Supply Chain Management and Logistics Pre-conference

October 5, 2016
9:00am - 4:30pm
AGENDA

9:00 – 9:30a Welcome
  • State Of The Occasion
  • Introductions
    • Name
    • Program Overview
    • Today’s Expectations

9:30 – 9:45a Program Evaluation “Where Are We?”
  • MHI Intro
  • APMM Overview
  • Mini Assessment
AGENDA

9:45 – 10:30a  Level 1 Academic Partner Maturity Model
• Heroic Efforts
  • How To Get Started
  • Building Relationships

10:30 – 10:45a  Break

10:45 – 11:30a  Level 2 Academic Partner Maturity Model
• Basic Management Nitty Gritty
• Resources & Processes

11:30 – 11:45a  Q & A Session

11:45 – 12:00p  PM Overview
About MHI

MATERIAL HANDLING INDUSTRY

Angela Jenkins
Director, MHI Career & Technical Education
WHO IS MHI?

- 800+ Members
- Expos and Conferences
- Industry Groups
  - Product Groups
  - Solution Groups
  - Standards
- Research and Publications
- Education
WHERE ARE WE?

Program Evaluation
APMM

ACADEMIC PARTNER MATURITY MODEL
What Is It?

- Structured framework to assess whether the behaviors, practices, and processes of your organization can reliably and sustainably produce required outcomes for target levels.

- Shared document, curated by the MHI and the MHI CTE Community

- Available for use by the Material Handling, Logistics, and Supply Chain CTE community.

- Used for self-assessment, benchmarking, and for sharing best practices
ORIGIN - Capability Maturity Model

Maturity Model Example
Purpose

• A program implementation guide or “rubric” which describes characteristics of a program at various levels.

• Common language describing good to great programs.

• This is a work in progress, building content through expertise.

• Located in the MHI CTE Community Google Drive
<table>
<thead>
<tr>
<th>Academic Partner Maturity Model (APMM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>1 Heroic Efforts</td>
</tr>
<tr>
<td>2 Basic Management</td>
</tr>
<tr>
<td>3 Process Standardization</td>
</tr>
<tr>
<td>4 Qualitative Management</td>
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<tr>
<td>5 Continuous Process Improvement</td>
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<tr>
<td>APMM CRITICAL SUCCESS FACTORS</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Staff &amp; Students</strong></td>
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<tr>
<td><strong>Resources &amp; Process</strong></td>
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<tr>
<td>Building/Facilities</td>
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<tr>
<td>Data/Metrics</td>
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<tr>
<td>Curriculum</td>
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<tr>
<td>Career Pathway</td>
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<tr>
<td>Credentials</td>
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<tr>
<td>Textbook</td>
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<tr>
<td>Marketing</td>
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<tr>
<td>Financial Funding</td>
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<tr>
<td><strong>Stakeholders</strong></td>
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<tr>
<td>Advisory Board</td>
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<tr>
<td>Employment</td>
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<tr>
<td>Advanced Education</td>
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<tr>
<td>Local Government</td>
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<tr>
<td>Economic/Workforce Development</td>
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<tr>
<td>Local Employers</td>
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<tr>
<td>Parents</td>
</tr>
<tr>
<td>Associations</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Other Stakeholders</td>
</tr>
</tbody>
</table>
### Academic Partner Maturity Model (APMM)

<table>
<thead>
<tr>
<th>Level</th>
<th>Overall Program Description</th>
<th>Result</th>
<th>Staff</th>
<th>Students</th>
<th>Resources and Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td><strong>Heroic Efforts</strong>&lt;br&gt;Developing Advisory Board, Design, Feasibility Study, Funding, Building Relationships, Defining Identifying the Problem / Needs, Understanding, Data Gathering</td>
<td></td>
<td>Administrative Sponsor (Principal or同等)</td>
<td>Small number of students. No additional funding for future programs. General idea of awareness of what they are getting</td>
<td>Shared classroom, with little or no investment in technology and laboratory equipment.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Basic Management</strong>&lt;br&gt;Curriculum development, Project Development, Externship, Technology Training, Building Relationships, Data Analysis, Assess Capacity</td>
<td></td>
<td>Full-time instructor, not dedicated exclusively to this program.</td>
<td>Consistent enrollment for the course. Target student community does know about the program.</td>
<td>Temporary learning lab and shared classroom.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Process Standardization</strong>&lt;br&gt;Developing Core Team, Developing Mindset, Establishing Guidelines, In-Depth Staff Training, Building Design and Flow (Plot, Pack, Ship, Sequence), Step-by-Step Procedures, Data Analysis, Clearly defined goals, Effective communication, Coherent, Adaptable, Coherent, Professional</td>
<td></td>
<td>Full-time instructor, serving as program lead and dedicated to the program. May also have additional part-time instructors.</td>
<td>Sufficient enrollment to justify two or more sequential courses to be offered regularly. Some students actively engaged with industry through internships and workshops.</td>
<td>Permanent laboratory with state-of-the-art equipment, and a dedicated classroom.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Qualitative Management</strong>&lt;br&gt;Gathering and Reviewing Data Feedback from Industry on goals and objectives, Refining processes, Measuring results, Role-modeling, Comparing/contrasting Industry standards with standards for quality certification.</td>
<td></td>
<td>Full-time staff. Direct support and recognition. Staff are recognized as technical experts through contributions to community.</td>
<td>Consistent high enrollment. Many students engaged in internships or externships. Alumni actively supporting the program with monthly updates to students. Successful candidates validated through independent certification on assessment.</td>
<td>Dedicated learning lab equipped with current technology and classroom.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td><strong>Continuous Process Improvement</strong>&lt;br&gt;Technical expertise for other programs, Reflection of Best Practices, Advocacy for Industry and Education Support, Leveraging success stories with media/politicians, Public relations, Marketing, Follow-up with employers Continuous improvement, Expanding.</td>
<td></td>
<td>Full-time staff. State-level support and recognition. Staff are recognized as technical experts through contributions to community.</td>
<td>Evidence of some effort and dedication. Students and employers feedback is actively used in updating learning methods and tools. Students are engaged for the program. Mentors or specialists to mentor the student and provide practical work experience, and develop education plans.</td>
<td>Dedicated learning lab equipped with technology and classroom, and processes in place to upgrade and update technology regularly.</td>
</tr>
</tbody>
</table>
Next Steps

SESSION FOCUS AREAS
## HOW TO GET STARTED

### Academic Partner Maturity Model (APMM)

<table>
<thead>
<tr>
<th>Level</th>
<th>Overall Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heroic Efforts</td>
</tr>
<tr>
<td></td>
<td>• Feasibility Study</td>
</tr>
<tr>
<td></td>
<td>• Data gathering/metrics</td>
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<tr>
<td></td>
<td>• Identifying the need</td>
</tr>
<tr>
<td></td>
<td>• One Person Champion</td>
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<tr>
<td></td>
<td>• Developing Advisory Board</td>
</tr>
<tr>
<td></td>
<td>• Funding</td>
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<tr>
<td></td>
<td>• Building Relationships</td>
</tr>
<tr>
<td></td>
<td>• Trial and Error</td>
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<td></td>
<td>• Benchmarking</td>
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<tr>
<td></td>
<td>• Identifying Equipment</td>
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<td></td>
<td>• Needs</td>
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<tr>
<td></td>
<td>• Start Marketing</td>
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<tr>
<td></td>
<td>• Brainstorming, Planning,</td>
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<tr>
<td></td>
<td>• Administrative</td>
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<td></td>
<td>• Understanding and Support</td>
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</tbody>
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## NITTY GRITTY

### Resources and Processes

**Academic Partner Maturity Model (APMM)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Overall Program Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Basic Management</strong></td>
</tr>
<tr>
<td></td>
<td>• Curriculum Developed</td>
</tr>
<tr>
<td></td>
<td>• Textbooks/content</td>
</tr>
<tr>
<td></td>
<td>• Credentials</td>
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<td></td>
<td>• Operational Funding</td>
</tr>
<tr>
<td></td>
<td>• Pilot Projects</td>
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<tr>
<td></td>
<td>• Industry Participation</td>
</tr>
<tr>
<td></td>
<td>• Career Pathway</td>
</tr>
<tr>
<td></td>
<td>• Assess Capacity</td>
</tr>
<tr>
<td></td>
<td>• Engagement of Advisory Board</td>
</tr>
<tr>
<td></td>
<td>• Secured Buildings/Facilities/Equipment</td>
</tr>
<tr>
<td></td>
<td>• Expand Team</td>
</tr>
<tr>
<td></td>
<td>• Building Teacher Capacity</td>
</tr>
<tr>
<td></td>
<td>• Credentials</td>
</tr>
</tbody>
</table>
5 Minutes

LEVEL 1&2

PRE-ASSESSMENT
Time To Get Started

LEVEL 1 - HEROIC EFFORTS
LEVEL 1 - HEROIC EFFORTS

How To Get Started?

• Conduct A Feasibility Study – Gap Analysis
  - Identify Demand/Collect Data
  - Benchmark Programs

• Identify Administrative Champion(s)

• Building Relationships
  - How To Develop Advisory Board/Summit
  - Local Workforce/Economic Development
  - Local Government
  - Associations
  - Local Employers
  - Existing Programs

• Develop Marketing Plan
Where Do I Start?

FEASIBILITY STUDY
Feasibility Study

• **Gap Analysis**
  - Current national programs
  - Current local programs

• **Review Findings with Local Employers**
  - Identify relevance of existing programs to industry
  - Determine training and education demands

• **Engage Industry Associations**
Industry Certifications

IWLA
International Warehouse Logistics Association

MHI
The Industry That Makes the Supply Chain Work

ISM
Institute for Supply Management

APICS
Association for Supply Chain Management

AME
Association for Manufacturing Excellence

CSCMP
Council of Supply Chain Management Professionals

MSSC
Manufacturing Skill Standards Council

WERC
Warehousing Education and Research Council
## Gap Analysis

<table>
<thead>
<tr>
<th>Title</th>
<th>Certification or Degree</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CLA</td>
<td>Certified Logistics Associate</td>
<td>Manufacturing Skill Standards Council (MSSC)</td>
</tr>
<tr>
<td>2. CLT</td>
<td>Certified Logistics Technician</td>
<td>Manufacturing Skill Standards Council (MSSC)</td>
</tr>
<tr>
<td>3. CPIM</td>
<td>Certified in Production and Inventory Management</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>4. CPT</td>
<td>Certified Production Technician</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>5. CSCP</td>
<td>Certified Supply Chain Professional</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>6. CTL</td>
<td>Certification in Transportation and Logistics</td>
<td>American Society of Transportation and Logistics (ASTIL)</td>
</tr>
<tr>
<td>7. CWDS</td>
<td>Certified Warehouse Distribution Specialist</td>
<td>Quick Start Technical College System of Georgia</td>
</tr>
<tr>
<td>8. DLP</td>
<td>Distinguished Logistics Professional</td>
<td>American Society of Transportation and Logistics (ASTIL)</td>
</tr>
<tr>
<td>9. FWD</td>
<td>Fundamentals of Warehousing and Distribution Level I</td>
<td>MHIA &amp; Vincennes University</td>
</tr>
<tr>
<td>10. FWD2</td>
<td>Fundamentals of Warehousing and Distribution Level II</td>
<td>MHIA &amp; Vincennes University</td>
</tr>
<tr>
<td>11. GLA</td>
<td>Global Logistics Associate</td>
<td>American Society of Transportation and Logistics (ASTIL)</td>
</tr>
<tr>
<td>12. ITLC</td>
<td>Ivy Tech Logistics Certificate</td>
<td>Ivy Tech Community College</td>
</tr>
<tr>
<td>13. IT-TDL</td>
<td>Transportation, Distribution, Logistics AS</td>
<td>Ivy Tech Community College</td>
</tr>
<tr>
<td>14. MHC</td>
<td>Material Handling Certificate</td>
<td>Vincennes University</td>
</tr>
<tr>
<td>15. MSI</td>
<td>Management Supervisory Institute</td>
<td>Ivy Tech Community College</td>
</tr>
<tr>
<td>16. OSHA</td>
<td>OSHA Forklift Certification</td>
<td>Vincennes University</td>
</tr>
<tr>
<td>17. P-DL</td>
<td>Principles of Distribution &amp; Logistics</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>18. P-IM</td>
<td>Principles of Inventory Management</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>19. PLS</td>
<td>Professional Designation in Logistics and Supply Chain Management</td>
<td>American Society of Transportation and Logistics (ASTIL)</td>
</tr>
<tr>
<td>20. P-MM</td>
<td>Principles of Manufacturing Management</td>
<td>The Association for Operations Management - Advancing Productivity, Innovation, and Competitive Success (APICS)</td>
</tr>
<tr>
<td>23. PU-ID</td>
<td>Industrial Distribution</td>
<td>Purdue University</td>
</tr>
<tr>
<td>24. PU-IE</td>
<td>Industrial Engineering</td>
<td>Purdue University</td>
</tr>
<tr>
<td>25. PU-IM</td>
<td>Industrial Management</td>
<td>Purdue University</td>
</tr>
<tr>
<td>26. PU-QLS</td>
<td>Organizational Leadership and Supervision</td>
<td>Purdue University</td>
</tr>
<tr>
<td>27. SCM</td>
<td>Operations and Supply Chain Management BA or BS</td>
<td>University of Indianapolis</td>
</tr>
<tr>
<td>28. SCPro</td>
<td>Supply Chain Management Professional (Levels 1, 2, 3)</td>
<td>Council of Supply Chain Management Professionals (CSCP)</td>
</tr>
<tr>
<td>29. T-AM</td>
<td>Applied Management BS</td>
<td>Vincennes University</td>
</tr>
<tr>
<td>30. V-SCLM</td>
<td>Supply Chain Logistics Management AS</td>
<td>Vincennes University</td>
</tr>
<tr>
<td>31. V-SCLMC</td>
<td>Supply Chain Logistics Management Certificate</td>
<td>Vincennes University</td>
</tr>
</tbody>
</table>
What Do They Care About?

ADMINISTRATIVE CONSIDERATIONS
Administrative Considerations

- Curriculum
- Funding
- Facility Design and Layout
- Advisory Board
- Building Relationships
Funding

- Grants (federal, state, local, private)
- Community Support
- Academic Programs (certificate/AS degrees)
- Training Programs
- Incubator Projects
- Staffing and Placement
Vincennes University LTEC

- **Start-Up Costs:** $500,000
  - Construction- $275,000
  - Furniture- $70,000
  - Signage- $15,000
  - Equipment- $140,000

- **Annual Operating Expense:** $250,000
  - Faculty/Staff
  - Facility
  - Marketing
• Annual Projected Revenue
  - Community Support (5 years)- $100,000/year
  - Associate’s Degrees (25 FTE)- $125,000
  - Staffing and Placement- $85,000
  - B&I Training- $40,000
  - Logistics Incubator Projects- YTBD
Facility Design and Layout

30,000 sq. ft.
5,000 sq. ft. classroom
Exposure to different experiences
Who Do I Need Involved?

BUILDING RELATIONSHIPS
Advisory Board

• Assemble a diverse Advisory Board:
  – Industry Employers
  – Economic/Workforce Development
  – High School Representatives (ex: Career Centers)
  – University Staff/ Faculty

• Work Board vs. Approval Board
Proximity
Partners
Building Relationships

- Industry Associations
- Industry Employers
- Equipment Vendors
- CTE Schools
- MHI
  - ProMat
  - Modex
  - Career and Technical Education (CTE)
MHI Career & Technical Education Support

- Identifying Industry Challenges
- Informing About Career Opportunities
- Supporting Supply Chain Communities
- Providing Educational Content & Resources
Example – Identifying Key Partners

Patterson, California

- Model For Supply Chain Education
  - Highway I-5 Logistics
  - City, County, State (Community)
  - Partnerships with major corporations
  - Supply Chain Education Pipeline
  - Learning Lab/Warehouse
Example – Identifying Key Partners

Hudson Valley, New York

- Hudson Valley Supply Chain Education Summit November 4, 2015

EVP & CFO
NERAK Systems, Inc.

Executive Director
DC Workforce Investment Board
Supporting Supply Chain Communities

Rock Hill, South Carolina

- Flagship MHI - Supply Chain, Material Handling, and Logistics Program – Since 2009

- Rock Hill School District Warehouse–Don Frazier Supply Chain Training Center (Learning Lab)

  - MHEFI (Material Handling Education Foundation, Inc.) member Don Frazier donated warehousing equipment

- First Book Program

- Back The Pack
NITTY GRITTY - Resources and Processes
LEVEL 2 - BASIC MANAGEMENT
“NITTY GRITTY”
Resources & Processes

- Engage Advisory Board: James
- Curriculum Development: Bob/Ned/Angela/James
- Building/Facilities/Equipment: James/Angela
- Industry Participation: Bob/Ned
- Career Pathways: All
- Credentials: Mike/James
- Marketing: Mike/James/Angela
- Financial Funding: Bob/Ned/James
Curriculum Development

• State of Ohio Department of Education Supply Chain Management

• National Center for Supply Chain Technology Education - Supply Chain Technology Curriculum
  http://www.supplychainteched.org/model-program.html

• Presenters’ “home college” curriculum
  http://www.sinclair.edu/program/params/programCode/SCM-S-AAS/
  http://www.sinclair.edu/program/params/programCode/SCMC-S-CRT/
  https://drive.google.com/file/d/0B2UA5Lsw13taSXE5UTlsc09aTVE/view?usp=sharing

• Articulation: Key to successful curricula:
  http://www.supplychainteched.org/articulation-program.html

• High School Curriculum
  http://www.transportationcareers.org
Building & Facilities

Existing facilities
● Technology
● Computer
● Science
● Storage

Off site facilities
● Rental
● Donated, Partnerships, Industrial
● Construction
Funding - Transportation, Warehousing & Logistics (TWL) Grant - 2005

US Department of Labor
- Workforce Investment Act
- Illinois Community College Board
- $50,000 funding
- Support TWL seminar
- Develop TWL curricula
Industry Development of Courses

• Introduction to Radio Frequency Identification
• TagNet Middleware
• The Impact of RFID in the Supply Chain
• RFID Practicum
• Introduction to Bar Code Technology and Applications
• Operations Supply Chain Management
• Introduction to Transportation, Warehousing and Logistics
Equipment Donation

**Stratum Global**
TagNet site license

**Intermec**
Intellitag reader
Intelligent GEN 2 antenna
Handheld IP4 scanner

**Omron**
ThingMagic reader
GEN 2 antenna

**William Frick & Co.**
RFID tags

**Zebra**
RFID printer
Other Funding Sources

Government

- NSF Advanced Technological Education
- DoL Trade Adjustment Assistance Community College & Career Training
- Economic Development - Tax Increment Financing

Private/Industrial
Industry Participation

Determine Industry Needs (National, State, Local)

https://drive.google.com/file/d/0B2UA5Lsw13taSXE5UTIsc09aTVE/view?usp=sharing

Form an Industry Leadership Team

http://www.supplychainteched.org/industry-leadership-team.html

Determine roles for industry partners
Career Pathway

• Begin with “Career Awareness”
• Supply chain careers in Ohio, Kentucky, Indiana:
  http://www.supplychainoki.com/
• Supply Chain Technology/Automation careers:
  http://careerawareness.supplychainteched.org/
  http://www.supplychainteched.org/career-pathways.html
• High School to Community College to 4-Year Institution
Teaching Resources

NSF Center for Supply Chain Automation
• Introduction to the Automated Warehouse
• Technical Mathematics with MyMathLab

SCM Globe
• Instructor Manual
• Online Tutorial
• Case Studies & Study Guides

Warehouse Science- Georgia Tech
• http://www.warehouse-science.com/
Credentials

National Center for Supply Chain Technology Education

White Paper

• [http://www.supplychainteched.org/supply-chain-certifications.html](http://www.supplychainteched.org/supply-chain-certifications.html)
What Tools Do I Need?

RESOURCES AND PROCESSES
MHI Career & Technical Education Support

- Identifying Industry Challenges
- Informing About Career Opportunities
- Supporting Supply Chain Communities
- Providing Educational Content & Resources
Informing About Career Opportunities

**Jobs in 1960**
- Unskilled: 60%
- Skilled: 20%
- 4-year degree: 20%

**Jobs in 2018**
- Unskilled: 10%
- Skilled: 57%
- 4-year degree: 33%

Harvard University Research
Providing Educational Content & Resources

- Tools (Textbooks, AP MM, publications, web)
- Network (MHI CTE Community)
- Donations (Equipment Donation Program)
- Support (Certification, Curriculum)
- Education Events
Textbooks

Fundamentals of Warehousing and Distribution

- Vol I Updated 2015
- Available on Kindle
- Customized Reader
- Vol 1/2 worksheets & tests
- Aligns with:
  - APICS (GLA)
  - MSSC (CLA, CLT)
Providing Educational Content & Resources

Publications and Web Content

- US MH&L Roadmap
- Solutions Magazine
- MHI Annual Report
- [www.mhi.org/learning](http://www.mhi.org/learning)
  - Case Studies
  - Videos
  - Taxonomy
  - Media Bank
Providing Educational Content & Resources

Equipment Donation Program

- Email Correspondence
  - Tradeshow Donations
  - Member Donations
- Submit Proposal For Web

MHI Equipment Donation Program

MHI and MHEDA work closely with schools throughout the U.S. to support education in material handling, logistics, and supply chain. These relationships help to build and sustain a skilled workforce for our entire industry. One of the ways that we help is by facilitating donations of technologies for learning laboratories.

MHI's Equipment Donation Program is designed to assist education programs at high schools, technical schools, community colleges, universities and similar training organizations in obtaining material handling equipment for their working labs and training facilities. Donated equipment supports hands-on training and education for students in warehousing, logistics, engineering and supply chain management.

MHI's Role

The role of MHI may involve:
- Serving as a conduit between donors from MHI, MHEDA, MHEP, and other collaborative partners on the one hand and the training institutions making requests for donated equipment on the other. (All donations of equipment are transacted directly between the donor and the training institution; MHI does not secure or hold title to any equipment but can facilitate limited aspects of the transaction such as the communications between the parties.)
- Communicating with ProMat and MCCDEX exhibitors to promote the opportunity to donate equipment that is showcased at those trade shows rather than shipping it back to their originating locations. And/or;
- Subsidizing transaction costs (shipping, temporary storage, etc.) if not included in the donation.

How Can I Donate?
The MHI Equipment Donation Program invites schools to request equipment that would benefit their curriculum, and invites companies to donate equipment when and where it makes sense for their business.

Equipment Requests

Equipment requests along with detailed information about the requesting programs are located on the MHI webpage: http://www.mhi.org/equipment-donation.

If your company would like to discuss donating any of the technologies requested by these schools and/or donate exhibit equipment from ProMat/MCCDEX trade shows, please contact Angela Jenike, Career & Technical Education Coordinator at ajenike@mhi.org, or at 704-714-0719.
Certification/Certificate Support

There are several organizations that have certification programs for material handling/supply chain.

- **Manufacturing Skills Standard Council (MSSC)**
  - Certified Logistics Associate (CLA) – Pre-requisite for CLT
  - Certified Logistics Technician – (CLT)
- **APICS**
  - Global Logistics Associate (GLA) – w/ online Avatar
  - Certified in Transportation and Logistics (CTL)
  - Professional Designation in Logistics and Supply Chain Management (PLS)
  - Certified in Logistics, Transportation and Distribution (CLTD)
Events

- Student Days @ ProMat & MODEX
  - Exclusive 2-Day program for faculty and students in engineering, business, and technical schools, ranging from high school to university
    - Guided show floor tours
    - Professional Development sessions with Keynote Speakers
    - Networking Reception with Industry Leaders
    - State-of-the-art facility tours
Providing Educational Content & Resources

Events

• MHI CTE Educators Summit
  - The only event held annually in the US for the logistics and supply chain CTE community.
  - Provides industry-relevant professional development for teachers in high schools community colleges, and other programs related directly to material handling, logistics, and supply chain careers.

Participants learn about:
  - The material handling body of knowledge
  - Interact with working facilities and practitioners
  - Share teaching best practices
  - and Connect with resources to support their curricula.
MHI CTE Community Google Drive

Provides access to the following:
- Shared best practices and content from previous summits
- Curriculum Resources
- Program Resources
- Tradeshow Content

If MHI does not know, we will connect you with the experts.
Where Do They Come From?

MARKETING
**Marketing**

- **Identify target audiences and messages**

<table>
<thead>
<tr>
<th>TAA</th>
<th>Veteran</th>
<th>Incumbent</th>
<th>Un/Under Employed</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides a skill set that will always have demand</td>
<td>• Priority of Service (Grant)</td>
<td>• Short-term training or education to increase your skills for a promotion or better job</td>
<td>• Short-term training or education to help you obtain a job quickly or increase wages at your current job</td>
<td>• Close to home learning that can save you money</td>
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<tr>
<td>• Utilize TAA benefits to participate in free training or education</td>
<td>• MOS can be articulated for credit</td>
<td></td>
<td>• Work while you go to school</td>
<td>• Work while you go to school</td>
</tr>
</tbody>
</table>

- **General Message:** Flexible class schedule, hands-on learning, work experience credit, internship opportunities, personalized Advisor, hybrid learning options, and high-demand skill
• Identify Marketing Channels:
  - Radio
  - Billboard
  - Website
  - Moveable Signs (example: Truck wraps)
  - Social Media
  - Career & Education Fairs
  - High School/Career Center Visits
  - Employer Visits
  - State One-Stop’s
  - Community Events (ex: Chamber Meetings, Town Councils, etc.)
Marketing & Recruitment

• Start in Middle School- Career Planning Classes
• No TV hook
• Schedule events around course signup days
• Field Trips
• Comes down to relationships with students
• Branding and Name Recognition
• Money talks!

[Logos of TDL Omaha Bryan and Millard Career Academies]
Review

Q & A SESSION
Afternoon Logistics

- Lunch
- Vincennes University
  - Logistics Training & Education Center
- Walmart E-Commerce Fulfillment Center
THANK YOU FOR ATTENDING!