



# CENTRAL Upstate Mfg.

EDITION 4: WINTER/SPRING 2017

**The Raymond  
Corporation  
at 95**

**THE ROUNDTABLE:  
Career  
Coaching**

**Advocating for  
Apprenticeship**

**How to  
Encourage  
Employee  
Growth**

**RESOURCE  
GUIDE**

## Reflections on Leadership



From left to right —  
Brian O'Shaughnessy, Revere Copper Products;  
Cheryl Maines, Allen Tool Phoenix;  
Bob Andrews, Morse Manufacturing;  
Sam Haines, Nixon Gear

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# Welcome



Along with the entire MACNY staff and our Board of Directors, I am pleased to bring you the fourth edition of *Central Upstate Mfg.* magazine. In this issue we explore the critical topic of careers in manufacturing and the critical need to prepare and train the future workforce.

MACNY has been quite active in this area and several articles bring readers up-to-date on our efforts. In “Helping Albany Do the Right Thing,” you’ll find that MACNY has been instrumental in advocating for improvements in New York State’s Apprenticeship Program. “Building Pathways to Colleges and Careers” details the ways in which Partners for Education and Business (PEB) is a leader in building manufacturing career awareness among the region’s students. Our Roundtable on mentoring, “A Push in the Right Direction,” explores the significant contribution career coaches make to keeping kids in school and supporting their success in STEM-related careers. Filling out our focus on workforce is a rundown of “Top STEM Careers” and, in “Developing America’s Frontline Workers,” some strategies for upskilling existing employees.

This issue’s Company Profile features Raymond Corporation, which is celebrating 95 years as a leader in materials handling. Part of the company’s success is a result of its commitment to maintaining a learning culture throughout the organization and maintaining a dynamic workforce. As always, our Leadership Profiles, provide a special insight into the real world concerns of leading a manufacturing company in today’s world.

I thank each of you for supporting MACNY and manufacturing. Our success over the last century (and then some) would not be possible without our membership and the great relationships we share with you. As we begin a new calendar year, we encourage you to participate in our various council programs, professional development and training experiences, networking events, and more.

We hope you enjoy this issue and find the information provided valuable to you and your team.

Sincerely,

A handwritten signature in black ink that reads "Randy Wolken". The signature is written in a cursive, flowing style.

Randy Wolken, President and CEO



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# Helping Albany Do The Right Thing



**In its advocacy for the Apprenticeship Program, MACNY worked with Albany to support the strength and longevity of New York State manufacturing.**

**T**he past legislative session was a tough one for all of us in the business community. Two pieces of legislation jammed into the budget were considered to be very stifling for manufacturers: The minimum wage increase, and the Paid Family Leave increase to 12 weeks. You have heard me address both of these big fiscal blows to the manufacturing community numerous times over the last few months. However, what I have not talked about much is a silver lining to the last session, and a lesson I learned about how Albany can do good things when it procedurally navigates through an issue. I'm referring to the Apprenticeship Program.

As a lobbyist in New York State, my job often comes down to fighting anti-business legislation. Because of this, we can often get bogged down in the defensive mode of policy advocacy. So when Randy Wolken, President and CEO of MACNY, asked me to meet with elected officials to tackle the workforce issue, I was stumped on how best to proceed. With our sector constantly telling us they want government involved in their day-to-day business operations as little as possible, how am I going to sell anyone the idea of New York State government and business working together to achieve these goals and initiatives? And to be honest, I was not alone; Albany legislators seemed just as stumped at the challenge as I was.

I had multiple meetings with New York State legislators from both sides of the aisle, and all of them asked us: "What can we do to help in strengthening the workforce? Are there pieces of legislation we can create that would help in this effort? Is there bad policy that we can work on correcting?" This truly has been one of the singular issues I have worked on in my career, insofar as the challenge was not a divided government or differing ideological principles. The challenge was that everyone wanted to achieve the same thing, but no one really knew how to do so. Stumped as I was, I went to MACNY's most valued resource, our manufacturers, and asked them the very same question: "What could New York government do to help you in finding skilled workers?" The answer was simple and succinct: "Create an apprenticeship program that will help us in training the next generation of talent and workers."

This approach was different from the way we have generally done business, as it had nothing to do with legislation, antiquated laws or onerous regulations. It wasn't going to be about drafting language for a bill, and navigating it through the system, or fighting to keep a bill from passage. We were going to be working with Albany to create a program that would support the strength and longevity of New York State manufacturing.

A number of things stood out in this course of this process.

**One:** For once, Albany did not just hand us an aspirin before learning about the nature of our pain. Part of the unfortunate process of working with Albany is that, more often than not, when government learns of the existence of a problem, it will quickly

**This truly has been one of the singular issues I have worked on in my career, insofar as the challenge was not a divided government or differing ideological principles. The challenge was that everyone wanted to achieve the same thing, but no one really knew how to do so.**

Pictured above, the NY State Assembly chamber in Albany.

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MACNY President Randy Wolken testifying in Albany at a hearing on the Apprenticeship Program.

try to fix it, often before doing any sort of due diligence on the problem itself.

**Two:** Instead of creating regulations or policy as a solution, Albany was able to use one of the other tools from their toolkit: creating a new program, in partnership with business and academia.

**Three:** Even when it involves budget allocations, it is possible to coax Albany into creating an entirely new program that will allow businesses to do exactly what they asked for: Create an apprenticeship program that will help us in training the next generation of talent and workers.

I am pleased to say that the apprenticeship program is already seeing the positive results expected by those who supported it through the legislative process. The program is active, with dozens of businesses participating or committing to participate, and dozens of engaged individuals in the program, all within the first few months of its inception. The regional program on which we based our first request is already so successful that other regions are interested in implementing it to help benefit the growth of the workforce in their own areas. The government-supported program is successful, achieving results and impacting the business community

**The apprenticeship program is already seeing the positive results that were expected by those who supported it through the legislative process.**

positively in addressing the skilled workforce need.

This wasn't how, here at MACNY, we typically navigate the system, which, in retrospect, is precisely why it worked. Our state government heard our problem, reached out to the sector for help, and allowed us the opportunity to make the case and propose a solution, followed by providing support and funding the new program under the new budget. In doing so, the Albany legislators did exactly what they are supposed to do: work with their constituents to find ways they can create policy that fosters a better business climate. While one may argue that it costs the state money, this is precisely where funds and, more specifically, government spending should go: into programs that support investing in our sector's business growth and workforce.



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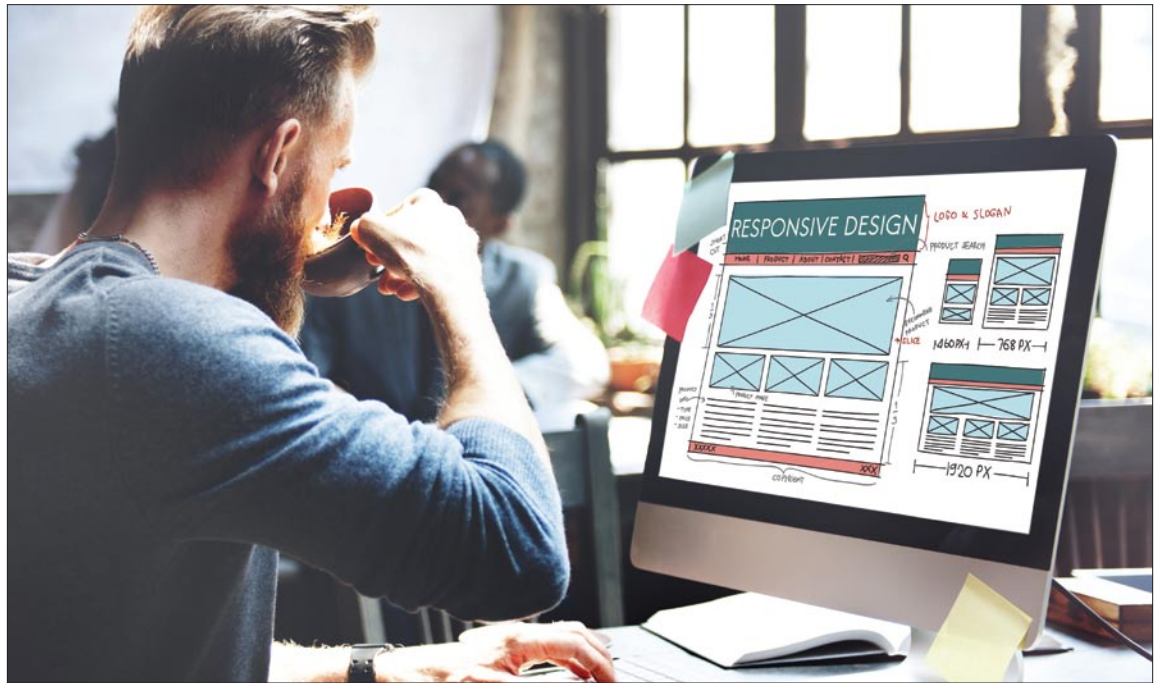
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# Top STEM-Related CAREERS

There are nearly 30 million U.S. jobs that require some degree of expertise in science, technology, engineering, or mathematics (STEM). Here is one view of the best among them.



The people in STEM careers are seen as a driving force behind the growth in innovation so vital to business in the 21st century. STEM—the acronym for science, technology, engineering, and mathematics—currently accounts for nearly 30 million U.S. workers, a number that is expected to grow significantly over the next few decade. Those in STEM-related careers enjoy low unemployment rates and relatively high wages (earning 26 percent more than workers in non-STEM careers).

In 2016, *U.S. News & World Report* ranked the best 25 STEM careers, based on seven factors, including: Median Salary, Employment Rate, 10-Year Growth Volume, 10-Year Growth Percentage, Future Job Prospects, Stress Level, and Work-Life. We have summarized the top 10 careers on their list.

## 1 Computer Systems Analyst

SALARY: \$82,710 • UNEMPLOYMENT: 2.6% • NEW JOBS BY 2024: 118,600

Valued for their knowledge of both information technology and business practices, these STEM professionals design, manage, and advise on the purchase and installation of computer systems.

A bachelor's degree in information sciences is a common springboard to this career and an MBA makes the job candidate more competitive.

## 2 Software Developer

SALARY: \$95,510 • UNEMPLOYMENT: 2.5% • NEW JOBS BY 2024: 135,300

Using technical expertise and an ability to think outside the box, a software developer may develop new code, maintain, and even improve programs that are already running. These creative, analytical, problem solvers often sport a degree in computer science, but truly great coders are welcomed without a degree.

## 3 Statistician

SALARY: \$79,990 • UNEMPLOYMENT: 4.0% • NEW JOBS BY 2024: 10,100

Statisticians help organizations and industries use data to make informed decisions by deciding what data they need, how to collect the data, and reporting the findings. The Bureau of Labor Statistics (BLS) expects this field to grow at a rate of 34 percent between 2014 and 2024. A minimum of a bachelor's degree in statistics is generally required, with many candidates holding a master's or PhD.

#### 4 Web Developer

SALARY: \$63,490 • UNEMPLOYMENT: 3.4% • NEW JOBS BY 2024: 39,500

A web developer is responsible for creating every aspect of a website, from the graphics to the content. The growth of e-commerce is driving increased demand for this position. Holding a bachelor's degree in a computer-related field doesn't hurt, but some employers are most interested in an applicant's creative portfolio.

#### 5 Accountant

SALARY: \$65,940 • UNEMPLOYMENT: 3.2% • NEW JOBS BY 2024: 142,400

"Numbers" people who are very organized, detailed oriented, analytical thinkers, with effective communication skills make a good fit for this position. A bachelor's or master's degree in accounting or business administration along with professional certifications are the usual entry requirements.

#### 6 Biomedical Engineer

SALARY: \$86,950 • UNEMPLOYMENT: 2.6% • NEW JOBS BY 2024: 5,100

These engineers research and develop solutions to biological and medical problems, such as designing an implant that could help repair spinal cords. Open positions in this area are predicted to grow at a rate 23% faster than the average growth rate for all jobs, partially due to the number of aging baby boomers and their need for biomedical advances. An undergraduate engineering degree plus on-the-job training or a graduate degree in biomedical engineering are requirements to enter the field.

#### 7 IT Manager

SALARY: \$127,640 • UNEMPLOYMENT: 1.8% • NEW JOBS BY 2024: 53,700

These professionals are responsible for technology solutions for companies in all sectors. A bachelor's in computer science or computer information plus some years of experience can put a candidate in the running.

#### 8 Financial Advisor

SALARY: \$81,060 • UNEMPLOYMENT: 3.3% • NEW JOBS BY 2024: 73,900

A few decades ago, you were either a stockbroker, an insurance salesperson, or a banker. Now, financial advisors wear all of those hats, counseling businesses as well as individuals. This occupation is expected to grow at 30%, one of the fastest in the STEM bunch. A broad range of bachelor degrees—including one in financial planning—can get you started in the field. A number of professional credentials may enhance your competitiveness.

#### 9 Information Security Analyst

SALARY: \$88,890 • UNEMPLOYMENT: 1.4% • NEW JOBS BY 2024: 14,800

They are responsible for planning and executing security for the networks of organizations. A bachelor's degree in a computer related field is generally required and a number of professional certification will strengthen a job seeker's profile.

#### 10 Mathematician

SALARY: \$103,720 • UNEMPLOYMENT: 4.0% • NEW JOBS BY 2024: 700

This versatile career yields positions in a number of areas, including teaching, financial analysis, and information security analysis. A master's degree (or higher) in mathematics, as you might expect, is the most common avenue to this position.



### The Hidden STEM Workforce

It's no coincidence that the top 10 STEM careers identified by *U.S. News and World Report* typically requires a minimum of a bachelor's degree. It's this sort of STEM job that dominates most public dialog and is awarded the lion's share of government investment.

Yet the fact, as set out by the National Science Foundation, is that half of the nation's nearly 30-million STEM-related positions are suitable for workers with less than a four-year college degree.

These "Technical STEM workers"—sometimes defined as middle-skill STEM workers—combine general literacy with technical expertise. They aren't likely to be directly involved in inventions or patents, but they are clearly critical for implementing new ideas, advising researchers and engineers on the real-world feasibility of their designs and all of the practical aspects of technological development.

The middle-STEM world consists of such skilled occupations as automotive service technicians and mechanics, first-line supervisors, industrial machinery mechanics, HVAC mechanics, telecommunications equipment installers, aircraft mechanics, computer and office machine repairers, heavy equipment mechanics, and electrical repairers. The Labor Department lists 27 middle-STEM production jobs, including tool and die makers, chemical plant and system operators, stationary engineers and boiler operators, computer numerically controlled machine tool programmers, and plant and system operators.

There is a growing consensus that overemphasis on four-year and advanced degrees as the predominant path to a STEM career is sadly neglectful of a more economical and accessible path by way of community colleges, technical colleges, and apprenticeship. In fact, community colleges currently award almost half of all STEM degrees and approximately half of students achieving a four-year STEM degree start their education at community colleges.

MACNY sponsored efforts like P-TECH, PEB, and the Apprenticeship Program—detailed elsewhere in this issue—are bringing the Hidden STEM Workforce into the light.



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# Building Pathways to College and Careers

**Partners for Education & Business (PEB) is taking a leadership role in developing a career awareness/career exploration model for students in our region.**



Career preparation can never start too early. It is a process that, over time, builds the foundation for a young person's future. Parents, siblings, and teachers are the first to provide information and shape an environment that can foster a curious mind through play, observation, creativity, and exploration. We are all aware of youngsters wanting to be a fireman, a superhero, or a doctor because they have been exposed to those careers through living in their community, watching television, or reading. But the reality is that there are so many other career options that children aren't constantly exposed to that also offer great opportunity. This is where Partners for Education & Business comes in.

Partners for Education & Business (PEB) is taking a leadership role in developing a career awareness/career exploration model for students in our region. The model is designed to help young students learn that there are many options available to them and, in describing various pathways, lead

them to make better college and career choices.

Starting the process in middle school increases the students' awareness right at the time they are beginning to form a vision about their own career paths. In order to offer students programming at an earlier age, PEB and MACNY have provided a Manufacturing & Technology exhibit at the Enterprise America program at WCNY, with sponsorship funding from Lockheed Martin, SRC, Inc., and C&S Companies.

The PEB model starts with Career Sparks, a program designed to identify individuals who will share their career stories with students. Career Sparks can be parents, teachers, neighbors, or anyone in the community who is able to tell a story about their job and the journey they took to get it. Career Sparks are publicized at events and on the web to provide more examples of successful people who can "spark" a student to pursue certain career pathways. This is also a great tool to promote non-traditional careers for women and minorities.

**PEB is actively soliciting participation from individuals and from companies.**

To learn more about any of these programs, or to get involved as a Career Coach or host, contact Joe Vargo at [joev@macny.org](mailto:joev@macny.org) or 315-448-1012.

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WCNY's Enterprise America lets students explore the workings of a modern American city, from local government and business to wellness and media.

An important area of concentration for PEB is STEM (Science, Technology, Engineering, Math) education. PEB is co-leading the regional effort to promote STEM learning in schools and the attraction of STEM careers.

One of the successful program models in this area is P-TECH (Pathways in Technology Early College High School). Students who select P-TECH while in middle school enter a six-year program focused on advanced manufacturing that leads to both a high school diploma and a two-year technical degree from the local community college.

An important organizational structure is the CNY STEM Hub, led by Dr. Donna DeSiato, Superintendent of the East Syracuse Minoa School District. This model provides professional development for teachers in middle and high school to help them transform their classrooms and schools by implementing trans-disciplinary teams across content areas.

**P**EB provides a variety of opportunities to enhance career awareness and career exploration for students in the region. Highlights of available programs and activities are listed below. Students, teachers, parents, and business representatives can get further details at [www.cnystem.com](http://www.cnystem.com) or [www.macny.org](http://www.macny.org).

### MIDDLE SCHOOL PROGRAMS

**WCNY's Enterprise America** allows teachers to utilize the only hands-on learning center of its kind in New York. The program, designed for middle school students, includes several weeks of classroom curriculum aligned to learning standards. Students will explore what is involved in making a modern American city work, from local government and business to wellness and media. Then, they will take that knowledge and put it into practice by running the Enterprise America "city" for a day.

PEB and MACNY are coordinating sponsorship of the Manufacturing-Technology Center at Enterprise America. The goal is to give students a real-life experience that accurately reflects advanced manufacturing and technology processes and leads to an increase in the number of students pursuing careers in those sectors.

**Career fairs and speakers** provide information about careers, either through individual speakers or large-scale events.




SRC's 2016 CNY STEM Scholars were recognized at the Partners for Education and Business Awards Ceremony at Le Moyne College in June.


## HIGH SCHOOL PROGRAMS


### PTECH (Pathways in Technology Early College High School):


More than 170 students in the Syracuse City and Auburn School Districts are currently participating in a new six-year program that puts students on the path to earning both a high school diploma and a two-year degree in electrical or mechanical engineering. A robust work-based learning model exposes students to careers in advanced manufacturing while career coaches (mentors) provide support to increase student success.

 **Career Days** provide career awareness/career exploration activities, including organization of sector-specific days, such as:


- Advanced Manufacturing: Manufacturing Careers Day
- Technology: STEM Careers Day; Construction Careers Day
- Financial & Professional Services: Law Career Day


 **Job Shadows and Internships** provide an opportunity for students to explore careers, individually or in groups, for up to a day; internships are usually 1:1 and may run for several days to several weeks.

 **CNY STEM Scholarships:** High school seniors from seven Central New York schools planning to major in STEM-related fields can apply for scholarships offered by six companies: SRC, Inc., C&S Companies, Carrier Corporation, King & King Architects, INFICON, and Schneider Packaging Equipment Company.

 **STEM Career Nights:** PEB coordinates a series of seven evening STEM-careers sessions in Onondaga and Oswego counties, featuring presentations by area companies. The events are open to all students, teachers, and parents in the region. Register at [www.cnystem.com](http://www.cnystem.com).

## POST-SECONDARY PROGRAMS

 **STEM Scholars Connection:** The CNY STEM Scholars Connection is a "club" for the 500-plus college students who have applied for the CNY STEM Scholarships. Each year, PEB coordinates two networking events with area businesses for the STEM Scholars.

 **Internships or Employment:** PEB works with the Tech Sector to facilitate networking that may lead to internships and employment for juniors or seniors in the STEM Scholars Connection.

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# Developing America's Frontline Workers

When workers take advantage of growth opportunities, companies thrive. But a gap exists between what is being done and what could and should be done to ensure their development.



There's no argument that the manufacturing industry needs to build up its workforce with skilled employees who have STEM competencies. We know that public perceptions of the value of manufacturing jobs needs to be improved and that the educational system must provide more STEM-trained graduates. Efforts are underway to accomplish this, but what can we do in the meantime?

"Developing America's Frontline Workers," a white paper from the Institute of Corporate Productivity, examines this question and provides some answers, which point to the importance of developing your existing employees.

Research shows a positive impact on the bottom-line when a company's frontline workers take advantage of development opportunities. At most organizations, however, a significant gap exists between what is being done and what could and should be done to ensure the development of these critical workers. As the need for newer, more up-to-date skill sets accelerates, the white paper argues, the ongoing development of such

workers will have to be prioritized, promoted, and reinforced if company's are to remain competitive.

The following four recommendations from "Developing America's Frontline Workers" are designed to aid organizations in achieving greater effectiveness in upskilling their workforce.

## Improve and broaden internal communications.

It's not enough to make upskilling programs available, workers must be fully and actively informed about their opportunities for career growth, both inside and outside the company. Detailed information about how to obtain needed skills should be accompanied by description of the procedures for obtaining any company-provided financial assistance or accessing flexible work arrangements that allow employees to find the time to pursue those opportunities. This "full disclosure" of the facts—and an expression of how interested

the company is in seeing its employees grow—should start during orientation and get regularly reinforced by managers and HR.

### **Make managers accountable for employee development**

The relationship between employees and their immediate supervisors may be the most important one within any company. Recognizing this, a growing number of high-performance organizations have come to emphasize line manager accountability for the development, engagement, and performance of the company workforce. Unfortunately, too many companies don't yet understand the importance of managers in the development pipeline, and they pay a price.

Our research tells us that companies that don't measure or track the effectiveness of managers at developing their workers—as well as no formal process for rewarding them for the task—experience lower market performance than those that do. Of course, knowing what to measure is not cut and dried. The most popular measurement being used is for employee engagement, which is clearly related to better performance. To accomplish employee engagement, managers need to consistently encourage workers to take advantage of development activities and company programs, then follow through with paths to advancement to those who take advantage of them. HR professionals can play an important role in the process by facilitating the training, time, and supportive resources necessary for managers to follow through.

### **Accelerate tuition assistance programs and provide external educational opportunities**

Tuition assistance is a traditional way for employers to

offer development opportunities to employees and American companies spend about \$16.5 billion per year on education benefits. Some companies have taken tuition assistance and reimbursement to a higher level by partnering with educational institutions and private education companies.

About 82% of employers offer some form of tuition assistance, for which employees are eligible after spending between six and 18 months on the job. The studies research suggests that employers rethink tuition assistance eligibility policies to provide new abilities and skills to employees more quickly as a means to deliver more innovation faster.

### **Provide formal apprenticeship opportunities**

For most companies, on-the-job training involves a combination of formal and informal training including a mix of instructor-led training, e-learning and actual on-the-job training. The gold standard for on-the-job training is undoubtedly found in apprenticeships, for employer and employee alike. Ninety percent of apprentices are employed after completing their apprenticeship, receiving an average starting salary of over \$50,000.

As well as providing employers with highly skilled and loyal workers, apprenticeship increases worker's lifetime compensation by over \$300,000. While only a quarter of low-performance organizations have or plan to offer an apprenticeship program, 58 percent of high-performers are involved with apprenticeship.

Now that MACNY has become involved in easing the process of establishing and maintaining apprenticeship programs, companies of all sizes are in a position to take part.



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**RAYMOND**

# 95 Years as a Leader in Materials Handling

**Ever attentive to customer needs, The Raymond Corporation has invented and patented technologies that have become industry standards. It has advanced from its humble beginnings to become a leader in the global warehouse material handling market.**

**F**rom the invention of the first hydraulic hand pallet truck and double-faced wooden pallet in 1939 to its current advancements in lift truck telematics and automation, The Raymond Corporation has pioneered leading-edge innovations that have improved material handling productivity, reliability, and efficiency for 95 years.

In 1922, George Raymond Sr. became an owner of Lyon Iron Works, a small foundry in Greene, New York, and went on to evolve the company into a material handling forklift provider. Based on customer needs, Raymond invented and patented technologies that have become industry standards based on customer needs, from the double-faced wooden pallet to the narrow aisle lift truck and the Reach-Fork® truck — a narrow aisle concept first introduced by Raymond in the early 1950s to help solve a grocer's need to go higher in less space.

In 1997, BT Industries AB purchased The Raymond Corporation. BT Industries was, in turn, acquired in July 2000 by what is known today as Toyota Industries Corporation of Nagoya, Japan.

Together, Toyota, BT Industries and The Raymond Corporation command the leading share of the world's warehouse material handling market.

The Raymond Corporation is a vertically integrated manufacturer of Class I, II, and III electric forklifts, and of end-to-end warehouse solutions designed to increase efficiency and lower costs of material handling operations. Raymond manufactures a full line of forklift trucks — including reach trucks, pallet jacks, pallet stackers, sit-down and stand-up forklifts, order pickers, and turret trucks. Raymond® forklifts are customer-driven, designed to achieve higher performance, enhance operator comfort, and increase efficiency. The company's customer base includes

grocery, retail, pharmaceuticals, third-party logistics, cold and freezer storage, and more.

Raymond also produces iWAREHOUSE®, an analytics system providing a scalable telematics

solution for businesses to effectively manage and report on operator and powered industrial vehicle performance while reducing operational costs and improving productivity. iWAREHOUSE® gives customers the ability to promote operator accountability, monitor impacts, maintain records for compliance, and report on utilization metrics for industrial vehicle fleets, operators, and batteries. Additional functionality, such as maintenance cost tracking, load sensing, task selection, labor management system integration, and professional services, are available.

Additionally, end-to-end customized solutions, flexible automation and industry-leading consultation from Raymond further enhance and streamline processes while helping customers to drive down costs. All these Raymond products and solutions are available and serviced through an authorized network of Sales and Service Centers in more than 100 key locations across North America and around the globe.

## **The Future of Forklifts and Material Handling**

The forklift industry continues to move toward telematics and automation. In the 2016 MHI Annual Industry Report, survey participants, asked about where they plan to invest over the next 24 months, said their top tactical investment would be in forklift trucks and other mobile and wheeled handling equipment.

"Raymond continually strives to listen to our customers' needs and provide the products and solutions that best meet those needs," says Michael Field, CEO of The Raymond Corporation. "Delighting our customers takes innovation, quality, and service, three components that have been in Raymond's DNA since the beginning. As we celebrate our 95th anniversary in 2017, they continue to be the building blocks that have made Raymond into the company it is today."

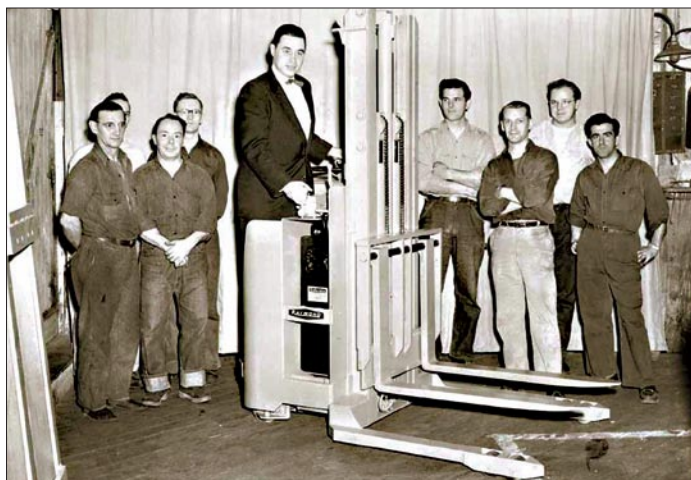
Recognizing the power of telematics, Raymond introduced iWAREHOUSE® — the first telematics solution to integrate multiple material handling equipment operational systems in a single, factory-installed display unit — with iWAREHOUSE GATEWAY™, which produces analytics on vehicle and operator data.



George Raymond Sr. received patents for the first hydraulic hand pallet truck and double-faced wooden pallet in 1939.



George Raymond Jr. pilots the original Reach-Fork truck in the 1950s (upper right). Today's sophisticated machine (above) utilizes some of the same basic principles as the original.



## Raymond's Commitment to a Learning Culture

The Raymond Corporation is committed to building and maintaining a strong, dynamic workforce through continual training and development. All new hires participate in a new-employee orientation program, with additional training provided depending on the employee's position and role. Raymond believes that education and training are vital to the company's growth. Employee success is a tribute to the distinctive corporate culture, which emphasizes and values customer focus, innovation, professional excellence, teamwork, and taking a global perspective.

In addition to internal training opportunities, Raymond offers a generous tuition aid plan that allows employees to pursue a college education at little cost to them, other than their dedication and time.

In the interest of developing future employees, The Raymond Corporation hosts an annual event celebrating National Manufacturing Day at its headquarters in Greene, New York. The company exhibits state-of-the-art manufacturing combined with advanced lean manufacturing practices, and attendees experience virtual and hands-on activities, reinforcing the idea of manufacturing as an ever-progressive industry. Raymond also hosts plant tours and information sessions for a variety of local and global organizations and businesses.

"The future of manufacturing requires a talented workforce that builds upon the knowledge of the current team with advanced processes and technologies," says Michael Field, Raymond's CEO. "There are growing concerns over filling the next generation of advanced jobs. Encouraging students through manufacturing education is important to ensure Raymond is able to address the skills gap in this growing industry."

Raymond also works closely with local organizations to grow the best talent for available positions. Raymond recognizes the value in such partnerships, which benefit the business and the industry.

Among Raymond's partners:

- Boards of Cooperative Educational Services (BOCES), for Raymond's apprenticeship program
- Colleges and universities, including Binghamton University, Rochester Institute of Technology (RIT), Clarkson University and SUNY Broome Community College, among others, to work together with engineering schools on master's projects, collaborate on Capstone Design courses, and more
- Local and regional job fairs, including college-specific job fairs (e.g., Binghamton University, RIT, Clarkson, and SUNY Broome)
- Co-op program
- BOCES welding program

Since launching in 2008, the iWAREHOUSE® and iWAREHOUSE GATEWAY™ systems have pushed the material handling industry forward by unleashing the power of data-driven insights to help make operations as efficient as possible by measuring productivity, conducting analyses, and tracking maintenance. The systems also provide operation managers with tools to maximize usage of their trucks and right-size fleets. The open architecture and professional services offerings of the iWAREHOUSE® and iWAREHOUSE GATEWAY™ systems make it possible to feed data to, or receive data from many other warehouse information sources, providing specific and data-driven recommendations to users.

After nearly a century of leadership in the materials handling industry, The Raymond Corporation continues to demonstrate its world-class manufacturing capabilities. Competing in an increasingly global market with fierce competition, Raymond strives to produce even higher quality products and customer value.

"To compete today, working efficiently is integral to operations," says Field. "For example, in the cost of ownership of a lift truck, the operator accounts for more than 70 percent of the operating cost over the life of a lift truck. Integrating lean principles is key to optimizing results and helps to eliminate wasted time and resources, build quality into workplace systems, and build a learning culture. Raymond is a leader in the industry due to its dedication to continuous improvement."

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# Manufacturing Needs Outstanding Leaders

**These leaders have delivered results and handed on their legacy of successes to future generations of leaders. They have faced challenges successfully – and with grace. They have developed their teams so that they can be successful – and sustainable. These are not flash-in-the-pan success stories.**

One of the most satisfying and instructive parts of my work at MACNY is the time I get to spend with the outstanding leaders of our member companies. In today's hyper-competitive world, great leadership is essential for companies to thrive. This is especially true of our manufacturing and technology leaders who face intense global competition each and every day. I have seen the rate of change accelerate to an extent that makes leading these companies even more challenging than it has always been. But these leaders do it, with great skill and hard work.

Each year, a distinguished group of past Wall of Fame winners select, from an impressive array, two leaders to join them in this tradition. We announce them at our Annual Dinner where they get to share with the entire community about their companies and their success. The Wall of Fame has come to include an incredible group of leaders who inspire us all. In this issue, several of the manufacturing and technology leaders that have become a part of MACNY's proud tradition share some of the key moments and revelations of their careers.

Careers in manufacturing and technology today offer some of the most rewarding and exciting opportunities anywhere.

The use of the latest hardware and software along with traditional and new approaches to production are truly exciting. It's certainly not the manufacturing of old. But with these new ways comes the need for outstanding leaders to guide us through our future successes. These Wall of Fame leaders can show us the way.

In every case, they are both organizational and community leaders.

Each, in their own unique way, is deeply devoted to serving others. And it is this devotion to others, I believe, that makes them so successful. The ways they engage their teams, grow their businesses, and operate in the face of changing markets all relate to their genuine focus on the people in their organization and community.

Another reason to read and learn about their lives and ideas is that they have stood the test of time. They have delivered results and handed on their legacy of successes to future generations of leaders. They have faced challenges successfully – and with grace. They have developed their teams so

that they can be successful – and sustainable. These are not flash-in-the-pan success stories.

A manufacturing career is certainly challenging, but it can also be so very rewarding. These leaders certainly demonstrate that. They have lived lives with careers in manufacturing and technology that can help inspire the next generation of leaders in manufacturing. I know you will enjoy their stories and ideas. I certainly have.



# Robert Andrews

Chairman of the Board, Morse Manufacturing



## How did you come to embark on a career in manufacturing?

In 1969, as I was finishing a degree in pre-engineering and business at an Arkansas college, my father asked me if I would consider working with him at Morse Mfg. That put us on a different footing, not only as father and son, but in a business relationship. I did come to work for him, then with him, and ultimately came to run the business.

## Over the years, are there any tools or methods you tapped into as a way to grow within your career?

The most important tool for me was MACNY. As a small manufacturer, MACNY gave me the opportunity to network and learn the dynamics of running a manufacturing business. It was also important for my organization in the area of training. I would bring employees along with me on plant tours to see how other companies operated. We'd have dinner and make it a fun thing; their only task was to report back on what they'd learned.

## Was there someone who had a significant impact on you in deciding your career path?

My father was a role model for me. He showed me, by example, his work ethic, his caring for others, the moral standards that he had, and the family values. He gave me a lot of my direction on the basics of how to live a good life.

## What advice would you have for someone considering a career in manufacturing?

To be successful in any career takes a personal commitment and hard work. Be prepared to offer quality service, and the best quality product that you can.

## What is the biggest challenge you see manufacturing leaders face today?

Offshore competition is and will continue to be the biggest challenge. We need to have measures in place so that companies won't just move their businesses off shore. I am so hopeful that this new president will be able to make some changes, he seems to understand the problem.

## How did you encourage career growth within your company?

This was difficult because we are a small company, and there just aren't the same opportunities to advance as in a large one. The philosophy I had was to encourage employees to cross train and rewarding them for their contributions. Of course, when there were openings, in most cases we would advance from within.

## Is there any advice you wish you'd been given early in your manufacturing career?

I think the key is knowing that learning and education aren't just about grades. If I could go back and redo some of the high school, college, military and other training I received, I would be more focused on mastering the material.

## What are some things MACNY could implement that would help in career growth or the growth of manufacturing in general?

The growth of manufacturing is the key ingredient of a strong economy, a strong country, and a strong defense. We need to better communicate the importance of manufacturing to our overall population. And we need to be sure that the students that we have paid to educate will find local jobs that will pay them commensurate with their ability.

## Sam Haines

Director of Operations, Nixon Gear



### How did you come to embark on a career in manufacturing?

I agreed to write a Business Plan for the acquisition and financing of a small distressed gear company in Buffalo, NY as my 1973 MBA Thesis. Following graduation, I agreed to a temporary assignment to complete the acquisition and create a sales and marketing plan for the newly formed holding company, Gear Motions Inc. So, actually, I never intended to embark on a “Career in Manufacturing.”

### Over the years, are there any tools or methods you tapped into as a way to grow within your career?

As the business grew and evolved, MACNY provided the perfect vehicle for a newcomer to Syracuse (1980) to meet people who really knew manufacturing, and to continuously learn and network among the “working” experts.

### Was there someone who had a significant impact on you in deciding your career path?

I really arrived accidentally into Syracuse and manufacturing after accepting another temporary job in 1980, and was adopted by a wonderfully welcoming manufacturing community and people like Don Jaquith, Bob Stevens, and Bob Freund (MACNY, in other words) who were always willing to talk, encourage, and share their experiences.

### What advice would you have for someone considering a career in manufacturing?

Try it!! You might like it. It’s so much more interesting and challenging than so many other things.

### What is the biggest challenge you see manufacturing leaders face today?

Everything... (I may be showing my age ☺).

### How do you encourage career growth within your company?

Look for the people who love the shop and making things, and give them plenty of opportunity to learn and follow their interests.

### What are some things MACNY could implement that would help in career growth or the growth of manufacturing in general?

Doing just what you do: Providing a forum for manufacturers to meet and learn from one another, and continue to train and encourage that next generation.

## LEADER PROFILE

# Cheryl Maines

General Manager and CEO, Allen Tool Phoenix Inc.

**The biggest challenges facing manufacturing leaders today? Finding skilled employees and staying up-to-date on the latest technologies available in manufacturing.**



### **Tell us about how you embarked on a career in manufacturing?**

A 1981 job search resulted in a purchasing position with a manufacturing company. In 1984 I obtained additional responsibilities, with a different company, and then was promoted to project coordinator. It may have been fate, a result of my being raised by a tool and die maker.

### **Were there any particular methods you tapped into to grow your career?**

Gleaning all I could from co-workers and studying Mechanical Tech at OCC.

### **Was there someone along the line who had a significant impact on your career path?**

A quality engineer and a company sales engineer kept encouraging me to raise my goals; the two of them were fantastic coaches.

### **What advice do you have for someone considering a career in manufacturing?**

Be sure you are detail oriented; look forward to the rewards of tangible satisfaction in what you are making, or

what is being produced around you; and appreciate your product's end use.

### **What is the biggest challenge you see manufacturing leaders facing today?**

There are two challenges: finding skilled employees and staying up-to-date on the latest technologies available in manufacturing.

### **How do you encourage career growth within your company?**

I believe in mentoring, training, and educating employees.

### **What are some things MACNY could implement that would help in career growth or the growth of manufacturing in general?**

Continue to advocate for CNY – and – MADE IN AMERICA.

## LEADER PROFILE

# Brian O'Shaughnessy

Chairman of the Board, Revere Copper Products Inc.



### How did you come to embark on a career in manufacturing?

Although I studied industrial management in college, my business career began in copper mining after successful internships over several summers. Twenty-one years of increasing responsibilities in that industry was followed by an opportunity to invest in and run a copper fabricating company—Revere Copper Products.

### Over the years, what tools or methods did you tap into as a way to grow within your career?

I've always been inclined to support team-based management—with real empowerment—to create a culture focused on continuous improvement while drawing on competitive instincts to become the best in the world, whatever the mission or objective.

I think it's important for children of family-owned companies to gain experience elsewhere. My son Mike leads Revere as CEO and President after successfully managing manufacturing facilities for other companies. Mike has introduced advanced management techniques to Revere, including behavior based management. Frankly, today I would need a lot of training to even qualify as a front-line supervisor at Revere.

### Was there someone who had a tremendous impact on you in choosing your career path?

My father ran the most efficient open pit mining operation in the world; it was the first to switch from rail haulage to the use of large trucks. I learned from him and the managers he trained—all focused on creating a sense of urgency while striving to achieve excellence in every aspect of management.

### What advice do you have for someone considering a career in manufacturing, or owning their own manufacturing business?

If at all possible, try to own your business. Believe you can achieve anything you set your mind to achieve. Respect people and listen to them. Everyone can contribute something.

### What is the biggest challenge you see manufacturing leaders face today?

The forces of globalization can overwhelm rational decision making.

### How do you encourage career growth within your company?

Hire the best and the brightest and then challenge them by moving them throughout your organization, exposing them to the many different facets of your business.

### If you could have given yourself any advice early on in your manufacturing career, what would that advice be?

Opportunities arise from unlikely sources. Be aware.

### What are some things MACNY could implement that would help in career growth or the growth of manufacturing in general?

Career growth can be enhanced by continuing education—not only in school, but also in training programs—including MACNY programs! Manufacturing in general can only grow in the USA through the execution of a national strategy to compete globally by producing domestically. Other countries practice mercantilism to grow their economies at the expense of the U.S. We must have a strategy to win! Such a strategy has been developed by the Coalition for a Prosperous America, which I Chair. MACNY has been very supportive of this mission.



"Air Innovations is growing globally in specialty environmental control systems in diverse applications from aerospace and semiconductor to wine cellars. We need a partner who understands our unique audiences, but who also has global reach.

Advance Media New York has the digital expertise, local service, and global scope we need to achieve real results."

**Rich Bailey**  
Director of Marketing &  
Business Development  
Air Innovations

## Advance Media New York

A local company with global reach

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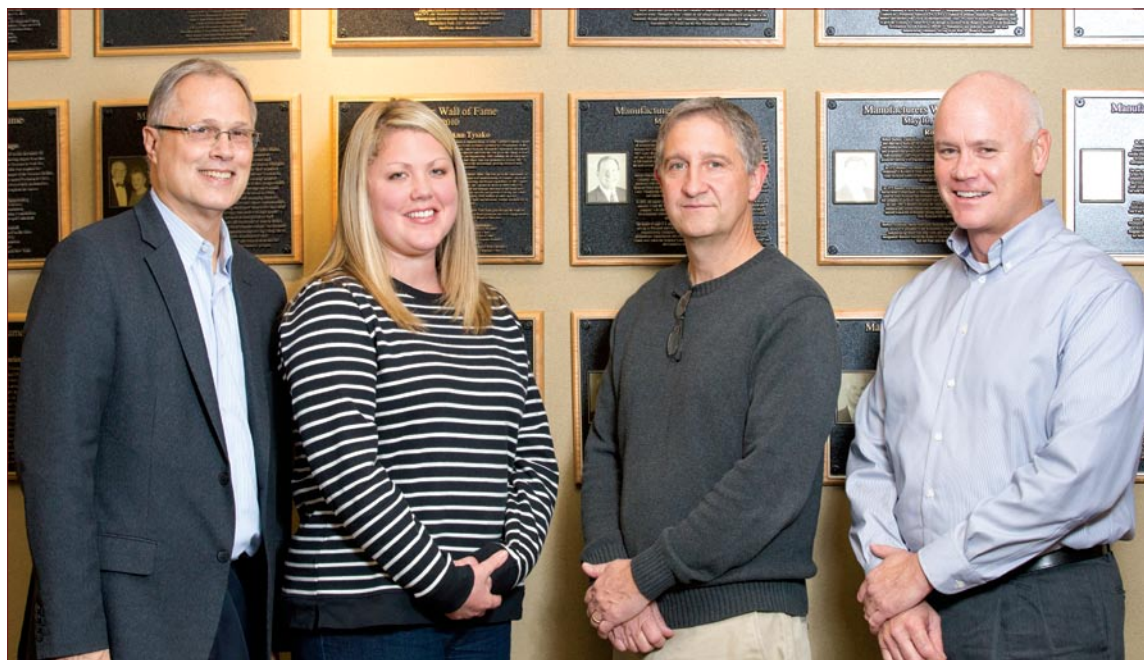
# A Push in the Right Direction

P-TECH is one of the most promising workforce development projects that MACNY is involved with. This six-year, integrated high school and college curriculum is designed to provide students with the essential workplace skills they'll need for a career in 21st-century manufacturing.

Career coaches (mentors) are a critical component of the program, helping students understand the link between school and the real world of work. They share insights and provide guidance about the workplace, careers and education through formal and informal meetings organized at the school and in the workplace.

The development of a trusting relationship between student and mentor has been shown to be key to a successful educational experience.

In the following pages, mentors volunteering in Syracuse and Auburn provide insights into the value of what they do.



**DAVE WELSH** — I didn't have a mentor when I was coming up and wish I had. I can remember back to when I was in high school and didn't have a clue as to what manufacturing was. I thought that career coaching for P-TECH would be a good way to get these students more interested. When I was asked a few times to hold a tour through our facility, before I became a mentor, I thought it was a great way to show the kids what manufacturing is really all about, something different than the pictures they already had in their heads. It's a lot different when you get them into the plant and show them what you do.

**WALTER DENGOS** — I didn't have a mentor either. My dad didn't even graduate from high school, he was a laborer in a steel plant in Buffalo. But we had an uncle who was in the Air Force who had a book full of electrical equations and things. I wanted to be a physical education teacher, but my father said, 'why don't you look at this possibility?' So, to some degree, maybe my dad pushed me because he didn't have an education. So instead of becoming a PE teacher, I became an engineer. That was an important push

because I really would have wasted my talent, to some degree, and my capability to learn. These kids need a push too, they just need to be pushed in the right direction. That's an important aspect of why I believe in P-TECH. Maybe I could do that for one kid; that would be really cool.

**TOM HERBERT** — As Dave said, seeing these students go through a manufacturing facility—they have no clue of what's going on out there—it's like bringing a kid into a candy store.

**ERIN TONES** — I think it's really important to give kids, especially in high school, exposure to what's out there, to give them a chance to see the floor, to learn some of the life skills that we don't learn until we're actually in it. Some of the things we offer in the P-TECH program, such as the mock interview, learning how to just dig in and introduce yourself, are so valuable.

MENTORS: (left to right)

**Wally Dengos**  
Community & Customer  
Manager, National Grid;

**Erin Tones**  
Manager, Marketing and  
Logistics, Sunoco Ethanol;

**Dave Welsh**  
Director of Operations,  
G. A. Braun, Inc.;

**Tom Herbert**  
President, Bo-Mer Plastics

“It was very rewarding to see the impact that the program and the exposure they were getting had on their communication skills and their confidence.” — Erin Tones

#### [ESTABLISHING TRUST]

**WALTER DENGOS** — Over the course of the few years that I've been there, I've seen that the kids get to know you, they get to remember you, and that's what you want.

There's another thing about mentoring that's really interesting. When we were down in the engineering room, when the mentor spoke, the kids actually listened. You know, when the teacher talked, the kids tended to be disruptive, but when the mentors talked, I noticed that the other kids poked the talkers in the ribs and said, 'this guy's talking, you've got to listen.'

Sometimes they're interested in how we spend our day, what's an average day for us. That's probably the biggest thing.

I tell them, when I come in everyday the problems are always different, and that's what makes it great. My particular job is not boring at all, in fact it's very challenging. That's something they're



certainly thinking about.

Also, what we earn, that's important, they need to see an end to a means, they want to know what kind of future to expect.

**TOM HERBERT** — This is the start of our second year (at Auburn) and we're as green as green can get. Last year it seemed the kids weren't truly interested or maybe they were scared of us. Now we're at the point where the kids are getting more comfortable about what we're doing and why we're there, and they're starting to ask some questions. I'm thrilled with the newest class, these ninth graders are very tech-savvy and enthusiastic.

**DAVE WELSH** — We found the same thing. We were just as timid as the kids in the first year. But now we're warmed up to each other.

They're proud of what they're doing. The start is hard, because they don't know you. You're just somebody there, and they're trying to figure you out. When PEB and MACNY hosted Manufacturers Day at Welch Allen, there was a group of P-TECH kids who came running over and talked to me like I was their long lost friend because they recognized me from the past few years.

#### [TIME WELL SPENT]

**WALTER DENGOS** — Much of what we cover with the students is pretty much pre-set. There are several different groups—9th, 10th, and 11th graders—and depending on what the grade is, we're doing functionally different things. For example, we might do mock interviews with them, which is really important. Let's see your resume; tell me about it, what does it look like. I mean, kids have no sense of it, why would they? I know I didn't.

We work on their capability to communicate, too. They're usually pretty quiet, so you've got to urge them on, especially the younger kids. Last week we were talking with them about our careers and what we make and what we do. And they were quiet. Now, you know kids in high school are not quiet. I can't tell sometimes if they're interested or confused. We try to ask questions and give them an opportunity to provide feedback.

The older kids are looking at electrical and mechanical kinds of outlets. We're trying to guide them that way as a career goal. The fact that they at least have this goal to get a 2-year degree is really good.

**DAVE WELSH** — The program doesn't require much of a time commitment. We're usually in the classroom once or twice a month, an hour at a time, and it's maybe a twenty-minute drive to get there. The amount of time versus the benefits these kids are getting is nothing, it's a drop in the bucket.

**WALTER DENGOS** — Would you say that the time goes awfully quickly?

**DAVE WELSH** — It does. Sometimes I wish that we had a little more time, but I understand they have other classes, and a schedule to maintain.

**ERIN TONES** — I would completely agree with Dave; I find myself wishing we had a little more time each time we go. It is, I think, as rewarding for the mentors as for the mentees. Last year we saw the group coming in at the beginning of the school year, and when they left they were different people. Of course, that happens at that age; they learn so much, they grow so fast. Yet, it was very rewarding to see the impact that the program and the exposure they were getting had on their communication skills and their confidence.

## [CUSTOMIZED COACHING]

**ERIN TONES** — I certainly think that the skill sets vary across the board. Some students are more tech-savvy and some have some work to do to learn the skills and the principals. The same goes with communication skills. Some are happy to get up with a PowerPoint and talk until you have to cut them off. Others, you really have to pry, “Hi my name is...,” out of them. They just aren’t comfortable speaking. It’s a really diverse group of kids.

**DAVE WELSH** — That’s interesting. Being a manager and having a lot of people that report in to me, I have to remind myself, that every one of these kids, just like the employees, have different personalities, different things they want to get out of the school and the mentoring. Just for your everyday dealings with the employees, and with the students, you have to really think about

“It was really amazing to hear quite a few of the kids come out and say that if it weren’t for P-TECH they wouldn’t be in high school. That was pretty powerful.” — Tom Herbert

see him be successful. I want to know I’ve impacted students who want to learn.

They’ve taken the first step by investing in themselves and we’ve taken a step by saying, we’re going to show up. Like Dave mentioned, a lot of them are quiet and they’re all different. So the second challenge becomes dealing with the personalities. You get those who are louder than others and you get these really quiet kids, you don’t know whether they’re listening or not. You try to give them a little direction and a little push. It’s a thrill to know you’ve affected somebody.

Teachers do their best to help the students learn and grow. We do the best we can in an hour every other week, and it’s worth it.

**TOM HERBERT** — Personally, I get a lot out of mentoring. I’m learning from the kids and hopefully they’re learning from us. You have a whole mix of backgrounds with these kids: where they come from, the families they’re living with, and whether or not they like school. Honestly, I think this program keeps 50 or 60 percent of the kids going to school.

## [PROMOTING POTENTIAL]

**WALTER DENGOS** — It’s a path, an end to a means. So, they’re in school, and in this program, and hopefully we, as the agents of the program, encourage them to finish school and start careers. The second thing is to offer them a view of a future that, maybe, they hadn’t considered before.

Our coaching also shows them that there are people looking out for them, and that wherever they’re coming from, there’s a way out. That’s what we’re bringing to the table. Our job is to give them that push.

**TOM HERBERT** — In the last year we’ve had a chance to talk to all the kids and young adults. It was really amazing to hear quite a few of the kids come out and say that if it weren’t for P-TECH they wouldn’t be in high school. That was pretty powerful.

**ERIN TONES** — I think that showing students the potential of the future is pretty important. That path to get there, even for a successful student, is overwhelming. Like, you can’t get your head around what steps you need to take to fall into it. Over the time we spend with them, just our presence, the consistency, just showing them the small steps, the skills they need, that’s all important.

**WALTER DENGOS** — It’s interesting you said that. The paradigm for education has been that everyone who goes to high school

what they want and what they are asking for. You’re dealing with kids that are at different levels of maturity, with different backgrounds. You can’t mentor them in a cookie-cutter way.

**ERIN TONES** — I think the biggest thing is that the students see you regularly, and that’s huge for them.

**DAVE WELSH** — Two or three years ago, when we started, before I even belonged to P-TECH, we had a group of students come through our facility. There must have been 15 or 20 of them, and getting them to follow along was a difficult thing. But then we went into the training room and we all sat down and fielded questions from the kids. There was one kid who liked jokes. He was very disruptive, he was throwing jokes out there over the top of us. Of course, the teacher was yelling at him.

I took him aside afterwards and I said, “Look, you’re a funny kid, you’re really funny. I like jokes, I’m a jokester, and I can be sitting in a meeting and crack a joke and lighten up the whole meeting. I told him, “You need to take that and learn how to use your funniness.” I’ve seen that student four or five times since then, and now he’s well mannered, still funny, but he waits before he shouts out and cuts everybody off.

**WALTER DENGOS** — What I get out of it is the idea and satisfaction that I can help influence somebody like I was influenced. I want to see that happen again and again. It can make a big difference. When I get older I want to read about this kid,

**“Our company supports Career Coaching from the top down. The president and the owner of the company are all for it, and they’d like to see every member of the company be a part of it.”** — Dave Welsh

goes to college. It’s not true. At your company and mine, we don’t require four-year degrees for every job we have. Again, that’s something that can be taught.... “Hey, did you know if you had a two-year degree, this is a possible path; you can be a welder, a meter-test guy, whatever.”

The paradigm shift is that there *are* other things, even with a two-year degree, but you’ve got to finish high school. If we’re there early enough in their development we can help give students the right course guide. You don’t have to have a four-year degree, but you do need to have a direction.

**ERIN TONES** — It’s the soft-skills stuff that I talk about more than anything else. It’s so important, the mock interviews we did, for example. They’re very simple; we just ask them a few questions and talk about things like eye contact. I remember one girl, she could not look me in the eye, she was so shy. I was asking her questions that I ask when I interview for Material Handling and at the end she was looking me in the eye. I told her, “You just performed better, seriously, than a lot of people I interview for a real job, and you should be really proud of that.” That’s something she can hang on to.

**DAVE WELSH** — Last year we had a session where we talked about what the employers were looking for in an employee. What I always preached to them and what I look for when I’m hiring somebody, especially if I’m hiring for an entry level position, is that you’re going to come to work on time, you’re going to come to work every day, when you can, and you’re going to learn while you’re there, and put in a hundred percent. If you do that, that’s 85 percent towards the next step, and that applies to almost every job.

**Interested in becoming a P-TECH Career Coach/Mentor?**

**Contact Meghan McBennett at [mmcibennett@macny.org](mailto:mmcibennett@macny.org) or 315-448-1012.**

I mean, I failed my SATs. I started out in community college because I couldn’t get good grades, yet now I’m Director of Manufacturing for a company. But, I work long hours, I work hard, and I learn from my mistakes. That’s what I try to tell these kids, and that’s really what they’re looking for.

When you talk to them, they are so scared of what’s out there. All they hear is that there are no jobs and that nobody is going to hire them because they don’t have a 4-year degree. The more we can tell them that it’s not some big, scary, ugly world out there in the job market, and that there’s a little bit of hope there, it’s going to help them try.

## COMPANIES SUPPORT COACHING

**DAVE WELSH** — Our company supports Career Coaching from the top down. The president and the owner of the company are all for it, and they’d like to see every member of the company be a part of it. I see the importance from a couple of perspectives. If we can get just one or two of these kids to graduate instead of dropping out, even if they don’t come to work for me, that’s going to help everybody in the community.

I can’t find workers right now. I hired 31 people this year alone; I’ve got 10 openings left and I can’t find skilled people to fill them. Some of the jobs are entry level. If you’ve got a high school diploma and you want to work, there are jobs out there. In the media you keep hearing, there’s no jobs, there’s no jobs, but I bet you everybody sitting around this table can say, there are jobs out there, we just need the right people to fill them.

**WALTER DENGOS** — The reason why it appears that those jobs aren’t out there is because the kids aren’t always aware of the courses needed to fill the new requirements of the 21st century. These jobs are somewhat technical; science, technology, engineering, and math related. That’s another thing we bring in, the idea of taking the right courses to get on the right path.

When you go to Welch Allyn, you go to Braun, you come to National Grid, you need to have these kind of skills. The soft skills are really more important than you think, but you also need to have tactical skills, so you’re starting to line up with real world job requirements. We tell the kids that while we’re here we’re going to show you what we do. And by the time you get out, you should be in a position to take advantage of the opportunities that exist. There’ll be entry level jobs, a ton of them, Dave is exactly right. Generally you need the right education to be there. And that’s another void we fill.

**ERIN TONES** — Sunoco has been very supportive of my participation in the program. We’re happy to accommodate tours, we’re having the Auburn group in for a tour this Friday.

**WALTER DENGOS** — All of our companies have shown support to P-TECH. We have five people who come from my company alone, and we’re trying to work on more. It’s that important that we help the community and see as many of these kids become successful.

**DAVE WELSH** — I’ve heard that the graduation rate is even lower than 55 percent, at least in some schools, which makes me want to cry, and I don’t just say that. There are some great kids out there, if you can influence one of these kids not to drop out and to finish school you’ve done a good thing.

**WALTER DENGOS** — I would tell anyone who was considering being a career coach that for an hour or two hours a month, your payback is going to be tremendous. You have the ability to influence somebody who’s really young and who is looking for direction.

**ERIN TONES** — And you’re going to live longer for it, that’s in a new study about volunteers.

# How to Encourage Employee Growth and Development



**Putting the right people in the right jobs is just the beginning. There are a number of basic questions a leader must ask to ensure that a company is on the right track regarding employee growth and development.**

**T**he question of how to encourage employee growth and development has been with us for as long as people have been working together. Here is the harsh truth: change is inevitable, growth is not. Since change is inevitable, we must become lifelong learners in order to achieve ongoing success. We must become people who are hungry for growth and personal development. Yet, all too often, people think they have learned enough. Perhaps they have a degree from a university or have completed technical training or even an apprenticeship. Overcoming such a mindset is a key challenge for every business leader.

On a hot August day in 1963, Rev. Martin Luther King Jr. gave his famous “I Have A Dream” speech. Can you imagine how well it would have gone over if he had said: “I have a plan?” Dr. King set the vision for a better tomorrow. Have you set the vision for your company, your team, or even for yourself? As it says in Proverbs 29:18, “Where there is no vision, the people perish.” You, as a leader, must set the tone and cast the vision of the end results for your team. You need to cast the vision for them in such a way that

they can see how they fit into the future.

There are a number of basic questions a leader must ask himself and his team to ensure that a company is on the right track regarding employee growth and development:

**Have we hired the right people?** Have we hired people with a desire to learn and grow? I would frequently remind our team that we hire for attitude and train for skill. Attitude is actually a very easy characteristic to assess. Simply ask potential hires what they are presently learning or reading. If they cannot answer the question, they are not growth-oriented.

**Do we have people in the right job?** One of my mentors would frequently ask “Are we putting round pegs in round holes?” Basically, do we have people doing what they like and are gifted to do? I have made the mistake in the past of pushing a person into a position and then trying to force-feed the training. It simply doesn’t work. We might think it is working for a while, but as soon as things get tough, it all comes crashing down. The result of our efforts is stress, and even depression rather than growth and development.

Two simple tests for this question would be: 1) Does the employee demonstrate an aptitude for the job? 2) Does he or she enjoy it? It is really that simple. Another tip for assessing a fit for a job would be to ask about hobbies a person has. The employee may actually be developing a skill without being aware of it.

**Have you established a growth environment?** We know how critical the environment is for the growth of any type of plant. Plants need the correct temperature, water, sunlight, and nutrients. You can start with the best seed, with all the potential in the world, and if it lacks water, the plant’s leaves will droop. If a thriving plant is starved or has too much nitrogen, it will become tall and spindly. Both situations lead to stunted growth due to environmental issues. Just as in nature, when the environment is wrong our employees will not grow and develop.



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**Growth and development do not just happen, they require a plan. Have we developed an individualized plan for each employee to make sure he or she is growing and developing in a way that satisfies both the company and the individual?**

Another set of basic questions help reveal whether the key ingredients to a growth environment are being provided:

**Are we modeling growth and development?** If we as leaders are engaged in growing, and excited about it, our team members will be excited as well. We need to be reinforcing the concept of lifelong learning by sharing our learning with those around us. As one of my mentors always says, “people do what people see.” We need to lead with a passion for growth.

**Do we have an affirming environment?** Do we encourage employees or discourage them? We need to make sure that they know we value who they are and what we see them bringing to the team. We then need to validate what they say. This will go a long way towards maintaining employee engagement.

**Have we made failure our friend?** Are we failing forward to success? When we choose to learn from our mistakes we encourage growth and innovation.

**Do we offer a challenging place to work?** A challenge is fun. It builds excitement and energy that the team can feed off. Do we make it clear that tomorrow will require a better version of us than was needed today?

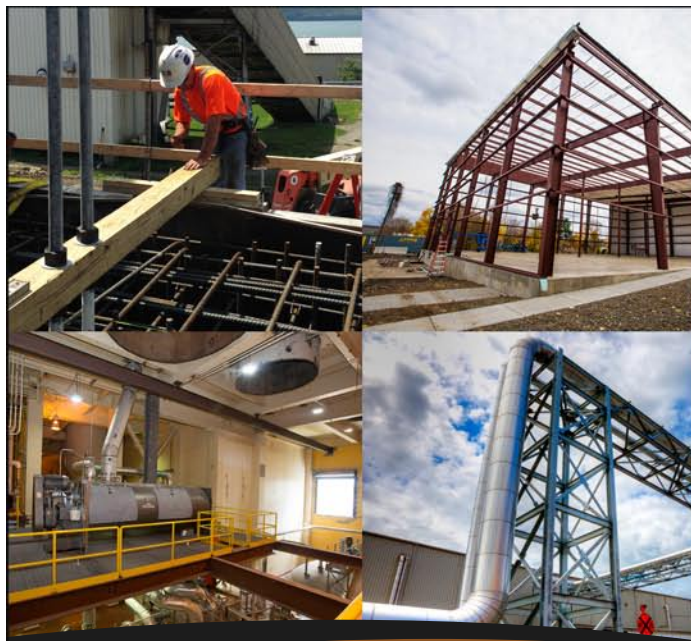
**G**rowth and development do not just happen, they require a plan. So we must ask whether we have developed an individualized plan for each employee to make sure he or she is growing and developing in a way that satisfies both the company and the individual?

Plans allow us to think things through and then follow up. Michael Gerber, the author of the book *E-Myth*, writes, “Systems permit ordinary people to achieve extraordinary results predictably.” As leaders, we need to make sure each of our employees has a personal growth plan.

If you truly want to develop your team members, consider choosing mentoring over managing. Management is transactional. It focuses on completing tasks and putting check marks in boxes.

Mentoring is transformational. It involves coming alongside your team members and pouring value into their lives by sharing your experience and knowledge. It allows them to travel with you as you navigate the challenges you face with courage and optimism. Through this process, you facilitate learning rather than trying to impose lessons.

Mentoring is a process of lifting others from their current level of expertise and experience to a level closer to where you are. What an opportunity to add value to people, and the best part is when we get to watch them fly solo.



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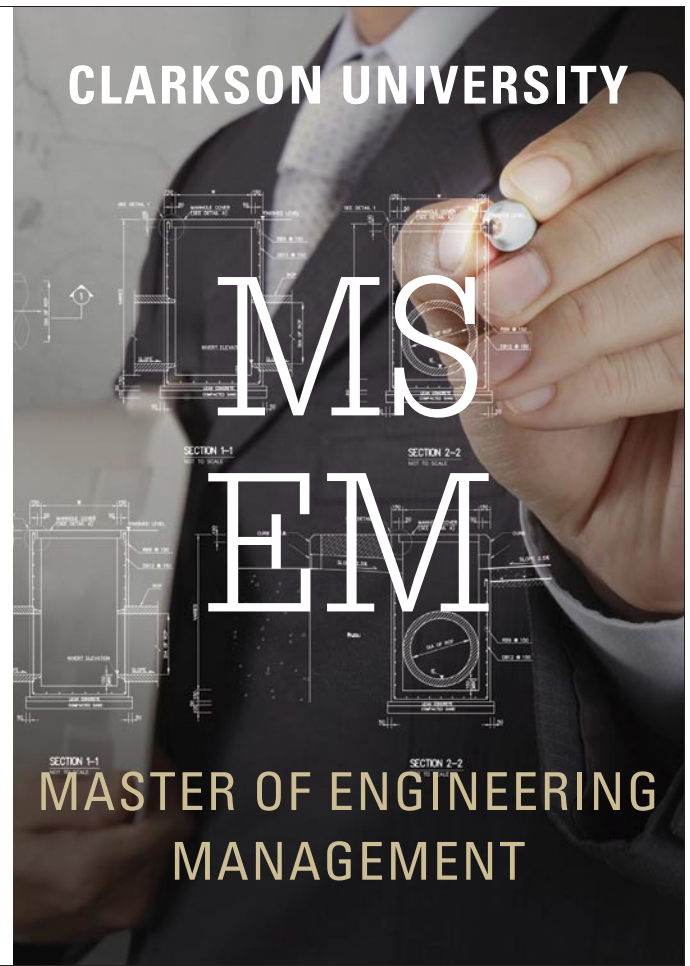
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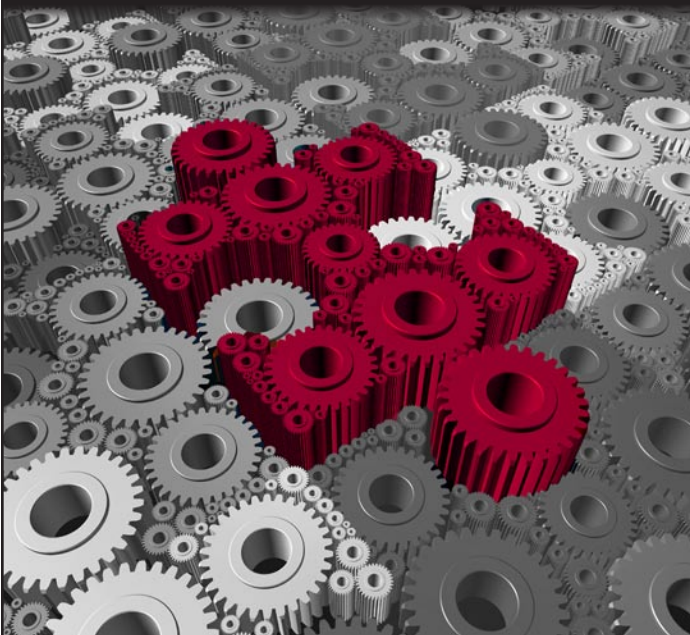
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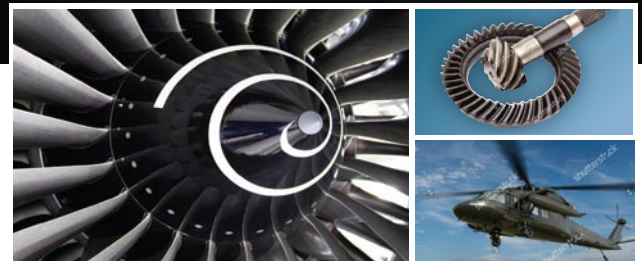
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