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EDITION 07

A publication of MACNY, The Manufacturers Association



15 | Dream Jobs

When today's education and tomorrow's careers collide.

18 | Preparing for the Next Big Shift

This is not the first time we've had to adapt.

33 | The Time for Management is Over

It's time to lead our area toward real change.

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WORKFORCE DEVELOPMENT

There is a talent shortage in U.S. manufacturing and MACNY is fighting the skills gap head-on with Partners for Education & Business, P-TECH, The NYS Manufacturing Intermediary Apprenticeship Program, the new Pre-Apprenticeship Program, and CNY School Boards Association.





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Since 1913, MACNY has been providing training and development support to help organizations thrive. With the addition of online learning, coaching, mentoring, and networking events, MACNY now provides members with a complete suite of growth opportunities.

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MACNY is committed to offering members corporate services such as HR support and consultation, healthcare solutions, purchasing consortia, energy procurement, grant support, cluster opportunities, and expansion and growth project management guidance.





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MACNY serves as the collective voice of the manufacturing sector. Our efforts help drive the statewide manufacturing agenda both in Washington and Albany. Our voice is strong and consistent: manufacturing is here to stay and stronger than ever.

MACNY, THE MANUFACTURERS ASSOCIATION HELPING MEMBERS THRIVE SINCE 1913. WWW.MACNY.ORG





12 Building Pathways to Careers: PEB continues to build bridges between education and careers.

Inside

5 From the President's Desk: A welcome from MACNY President and **CEO Randy** Wolken.

Working for Workforce Investments: The impact and continued success of MACNY's Manufacturing Intermediary Apprenticeship Program.

Goal Keeping: Direct and track employee training and development efforts with a Learning Management System.

15

Dream Jobs: How do we educate people now for jobs that don't exist yet?

18 Preparing for the Next Big Shift: Workers have had to adapt to technological advancements before, but never so quickly.

21

Charting the Future: Educators. students. apprentices. supervisors, and executives share their thoughts on developing and becoming the workforce of the future.

33 The Time for Management is Over. It's Time to Lead!: Invest in people and change how we think about economic

development and

education.

34 Membership Directory: A listing of MACNY members.

46 Advertiser Index: A listing of our advertisers.

On the cover: Back row, Erin Moltrup, Manth Brownell; Eliza Velazquez, P-TECH; Sydney Chalifoux, SRC, Inc. Middle row, Dr. Donna DeSiato, East Syracuse Minoa Central School District; Ted Jeske, Precision Systems; Alexis Havens, Manth Brownell. Front row, Corey Nadeau and Pete Adams, Precision Systems. Each represents a stage along the workforce development path, from students to executives. Cover and photos on 25, 28-32 by Amelia Beamish.



The Manufacturers Association

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Welcome.

In order to create the state-of-the-art products and services that companies in Central and Upstate New York are known for, these businesses must have knowledgeable and skilled workforces. A strong workforce is a critical need of every company; the best talent is required to stay competitive in a global market.

Through exceptional partnerships with industry leaders and likeminded associations in our region, MACNY is educating young people about the potential paths available to them and expanding opportunities, from sparking the interest of middle schoolers through STEM challenges to a program for registered apprentices in manufacturing occupations.

Preparing for the future requires more than a company simply providing additional job training to its employees. Read on to see how critical thinking, communication, real world experience, and other 21st century skills are being emphasized to create agile employees who can easily adapt to coming changes.

You will also learn about our outstanding P-TECH programs and partners such as East Syracuse Minoa Central School District. Hear from participants taking advantage of our state-of-the art Apprenticeship Program, which is

and our nation create a highskilled workforce that meets the needs of employers today and tomorrow. Member companies such as SRC, Inc. Manth Brownell, and Precision Systems are making our region stronger by creating great jobs and developing the skills of our workforce.

influencing the way New York State

MACNY and its partners are changing the way young people prepare for jobs in our 21st century economy. I truly hope you enjoy this issue as much as we have enjoyed producing it. And, as always, thank you for making Central and Upstate New York such a great place to live and work!

Vandy Wolken

Randy Wolken, President and CEO









Working for Workforce Investments



BY TIFFANY LATINO-GERLOCK,

DIRECTOR OF GOVERNMENT RELATIONS AND COMMUNICATIONS

MACNY'S NEW YORK State Manufacturing Intermediary Apprenticeship Program (MIAP) is the type of program that can have a positive, long-term impact beyond those it directly serves.

MIAP was launched three years ago and functions as an employer-led, public-private program structured to advance the skills of incumbent manufacturing workers and create distinctive career pathways, while filling a

crucial need within the manufacturing industry.

The benefits are clear to see: When an individual is enrolled in a registered apprenticeship program, he or she gains the valuable skills and knowledge required to progress in his or her career. At the same time, the employer gains improved productivity, increases staff retention, and tackles the challenges of an impending worker shortage. As a result, apprentices become armed with the tools necessary to succeed and companies are better able to compete in an ever-challenging business climate.

Manufacturing companies are facing the retirement of the baby boomer generation and could lose approximately 25 to 40 percent of their workforce in about five to seven years. This shortage of skilled workers could not only cripple the industry but make New York less able to attract new business. Replacing skilled workers before these employees retire is critical to retaining needed skillsets in the workforce.

MACNY has been able to lead the mission and develop this important apprenticeship training thanks to the Legislative Line Item for MIAP that the State Legislature has provided over the past few years. In the 2018-19 State Budget, the apprenticeship program was funded at \$750,000 for Central New York, Rochester, the Hudson Valley, the Capital District, and the Southern Tier of Buffalo. Because of MIAP's positive results, MACNY continues to answer the calls of interested employers in other regions throughout the state that wish to bring this program into their own communities. Recently, MIAP expanded into Long Island with the introduction of an apprenticeship program at Estée Lauder, which officially launched in March 2019.

The demand is growing because apprenticeship programs have proven to be most successful when designed by employers based upon their own needs. To date, MIAP currently has more than 30 companies actively participating in establishing apprenticeships in Central New

York. MACNY has enrolled over 120 apprentices and projects it will have at least 50 new apprentices this year. In addition, our Alliance partners in Rochester and the Hudson Valley have each enrolled more than 40 apprentices in their respective regional programs.

What's even more exciting is that the apprenticeship program has a 99 percent retention rate. In addition, the successful implementation of this program has created a statewide need to begin filling preapprenticeships to help prepare students to go directly from high school into manufacturing careers.

To keep this state funding flowing, the dedicated members of the MACNY team and other manufacturing advocates have traveled to Albany to stress the importance of the program to our State Legislators and other state leaders. They have explained how MIAP helps fill a critical need as companies face a looming workforce shortage, all while improving employees' quality of life and enhancing our local and statewide economy.

MACNY remains confident that it has the ability to bring hundreds of additional small- and medium-sized companies to the table for this program. Together, we can continue to revitalize the state's workforce.

Tiffany Latino-Gerlock is MACNY's Director of Government Relations and Communications. She is eager to help members. To contact Tiffany directly, email tiffanylatinog@macny.org.









Goal Keeping

BY PATTY CLARK, HR SERVICES MANAGER & HILARY HEXT, TRAINING MANAGER

Patty Clark



Hilary Hext

IT IS IMPORTANT for companies of all sizes to track employee training and development efforts. When planning these programs, keep in mind the skills your company needs now and what it will need in the future as your business continues to grow. According to a recent study by Udemy, 51 percent of employees would leave their job due to lack of training, which indicates targeted training has a direct impact on employee satisfaction. Training is necessary for the success of an organization and its employees. Some key areas of training are communication, customer service, diversity, human relations, safety, and quality initiatives, just to name a few. But, what's the best way to record and manage the training? Keeping track of each employee's progress can be a daunting task as the training needs for each employee differ, as do their learning pace and style. It is important to monitor and measure the training because it keeps employees focused on their goals and enables employers to help their staff obtain those goals.

You can read as many books or articles on the subject as you want, but there is nothing like the experience of implementing a Learning Management System (LMS). An LMS is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The use of an LMS can help make the documentation of these efforts easier and much more organized.

Within the software, you can establish Key Performance Indicators (KPIs), which can apply to both organizations and individuals. A good KPI is measurable (how you are doing so far), clear (you need to know what it is you are working towards), and attainable (continue to review and adjust if necessary; an employee does not need a goal that is so far out they are set up for failure).

One MACNY member company that has worked very hard to establish an LMS is Marquardt Switches, Inc., a



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leading manufacturer of electro-mechanical and electronic switches and switching systems. It is a global company with a facility located in Cazenovia. NY.

At Marquardt, the use of an LMS is necessary due to the strict guidelines required of an automotive supplier.

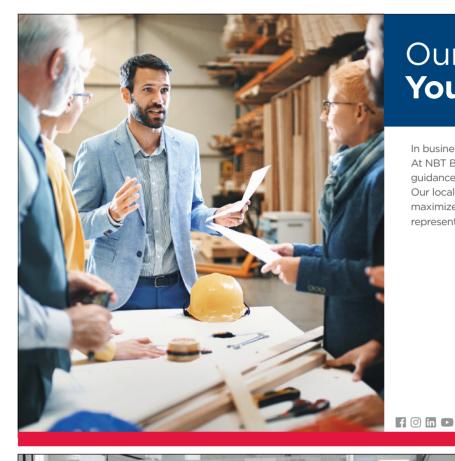
These guidelines include having an individual training record, a training plan, and a skill matrix for each employee. All these pieces are configured into the LMS system which allows for electronic records, including signoff sheets and an individual entry for each training. This makes the KPI reporting process simple. Annual performance reviews link to a training plan which shows the progression of skills and goals by each employee.

Skill matrices are used for tracking cross-training and to ensure training for each manufacturing line is completed on time and on an annual basis. These matrices are set up to record the skills required for each position, then each employee in those jobs is evaluated on their specific skills and scored on a scale from 1 to 3.

One KPI Marquardt uses is the hours of training each employee receives per month. They are benchmarked based on national data on manufacturing companies and the average amount of training hours received per employee. Another thing to consider when tracking training hours is to ensure your company is recording how much time is spent doing on-the-job training versus a method like e-learning. For example, when onboarding new employees, it's important to make sure to capture those hours as a part of their KPIs.

The system used at Marquardt is just one of many systems and variations used for tracking the training and development of employees. It is up to you and your company to determine what works best for your culture and what will get your employees where they need to be.

Patty Clark is the HR Services Manager and Hilary Hext is the Training Manager for MACNY. They can be reached at pclark@macny.org and hhext@macny.org, respectively.



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Building Pathways to Careers

BY JOE VARGO, EXECUTIVE DIRECTOR. PARTNERS FOR EDUCATION & BUSINESS



PARTNERS FOR EDUCATION & Business (PEB) has long recognized the importance of exposing students to careers earlier. We continue to take a leadership role in developing career awareness pathways and career exploration activities for students in the region. The goal is to present students with the many options available so they can make informed college and career choices.

Starting the process in middle school increases the students' awareness of the variety of pathways to careers as they begin to visualize their own potential career path. PEB emphasizes Science, Technology, Engineering, and Math (STEM) and is co-leading the regional effort to promote STEM learning in schools and STEM careers. The CNY STEM Hub is an important organizational partnership led by Dr. Donna DeSiato, Superintendent of the East Syracuse Minoa Central School District, that strives to innovate learning and teaching experiences to better prepare young people for the future. This model provides professional development for middle

and high school teachers to transform their classrooms and schools by implementing trans-disciplinary teams across content areas.

Another successful program model is Pathways in Technology Early College High School (P-TECH). Students opt into P-TECH in middle school and enter a six-year program focused on advanced manufacturing, remotely piloted aircraft systems, computer information systems, or health information technology. The programs of study put students on the pathway to a high school diploma and a two-year technical degree from one of the regional community colleges.

To increase business engagement, PEB has also convened many companies under the banner of the CNY Technology Sector. Led by SRC, Inc., the group is working collaboratively to develop and support many of the pathway activities that are available to students. Because we recognized the need to offer pathway programming at an earlier age, PEB and MACNY have sponsored the Enterprise America

Pathways to Jobs

PEB provides several career awareness and exploration opportunities for students in the region. Students, teachers, parents, and business representatives can get much of the information about these pathways at cnystem.com, macny.org, and other career-related sites on the internet. Examples of PEB's career pathway activities by academic level:

Middle School

Enterprise America

Enterprise America, WCNY's hands-on learning center, is designed for middle school students. After several weeks of classroom instruction. students will be prepared to explore what it takes to make 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 proud to be sponsors of the Manufacturing/ Technology Center at Enterprise America. The goal is to give students real-life experience that reflects advanced manufacturing and technology in companies and leads to an increase in students pursuing careers in those sectors.

Career Fairs and Speakers

Providing information about careers via individual speakers from local employers meeting with small groups of students.

program at WCNY with a Manufacturing & Technology exhibit, sponsored by Lockheed Martin, SRC, Inc., Dupli, Bartell Machinery, and C&S Companies.

PEB designed its Career Sparks program to identify individuals such as parents, teachers, neighbors, or other people in the community who will share their career stories and the journey they took to get there. Career Sparks are spotlighted at events or 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 soliciting participation from individuals and companies for involvement in its various programs.

To learn more about any of these pathway programs or to become a career coach or host students, contact Joe Vargo at joev@macny.org or 315-448-1012.

Post-Secondary

STEM Scholars Connection

PFR

Internships and Employment

coordinates two networking events per vear with area businesses for a group of 500+ college students who applied for the **CNY STEM** Scholarships. The goal: internships and jobs.

For juniors and seniors in the STEM Scholars Connection. PFR works with the CNY Technology Sector to facilitate networking opportunities leading to internships and future employment.

STEM Career Nights

PEB coordinates a series of evening sessions on STEM careers held 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 cnystem.com.

CNY STEM Scholarships

High school seniors from seven Central New York counties can apply for scholarships in electrical, computer, or mechanical engineering, architecture, or technical degrees.

Job Shadows/ Internships

Students explore careers as individuals or in groups for up to a day; internships are usually 1:1 and may last several days or several weeks.

High School

P-TECH (Pathways in Technology Early College High School)

Over 225 students in the Syracuse City and Auburn School Districts are participating in a program that puts students on the path to getting both their high school diploma and a 2-year degree. The program has key supports to increase student success by matching students with career coaches (mentors) for work-based learning that exposes students to careers.

Pre-**Apprenticeships**

Students can gain learning and skills on the path to apprenticeships.

Career Days

Provide career awareness and career exploration activities in a variety of methods.

- National Manufacturing Day
- STEM Careers Day
- Construction Careers Day
- Law Careers Day



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Dream Jobs



MARTHA PONGE, DIRECTOR OF APPRENTICESHIP

MANY OF US have heard the often-shared statistic that estimates 65 percent of children entering grade school today will end up working in jobs that don't exist yet. The only thing we know for sure about these jobs is that they will be established at the intersection of many unique and diverse areas of study. This premise is becoming a mainstream consensus among educators and business leaders, but have you heard anyone talk about how we are going to educate children for these new jobs? Will students be ready for them? What do education and business need to do — together — to prepare students for these yet-to-be-conceived jobs?

These new careers aren't just appearing, they are a result of massive technology shifts and a global economy. The rate of change continues to accelerate daily and we need to prepare today for jobs we can't define but are projected already to be the most in-demand jobs in the industry. The jobs of the future, including the very near future, are beginning to require skill sets that weren't necessary even five years ago. Workers already in the market are quickly realizing that the jobs they do today may be obsolete tomorrow.

The reality is, the job may become obsolete, but the workers will not. Employees are the industry's most valuable commodity, but they must possess the ability to grow and change in order to adapt to evolving and emerging technologies. Our biggest priority is making sure that students are competent in the most crucial skills, such as creative and critical thinking, problem solving, the ability to be team players, and emotional intelligence.

They must understand the importance of knowing not only about their job, but how to become knowledgeable and proficient in skill areas that complement each other: accounting alongside supply chain concepts; marketing and communications alongside app development; 3D solid modeling design alongside materials science and manufacturing processes; health and safety training alongside project management.

Pairing skill sets will allow employees to take on cross-



functional roles to support the growing needs of their employers.

Education leader Scott McLeod stated in a 2017 article. "We need to do a better job of teaching our kids to live and learn at intersections." He sees traditional academics taught as subject-matter silos, when in fact, what we really need is to give students the ability to learn in interdisciplinary spaces where they can realize the connections between those discrete academic disciplines.

Some experts, like renowned education expert Sir Ken Robinson, believe that "The emphasis on standard academic work is eroding the talents and abilities students need to face the future." His colleague Peter Gamwell, PhD, co-author of "The Wonder Wall: Leading Creative Schools and Organizations in an Age of Complexity" (Corwin Press, 2017), notes that education has emphasized math and languages, to the detriment of more hands-on 44

IF ALL MACNY'S MEMBER COMPANIES BECAME AFFILIATED WITH ONE CLASSROOM EVERY YEAR, WE COULD PROVIDE OVER 300 CLASSROOMS ANNUALLY WITH AN INTRODUCTION TO THE SKILLS NECESSARY FOR THE JOBS THAT ARE YET TO BE.



experiential learning and exploration driven by natural curiosity. Encouraging examples already exist of business and education working together to provide this type of learning environment. Big Picture Schools across the country (including one in the LaFayette School District) pair small student groups with academic advisors to develop individualized plans of study that blend classroom time with real-world learning.

The student-centered program allows learning to be tailored to a personal interest — say, music — which generates motivation and investment. Through that lens, the students perform multidisciplinary explorations of the various fields that come into play within their interest: for example, the physics of sound waves, the geometry of constructing a musical instrument, the historical

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evolution of musical genres.

Students are also expected to work at several internships and there they build relationships with mentors in the community.

In Canadian schools, the "Genius Hour" allows students 60 minutes every few days to take on any project that interests them, such as developing an app or learning to silkscreen t-shirts.

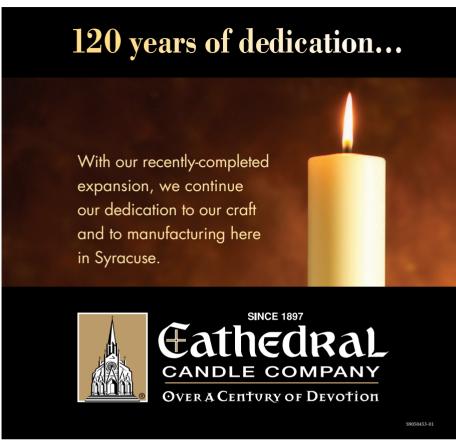
Robinson also advocates incorporating service learning, combining learning goals and community service, into core curricula. A class could investigate an issue that a community faces, then develop a project to address it that would benefit others.

These endeavors all share a common theme of letting students learn experientially to create relationships between academic information and the real-world applications that make that knowledge more valuable and interesting. Through these inquiries, students gain experience in creativity, collaborative problem solving, and leadership — all beneficial skills to carry with them throughout life.

At MACNY, our workforce development mission is to give students across the region the opportunity to see how their own academic learning and interests can be realized in our manufacturing companies. We encourage you all to bring your company to the classroom with creative projects that can be shared with students starting as early as elementary school. Expose children to the jobs that they could aspire to and the people who hold those jobs. Think outside the box and make the activities experiences they will go home and share.

If all MACNY's member companies became affiliated with one classroom every year, we could provide over 300 classrooms annually with an introduction to the skills necessary for the jobs that are yet to be. Let's work together to teach children the lessons they'll need to be successful in the careers they can only imagine.

Martha Ponge is the Director of Apprenticeship at MACNY and can be reached directly at mponge@macny.org.



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Preparing for the Next Big Shift



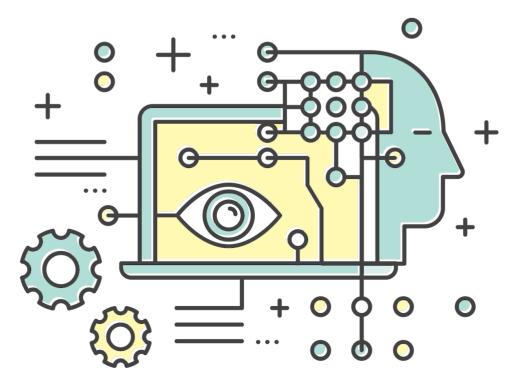
BY CINDY OEHMIGEN, DIRECTOR OF ENERGY AND CORPORATE SERVICES

NOT TOO LONG ago, the school-to-career path looked like this: Students would get through high school, find a career to pursue and pick a college or trade school that specialized in that career training, graduate from that program, and then go on to work in that field for their entire career at one or a small number of companies. Secondary teachers planned and followed curricula that provided a foundation, preparing students for higher education but not necessarily for the workforce.

The path to gainful employment is very different today. When we look at the opportunities for kids coming out of school now, there are an overwhelming number of choices. The likelihood of someone picking a career path,

getting an education to perform in that career, and then working in that field for any real length of time is slim. Technological advances and job needs are all changing so fast that soon some existing jobs will become obsolete, or the way they are performed will be wildly different. Additionally, many of the jobs today's young people will do in the future don't exist yet, though they will soon. The skills that will be required are anybody's guess and thanks to entrepreneurship, the hiring companies may not exist yet either.

A strong foundation is still needed for building the skills of tomorrow. How do we prepare our labor force for jobs that haven't been imagined? What foundational



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knowledge is critical? Given the unpredictability and pace of change, can we provide the "right stuff" to the students of today to help them be successful in the companies of tomorrow?

This is not the first time that society has confronted a massive shift in workforce preparation. The difference is that the shift is happening much faster than in the past. The First Industrial Revolution began in Britain in the late 1700s when manufacturing moved from being done in people's homes with hand tools to the powered specialized equipment utilized in factories. Steam power played a central role in industrialization and the iron and textile industries were transformed by mass production. The Second Industrial Revolution came in the late 1800s to early 1900s. It was characterized by sprawling factories, the creation of steel, electricity, mass-produced consumer goods, and advances in communications and transportation. Factory jobs were grueling; immigrants and Americans from rural backgrounds were doing much of the work in poor conditions. Towards the end of the second revolution, just before World War I, Henry Ford developed his assembly line approach to increase production. The Third Industrial Revolution followed and included the advent of digital communications, the internet, and a complete change in how we communicate and do business. This all became the basis for what is now being called the Fourth Industrial Revolution: "Robotics, artificial intelligence, autonomous vehicles and biotechnology are changing our concepts of both life and consciousness," wrote Eric Niiler in his January 25, 2019, post, "How the Second Industrial Revolution Changed American Lives," on History's website.

Just as earlier generations of workers have had to adapt to each previous revolution and technological advancement, the workforce of today will, too. As long as we continue to make things, there is still work to do. It is true that automation is taking on the monotonous, dirty, or dangerous work; the development of Artificial Intelligence (AI) has facilitated this automation. Therein lies a clue to what skills and knowledge are going to be needed in the future: Al has many capabilities but can only perform what it has been taught. Human intelligence must conceive all the situations the Al device may encounter. Imagining things that don't exist, anticipating problems that could occur but never have before, or solving problems that we don't know are problems yet can only be performed by humans.

If we understand that we are unable to plan for what specific skills may be needed, then it behooves us to consider how we develop the most agile, adaptable, and flexible workforce possible. If we can define how best to react to the unexpected, then we have the potential to create the workforce of the future.

Cindy Oehmigen is the Director of Energy and Corporate Services for MACNY. Contact her at coehmigen@macny.org.

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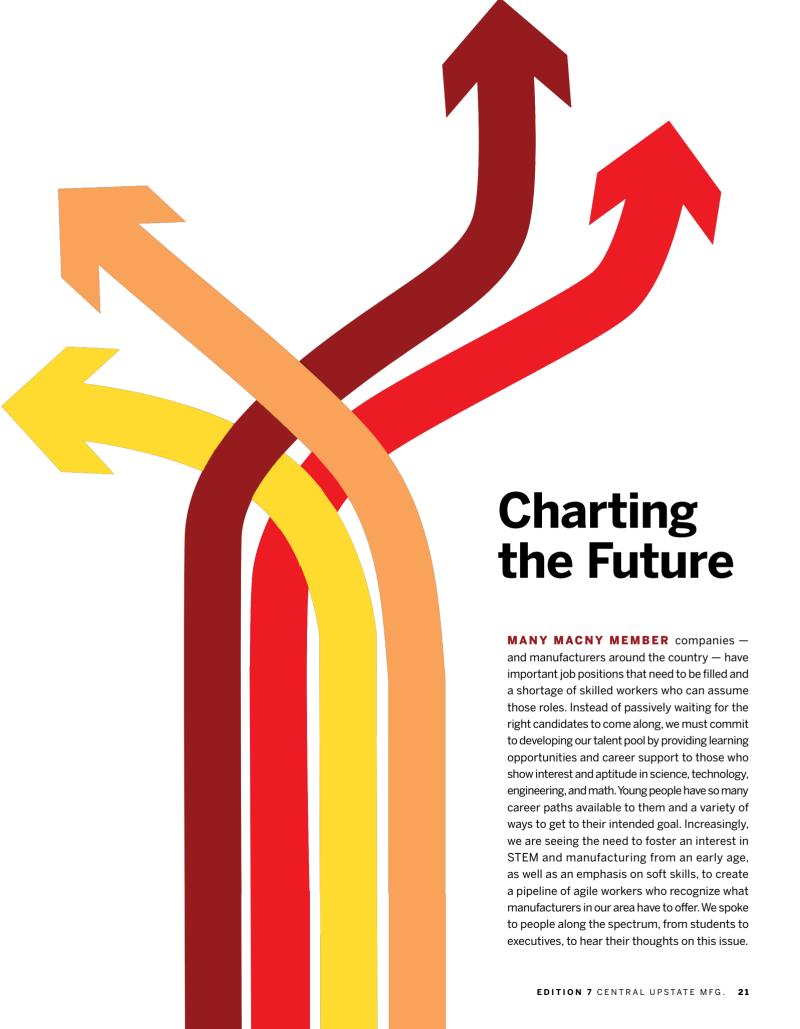
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Senior Engineering Technician John Kresse is joined by high school students as he gives a tour of one of SRC's lab facilities during a recent Women in the STEM Workplace event.

Developing a Way Forward



Paul Tremont. President & CEO. SRC, Inc.

FOR MORE THAN 60 years, SRC, Inc., a not-for-profit research and development company, has been solving "impossible" problems in the areas of defense, environment, and intelligence. Its team combines information, science, technology, and ingenuity, redefining possible® for the challenges faced by the United States and its allies. The company places customer commitment high among its most important core values. This passion for quality carries through to the technologies SRC invents and manufactures, the laboratories and facilities it builds, the people it hires, and the communities where its employees live and work.

Across a family of companies, SRC, Inc. employs more than 1,400 engineers, scientists, and professionals who work together to protect our country's people. environment, and way of life. The company has earned numerous accolades in multiple states for its workplace culture, in addition to awards for its work in defense and the community.

MACNY spoke to President and CEO Paul Tremont about

SRC's approach to developing a team that features bright minds, fresh thinking, and relentless determination to deliver innovative products and services.

PLEASE DESCRIBE YOUR COMPANY'S INVOLVEMENT WITH CNY STEM AND THE CNY TECHNOLOGY SECTOR.

STEM outreach is one of our core philanthropic areas. We know how important it is to encourage today's youth to consider a STEM career because there is already a shortage of qualified STEM professionals and we need more great minds to continue to develop products and services that save lives. Working with the CNY STEM Hub (led by educators), the CNY Technology Sector (led by businesses), and Partners for Education & Business (PEB), we are able to multiply our outreach activities. Throughout the year, we participate in STEM events including: STEM Career Nights, STEM events hosted at SRC, STEM Scholarships, STEM Scholars Connection (events to stay in touch with CNY students that have gone to college in a

STEM major), Shadow Days, guest speakers at schools, and a few years ago, we helped develop an Innovation Challenge. We also help administer the cnystem.com website. We hold several events specifically for young women to foster an interest in this under-represented demographic. There is a big need for diversity of thought to produce innovation and we want to help women realize their potential in STEM careers.

ARE YOUR HIRING TECHNIQUES OR REQUIREMENTS CHANGING BASED ON TRENDS/NEEDS IN WORKFORCE **DEVELOPMENT?**

Given our very specific needs, such as hiring only U.S. citizens (so they can obtain a security clearance) and people with certain engineering degrees, the competition for this very small pool of qualified candidates is fierce. One tactic we use is growing our engineer base from the ground up. Our STEM outreach encourages middle and high school students to become more engaged in STEM education and activities. We also invite teachers to learn about SRC so they can better inform their students about careers in STEM. We aggressively recruit at engineering colleges and bring on 40-50 interns each year. We then aim to hire these interns upon graduation. We support a culture of continuous learning and professional development to allow our employees to innovate and find creative solutions. We offer an on-site MBA program delivered by SUNY Oswego and 100 percent tuition reimbursement for employees to continue their education.

HOW HAS THE STEM SCHOLARS PROGRAM HELPED YOU REACH OR IDENTIFY TALENTED **CANDIDATES?**

The CNY STEM Scholars program is designed for high school seniors entering an SRCrelated STEM program. Financial scholarships (\$5,000 for each year of college; \$20,000 total) and a guaranteed paid internship are awarded to the best and brightest students in

the region. Since 2014, when the program was first introduced, SRC has hired more than 50 percent of the scholarship winners, making this a great pipeline for attracting talent.

HOW ARE YOU ANALYZING THE NEEDS OF YOUR WORKFORCE AND THE SUCCESS OF THE PROGRAMS YOU HAVE IN PLACE?

We survey our employees annually to gauge their level of satisfaction with SRC as a great place to work. This feedback is reviewed at the highest levels in the organization and has led to many changes that help us better align our benefits and workplace practices to meet the needs of our employees. The goal is to retain the great people we have while continuing to attract more of the best and brightest. We are always analyzing metrics around recruitment success. For example, we look at sources of our candidates and have found that our employee referrals have a significant impact to our hiring success. We also monitor the most effective advertising and target our messaging to areas that show the greatest return.

WHAT ARE SOME WAYS YOU OFFER TRAINING INFORMATION?

- Leadership Development forums
- 100 percent tuition reimbursement for continuing education
- Instructor-led in-house courses and online training classes
- Tradeshows and conferences

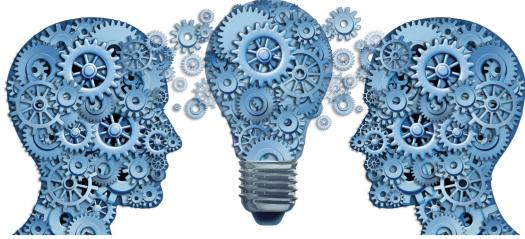
WHAT DO YOU THINK ARE THE MOST **IMPORTANT AREAS TO DEVELOP?**

We believe the strongest leaders in any field have a mix of technical skills, emotional intelligence, and business acumen. Furthermore, when it comes to being successful in any field, we believe the "Four Cs" are important skills to master. We discuss these areas in every STEM outreach event as well: Collaboration, Creativity, Communication, and Critical Thinking.



SRC employees Sydney Chalifoux, Cade Archer, Kim Zaccaria, Cheryl Limer, and Courtney Osbahr engage students in a Q&A panel discussion designed to spark interest in the fields of Science, Technology, Engineering, and Math (STEM).









Schools and Employers Working Together to Meet Critical Skills Shortages

BY RANDY WOLKEN, PRESIDENT & CEO OF MACNY
AND CHARLES BORGOGNONI, EXECUTIVE DIRECTOR OF
CNY SCHOOL BOARDS ASSOCIATION



CNYSBA'S
COLLABORATION
WITH MACNY'S
LEADERSHIP
DEVELOPMENT
AND TRAINING
DEPARTMENT IS
A SIGNIFICANT
EXAMPLE
OF HOW WE
CAN TAKE
ADVANTAGE OF
OPPORTUNITIES.

FOR MORE THAN a year, the staffs and boards of the Central New York School Boards Association (CNYSBA) and MACNY have had on-going, in-depth conversations about how a more formalized partnership and joint operations could leverage the strengths of both organizations.

In December 2017, these talks led to an important first step in this process as CNYSBA entered into a co-location agreement with MACNY. Through economies of scale, this move has provided fiscal savings for both organizations, while also enhancing facility capabilities and establishing continuous staff interaction on a variety of matters.

Further, CNYSBA and MACNY's Leadership Development and Training department collaborated in creating and convening a well-received half-day Leadership Summit for school board members. This, in turn, led to the development of a pilot venture, launched in June 2018, where CNYSBA and MACNY lead workshops for a small group of area public school Boards of Education. The pilot focuses on professional development, team building, and leadership. School board workshops and professional development activities are practices highly recommended by education experts, including the NYS Department of Education. CNYSBA annually receives requests to provide

these programs to their member boards, but has been unable to honor more than a handful based on limited staff capacity. CNYSBA's collaboration with MACNY's Leadership Development and Training department is a significant example of how we can take advantage of opportunities with a well-designed and strategic affiliation.

The two associations are also exploring collaboration in support of a key MACNY priority — Workforce Development. An initial step in this process is Pathways to Jobs, a program whose objective is to build awareness among educators, business leaders, parents, and other key stakeholders of the employment and career needs and opportunities in our region. Several of these special forums were held in March and April in Syracuse, Auburn, Oswego, and Ithaca.

CNYSBA and MACNY are focused on identifying appropriate affiliation and/or joint-operational opportunities that would realize mutually beneficial and sustainable outcomes within the vital educational and economic constituencies served by the two organizations. As demonstrated by the successful affiliation of MACNY and Partners for Education & Business (PEB) since 2010, there is an established track record that supports the likelihood of an equally productive outcome from an alliance of CNYSBA and MACNY.





Dr. Donna DeSiato

SUPERINTENDENT AT EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT (ESM)

WHEN DID YOU REALIZE THAT STEM EDUCATION WAS SOMETHING YOU WANTED TO EMPHASIZE?

As we explored the shift needed to become a 21st century learning organization with relevant inquiry-based learning and real-life application embedded in the learning design, we repeatedly encountered STEM (Science, Technology, Engineering and Mathematics) models. In fall 2010, a team of secondary teachers, administrators, and districtlevel leaders, in partnership with Siemens, embarked on a learning tour of exemplary STEM school districts in Columbus, Ohio and Austin, Texas in connection with TIES (Teaching Institute for Excellence in STEM; tiesteach.org), a nationally recognized professional learning organization. The tour provided a catalyst for synergistic thinking of learning designs that align with the ESM Strategic Plan and integrate 21st century learning. Additionally, the team further defined STEM in relation to problem solving by applying the engineering design process while recognizing the significance of language, visual and performing arts in designing innovative learning models, resulting in the acronym STEAM.

FACILITATING MEANINGFUL, RELEVANT EXPERIENCES FOR OUR STUDENTS IS A POWERFUL **MODEL FOR LEARNING** AND FOR UNDERSTANDING THE CHANGE **PROCESS IN A REAL WORLD**

CONTEXT.

HOW HAVE THE SKILLS REQUIRED TO PREPARE STUDENTS FOR THE FUTURE CHANGED OVER TIME?

During the 20th century, education was modeled after the manufacturing industry, based on the Industrial Revolution, organized by subjects and grade levels that promoted isolation of teachers, and created silos by curricula area and age level. Students talking to each other was frowned upon in classrooms and the environment was designed to sort and separate, not collaborate. Thomas Friedman's "The World is Flat" awakened us to an evolving. interdependent, global community.

At ESM, our vision is to prepare our graduates to excel in a complex, interconnected, changing world. Through our strategic plan, ESM is positioning itself to meet this challenge. Real-life experiences with the integration of skills

such as critical thinking, communication, collaboration, problem solving, creativity, and innovation are essential for success in our global society. Facilitating meaningful, relevant experiences for our students is a powerful model for learning and for understanding the change process in a real world context.

CAN YOU TALK ABOUT YOUR DEVELOPMENT OF THE AVIATION CAREER PATHWAY HIGH SCHOOL COURSES AND WHAT YOU HOPE WILL BE GAINED THROUGH THESE PROGRAMS?

ESM is committed to transforming learning opportunities for our students to better prepare them for college, career, and citizenship. By offering numerous certified Career and Technical Education programs in our high school, along with a dedicated School to College and Career Advisory Board, we have a demonstrated record of college and career awareness and experiential learning for our students and plans for expansion.

The Syracuse International Airport is located within the boundaries of our school district. A member of the Syracuse Regional Airport Authority Board, on which I serve as Superintendent, shared with me last year the current and projected needs related to aviation occupations and connected us with a national association of pilots. The American Owners and Pilots Association (AOPA) approached us to explore solutions including using the AOPA Aviation curriculum to increase awareness, build aviation skills, and capture the interest of future aviators. We developed a partnership with this organization and, at no cost to the district, we launched a course entitled Introduction to Aviation and Aerospace in September 2018. The course provides a foundation for more advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students learn about the engineering design process, problem solving strategies, along with the innovations and technological developments that have contributed to the success of today's aviation and aerospace industries. We launched the first course in September and are now preparing for the next course. Aviation and Aerospace 2 will focus on an introduction to basic aircraft and unmanned aerial systems structures. Successful completion of this course will prepare students to take the FAA Part 107 Unmanned Aircraft Systems Commercial Drone Licensing Exam.

HOW CAN LOCAL BUSINESSES AND THEIR EMPLOYEES SUPPORT THE MISSION OF STEM EDUCATION?

As part of our Strategic Plan, ESM cultivates partnerships for learning that create win-win situations for both the district and the organizations involved. We recognize partnerships are essential in providing the knowledge, skills, and experiences students need for success in the 21st century. We have strong business and community partnerships locally and nationally to innovate our students' learning opportunities to better prepare them for future careers.

The keys to the success of our collaboration with business. higher education, and community organizations are:

- Congruency with vision and mission
- Clarity of purpose
- Connection with people
- Creation of value
- Communication between partners
- Continuous focus on learning
- Commitment to the partnership

IF PARENTS WANT TO ENCOURAGE OR NURTURE A CHILD'S INTEREST IN STEM. WHAT LOCAL RESOURCES ARE AVAILABLE TO THEM?

A major role parents can play is supporting and nurturing their child's curiosity about the world and the inquiry skills needed in cultivating a love for engagement in learning. Parents of young children are encouraged to visit the MOST and support their child's participation in afterschool clubs and activities such as Robotics. Parents of teenagers are encouraged to support career exploration offerings and scholarships. In Central New York, a key partner in our ESM STEM Learning Ecosystem is Partners for Education & Business (PEB) in conjunction with MACNY. Our website CNY STEM Connection, supported by SRC, has resources available to students and parents (cnystem. com/students-parents). We host Career Exploration nights with local and regional business partners throughout the year. There are STEM Scholarships for 2- and 4-year colleges available and internships with local businesses embedded in the award

ANYTHING ELSE YOU'D LIKE TO SHARE?

As our district embarked on the development of a fiveyear strategic plan in 2007-08, we examined our current reality, confronted the brutal facts, and began to explore our priorities in developing our vision, mission, and goals for a preferred future. In delving into the changes that had occurred over the preceding decades, we realized we had entered a new century but were still in the same educational delivery model of the 1960s in many ways. We understood that in order to truly plan for the future success of our students, we would need to depart from the traditional paradigm of improving the current system and design something new. Often the focus of strategic planning is to strengthen or modify what currently exists. Certainly, we believe in continuous improvement, however, in that "aha" moment we discovered that in order to embrace current challenges, changes, and opportunities, we needed to go beyond our existing system, which led us to the breakthrough of the exploration of 21st century learning. We discovered that we needed to be learners of 21st century knowledge, skills, and themes to become effective leaders for 21st century learning.

Throughout this journey of transformation, we continually ask ourselves what do all educators in our STEM Learning Ecosystem need to be successful so that all students will be prepared to excel in a complex, interconnected, changing world? We realize all of our educators need a deeper understanding of inquiry instruction, design thinking, trans-disciplinary teaching and learning, student presentation of learning, assessments for learning, flexible scheduling, community and family engagement, and professional learning community research and practice.

As we strengthen our ESM STEM Learning Ecosystem, these research-based effective strategies, tools, and practices are providing a common language for our Pre-K-12 continuum and support our commitment to continuous improvement, striving for excellence in all areas of performance as we prepare our students for STEM college and career readiness.

WITNESSING THE POSITIVE IMPACT ON **ENGAGEMENT** IN STUDENT **LEARNING** ALONG WITH THE **ACHIEVEMENT** OF OUR STUDENTS IS SIGNIFICANT TO **ME AND A MOST CHERISHED** PART OF MY INVOLVEMENT IN STEM EDUCATION.





GOING INTO

HIGH SCHOOL.

I WAS ALREADY

PLANNING ON

AN ENGINEER.

PROGRAM HAS

CAREER PATHS

FOR ME AND MY

CLASSMATES.

AT MULTIPLE

DIFFERENT COMPANIES

THE P-TECH

OPENED UP

NUMEROUS

BECOMING

Imari Gary

FIFTH YEAR IN THE SYRACUSE P-TECH PROGRAM. FIRST-YEAR STUDENT AT ONONDAGA COMMUNITY COLLEGE

HAVE YOU ALWAYS BEEN INTERESTED IN STEM SUBJECTS AND ACTIVITIES?

Yes, I became interested in STEM activities and subjects at a very young age. I was always curious about how things worked inside of electronics and machines. My interest only grew as time went on and STEM classes were implemented into my schedule in middle school.

HOW DID YOU LEARN ABOUT THE P-TECH PROGRAM AND WHAT ABOUT IT APPEALED TO YOU?

In my 8th grade year, a speaker came in to tell the class about P-TECH and the program appealed to me mainly because it offered free college education in the engineering field.

HOW HAS BEING PART OF THE P-TECH PROGRAM **INFLUENCED YOUR FUTURE CAREER DECISIONS?**

Going into high school, I was already planning on becoming an engineer. The P-TECH program has opened up numerous career paths at multiple different companies for me and my classmates through job shadows, internships, and mentorships throughout our education.

WHAT TYPE OF WORK-BASED LEARNING EXPERIENCES HAVE YOU HAD (SHADOW DAYS, INTERNING, ETC.)?

I personally have shadowed at multiple companies including Darco Manufacturing, Lockheed Martin, G.A. Braun, and many more. I am currently interning at United Radio; this is my second internship with them.

HAVE YOU HAD A FAVORITE CLASS OR CHALLENGE?

My favorite class throughout this program has been CMT-171 Digital Electronics.

AS YOU COME TO THE END OF THE PROGRAM, WHAT WERE YOUR FAVORITE PARTS, AND DO YOU FEEL PREPARED TO TAKE THE NEXT STEP INTO A CAREER?

My favorite part about the program has been the workbased experience that I received. I feel like this has prepared me for my career more than I ever expected.

WHAT TYPE OF CAREER DO YOU HOPE TO HAVE AFTER YOU FINISH THE P-TECH PROGRAM?

I hope to get a job in the engineering industry after I graduate with my associate degree from Onondaga Community College.

WHAT WOULD YOU TELL OTHER YOUNG STUDENTS WHO ARE CONSIDERING P-TECH?

If you have a passion for STEM-related activities, P-TECH is the way to go.







Eliza Velazquez

HIGH SCHOOL SENIOR IN THE SYRACUSE P-TECH PROGRAM AT INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL

HAVE YOU ALWAYS BEEN INTERESTED IN STEM SUBJECTS AND ACTIVITIES?

Yes, I've always been interested in how things work, how to build things, and putting objects back together again. I am fascinated by the advancements in technology, engineering, and math.

HOW DID YOU LEARN ABOUT THE P-TECH PROGRAM AND WHAT ABOUT IT APPEALED TO YOU?

I learned about the P-TECH program when I was in 7th grade, after my parents found out about it during an assembly at the Institute of Technology at Syracuse Central (ITC). The thing that appealed to me the most was the ability to earn a fully paid degree. I thought it was a great opportunity to improve my skills and do something that I love.

HOW HAS BEING PART OF THE P-TECH PROGRAM INFLUENCED YOUR FUTURE CAREER DECISIONS?

By being part of the P-TECH program I have realized my potential and my weaknesses. With this knowledge, I can improve myself and be the best me possible. Also, the P-TECH program has prepared me for college and a career by helping me build my resume and apply for college.

WHAT TYPE OF WORK-BASED LEARNING EXPERIENCES HAVE YOU HAD (SHADOW DAYS, INTERNING, ETC.)?

We do job shadows and mock interviews with companies aligned with our program to gain more real-life experience, to make connections with important figures at big companies, and to possibly get jobs there. We visit locations in Syracuse to see engineers working on machines and advanced technology. Local businesses also send representatives to ITC to teach us how to effectively work in teams.

HAVE YOU HAD A FAVORITE CLASS OR CHALLENGE?

My favorite subjects in school are math, science, and physics.

WHAT HAVE YOU GOTTEN FROM THE PROGRAM SO FAR AND WHAT DO YOU HOPE TO GET OUT OF IT IN THE YEARS TO COME?

I have gotten experience and an advanced education with this program and I am hoping to finish it with a 2-year degree in electrical engineering. Not many people have had the opportunity I have right now, so I want to take advantage of this and pursue a career in engineering.

WHAT TYPE OF CAREER DO YOU HOPE TO HAVE AFTER YOU FINISH THE P-TECH PROGRAM?

I want to be at a job where I feel comfortable and can contribute, preferably in the electrical field.

WHAT WOULD YOU TELL OTHER YOUNG STUDENTS WHO ARE CONSIDERING P-TECH?

Engineering isn't for all people, only those who are really interested and willing to learn the advanced math and applied sciences. I would advise the students coming through the P-TECH program after me to really think of what they could see themselves doing in the future.



BY BEING PART **OF THE P-TECH** PROGRAM I **HAVE REALIZED** MY POTENTIAL **AND MY WEAKNESSES. WITH THIS** KNOWLEDGE, I **CAN IMPROVE MYSELF AND BE** THE BEST ME POSSIBLE.





Corey Nadeau

APPRENTICE CNC MACHINIST. PRECISION SYSTEMS MFG, INC.

BRIEF DESCRIPTION OF YOUR ROLE:

I am an Apprentice Computer Numeric Controlled (CNC) Machinist learning to become a Journeyman CNC Machinist. As an apprentice. I will learn to utilize various machines which include mills and lathes (both CNC and manual) with the possibility of learning to use new machines. I'm required to experience a specific number of hours during the apprenticeship doing different tasks on these machines, which can vary from basic setups to operating the machines, and later on, programming them.

WHAT FIRST DREW YOUR INTEREST TO THE APPRENTICESHIP PROGRAM?

My older brother went through an apprenticeship program and he has become extremely successful since completing the program. I also heard about it from one of my instructors while enrolled in the machine operator program at Onondaga Community College.

WHAT TRAINING AND EXPERIENCES HAVE YOU HAD ACCESS TO BECAUSE OF THE PROGRAM? HOW HAVE THESE IMPACTED YOUR PROFESSIONAL GROWTH?

I've had access to schooling that directly relates to things I do at work. Personally, I'm not very fond of school. However, taking classes that will help me improve my work experience has made a major difference in how I view school today. Some courses have given me the chance to work with some very intelligent people and learn some useful tips and tricks that will help me grow professionally.

WHAT DO YOU THINK IS THE MOST VALUABLE PART OF THE APPRENTICESHIP EXPERIENCE?

For me, the most important part of the apprenticeship program has been the people around me. When I first started this kind of work, I came into it with very little experience whatsoever. I had only basic knowledge of blueprints, tools, and machines. It has been very valuable having so many veteran CNC machinists and tool makers to watch and learn from. Also, I enjoy knowing the opportunity to learn new things is always there no matter how much I improve as a tradesman, there are always new things to learn.

DO YOU FEEL THAT THIS APPRENTICESHIP HAS GIVEN YOU THE SKILLS AND EXPERIENCE TO TAKE THE NEXT STEP IN YOUR CAREER?

Absolutely, though I'm still just scratching the surface, I have learned a lot of very valuable information. Even the smallest things go a long way to bettering myself as a skilled worker and tradesman. Learning all of these skills not only gives me my own career path, but I will also be able to transfer the knowledge and skills to the next generation.



FOR ME. **THE MOST IMPORTANT** PART OF THE APPRENTICE-SHIP PROGRAM **HAS BEEN THE PEOPLE AROUND** ME.

EDITION 7 CENTRAL UPSTATE MFG. 29

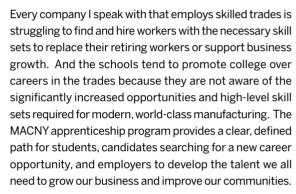




Ted Jeske

PRESIDENT. PRECISION SYSTEMS MFG. INC.

WHAT WOULD YOU TELL ANOTHER MANUFACTURING OR TECHNOLOGY COMPANY THAT IS CONSIDERING MACNY'S APPRENTICESHIP PROGRAM?





Pete Adams. supervisor of **Corey Nadeau** (see page 29)

WHAT HAVE YOU LEARNED THROUGH THE APPRENTICESHIP PROGRAM ABOUT HOW YOU **DEVELOP WORKERS?**

The apprenticeship program provides a template and a disciplined approach with defined goals and timelines. Within the template, companies can tailor their training to meet the specific needs for the technologies and processes deployed within their facilities.



THE **APPRENTICESHIP PROGRAM PROVIDES A TEMPLATE AND A DISCIPLINED APPROACH WITH DEFINED GOALS** AND TIMELINES.

Maybe it's because the younger generation has grown up with more technology than many of us had, but apprentices that are naturally curious and ready to learn can often surprise us with how quickly they can pick things up.

WHAT ARE THE COMPONENTS OF THE APPRENTICESHIP?

For new hires at Precision Systems MFG, Inc. (PSMFG), we want to take a few months to ensure that a new candidate has the aptitude, maturity, and desire to learn the specific trade skill of interest. This is a benefit for both the person and the company prior to launching them into a four-year program commitment.

HOW ARE YOU RECRUITING POTENTIAL APPRENTICES?

Years of experience are valuable in manufacturing, yet too often we can use "years of experience" as a defense for skilled craftsmen and leaders to resist hiring and working with raw talent. For an apprenticeship program to be successful, a company needs to develop a culture of continuous learning. For a culture of continuous learning, a company needs people who are ready to learn and people who are ready to teach.

So, while finding candidates with some type of related background experience is ideal, we found it is more important to identify candidates that have an interest. the maturity, and the desire to learn. Likewise, we need to recruit and identify our trainers from within our current workforce with those same traits who are ready to teach.

WHAT DO YOU THINK ARE THE MOST IMPORTANT AREAS TO DEVELOP?

While learning the specific skills required for a trade is the stated goal, equally important is the development of soft skills learned by experience from working with others that can provide the perspective needed for a healthy work and home life. I can't think of any career or path in life that doesn't present challenges and frustration at times. So, it's extremely important to learn to understand and approach challenges as opportunities.





Alexis Havens

CALIBRATION TECHNICIAN. MANTH BROWNELL

BRIEF DESCRIPTION OF YOUR ROLE:

I am currently the Calibration Technician at Manth Brownell. I am responsible for routine inspection, testing, maintenance, and repair of instruments that are used to determine if the precision machined parts Manth manufactures are acceptable. This role is important to successful manufacturing: Without precise calibration, the accuracy of measurements cannot be assured. This could result in non-conforming products being sent to customers.

WHAT FIRST DREW YOUR INTEREST TO THE APPRENTICESHIP PROGRAM?

It was an opportunity to further my career in quality and learn more about manufacturing.

WHAT TRAINING AND EXPERIENCES HAVE YOU HAD ACCESS TO BECAUSE OF THE PROGRAM? HOW HAVE THESE IMPACTED YOUR PROFESSIONAL GROWTH?

The training and experiences I have had consist of working with the quality engineers, taking classes through Tooling U, and training with Mitutoyo America Corporation in Chicago. I was able to train with personnel from Mitutoyo for eight days in their lab. We covered dimensional metrology, measuring, inspecting, and calibration. I was also trained on how to repair certain instruments. That experience has impacted my professional growth by making me more knowledgeable in my current role at Manth.

WHAT DO YOU THINK IS THE MOST VALUABLE PART OF THE APPRENTICESHIP EXPERIENCE?

The most valuable part was being able to go to Chicago and train with calibration professionals. When I accepted the position at Manth, I had little knowledge of calibration. Going to Mitutoyo gave me hands-on training.

DO YOU FEEL THAT THIS APPRENTICESHIP HAS GIVEN YOU THE SKILLS AND EXPERIENCE TO TAKE THE NEXT STEP IN YOUR CAREER?

Yes, it has. I could further my career in quality with calibration or as an engineer. During the program, I was able to work with the engineers and quality managers within my company to learn about what they do. I have started training on some of the tasks the engineers do and have been able to help them with their work when it is needed.

ANYTHING ELSE YOU'D LIKE TO SHARE?

Going into the program I was unsure what I would get out of it or what exactly the program was. After I realized the opportunities it would open up for my future, I worked hard and put in the time and effort necessary to complete the program. It was a lot of classes/tests, training, and hard work, but in the end, it has paid off. I also would like to thank MACNY for the opportunity and giving me the access to a better future.

AFTER I REALIZED THE **OPPORTUNITIES IT WOULD OPEN UP FOR** MY FUTURE, **I WORKED HARD AND PUT** IN THE TIME AND EFFORT **NECESSARY TO COMPLETE THE**

PROGRAM.





Erin Moltrup

OUALITY MANAGER. MANTH BROWNELL

I would recommend the program as a way to help grow the skill set of current employees.

WHAT WOULD YOU TELL ANOTHER MANUFACTURING

OR TECHNOLOGY COMPANY THAT IS CONSIDERING

MACNY'S APPRENTICESHIP PROGRAM?

I WOULD RECOMMEND THE PROGRAM AS A WAY TO **HELP GROW** THE SKILL SET **OF CURRENT**

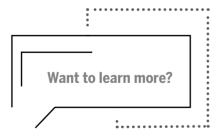
EMPLOYEES.

AS A SUPERVISOR, WHAT HAVE YOU LEARNED THROUGH THE APPRENTICESHIP PROGRAM ABOUT **HOW YOU DEVELOP WORKERS?**

I have learned each apprentice is different. It is important to understand each individual and what their strengths and weaknesses are. Some need help comprehending the related instruction but pick up hands-on training quickly; others are the reverse.

WHAT ARE THE COMPONENTS OF THE APPRENTICESHIP?

The components consist of on-the-job training hours and related instruction (classes, courses with ToolingU/ college/MACNY, etc.).



To get involved with MACNY's Apprenticeship Program, contact Laury Ferguson, Assistant Director of Apprenticeship, at (315) 474-4201 ext. 49 or Iferguson@macny.org.

HOW ARE YOU RECRUITING POTENTIAL APPRENTICES?

We usually assess our current workforce for personnel who stand out. They work hard and want to advance, and they are those who we, as managers, see as having the potential to grow their skill set if given the tools they need.

WHAT DO YOU THINK ARE THE MOST IMPORTANT AREAS TO DEVELOP?

The apprentices that I am directly involved with are in the quality program. The most important areas for development are the soft skills, as these people currently do or will interact with all levels of the organization. They need to be able to be a team player, solve problems, use critical thinking, communicate well, and exhibit leadership qualities.



The Time for Management is Over. It's Time to Lead!



BY DAVID FREUND. CHIEF LEADERSHIP OFFICER

AS WE LOOK toward the horizon, what is coming? Do we see a vibrant community filled with thriving companies propelled into tomorrow by highly skilled and engaged employees? Do we see potential being realized? Or do we see a graying community of empty buildings and a sign that reads, "The last one out turns off the lights"?

In 2017, Syracuse tied with Bloomington, Indiana and Dearborn, Michigan as the ninth poorest city in the United States with 32.4 percent of the city's residents living in poverty. By comparison, only 12.3 percent of all Americans lived in poverty according to the Census Bureau. Why does our great city struggle to get ahead?

At last year's Live2Lead event, Carly Fiorina said it so clearly, "Managers do a great job dealing with the way things are. Leaders change the way things are." Here in Syracuse we've been trying to manage our way out of a half-century of decline. Now we need to lead our way out: We need to change perceptions, move away from selflimiting beliefs, and boldly create the vibrant community we want - and once were.

According to a February 26, 2013, Forbes article by Carl Schramm, from 1850 through the late 1930s, Syracuse was one of the 30 largest cities in the U.S. It remained one of the 50 largest cities for another 30 years.

Schramm wrote, "Not surprisingly, given its economic importance, it was also one of the wealthiest cities. Everyone had good jobs. Household income was well above the national average...its school system was one of the best in the country."

The city was thriving because people had great jobs, a superior educational system, and creative entrepreneurs leading the way. To recreate that community, we must stop trying to manage the exodus and lead the way. This can only be done by changing how we think about economic development and education.

When I visit member companies, I hear the same message over and over: "We can't find people." A quick search on Indeed.com shows over 6,000 openings in the Syracuse area, yet the city's unemployment rate is

slightly higher than the national average. Quite simply, we have the people, but they aren't trained to do the jobs we have available. Is there any good news for this once proud, growing city? The answer is a profound yes. We just need to roll up our sleeves and LEAD the charge. Employers must recommit to training programs and the educational sector must again offer training in marketable skills and reconsider manufacturing.

We have been trying in vain to build and renovate buildings and reduce expenses to attract business. What if what they and our own local companies needed all along were people? People with skills to perform the jobs of today and tomorrow, who can not only manage, but lead and are ready to move our area forward. We can bring about a renaissance in Central New York by investing in our people.

This investment needs to start by moving away from guestions of can we or can't we to how can we. We must assume and believe that it is possible. We must clearly articulate a vision for our future. The good news is that we did it once, so I know we can do it again. The infrastructure and resources are already here.

Now we must commit to education and training, and it needs to be individualized. During a stint on a school board, I learned about IEPs, Individualized Education Plans. Why wouldn't we, as leaders, want individualized plans for the development of each of our team members? This will become even more important as we seek to retrain many of the unemployed in our region. One size will not fit all.

Join me in the belief that Syracuse and Central New York can be a shining example to our state. My mentor and friend John Maxwell said it best, "Leaders are dealers in hope." Are you a leader or a manager?

David Freund is MACNY's Chief Leadership Officer and is a certified speaker, trainer, and executive coach with the John Maxwell Team. David also has 35 years experience holding a variety of positions in manufacturing. Contact him directly at dfreund@macny.org.



Membership Directory

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Acrolite. Inc.

251 Route 5 West P.O. Box 1010 Elbridge, NY 13060 PHONE: (315) 689-1428 WEB: acrolite.net

ADP, LLC

445 Electronics Parkway Liverpool, NY 13088 PHONE: (315) 453-2671 WEB: adp.com

Advance Media New York

220 South Warren Street Syracuse, NY 13202 PHONE: (315) 470-0032 WEB: advancemediany.com

Advanced Tool Inc.

9169 River Road Marcy, NY 13403 PHONE: (315) 768-8502 WEB: advancedtool.com

Aerotek

5789 Widewaters Parkway, Suite 1B Syracuse, NY 13214 PHONE: (315) 928-3180

Agrana Fruit US, Inc.

WEB: aerotek.com

8864 Sixty Road Baldwinsville, NY 13027 PHONE: (315) 638-1200 WEB: agrana.com/en

Air Innovations, Inc.

7000 Performance Drive North Syracuse, NY 13212 PHONE: (315) 452-7400 WEB: airinnovations.com

Airport Lighting Company

108 Fairgrounds Drive Manlius, NY 13104 PHONE: (315) 682-6460 WEB: airportlightingcompany.com

Albany International Corp. -**Monofilament Plant**

156 South Main Street Homer, NY 13077 PHONE: (607) 749-7226 WEB: albint.com

All Seasonings Ingredients, Inc.

1043 Freedom Drive Oneida, NY 13421 PHONE: (315) 361-1066 WEB: allseasonings.com

Allen Tool Phoenix

6821 Ellicott Drive East Syracuse, NY 13057 PHONE: (315) 463-7533 WEB: allentoolphoenix.com

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6635 Kirkville Road East Syracuse, NY 13057 PHONE: (315) 432-8909 WEB: anaren.com

Anoplate Corporation

459 Pulaski Street Syracuse, NY 13204 PHONE: (315) 471-6143 WEB: anoplate.com

Applied Concepts, Inc.

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Arc of Onondaga

600 South Wilbur Avenue Syracuse, NY 13204 PHONE: (315) 476-7441 WEB: arcon.org

Armstrong Mold Corporation

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Attis Innovations

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Auburn Leathercrafters

42 Washington Street Auburn, NY 13021 PHONE: (315) 252-4107 WEB: auburndirect.com

Auburn Vacuum Forming Co., Inc.

40 York Street Auburn, NY 13021 PHONE: (315) 253-2440 WEB: avfco.com

B B&B Lumber Co. Inc.

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Babbitt Bearings, Inc.

734 Burnet Avenue Svracuse, NY 13203 PHONE: (315) 479-6603 WEB: babbitt-inc.com

Baker Hughes, a GE Company

721 Visions Drive Skaneateles, NY 13152 PHONE: (315) 554-2000 WEB: gemeasurement. com/inspection-ndt

While MACNY makes every effort to ensure that all information is accurate and up to date, all contact information is subject to change. If there is a change you would like us to make for our records and future issues, please contact Julianne Pease at jpease@macny.org or 315-474-4201 ext. 19.

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Bausch + Lomb

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BCS Access Systems US, LLC

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Beardsley Architects & Engineers

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Bell Tenant Champions

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Berry Global, Inc.

1500 Milton Avenue Solvay, NY 13209 PHONE: (315) 484-4444 WEB: berryglobal.com

Bitzer Scroll, Inc.

6055 Court Street Road Syracuse, NY 13206 PHONE: (315) 463-2101 WEB: bitzerus.com

Blue Water Capital Management, LLC

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BlueRock Energy

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Bobrick Washroom Equipment, Inc.

200 Commerce Drive Clifton Park, NY 12065 PHONE: (518) 877-7444 WEB: bobrick.com

Bomac, Inc.

6477 Ridings Road, Unit 2 Syracuse, NY 13206 PHONE: (315) 433-9181 WEB: bomacinc.com

Bo-Mer Plastics

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Bond, Schoeneck & King, PLLC

1 Lincoln Center Syracuse, NY 13202 PHONE: (315) 218-8000 WEB: bsk.com

BorgWarner Ithaca LLC

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Boundary Breaks

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Briggs & Stratton Corporation

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Brown & Brown Empire State

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Buckeye Corrugated Inc. -Empire Division

151 Midler Park Drive Syracuse, NY 13206 PHONE: (315) 437-1181 WEB: bcipkg.com

Byrne Dairy Inc.

P.O. Box 176 Lafayette, NY 13084 PHONE: (315) 475-2121 WEB: byrnedairy.com

C & S Companies

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C.R. Fletcher Associates

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CADimensions, Inc.

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Canastota NC Corp.

121 West Center Street Canastota, NY 13032 PHONE: (315) 697-3200 WEB: cnccorp.org

Cascade Maverik Lacrosse, LLC

4697 Crossroads Park Drive Liverpool, NY 13088 PHONE: (315) 453-3073 WEB: maveriklacrosse.com

CASCO Security Systems, Inc.

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Cathedral Candle Company

510 Kirkpatrick Street Syracuse, NY 13208 PHONE: (315) 422-9119 WEB: cathedralcandle.com

Cayuga Milk Ingredients, LLC

15 Eagle Drive Auburn, NY 13021 PHONE: (315) 364-0070 WEB: cmingredients.com

Central New York Feeds, Inc.

P.O. Box 240 Memphis, NY 13112 PHONE: (315) 689-6384 WEB: cnyfeeds.com

Central New York Technology Development Org.

445 Electronics Parkway, Suite 102 Liverpool, NY 13088 PHONE: (315) 425-5144 WEB: tdo.org

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WEB: chacompanies.com

Chobani

147 State Highway 320 Norwich, NY 13815 PHONE: (607) 337-1246 WEB: chobani.com

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Clarkson University

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8478 Pardee Road Cicero, NY 13039 PHONE: (315) 699-2695 WEB: clintonsditch.com

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CONMED

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Corning Incorporated

One Riverfront Plaza Corning, NY 14831 PHONE: (607) 974-9000 WEB: corning.com

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Corso's Cookies -The Decorated Cookie Comp.

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Custom Tool & Model Corp.

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CXtec

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EMCom. Inc.

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ENGIE Resources

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Environmental Resources Management

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Eraser Company, Inc.

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Excel Machine Technologies

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Excellus BlueCross BlueShield, CNY Reg.

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Excellus Health Plan, Inc.

3111 South Winton Road Rochester, NY 14623 PHONE: (585) 454-1700 WEB: excellusbcbs.com

Falk Precision. Inc.

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Falso Industries, Inc.

4100 New Court Avenue Syracuse, NY 13206 PHONE: (315) 463-0266 WEB: falsoindustries.com

Falvo Manufacturing Co., Inc.

20 Harbor Point Road Utica, NY 13502 PHONE: (315) 724-7925 WEB: woodengoods.com

FAME (Finger Lakes Advanced Manufacturers' Enterprise)

41 Lewis Street, Suite 104 Geneva, NY 14456 PHONE: (315) 521-7826 WEB: nyfame.org

Feldmeier Equipment Inc.

6715 Robert Feldmeier Parkway Syracuse, NY 13211 PHONE: (315) 454-8608 WEB: feldmeier.com

Felix Schoeller North America

179 County Route 2A Pulaski, NY 13142 PHONE: (315) 298-5133 WEB: felix-schoeller.com

Filtertech. Inc.

P.O. Box 527 Manlius, NY 13104 PHONE: (315) 682-8815 WEB: filtertech.com

Firley, Moran, Freer & Eassa, CPA, P.C.

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Fluid Power Sales, Inc.

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Frazer & Jones Company

P.O. Box 4955 Syracuse, NY 13221 PHONE: (315) 468-6251 WEB: frazerandjones.com

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Golden Artist Colors, Inc.

188 Bell Road New Berlin, NY 13411 PHONE: (607) 847-6154 WEB: goldenpaints.com

Great Lakes Cheese of NY Inc.

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Gryphon Sensors, LLC

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Haylor, Freyer & Coon, Inc.

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Honeywell

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HP Hood

252 West Genesee Street. Route 5 Oneida, NY 13421 PHONE: (315) 363-3870 WEB: hood.com

Huen New York, Inc.

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Huhtamaki, Inc.

100 State Street Fulton, NY 13069 PHONE: (315) 593-5311 WEB: us.huhtamaki.com

Human Technologies Corporation

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ICS Solutions Group

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Indian Springs Manufacturing Co., Inc.

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Indium Corporation

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Industrial Fabricating Corp.

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Industrial Partnerships **Group - Cornell Center** for Materials Research

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Integrated Strategic Systems, Inc.

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International Wire Group Inc.

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Intertek

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IoTRight, a division of Unimar

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ITT Goulds Pumps, Inc.

240 Fall Street Seneca Falls, NY 13148 PHONE: (315) 568-2811 WEB: gouldspumps.com

ITT Industrial Process

240 Fall Street Seneca Falls, NY 13148 PHONE: (315) 568-2811 WEB: itt.com/oursolutions/industrial

IV4. Inc.

344 West Genesee Street, Suite 103 Syracuse, NY 13202 PHONE: (315) 424-7736 WEB: iv4.com

J.E. Miller. Inc.

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Jamestown Container Companies -

Viva Foam Products

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Knowles Precision Devices

2777 Route 20 East Cazenovia, NY 13035 PHONE: (315) 655-8710 WEB: knowlescapacitors.com

Kris-Tech Wire Company, Inc.

80 Otis Street Rome, NY 13441 PHONE: (315) 339-5268 WEB: kristechwire.com

Le Moyne College

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Liberty Tabletop -Sherrill Manufacturing, Inc.

102 East Seneca Street Sherrill, NY 13461 PHONE: (315) 280-0727 WEB: libertytabletop.com

Liftech Equipment Co., Inc.

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Lydall Performance Materials

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Manth-Brownell, Inc.

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Marquardt Switches Inc.

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5864 Pyle Drive East Syracuse, NY 13057 PHONE: (315) 446-9350 WEB: mcintoshbox.com

Metal Solutions

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Haylor, Freyer & Coon, Inc45
Indium Corporation 48
INFICON, Inc
IT Performance, LLC 16
Jamestown Container Companies 4
Liberty Tabletop 10
MACNY 2
Marathon Energy 47
Marquardt Switches, Inc 6
Morse Manufacturing 45
National Grid 8
NBT Bank 11
N.K. Bhandari Architecture & Engineering, P.C46
OneGroup 19
Pathfinder Bank 6
The Raymond Corporation 20
Thompson & Johnson Equipment Co., Inc14
Trinity Consultants



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