



INSTITUTE OF THE
MOTOR INDUSTRY

#MOTORCAREERS

GUIDE FOR PARENTS

STEERING YOUR TEENAGER INTO
A CAREER IN THE MOTOR INDUSTRY



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NAVIGATE A ROUTE INTO THE MOTOR INDUSTRY

Job types and careers choices;
building your teenager's employability.

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STEP BY STEP ADVICE

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applying and preparing for interview.

SUPPORT



HELP AND FURTHER SUPPORT

Career pathways; online links;
accessing further information; IMI Membership.



OVERVIEW OF THE MOTOR INDUSTRY

The motor industry continues to see truly inspiring developments, exciting change and sustainable growth in both personal and public transportation. It's an industry with a huge variety of entry-level roles, much broader than just the obvious technical jobs, and it's an excellent place to build a secure career.

JOIN THE MOTOR INDUSTRY...

NUMBERS - The motor industry already employs more than 800,000 people in the UK, spread across design, manufacturing, sales and service companies. There are up to 150 different roles across the industry, offering something for everyone.

LOCATIONS - The industry is spread throughout the UK, ensuring that training and job opportunities are never very far away. Employers vary from the very small and go right up to national level.

BACKING - The government is fully committed to the UK becoming a world leader in both electric and driverless technologies. There are clear safety, social and environmental benefits to change and they've committed £600 million towards that.

... AND BUILD A CAREER

STARTING - The vast majority of entry-level roles are open to school and college leavers. Most employers look for Maths, English and ICT grades, as well as interest and enthusiasm in the particular job.

SUPPORT - Most organisations offer initial training and many offer apprenticeships. The IMI gives excellent guidance and support to young members, as the major qualifications-awarding body.

PROGRESSION - The experience and employability skills that young people gain are also usually transferable to other organisations in the sector, maximising future career development opportunities.

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SUPPORT



800,000+
UK MOTOR
INDUSTRY
EMPLOYEES

150
DIFFERENT
ROLES



ROUTE



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SUPPORT



JOBS & CAREERS IN THE MOTOR INDUSTRY

Cars, vans and trucks are the obvious products that we see every day, but the industry is much bigger than factories and garages.

TECHNICAL ROLES

The motor industry currently employs an estimated 180,000 trained technicians who work building, servicing or repairing vehicles. Courses and apprenticeships accredited by the IMI ensure that young people are trained and qualified to high professional standards.

Many then take separate qualifications to work on motorcycles, cars, vans or heavy vehicles, depending on their interests. Others choose to work on special purpose vehicles, or perhaps in motorsports. Regardless, they might specialise in engines, bodywork, electrics or mechanical systems.

Interestingly an explosion in the growth of electric vehicles of all types is expected over the next five years, but fewer than 1,600 mechanics and technicians are qualified to work on them today.

NON-TECHNICAL ROLES

Another 320,000 or so people work in non-technical roles which are vital to keeping the industry moving. Jobs involve sales, IT, human resources, administration, marketing, accounting, social media, distribution, purchasing and finance to name but a few.

TURN A JOB INTO A CAREER

Whatever the interests of your teenager, the motor industry can lead them to an excellent career development path.



180,000
TRAINED
TECHNICIANS

320,000
NON
TECHNICAL
ROLES

EMPLOYABILITY

The motor industry has a wide variety of entry level roles, making it highly inclusive for people of all academic abilities. It's helpful to understand how employers select young people. They consider:

- Qualifications
- Employability skills
- Work experience

QUALIFICATIONS

These vary from role to role, but there are entry level jobs suitable for all school and college leavers. For a particular type of job:

- Employers' websites usually show qualifications needed
- School careers services will have up-to-date information
- The IMI has a wealth of information on entry routes

EMPLOYABILITY SKILLS

These are the abilities people need to function well at work and are job-dependent. For example, from the list on the below, the main employability skills required will be different to those needed for a sales job.

- | | | |
|-------------------|-----------------|---------------------|
| ■ INITIATIVE | ■ TEAMWORK | ■ IT SKILLS |
| ■ TIME MANAGEMENT | ■ COMMUNICATION | ■ RESEARCH |
| ■ PROBLEM SOLVING | ■ LEADERSHIP | ■ ANALYTICAL SKILLS |
| ■ DECISION MAKING | ■ LITERACY | |
| ■ ORGANISATION | ■ NUMERACY | |

HOT TIPS

- Ensure they do some basic research about what the job would involve, so that they are aware of the main employability skills a potential employer will look for. Take a look at autocity.org.uk
- Whilst work experience helps, skills can come from many areas of an applicant's history, activities and life experience, not just from academic work or work experience.
- With qualifications, enthusiasm and interest in the opportunity, job and company count more than any other factor.

The following page shows how you can help them to uncover skills they probably don't even realise they've got.

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“ The motor industry has a wide variety of entry level roles, making it highly inclusive for people of all academic abilities. ”



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WORK EXPERIENCE

Any work experience of any type that your teenager already has, whether paid or unpaid, can really help their applications. From it, they can draw examples that demonstrate those all-important employability skills.

WHAT CONSTITUTES 'WORK' EXPERIENCE?

- Motor-trade experience is useful, but any type of work is invaluable, whether that's delivering newspapers, cleaning, shelf-stacking or working at a till.
- Previous or ongoing paid work qualifies. That includes evening, weekend and holiday work.
- Voluntary work is highly valuable. That includes painting, gardening, pet / baby-sitting, cooking or cleaning.
- Team, club or hobby activities can be an excellent source of 'work' experience and employability skills. Examples of planning, organisation, communication, time management and team leading may be found, no matter how small or short.
- Joining with friends on charity events, sponsored work-outs and so on might provide evidence of initiative, people skills, determination, integrity or commercial awareness.

TRANSFERABLE SKILLS

The reason the above 'work' experience counts strongly toward employability skills is because the skills developed are transferable. For example, skills gained from dealing with the public and providing customer service in a shop are the same skills needed at a service desk or in a car showroom.

That's why work experience is so invaluable toward applications. The more examples of employability skills that you can help your teenager find from their past, the more successfully they'll interview.



“Experience of ‘work’ is easy to find. You just have to know to look for it, know where to find it and know how to show it off, in terms of employability skills.”

“I never thought cooking for my Nan 3 evenings a week for a year, to help my mum out, could actually help get my dream job.”

STEP 1 - CHOOSING THE RIGHT DIRECTION

Teenagers often have little idea of what job to look for because they don't know what the work would involve. Having a general interest in cars, bikes, transportation or technology is a good starting point, but you need to help them uncover suitable roles.

ASK THE RIGHT QUESTIONS

Rather than ask what they want to do, instead look with them at their underlying interests, characteristics and behaviours.

- A What do they enjoy doing? Is that perhaps being online, watching or playing team sports, being out socialising with people, making or building things, or something else entirely?
- B What do they actually care about? The environment, sport, security, personal freedom, or entertainment?
- C What type of person are they? Quiet, or outgoing? Analytical, or constantly active? Practical, or academic?

There are no right and wrong answers, but the results from asking these questions mean that you can help your teenager start looking at roles in the motor industry that would genuinely suit them.

CHOOSING SUITABLE ROLES

- Choose areas of interest, perhaps cars, bikes, heavy or special purpose vehicles, vehicle repair, sales, etc.
- Look for individual roles that involve work of a type that most suits your teenager's personality.
- Thirdly, look at the career progression routes that can show them future opportunities.

The IMI's Autocity website covers in detail what's involved in the various roles within each of four main career pathways. Links are shown on page 14 of this guide.

Each role listed includes a short video and introduction on what the work is like; skills needed; qualifications that can be gained; entry routes; current vacancy information and salary levels.

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“ Look for roles that involve work of a type that most suits your teenager's personality. ”



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SUPPORT



STEP 2 - EXPLORING CHOICES FURTHER

Once your teenager finds a role that they think is for them, you can now help them to help them understand if they can really see themselves doing it. If they can, their confidence and enthusiasm will build and they'll be able to speak to their careers service more meaningfully to get help finding training or a position.

GETTING THE RIGHT INFORMATION

Before they speak to their school or college careers service and to get an insight into a job it helps to ask questions like:

- What does the work actually involve?
- What is a typical day, week or month like?
- How will the work change as their skills develop?
- What's the route into that role?
- How is training structured?
- What are the longer term prospects like?

There are many good sources that you or they can go to:

- Talk to friends and personal contacts. Try to get in touch with someone who works in that job or area of the industry.
- Use social media to find relevant people and ask if they'll answer a few questions – most people will do so gladly.
- Preferably make an introduction and get your teenager to talk directly to them. Equip them with the right questions to ask.
- Browse online links relating to their choice, pass across the ones that are clear and provide a good overview of the work.

MAKING A DECISION

If your teenager feels positively about the job, it's time for them to talk to their careers service and to look for opportunities to apply for. Don't worry if the first role they find proves not to be the right one. Eventually they will come across a role that proves right for them.

“ Find people and ask questions about what it's really like to do the job, most people will answer gladly. ”



STEP 3 - SEARCHING FOR JOBS OR TRAINING

As well as the school or careers service it would be beneficial to look independently.

Not sure where to start? Here are some great ideas:

- Use the IMI's contacts, website and links, listed on page 15.
- Browse, look for job ads and also register for email updates.
- Contact companies not yet advertising, ask about future opportunities—it's often helpful, as proactive people are valued.
- Use social media, ask people already doing the job that your teenager wants how they got it. Ask whether they have any tips on applying or any idea of where to look and who to talk to.

Jobs can arise irregularly and some recruitment cycles link to the time of year. Encourage them to be persistent. They should:

- Talk regularly to contacts in the area so that when there is another opportunity arising, they'll get a heads-up.
- Ask motor-trade companies if they have short-term, project or holiday work-experience opportunities they can offer.
- Try getting part-time work, even if it's not the motor trade, to build up a track record and more employability skills.
- Take on some voluntary work. It not only builds more employability skills, it shows both character and determination.
- Keep up to date with changes which affect the industry and local news about members of the motor trade.

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“ Use the IMI’s contacts, website and links, listed on page 15. ”

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STEP 4 - APPLYING FOR OPPORTUNITIES

You can help your son or daughter with an application, the initial focus is not to get the job but to get the interview first.

When they submit a CV (or application) - whether it's a general CV, or given as a cold-call enquiry, or it's specifically submitted as part of an application for a role—it must be tailored. For example:

CONTACT DETAILS: Make sure these are up to date and included at the top of the CV or application. Include a home number, mobile number and a non-risqué email address.

RESEARCH: Find out about the company and make sure they understand what the work they'd like actually involves. That way, it's possible to show genuine interest in the opportunity.

ADJUST THE 'PROFILE': This should be at the start of the CV and summarise who they are, what type of job they want and why they're a good choice. Use a couple of short paragraphs and 3 to 5 bullet points. It should be direct and factual.

LIST SKILLS: In the summary profile, or just after, they should bullet point the basic skills they have which tie into the requirements of the job being offered.

SHOW 'WORK' EXPERIENCE: They should draw on voluntary and personal experience, as well as any actual work experience, to show that they have potential to do the job. Aim to show experiences and achievements which support the key role requirements.

HOT TIPS

- **KEEP THINGS REALISTIC:** Avoid exaggeration and never lie.
- **EXCEED EXPECTATIONS:** Do this by showing enthusiasm, genuine interest and commitment. That's why basic research and the tailoring of CVs and applications are so important.
- **IT'S A NUMBERS GAME:** Encourage your teenager not to be disappointed by delays and rejections, but always get them to ask for feedback, if they can get it, to help for the next application.



“Enthusiasm, a genuine interest and commitment count more than anything, when it comes to winning a job interview.”

Jon Gregory, Career Coach
Win-That-Job.com

“Never be afraid to send in a speculative letter and CV or to turn up on a doorstep to hand them over.”

Nick Newman, Founder
National Careers Week

STEP 5 - PREPARING FOR AN INTERVIEW

The idea of an interview can seem nerve-racking, but this page is all about setting your teenager up to perform well, so that they can relax and even enjoy their meeting on the day. Get them to follow this IMI preparation program, constructed by our experts:

- 1 **PREPARE QUESTIONS:** Re-read the advert, research the company and any other information to help you make a list of the questions they might ask and write down the answers.
- 2 **MOCK INTERVIEW:** With a relative or friend, imagine they're in the interview, sit up straight, take a deep breath and act out the interview incorporating the questions.
- 3 **REHEARSE:** Practise as many times as possible. It really does help!
- 4 **ON THE DAY:** Be sure they know how they are getting there, dress smart, take a copy of their CV / application and arrive at least 10 minutes early. Smile and be polite with everyone and leave a good impression.

HOT TIPS

- **HAVE CONFIDENCE:** They already think they're suitable, otherwise they wouldn't offer an interview. Smile and take a deep breath before speaking, it really helps control nerves.
- **BE POSITIVE:** If a question doesn't go well, forget it and move on. No-one expects perfection so concentrate on what can be done in the next question, not on what went wrong in the last.
- **ASK QUESTIONS AT THE END:** This shows real interest in the job, so always prepare a few questions beforehand.
- **LEAVE A GOOD IMPRESSION:** Without over doing it, make it clear they'd really like to be offered the job and that they'd do well. Smile, shake hands and thank them for their time.

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SUPPORT



“ Have confidence. They already think you're suitable, otherwise they wouldn't spend time on you. ”



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STEP 6 - STARTING A NEW JOB

Research shows that parents can strongly influence the positive prospects of teenagers starting work by helping them to understand what's expected of them and develop realistic expectations.

The five behaviours that will help your teenager the most are:

RELIABILITY: Turning up on time and working consistently make the biggest difference to how they're perceived.

ENTHUSIASM: Being positive about what needs to be done, and being willing to learn, will see them being given more opportunities to develop their skills than their peers, over time.

FLEXIBILITY: Taking the rough with the smooth will enable them to grow with the job and means they'll be given more responsibility.

RESPECT: Respecting others, acting as part of the team and helping peers where they can is the best way to gain respect at work.

FITTING IN: They should aim for progress, not perfection, but if your teenager dresses the part and acts the part then they'll become a trusted member of the business.

BUILDING A CAREER FOR THE FUTURE

If they're always willing to learn and always willing to try, they'll be amazed at where their journey into a career can take them.

Everyone wants a pay rise, promotion and better prospects, and helping your teenager understand that the more they give, the more they'll ultimately be given is the best recipe for success.



“Turning up on time, regularly and working consistently make the biggest difference to how they're perceived.”

“Respect others, act as part of the team and help peers is the best way to gain respect at work.”

JOIN THE MOTOR INDUSTRY TODAY

As you help your teenager start their search for a job or training scheme in the motor industry and they are on an IMI qualification, they become a IMI Student Member..

They will receive **FREE**:

- Access to automotive specific careers information for their future
- The latest updates from the industry
- Articles, papers and videos linked to their qualification modules
- Discounts on tools and equipment to support their studies plus competitions and events
- Support with next steps into their future careers

Visit theimi.org.uk/student to see the dedicated site for those studying a qualification in the industry and where automotive excellence begins.

“ *As a kid I would always take things apart and put them together, so working on cars is something that really appeals to me. If you have a passion for something, get out there and go for it.* ”

Gemima is a trainee car mechanic, studying Light Vehicle Maintenance & Repair at an IMI Approved Centre, Suffolk One sixth form. She was a winner of the IMI's Outstanding Achievers Awards, 2016

“ *All through school I was really shy and I didn't really do anything. Going for the apprenticeship and 3 years training really brought me out of my shell. I feel a bigger person in myself now.* ”

Daniel Fergus joined HR Owen in London to train as a technician. His manager then spotted his real talent - working directly with customers and he's now their Service Advisor.

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MOTOR INDUSTRY JOBS - PLACES TO LOOK

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SEARCHING FOR JOBS AND CAREER OPPORTUNITIES

- IMI Auto Jobs provide a specialist site for people looking to start or further their career within the retail automotive industry.
- To browse for open opportunities use IMI Autocity and pick a role of interest to find out what the role involves, the qualifications required, salary and progression routes.
- Search and apply directly to those motor industry employers who only advertise their apprenticeship vacancies on their own sites. This is the IMI's list of major employers, compiled for you.

Visit www.theimi.org.uk/autocity

APPRENTICESHIP ROUTES

- Accounting ■ Business & administration ■ Customer service
- Vehicle body and paint ■ Vehicle fitting
- Vehicle maintenance & repair ■ Vehicle parts ■ Vehicle sales

Some motor industry employers do list apprenticeship vacancies on the government's National Apprenticeship Service website:

gov.uk/apply-apprenticeship

Training Providers also offer automotive specific apprenticeships including:

remit.co.uk skillnet.org.uk autotechrecruit.co.uk
babcockinternational.com/Sectors/Automotive

If you have any specific questions that you need help with, please get in touch with our IMI Careers Team via an email to:

careers@theimi.org.uk

KEEPING OPTIONS OPEN

All IMI Tech Level 3 qualifications attract UCAS points. They're equivalent to the more familiar A Levels, widening the careers opportunities available.



HELPFUL LINKS AND RESOURCES

UP-TO-DATE NEWS

For news and information on motor industry careers, apprenticeships and learning resources follow tweets direct from IMI Careers:

 twitter.com/IMICareers

Plug in to the motor industry community on Facebook:

 facebook.com/autocitycareers

 facebook.com/theimistudent

To go one better, keep really up to date with current news articles by following The IMI on twitter:

 twitter.com/the_imi

Stay informed with current IMI videos via tweets and links from Steve Nash, the Chief Executive Officer (CEO) of the IMI:

 twitter.com/SteveN_IMI

 youtube.com/theimivideo

 linkedin.com/the-institute-of-the-motor-industry

TRAINING

For information on automotive and related qualifications and accreditations, follow IMI Learning & Development on Twitter:

 twitter.com/IMI_Awards

GUIDE CREATION

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“ Show employers you’re serious about a career with them and within the motor industry. ”

Steve Nash, IMI CEO





I hope you've found this guide informative to read, but above all I hope it will help you guide your teenager into work, further training and a life-long career.

Young people are literally the life-blood of our industry and we're committed to helping them join our industry and develop the skills that are in heavy demand by the major employers within it.

We're always striving to improve our support so if there's any-thing else you might need that you can't find on our site, please let us know via an email to **careers@theimi.org.uk**

Very best wishes for the future,
Steve Nash, CEO

theimi.org.uk/autocity

STAY CONNECTED



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