satisfaction with these programs and the results they produced.

A description of the current status of educational system included information on K-12 programs such as career academies, articulation agreements, engineering technician designations, and outreach / recruiting programs such as "Made in Florida."

Several of the participants who had participated in earlier focus groups remarked that they were impressed with the fact that their previous input had been acted upon. Continued participation by private industry can be ensured if Banner Center continues to be responsive to their needs.

The update created the context for a conversation about the future training and education needs of manufacturing employees at all levels.

Certifications

A comprehensive list of industry certifications was distributed.

Participants were asked to review the list and do the following:

- 1: Mark those certifications that were familiar and/or, as employers, considered valuable in evaluating employee skills.
- 2: Strike through any certification programs that were considered irrelevant or lacked value to manufacturing.

It was noted that a majority of current certifications and the instructional delivery system whereby employees could receive the training to attain them were not well known amongst employers. In the case of recognized certification programs, many were considered inapplicable or irrelevant.

Future Trends

Automation & Robotics

This was the first trend brought forward by several participants. Increasing dependence upon automation is driven by the need to be highly productive. Effective deployment of automation places new demands on the workforce.

Globalization

Much of the equipment being used in modern manufacturing plants is designed and built in other countries. Proper maintenance of this equipment requires that production personnel be “tech literate”; capable of reading detailed instructions, often translated from manuals originally composed by engineers who speak English as a second language. The global proliferation of equipment points to a need for future employees who can communicate effectively with others, especially those from different nations and cultures.

Supply Chain

Modern supply chain management dictates that manufacturers create partnerships with vendors and suppliers beyond the traditional satisfaction of purchase order model. This led to a discussion of the potential vendors and production partners to impact a business operation from outside the facility’s walls and how proper training and education can help create a more effective supply chain. The group expressed a need for shop floor level input on the entire supply chain.

The Economy

A factor that first arose in the latest Jacksonville focus groups is the economy. In previous years, the impact of the economy was a non-issue in regards to training. Employers have new criteria in authorizing training expenditures. Current economic conditions bring all expenditures under close scrutiny. Programs must be justified through direct cost/benefit analysis. H R Directors now need specific examples of how a specific training program resulted in a verifiable cost reduction / profit increase.

Staffing cutbacks dictated by weak sales make it impossible to send members of a reduced workforce off-site for training. These same cutbacks have necessitated creation of “self-directed work teams”. Such teams reinforce the need for cross training and critical thinking / decision making skills.

Comments included the need for more specific training that would reflect a positive net effect on profitability within the same fiscal quarter in which it was delivered.

Training modules must be delivered in-house on abbreviated schedules that allow employees to maintain a full work load. “Train the trainer” programs appeared to be an acceptable solution to address these conditions.

Today's economic environment places emphasis on cost effective programs with immediate deliverables; specifically targeted toward improving skills rather than increasing general knowledge.

Evolving Business Model

Companies are now engaging the entire workforce in using business tools. Silos between administration, management, and production are breaking down.

Emphasis is on cost reduction, increased efficiencies and higher productivity – all while operating with reduced budgets.

Pursuit of Lean Manufacturing philosophy demands elevating the understanding of everyone within the organization of the company's goals, business model, and culture.

Small business is the dominant profile in manufacturing today. Companies with fewer than 100 or even 50 employees do not have the resources of the large manufacturers.

Evolving Workforce

Important concerns: the aging of our industrial workforce, the public misconception of "manufacturing employment" (and how to combat this effect when recruiting), different learning styles and different work ethic of different generations. As with the marketplace, the labor force is undergoing globalization. Multi-language training will be required. The need to educate supervisors on how to understand employees from another culture – beyond mere literal translation – was expressed.

Programs must be designed to appeal to different learning styles of the various demographics in today's workforce. Younger employees embrace computer based distance learning, while older employees prefer traditional instructor led classroom models coupled with hands on experiential training.

High unemployment creates an incentive for employees to train on their own time and at their own expense to maintain their employability skills and increase their potential for promotion. Coupled with reduced training budgets, this could make cafeteria style curriculum and targeted short cycle training modules attractive. There is a need for programs with reduced time commitment from both trainee and trainer. Such programs must be affordable for self-pays or qualify for compensation via workforce development funding.

A training system that combines these delivery systems without over burdening already full schedules or over taxing resources would be best.

Work teams are prevalent in today's workplace. Employees must be able to function effectively as teams. The group expressed a desire for distance learning modules with a pass/fail team project component.

Training & Education Needs

“What programs would help you meet the needs dictated by the previously identified trends?”

This conversation is the natural progression from the trends discussion. Some recurring points:

Training Needs:

Train our own employees – enable businesses to train effectively in-house
Engineering/Maintenance training
Supply Chain/Logistics
Business Training – Teamwork, Incumbent Workers/Highly skilled workers
LEAN – as a culture for all employees
LEAN / Six Sigma assessment tools & training for incumbents
HR Basics / Incident Management / Evaluations
Manufacturing Basics
Communications – Speaking & Listening skills
Diagnostics / Trouble Shooting / Problem Solving / Root Cause Analysis
PLCs / CNC operations
Understanding processes with the machines we manufacture
Sector-specific training: electrical, pneumatics, hydraulics, welding, mechanical
Automation/Instrumentation
Self-Directed Work Teams / Team Skills
Critical Thinking
Flexibility
English (for speakers of other languages)
Training needs assessments (as baseline for developing/implementing training
Outreach/Communication

Education requirements:

12th grade level math, science & reading level skill for new hires

Current Florida K-12 system produces graduates with questionable proficiencies, this is a systemic problem. Participants understand that to rectify the situation will require a cultural change.

Supervisor training” for recently promoted team leaders

ET Degree

More specializations related to the needs of area manufacturers (to attract more businesses too)

Certifications

Students/graduates need knowledge of their learning and work styles and how to work and learn with others of different styles.

Work Keys / MSSC training incorporated into K12.

Utilize Computer based training (CBT) whenever practical. There is a preference for monitored or mentored CBT over totally self-directed CBT.

Direction

“What should the Banner Center do in your community to ensure that your company has the talent needed to sustain and grow your operations?”

Participants acknowledged the Banner Center’s work to date.
“Continue to do what you’re doing” – “Great Progress!”

There was a great deal of ensuing discussion concerning how to increase awareness of Banner Center resources among potential employees, employers, educators and community at large.

- Marketing / Branding

- Need to attract 2nd Career individuals

- Change the mindset of Parents toward Manufacturing

- Publicity/Outreach (Emphasize the benefits and opportunities of Manufacturing)

- “Made In Florida”

- Let the employers know who/where the educated future employee is

- Educate Parents – 2 (Lots of facilities tours)

- Educate Students

- Outreach to individual employers

- Connect companies and “employable” workers (regular job fairs not working)

- Outreach programs (school boards/educators)

- Make Finance Options for trainees a simple process and promote.

- More interaction with local Engineering Societies

- More interaction with Distribution Centers

- Speakers Bureau to present the Banner Center curricula path to employees/management

- Add “Business Language skills” to the curriculum – “Florida Ready to Work”

- Job descriptions Website linked to training programs and providers

- Promote the “Made in Florida” in the high schools.

- Lead the reform of measurements/accountability of Banner Center deliverables (current deliverables are not realistically aligned with Banner Center’s purpose)

- Articulate separate roles of the Workforce Boards vs. Banner Center

- Use MAF, Regional Mfg Assoc and Workforce Boards to accomplish

Most of the above list falls outside the scope of Banner Center budget and/or mission.
Participants had to be refocused on creating an action items list.

Action Items:

Document success stories to sell executives on investing in training on site. Be prepared to measure application/value after training program is completed

Validate completion of online/distance training by trainee

Deliver training in-house whenever feasible

Utilize Apprenticeship Programs and promote real world experience

Specific subjects and material to be addressed:

- Basic Supervisory training
- Root Cause Analysis
- Critical Thinking Training
- Teach value added concept
- Teach Business Case Development
- Presentation Skills – so employees can make case for projects in teams
- Coaching Development
- Teamwork/Accountability Training
- Employability skills
- Self-direction
- ROI Training
- Multi-processes skills (maintenance, PLCs, etc.)

Evaluation

Participants had been requested to make notes on the two-sided comment sheets distributed when the session began. One side of the sheet provided four distinct areas for notes on our discussion topics: Industry Trends, Training Needs, Education Needs and Training Format. The reverse side of the sheet was dedicated to Banner Center Action Items. Extra blank sheets were made available for participants as needed.

These comment sheets were collected. Comments not previously noted by facilitators were added to overall data collection. (For a complete list of all comments, see notes compiled by Howard Johnson.)

Evaluation sheets were distributed prior to the close of the event.

Participants were requested to evaluate their experience of the focus group.

Evaluation sheets were collected at the end of session.

Recap

Immediately after participants left, the facilitators assembled to discuss what worked well and to look for areas for improvement.

Upon reviewing the first portion of the presentation, it was agreed that the increased emphasis on current training held audience's interest. Even Less time could be dedicated to detailing the traditional k-12 and post secondary education model. While participants need this background to avoid redundancy in following conversation, a less detailed overview could accomplish the goal of bringing all participants up to date so that they can fully engage in future based conversation.

Although all participants were encouraged to jot down thoughts that might not be captured by our note takers in their entirety, most opted to engage verbally. Facilitator repeatedly requested that everyone record their thoughts / comments. Near the end of the action items segment, participants began writing in earnest.

The group's overall participation was assessed. Participation level was high; discussions were constructive and all inclusive. Every participant contributed to the discussion multiple times.

It is important to note the degree of concern about the Banner Center's continued success and viability as indicated by the lengthy discussion around branding and marketing. Participants expressed frustration that the funding for the Banner Center is limited, decreasing, and tied to some specific performance criteria unrelated to what employers feel is the best use of the Banner Center as a resource.

This degree of participation from manufacturing employers is indicative of two things:

- 1: Manufacturers see value in the work of the Banner Center to date; and
- 2: Manufacturers feel that their participation and contribution is being taken into account.

The Banner Center for Manufacturing will now be able to aggregate focus group findings and design future programs and initiatives that align with industry needs.

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Appendix 4

Summary of Evaluations

How Did We Do? Summary of 13 Respondents

What sector do you represent?

- Manufacturing **8**
 - Manufacturing Support **2**
 - Education **3**
 - Workforce Development **3**
 - Economic Development **1**
 - Other: _____
- 13 individuals/17 sectors**

How many employees at your company/organization?

- 1-10 **1**
 - 11-25 **2**
 - 26-100 **2**
 - 101-500 **5**
 - >500 **2**
 - No selection **1**
- 13 respondents**

What Worked?

- Information about the Banner Center(s) **(3)**
- Excellent information
- Workforce Training
- Apprenticeship program
- Certifications
- Articulations/Credit
- Great open discussions **(6)**
- Great ideas from brainstorming **(3)**
- Great facilitation **(2)**
- Food was great/wonderful!! **(2)**
- Good mix of people
- Fast paced and interactive **(2)**
- Very educational
- Several points that sparked more interest
- Everything
- On the right track
- Education tools **(3)**
- Trends update
- Group participation
- Dr. Roe's introduction
- Industrial Foremanship classes at SCI helped incumbent workers – worked well
- Good job drawing out broad participation
- Genuine presentation & credible leadership
- Great dialogue
- Information content

What Didn't Work?

- Early start from up north, but well worth it!
- Difficult to absorb all of what the Banner Center is and how it currently works – first time exposed to it
- Not enough time – could have kept going
- Maybe a few employers missing from the table

How Can We Improve?

- Give e-mails of participants who have implemented solutions
- Annual or semi-annual update on progress
- ValPak would be happy to host future mtgs
- More time to socialize with peers
- Keep dialogue going
- Keep fresh ideas and input flowing
- Shorter session may bring more people
- Teleconference option for others to join
- Push for more people from HR depts.
- Help employers reach employees that education may be easier than they think
- E-mail follow-up report to participants of this meeting – discussions and ideas
- More manufacturing support for better turnout

What Did You Learn Today?

- Apprenticeship program availability!
- Lots more!
- We all face the same challenges (4)
- Need to partner to continue progress (3)
- People to network with to address current issues I have (since they've gone through it)
- Standardized certification process
- Met with people/peers who are using it (3)
- Banner update & resources available (4)
- Trends in other companies (2)
- Addressed many unmet needs and solutions
- Value of education & how to source
- Need to get our HR involved with BC
- Info about MSSC & work with SCF more
- Remind us of our role & responsibility to support these organizations
- Surpassed my expectations
- Great basis overview for me @ SWB