

THE EXTERNSHIP EXPERIENCE

Connecting Educators to Real World Experience

Each Student. Future Ready. Community Strong.

A unique opportunity connecting the classroom to the workplace. Spending time in the workplace to learn through direct experience about trends, skill requirements and opportunities in industries in the community can enrich teaching and help bring relevance to student learning.

Sponsored in partnership:



Blank (Intentional)

Table of Contents

Introduction.....	4
What is a Teacher Externship	
Agreements for a Successful Externship	8
Suggested Activities for a Teacher Externship	9
Sample Questions To Ask at the Worksite	10
Workplace Skills Observations Definitions.....	13
Workplace Skills Observations Worksheet	14
Deliverables	15
Compensation Schedule	16
Monday, June 10: New Spaces	18
Monday, June 10: Cornerstone Copy Center	22
Tuesday, June 11: Fairview Ridges	30
Wednesday, June 12: Collins Aerospace	40
Wednesday, June 12: Firefly Credit Union	49
Thursday, June 13: Best Western Premier	53

Introduction

What is a Teacher Externship?

Teacher Externships offer a unique professional development opportunity connecting the classroom to the workplace. They provide an experience in which teachers spend time in a workplace to learn through direct experience about trends, skill requirements and opportunities in industries related to their subject in order to enrich and strengthen their teaching and bring relevance to student learning. There are many types of workplace experiences such as student internships, teacher externships, job shadowing, informational interviewing, and service learning, but teacher externships “provide a peer-to-peer learning environment,” says WestEd Senior Research Associate Svetlana Darche. Externships range from a day of job shadowing to longer externships that are usually project-based and can last as long as a full summer. Teacher externships offer a professional development experience that is often transformative for educators and their students.

In Career Academies teacher externships take on increased meaning as Career Technical Education (CTE) teachers and core academic teachers build the bridge between skills-based and knowledge-based education. With the goal that all students be prepared for college *and* careers teachers must constantly update their own knowledge and skills about current workplace practices, requirements, and tools by gaining an “on the ground” understanding of economic and career trends that will affect their students. The externship experience helps teachers connect classroom content with students’ future career interests and helps students develop both the academic and technical skills required in the world they are preparing to enter.

Purpose

The purpose of a teacher externship is to engage in activities in business and industry, and/or service-based organizations, to learn how classroom content and learning strategies are applied in the workplace. Teachers improve their pedagogical practices by incorporating new methods, labor market information, and employment skills that meet current industry standards. The educational goal of an externship is to increase a teacher’s ability to connect theory and practice and bring an understanding

of workplace practices and policies (e.g. problem solving methods, practical applications of theory, leadership concepts) into the classroom, thus increasing the relevance of student learning.

June Lee-Bayha, Senior Research Associate at WestEd, describes externships as a career-altering experience: “It energizes faculty. It changes the classroom dynamic when faculty become more like students and see what kind of world their students are entering. It raises the stakes of what’s being taught and can make teachers more empathetic to their students.” According to WestEd’s Svetlana Darche, the core ideas behind externships are rooted in a constructivist approach to education and in tenets of adult learning theory: Adults learn through doing and problem-solving; they need to understand why they are learning something, and they learn best when the subject is of immediate use to them.

For anyone familiar with the theory and practice of Career Academies this falls in line with a common goal, providing a curriculum that combines interest in a career theme, such as arts & media or health, with the requirements needed for college entrance, often through project-based learning.

Benefits

With first-hand exposure, teachers can design and implement classroom activities, projects and work-based learning opportunities that will add relevance and meaning to students’ classroom learning. Externships provide a fresh perspective that lets teachers tie curriculum to real-world applications. They gain an increased ability to explain the value of what students are learning. This often leads to activities in which students work in groups, engaging in cooperative learning and open-ended real-life, problem-based assignments.

The externship experience offers an avenue for teachers to expand their industry-based knowledge and transfer this to the curriculum. For example, Oceanography instructor Laura Faye Tenenbaum used her externship to develop a UC approved college-preparatory elective (“g”) on climate change. While completing an externship at NASA’s Jet Propulsion Laboratory (JPL) in Pasadena she worked alongside preeminent climatologists studying recent changes in sea level and sea ice

distribution. As a result, “We’re rewriting the lab manual we use and updating information,” Tenenbaum says. “What we used previously was from textbooks; this is from scientists themselves. The students are inspired and have become more involved in things like research.” The externship also led Tenenbaum to write an article on JPL’s ocean surface topography missions for NASA’s newsletter, to host tours of the lab for her students, and to arrange JPL internships for some of them.

Externships can be particularly powerful for teachers working on an interdisciplinary team, as in a Career Academy. Along with Tenenbaum, a science teacher, one of her colleagues, photography instructor Joan Watanabe, also completed an externship at JPL. Watanabe worked alongside JPL’s Image Processing Lab technicians creating a presentation of the journeys of the two Mars Rovers, which were on the search for water. Building on her externship, Watanabe developed a project useful in digital planetariums: art students instructed science students on imaging techniques and the aesthetics appropriate for planetarium shows. Thus together Tenenbaum and Watanabe worked in a state-of-the-art facility at JPL and gained skills and knowledge they were able to translate to their classrooms as interdisciplinary projects for students.

Externships also give employers other avenues of involvement in academies. They can inform educators about their expectations of employees in various positions and offer input to the curriculum, thereby contributing to the preparation of their future workforce. They can also become guest speakers, mentors, host field trips and job shadows, or offer internships for students. In addition they provide an avenue for educators to “market” their academy, spreading the word to students about their opportunities in the academy.

The benefits for teachers are many but, so too are the benefits for the hosting employer. Many companies do not have the means to give to their community through financial or equipment donations but are rich in what they can provide in training and experience. In-kind donations of time and expertise are immensely valuable and provide employers an opportunity to show their commitment to their community. Some states even provide tax incentives to businesses that provide such services. For example, California State Senate Bill 974 (Steinberg & Hancock), being considered as

this guide goes to press, would establish a new Career Pathways Investment Credit (CPIC) administered by the California Department of Education (CDE) to business entities that partner with local education agencies (LEAs) to develop and support career pathways. These include instructional programs provided by high schools, alternative schools, county offices of education, or other public schools that integrate academic and technical learning to prepare pupils for both postsecondary instruction and careers in high-growth or high-need sectors of the economy.

Even without such incentives many companies, large and small, have established programs that allow employees to donate work time to philanthropic endeavors to promote community involvement and/or service learning. Peer-to-peer experiences where educators and adults working in industry share their experiences provide valuable insights into the demands and challenges of education and the modern workplace and make learning more meaningful for students.

Agreements for a Successful Externship

Please find below the expectations of each party for the Teacher Externship 2019:

Teacher

- Attend orientation meeting(s) with the organizing entity and arrive on time to each visit
- Spend a total of three days or the equivalent of 16 hours in the workplace
- Complete informational interviews with the key people during the externship
- Pay special attention to the types of competencies listed in the Workplace Skills document
- Maintain a reflective journal/notes during the externship
- Incorporate, where appropriate, information you have learned during the externship in your subject matter/course(s)
- Work with colleagues to strengthen lesson plans based on your experience
- Complete an evaluation of the externship experience
- Be punctual and properly dressed
- Notify the organizing entity of any problems that arise out of the externship

Business Education Network

- Conduct an orientation meeting
- Provide a point of contact for the teacher
- Contact business/industry/community partners to set up the externship
- Attend to any problems that affect or arise out of the externship
- Provide an evaluation tool for feedback from participants (teachers and host)
- Provide agreed-upon stipends in a timely manner following the externship
- Support teachers—during the externship—and afterwards through the follow-up activities

SUGGESTED ACTIVITIES FOR A TEACHER EXTERNSHIP

1. Visit a variety of departments and functions within the company, to obtain a full view of the opportunities available.
2. Take a brief tour of the facilities and departments:
 - ☐ offices and meeting rooms
 - ☐ copy rooms
 - ☐ kitchen/cafeteria
 - ☐ common areas, “water cooler”, bulletin boards/announcements
 - ☐ training facilities
 - ☐ other: _____
3. Receive an orientation to the “human resources” department/functions:
 - ☐ application materials and job listings
 - ☐ working conditions and benefits (hours, flexibility, vacation/leave opportunities, pension/profit-sharing plans, other incentives)
 - ☐ summer hire programs
 - ☐ sample resumes
 - ☐ salary ranges for various positions
 - ☐ performance review processes and tools
4. Conduct informational interviews; obtain information on the following:
 - ☐ the variety of occupations and positions in the industry, company and department
 - ☐ educational and skill requirements for various positions
 - ☐ the career path your host took to his/her position
 - ☐ “a day in the life...”
 - ☐ common and more unusual problems and challenges
 - ☐ quality and performance standards and measurement
 - ☐ “what one likes most and least about working in this industry”
 - ☐ current and future skill needs
 - ☐ short- and long-term industry trends
5. Obtain materials that help shed light on the company and industry:
 - ☐ organization chart
 - ☐ annual report
 - ☐ brochures and/or sample products: reports, presentation materials, film clips, photographs
6. Observe

Your host will plan your visit for his/her organization. If there is something specific you would like to know or do, please share that with your host

Sample Questions To Ask At The Worksite

Supervisor Questions

1. Please give me a brief description of your company
2. Who are your clients or customers?
3. Do you have an organizational chart showing how your company is structured?
4. During the past several years, what major industry changes/issues have impacted your company?
5. What changes/issues does your company anticipate having an impact on the company's future development?
6. Describe your company's culture?
7. How many people are employed by the company?
8. How has technology affected the company?
9. What should I be teaching in my classroom to prepare students for employment in a company like this?
10. What would you recommend teachers do to strengthen the relevance of school to the workplace?

Labor Market Questions:

1. Do you see the local labor markets' need for new workers in your field increasing, decreasing or remaining steady?
2. Do you have labor market data you use with employers or potential investors?
3. In what specific areas, if any, is there new job growth?
4. How might this labor market change in the next five years?
5. What new skills are required of entry-level employees?
6. What skills are recommended for workers in the field who wish to advance?

7. What, if any, industry certifications do you consider desirable for a prospective employee?
8. What new technologies are emerging in this field?
9. Is there any additional information you would like educators to know?

Human Resource Questions

1. What job classifications does your company have?
Clerical/Marketing
Unskilled Professional
Semi-Skilled Technical
Skilled Managerial
Other
2. What job classifications do you expect to have the greatest demand within the next five years?
3. What level of education, training, skills, or experiences does an applicant need for an entry-level position?
4. What are some of the core abilities and skills you look for in a new hire for entry-level positions?
5. What should I be teaching in my classroom to prepare student for employment in a company like this?
6. What ideas or materials to you currently have that a teacher could use in the classroom?
7. What is the entry-level wage?
8. How do you locate future employees?
9. What training do you give employees?
10. How do you evaluate employees?
11. What is your company policy on attendance/tardiness?
12. What advice would you give a student who is interested in working for your company?
13. How is your company involved in education?

14. How is your company involved in the community?
15. What would you recommend teachers do to strengthen the relevance of school to the workplace?

Employee Questions

1. Please describe your typical workday OR, What are your main responsibilities?
2. How long have you been with the company?
3. What level of education or training is needed for your position?
4. What academic and technical skills are required for your position?
5. What should I be teaching in my classroom to prepare students for employment in a company like this?
6. What ideas or materials do you have that a teacher could use in the classroom?
7. How has technology affected your position?
8. What are your work hours?
9. What are the positive aspects of your job?
10. What are the negative aspects of your job?
11. What advice would you give a student who is interested in working in your job?
12. What would you recommend teachers do to strengthen the relevance of school to the workplace?
13. Would you be willing to speak to my class?

Workplace Skills Observations

Workplace Skills Definitions

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	Definitions
Attendance	Attendance & Punctuality	Showing you're reliable in every phase of your life. Be on time, every time.
Ambition	Motivation & Initiative	Taking initiative and adding value. Do more than the minimum.
Attitude Acceptance	Communication	Being able to listen and comprehend what is said or written. Give your full attention to another person.
Appreciation	Teamwork & Collaboration	Having respect and following direction. Be coachable and play by the rules.
Accountability	Critical Thinking & Problem Solving	Living honestly and having integrity with every decision you make. Refuse to rationalize bad decisions.
Appearance	Workplace Culture, Policy & Safety	Being professional both in the way you act, and the way you look. Chose to be a pro.

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
Attendance	Attendance & Punctuality	
Ambition	Motivation & Initiative	
Attitude Acceptance	Communication	
Appreciation	Teamwork & Collaboration	
Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

DELIVERABLES AS A RESULT OF THE EXTERNSHIP

SOCIAL MEDIA (during Externship)

- Per guidelines at each business, take pictures and tweet about your experiences.
- Take pictures and video that may be used with promotional/informational video
- Be prepared to share your experience(s) via video for One91 web site

SKILLS TRIAGE (during Externship)

- Using the Workplace Skills Observations Form, what were the top skills common to all work sites?

****SKILLS FOCUS AND CLASSROOM APPLICATION (after Externship)**

- Identify one or two skills that you could explicitly include in your instruction.
- How will you do this? What outcomes would you expect?

****CLASSROOM VISIT (after Externship)**

- Invite an administrator to your class when you are teaching a lesson with the incorporated skill(s). Ask for feedback.

EVALUATION (after Externship)

- You will be sent a link for an online evaluation of your experiences.

OTHER

- If you are interested in working on an individual professional project based on this Externship, please connect with Kathy to discuss timeline, deliverables, and stipend.

**** 8 hours stipend paid following classroom visit**

Teacher Externship Time Sheet

Employee Name: _____ Employee # _____

School: BHS

Date	Start Time	End Time	Hours	Activity
June 4	2:45	4:15	1.5	Teacher Externship: Prep Workshop
June 10	8:30	12:30	4	Teacher Externship: New Spaces
June 10	12:30	3:30	3	Teacher Externship: Cornerstone
June 11	8:30	12:30	4	Teacher Externship: Fairview AM
June 11	12:30	3:30	3	Teacher Externship: Fairview PM
June 12	8:30	12:30	4	Teacher Externship: Collins Aerospace
June 12	12:30	3:30	3	Teacher Externship: Firefly
June 13	8:30	12:00	3.5	Teacher Externship: Best Western
		Total Hours→		

****If you were not able to attend a session, put a line through that time slot. Then add the hours.**

I declare that this claim is just and correct and that no part of what is being submitted has been paid in another way.

(Employee Signature)

6 / 13 / 2019
(Date)



(Director Authorizing Payment)

6 / 13 / 2019
(Date)

FOR OFFICE USE ONLY				
PCR	Hours	Rate	Account Code	Department
34		\$ 21.00	01-300-399-000-185-348	Funston/GTCUW Grant

Teacher Externship Time Sheet

Employee Name: _____ Employee # _____

School: BHS

Date: Write the date of your lesson.

Start Time: Write the start time of the period in which the lesson was delivered.

End Time: Write the end time of the period in which the lesson was delivered.

Date	Start Time	End Time	Hours	Activity
				Teacher Externship: Lesson Prep, Instructional Delivery, Feedback
		Total Hours→	8	

What skill(s) did you incorporate in your lesson? _____

Who did you invite to observe the lesson? _____

What feedback did you receive? _____

I declare that this claim is just and correct and that no part of what is being submitted has been paid in another way.

(Employee Signature)

____ / ____ / 20
(Date)

(Director Authorizing Payment)

____ / ____ / 20
(Date)

PCR	Hours	Rate	FOR OFFICE USE ONLY Account Code	Department
33	8	\$27.50	01-300-399-000-185-348	Funston/GTCUW Grant

MONDAY, JUNE 10, 2019

8:30 am – 11:30 am

New Spaces

Address: 2105 143rd St W, Burnsville, MN 55306

Phone: (952) 898-5300

Contact: Shawn Nelson



AGENDA

- **Introductions**
- **Overview and Tour**
- **Manufacturing/Construction Industry Information**

ADDITIONAL NOTES:

*****May involve job site. Dress appropriately for outdoors.**

Ten Cardinal Rules For Construction Business Owners

by Michael Stone

1. **You shall return all phone calls the same day.** This means that you return all phone calls the same day or by 9:00 AM the next morning at the latest. You return the call regardless of who it is from, and you don't make assumptions about what the call may be about. Most importantly, you don't make excuses about how busy you are. You return ALL phone calls.
2. **You shall keep ALL appointments, and on time.** This means that you keep all appointments, and keep them on time. You plan your day and leave early enough for the appointment to be sure that you arrive on time. An appointment means you have

made a promise to another person that you would be there on time. Research has shown that "contractors" are late or don't bother to show up at all for 30% to 40% of all appointments. Those that are considered to be professional in our business, keep their promises. You don't make excuses about how busy you are or what happened . . . you get to the appointment on time. If there is a problem, you call on your mobile phone and let your customer know. That is the way the pros conduct business.

3. **You shall present yourself to your customers and the public in a professional manner at all times.** This means you are professionally dressed including a coat and tie, shoes shined, hair cut on a regular basis and clean-shaven. You keep your appointments and on time, you always have fresh, clean business cards available to hand out, (with the correct address and phone number on the card), you are articulate in your speech and you conduct yourself in a professional manner with an air of success.
4. **You shall keep your ego in your pocket.** Your customers do not care how much you know until they know how much to care. You keep your ego and your opinions in your pocket, find out what the customer wants, and help them to get it. This also means you are a student of this business, not the master. You were born with two ears and one mouth, use them in that order.
5. **You shall interview the customer to see if they qualify to buy from you, not if you qualify to sell to them.** Your approach to sales in construction should always be to find out what the customer wants to do, when they want to do it, who will make the buying decision and what they want to invest in that service. That will qualify the customer, eliminate wasting your time and working for nothing, and vastly increase your sales to leads ratio.
6. **You shall get written quotes on all items that exceed \$300 on your estimate.** Any item on your estimate sheet that exceeds \$300 will be backed up by a firm written price quotation from either a sub or a specialty contractor. If you are computing labor or other costs in house, you will have that number checked by at least one other person before the quote to the customer. This procedure will almost guarantee you a profit on each job, assuming that you then price it correctly and get it built on schedule.
7. **You shall determine your correct markup and use it without fail.** The pros in our business know exactly what their correct markup is and they use it on each job that they offer a quotation on, and without fail. They never cut their markup on any job regardless the reason.
8. **You shall honor your overhead budget at all times, and spend not otherwise.** Between November 15 and December 31 you establish your budget for the following year, then you stick to it like glue. No new toys, no buying of anything unless it is in your budget or you have made the necessary adjustments to your sales projections to cover that expense.
9. **You shall continue your education on a daily basis.** The one and only common thread among all successful contractors is education. You must commit to continuing and ongoing education on a daily basis if you wish to move from the ranks of those that work with their hands to those that make money in this business. Read at least one half hour each day, attend a class or seminar at least once a quarter, attend at least one national trade convention a year and become and remain a student of the business.

10. **You shall take a fixed salary from your business each month.** You assign yourself a salary each month and make sure that you take it. You can't run a construction business of any kind if you can't pay your own bills.

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
Attendance	Attendance & Punctuality	
Ambition	Motivation & Initiative	
Attitude Acceptance	Communication	
Appreciation	Teamwork & Collaboration	
Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

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NOTES

MONDAY, JUNE 10, 2019

12:30 pm – 3:30 pm

Cornerstone Copy Center

Address: 13775 Frontier Ct, Burnsville, MN 55337

Phone: (952) 891-8700

Contact: Daniel Mosier






AGENDA

- **Introductions**
- **Overview and Tour**
- **Arts, Communications, and IT Industry Information**

ADDITIONAL NOTES:

What You Need To Know About The Graphic Design Industry [Infographic]

 Richard Darell  2  5 years ago

There are plenty of perceptions that people have when they hear the words 'graphic design' or 'graphic designer.' Most are perceptions that don't depict the profession very well. Anyone who's ever wanted to become a graphic designer knows that the way you look at it in the beginning is not the same as the way you view it once you have worked within the graphic design industry for a while. It's just how it is, and I think that is unfortunately how it will always be.

Many people believe that being a graphic designer is a free and quite laid back profession, which will enable you basically an unlimited amount of spare time. The truth is a whole different story. The stress and the long hours can easily have you looking for another job in less than a year of getting started. Clients are usually not very coherent, and more than often they change their minds over and over before a project is done and paid for. And, that is if you even get paid enough for the job you just did.

In order to shed some light on what it means to be in the graphic design industry, we are going to take a look at a fresh infographic from [Isi Gonzalez](#) called What You Need To Know About Graphic Design. It basically helps us understand the basics of how the graphic design industry works, and what you can come to expect when you decide to immerse yourself into this highly creative profession.

There are currently 2.1 million graphic designers in the United States alone. 81% of them have a bachelor's degree, which of course makes finding a position a competitive endeavor, if you know what I mean. 54% of all graphic designers are women, and the average salary is around \$50,000. There are currently around 12,380 new jobs within the graphic design industry, which is something that further makes job hunting quite a competitive task.

Have a closer look at this infographic to see what you can expect when treading into the graphic design industry. If you have the dedication and creativity, being a graphic designer can be quite a rewarding profession. However, don't expect it to be the freedom most people think it is. You will be slapped with long hours and ungrateful clients more times than not. But then again, all professions come with their negative aspects, right?

WHAT YOU NEED TO KNOW ABOUT

GRAPHIC DESIGN

NUMBERS & WHAT TO EXPECT

Graphic design is a creative process that combines art and technology to communicate ideas.

The designer works with a variety of communication tools in order to convey a message from a client to a particular audience!

TOTAL IN US

2.1
million
artist in US

39%

Creatives

830K



42%

Graphic
Designers

350K



96.3%

Employed

337K

3.7%

Unemployed

13K

BY THE
NUMBERS



81%

Bachelor's



11%

Associate's



4%

Some College



54%
are women

86%
caucasian

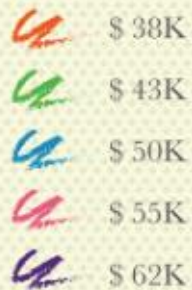
6%
asian

4%
hispanic

2%
black

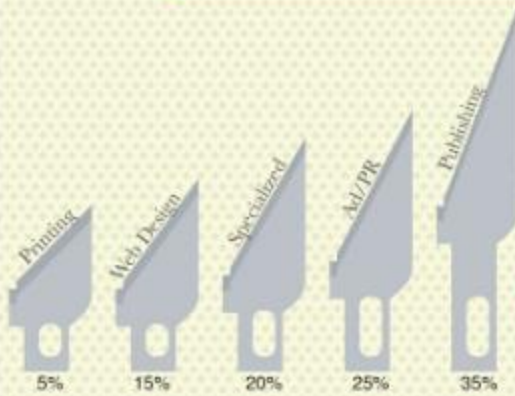
2%
other

SALARIES



EMPLOYMENT

12,380
new jobs
each year



25%
Freelance for services with benefits

59%
Offering health insurance

66%
Freelance work staffing agency

29%
Active relationship with employees

57%
Have a full-time job and freelance

29%
Are technicians

WHAT TO EXPECT

PICK TWO



Produced by Colin Freeman

ACCORDING TO MY MOM



SOURCES

1. http://en.wikipedia.org/wiki/Graphic_design
2. <http://www.arts.gov/newsroom/1/PressRelease/102.html>
3. http://www.studentsofvisualarts.org/newsroom/1/18/unemployment/graphic_designers.php
4. <http://www1.salary.com/Graphic-Design-Specialist-Salary.html>
5. <http://dailypostonline.com>
6. <http://graphicdesignersareugly.com>
7. <http://futurejobs.net/news/2012/05/Graphic-Designers>
8. <http://colorswarm.com/news/>
9. <http://www.thoughtco.com/graphic-designer-jobs>

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
Attendance	Attendance & Punctuality	
Ambition	Motivation & Initiative	
Attitude Acceptance	Communication	
Appreciation	Teamwork & Collaboration	
Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

NOTES

TUESDAY, JUNE 11, 2019

8:30 am – 11:30 am

12:30 pm – 3:30 pm



Fairview Ridges Campus, Burnsville

Address: 201 E Nicollet Blvd, Burnsville, MN 55337

Departments: Ortho, Tele Hub, Sim Room and Library, Defibrillator, IV Skills Lab, Surgery Dept, Mother-Baby, Rehab-PT/OT/Speech/Cardio, Lab, Emergency Room

Phone: (952) 892-2000

Contact: Brian Knapp

AGENDA

- **Introductions**
- **Overview and Tour**
- **Health Sciences Industry Information**

****Lunch on your own**

ADDITIONAL NOTES:

How We Can Expect the Healthcare Industry to Change in the Future



The United States has what is arguably the most complex healthcare system in the world. As a result, changes within the industry are slow. To understand what may come, it helps to have a deeper understanding of healthcare's complexity.

Many factors are involved in implementing and enforcing change in healthcare. Complex and slow-to-change policies are an obvious factor, but environmental and technological factors also contribute to changes in healthcare. Illness trends, doctor demographics and technology also contribute to shifts in our overall healthcare system. As our society evolves, our healthcare requirements naturally evolve.

Historical Changes in Healthcare

Healthcare reform has often been proposed but has rarely been accomplished. The country's first attempt was the American Associate for Labor Legislation (AALL) of the 20th century. Speaker of the House Thaddeus Sweet vetoed the bill in committee.

In 1965, after 20 years of congressional debate, President Lyndon B. Johnson enacted legislation that introduced Medicare and Medicaid into law as part of the Great Society Legislation.

Various legislations have been introduced since 1996, including the Consolidated Omnibus Budget Reconciliation Act (COBRA) and the Health Insurance Portability and Accountability Act (HIPAA) that provide health insurance protection for some employees when they leave their jobs.

The 2010 Patient Protection and Affordable Care Act, often referred to as Obamacare, includes:

- The Affordable Health Care for America Act
- The Patient Protection Act,
- The healthcare-related sections of the Health Care and Education Reconciliation Act and the Student Aid and Fiscal Responsibility Act

Since becoming law, additional rules and regulations have expanded upon the Patient Protection and Affordable Health Care for America Act.



The Complexity of Healthcare

The many layers of variance in all parts of healthcare is what makes this system so complex.

Health Insurance Market

Choosing a healthcare plan illustrates the complexity of health insurance plans in the U.S. About half of Americans who have private health insurance are covered under self-insured plans, each with their own design. The other half of the insured population is covered under traditional indemnity plans, Health Maintenance Organizations (HMOs) or Preferred Provider Organizations (PPOs). The one commonality among all insurance plans is how dramatically they vary. Deductibles, co-insurance, co-payments and maximum out-of-pocket expenses are a few of the inconsistent variables among insurance plans. Additionally, some insurance companies are for-profit and others are not-for-profit, indicating another point of confusion.

Healthcare Regulation

Insurance is not the only complexity within the system. The healthcare system itself is managed and regulated by dozens of federal and state agencies, including the Department of Health and Human

Services, the Centers for Disease Control, the Center for Medicare and Medicaid Services, the Veterans Administration, the Food and Drug Administration and the Agency for Healthcare Research and Quality. The 2010 Affordable Care Act added more agencies to this list, including state insurance exchanges and the Center for Medicare and Medicaid Innovation.

Each area of healthcare has its own complexities. As components of the larger healthcare system work together, the complex layers unfold. While change is expected in coming years, it is likely to occur slowly.

How Change Impacts Healthcare Resources and Facilities

Changes in the healthcare industry usually occur at the legislative level, but once enacted these changes have a direct impact on facility operations and use of resources. For example, the ways patients and administrators utilize resources such as Medicare and Medicaid have changed due to legislation. Technology has had a further impact on how healthcare administrators handle resources and manage medical centers.

Historical and Predicted Changes in Healthcare Facilities

Cultural shifts, cost of care and policy adjustments have contributed to a more patient-empowered shift in care over the last century . Technological advancements contribute to a shift in our patient-centered healthcare system. This trend is expected to continue as [new healthcare electronic technologies](#), such as 3D printing, wearable biometric devices and GPS tracking, are tested and introduced for clinical use. Policies and procedures in individual facilities may restrict how and when new technologies are introduced, but cutting-edge technology is expected to play an increasingly larger role in our healthcare system within the coming years.

As legislative and demographic changes trickle down into care facilities , the use of hospital services is expected to grow significantly between 2017 and 2025. This growth is due to an anticipated increase in Medicare beneficiaries in the coming decade. The cost of hospital care is expected to rise from 0.9 percent to 2.4 percent of the budget by 2025 , increasing the importance of good business practices and educated professionals in the healthcare industry.

Medicare and Medicaid

The original 1965 bill signed that created Medicare and Medicaid included two parts to the Medicare program: Part A (Hospital Insurance) and Part B (Medical Insurance). Since then, Congress has made [Medicare and Medicaid](#) changes to open eligibility to more people. For example, Medicare was expanded in 1972 to cover the disabled, people over 65 and others. Medicare includes more

benefits today, including limitless home health visits and quality standards for Medicare-approved nursing homes. Medicaid has also been expanded to cover a larger group than initially intended. This includes coverage for low-income families, pregnant women, people requiring long-term care and people with disabilities.

Wide variations in Medicaid programs across the nation occur because individual states have the ability to tailor Medicaid programs to serve the needs of their residents. In 2010, the Affordable Care Act introduced the Health Insurance Marketplace, which has had a direct impact on Medicaid service. Potential consumers can now use the Marketplace website to determine their Medicaid eligibility .

The Future of Medicare and Medicaid

As the baby boomer generation approaches retirement, thus qualifying for Medicare, healthcare spending by federal, state and local governments is projected to increase. Assuming the government continues to subsidize Marketplace premiums for lower-income populations, this increased government healthcare spending will greatly affect the entire healthcare system in the U.S. Although Medicaid spending growth decelerated in 2016 due to reduced enrollment, spending is expected to accelerate at an average rate of 7.1 percent per year in 2018 and 2019 due to the aging baby boomer generation.

A Shift in Healthcare Providers

Along with policy and technological changes, the people who provide healthcare are also changing. Providers are an important part of the healthcare system and any changes to their education, satisfaction or demographics are likely to affect how patients receive care.

Future healthcare providers are also more likely to focus their education on business than ever before. A large-scale analysis of Harvard Business School's physician graduates indicates substantial growth in the number of physicians pursuing M.B.A. degrees in the last decade. This growth may result in more private practices and healthcare administrators.

Demographics

In recent years, the demographics of the medical profession have shifted. Women currently make up the majority of healthcare providers in certain specialties, including pediatrics and obstetrics and gynecology. Nearly one-third of all practicing physicians are women. According to an Association of American Medical Colleges (AAMC) analysis, women comprise 46 percent of all physicians in training and nearly half of all medical students. Based on these statistics, we can assume more

women may enter the medical profession in the coming years. African-American women are more likely to become doctors than their male counterparts, according to AAMC data. While African-Americans comprise only four percent of the physician workforce, 55 percent of the African American physician workforce is female.

This shift in demographics to include more women in healthcare supports diversity in the industry and represents overall population diversity.

Competence

The prevalence of malpractice lawsuits is one way to evaluate the competence of healthcare providers. The amount of malpractice claims in the U.S. has steadily declined since 2004. As the trend of declining malpractice lawsuits continues, it may indicate that provider competence and patient care will continue to improve.

Satisfaction

Job satisfaction is one area that must improve. According to Medscape's 2015 Physician Compensation Report, 64 percent of doctors would choose medicine as a career if they could do it again, but only 45 percent would choose the same area of specialty. Nurses report higher overall career satisfaction than doctors, based on results of the latest Survey of Registered Nurses conducted by AMN Healthcare and compared to the Physician Compensation Report. Nine out of 10 nurses who participated in the survey said they were satisfied with their career choice. However, one out of every three nurses is unhappy with their current job. It is difficult to say whether job satisfaction will increase in the coming years, but continued technological advancements designed to streamline the healthcare process offer hope to those who may be frustrated with the complexity of their jobs.

Evolving Needs of Patients

Demands on healthcare change due to various reasons, including the needs of patients. Every year, new cures and treatments help manage common diseases. Each such development affects the entire healthcare system as much as it has a positive impact on patients. As illnesses become more common, our healthcare system must adapt to treat them. [Patient care](#) needs will also evolve as the population ages and relies more heavily on resources such as Medicare and Medicaid. Patient empowerment is expected to increase with advances in technology.

Illness Trends

The bubonic plague is a good example of a disease that can drastically change the healthcare system by quickly shifting all resources to handle an epidemic. In the Middle Ages, the Black Death

spread so quickly across Europe that it is responsible for an estimated 75 million deaths. It may be surprising that the bubonic plague still circulates today. In fact, according to Center for Disease Control data, there were 11 cases and three deaths in the U.S. within five months in 2015.

Although the bubonic plague is not near the threat it once was, other diseases and conditions of concern are on the rise. The following seven conditions are on the rise and can be expected to have an impact on healthcare in the near future:

1. *Sexually Transmitted Infections*: Chlamydia and gonorrhea rates have increased, and syphilis rates rose by 15.1 percent from 2013 to 2014.
2. *Obesity*: Obesity continues to be an issue in the U.S. with 78.6 million adults and 12.7 million children affected. Obesity rates have increased 17 percent in the past five years.
3. *Autism*: For every 100,000 people, 1,470 are diagnosed with autism. This number continues to rise annually. Recent increases may be due to awareness as doctors become more familiar with the symptoms of autism.
4. *E. coli*: Within 10 years, cases of E. coli have increased by 472 percent. Many E. coli cases are the result of food contamination.
5. *Liver Cancer*: Incidences of liver cancer have increased by 47 percent in a recent 10-year timeframe.
6. *Kidney Cancer*: Healthcare practitioners have treated 18.6 percent more cases of kidney cancer in the past 10 years than in previous years.
7. *Whooping Cough*: The 10-year increase for whooping cough is nearly 146 percent. This may be due in part to parents opting out of whooping cough vaccinations.

The healthcare industry has identified these previous conditions, preparing to handle further increases with supplies and resources. However, a new threat is always possible. If something similar to the Ebola virus spread across the country, this would have a drastic impact on patient care and healthcare facilities.

Population Shift

The current baby boomer generation, which initially consisted of 76 million people born between 1946 and 1964, will be coming to retirement age and will increase federal spending on Medicare and Medicaid by an average of 5.9 percent in 2018 and 2019.

Advances in Technology

Healthcare technology trends focus heavily on patient empowerment. The introduction of wearable biometric devices that provide patients with information about their own health and telemedicine apps allow patients to easily access care no matter where they live. With new technologies focused

on monitoring, research and healthcare availability, patients will be able to take a more active role in their care.

Conclusion

From policy to patients and everything in-between, the healthcare industry is constantly evolving. Aging populations, technological advancements and illness trends all have an impact on where healthcare is headed. Since it is crucial to pay attention shifts in society to understand where healthcare is headed, consider dedicating time each day to reading recommended industry literature that you will find in our list of 25 books for every healthcare professional.

Sources:

<https://www.cms.gov/About-CMS/Agency-Information/History/index.html?redirect=/history/>
<https://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/Downloads/proj2016.pdf>
<https://www.aamc.org/members/gwims/statistics/>
<http://www.medscape.com/features/slideshow/compensation/2015/public/overview>
<http://www.history.com/topics/black-death>
<https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6433a6.htm>
<http://aamcdiversityfactsandfigures.org/section-ii-current-status-of-us-physician-workforce/#fig1>
<https://www.aamc.org/data/workforce/reports/439214/workforcediversity.html>
<https://members.aamc.org/eweb/upload/Diversity%20in%20the%20Physician%20Workforce%20Facts%20and%20Figures%202010.pdf>
http://assets.pewresearch.org/wp-content/uploads/sites/12/2015/01/FT_16_04.25_generationsBirths.png
<http://www.ajmc.com/journals/issue/2016/2016-vol22-n6/when-doctors-go-to-business-school-career-choices-of-physician-mbas#sthash.uaw90GbO.dpuf>

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
Attendance	Attendance & Punctuality	
Ambition	Motivation & Initiative	
Attitude Acceptance	Communication	
Appreciation	Teamwork & Collaboration	
Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

NOTES

WEDNESDAY, JUNE 12, 2019

8:30 am – 11:30 am

Collins Aerospace

Address: 2900 County Rd 42 W, Burnsville, MN 55337

Phone: (952) 882-4952

Contact: Mike Reynolds



AGENDA

- **Introductions**
- **Overview and Tour**
- **Design, Engineering and Manufacturing Industry Information**

ADDITIONAL NOTES:

MUST BRING US IDENTIFICATION—PASSPORT PREFERRED

CLOSED-TOED SHOES

The Most In-Demand (And Aging) *Engineering Jobs*

[Joshua Wright](#) Contributor

Sep 12, 2014

Not pre-med. Not business. Not computer science. The most popular college major choice for high school seniors [surveyed by CareerBuilder](#)---the majority of whom already have a career in mind---is engineering.

We can debate how many of these students will stick with engineering when they get their first homework assignments in college. But let's assume most of them don't move to less rigorous majors. Which engineering field should they choose? What are the most in-demand engineering jobs in the U.S. based on job growth, hires, and job posting activity? And which ones have the oldest workforces that will need to be replaced sometime in the next five to 10 years?

To answer these questions, we looked at labor market data and [job postings analytics from EMSI](#) for all 18 engineering occupations classified by the Bureau of Labor Statistics and all eight engineering technicians occupations (which are primarily middle-skill positions). Both categories, despite the difference in educational requirements and median pay, are adding a bunch of jobs post-recession and are key STEM occupation groups. But they tell a different story when comparing job postings from employers and hiring that's taken place.

Engineers

First, a few big-picture data trends:

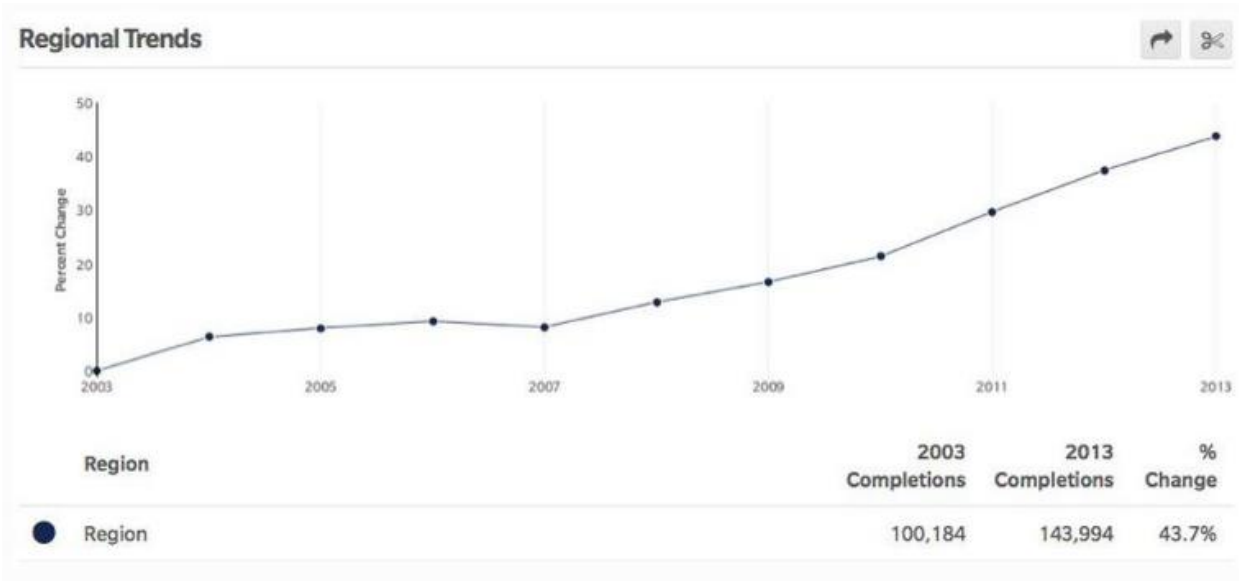
The U.S. has approximately 1.6 million engineering jobs that pay \$42 per hour in median wages. Civil engineers account for the most jobs of any engineering field (274,000 in 2014), followed closely by mechanical engineers (264,000) and industrial engineers (229,000). Those three engineering jobs, plus electrical engineers and electronics engineers, make up two-thirds of the American engineering workforce.

Job growth from 2010 to 2014 has been in the double digits in four occupations: petroleum engineers (30%), mining and geological engineers (12%), biomedical engineers (10%), and industrial engineers (10%). But every engineering occupation has added jobs, the most coming among mechanical engineers (21,500 new jobs since 2010). As a whole, engineering jobs have grown 7%.

The most-concentrated metropolitan area for engineers (among the 125 largest MSAs) is Huntsville, Alabama, which is home to a NASA flight center and other aerospace and military establishments. Huntsville has 5.1 times more engineers per capita than the national average.

Next is San Jose (3.5 times the national average), Palm-Bay-Melbourne-Titusville, Florida (2.9), and Detroit (2.75). In general, the South (Huntsville; Augusta, Georgia; Greenville, South Carolina) and the Rust Belt (Detroit, Dayton, etc.) are the densest areas for engineers.

The output of engineering graduates was at a standstill in the early 2000s. But since '07, completions nationwide have shot up 33%, from 108,000 to 144,000.



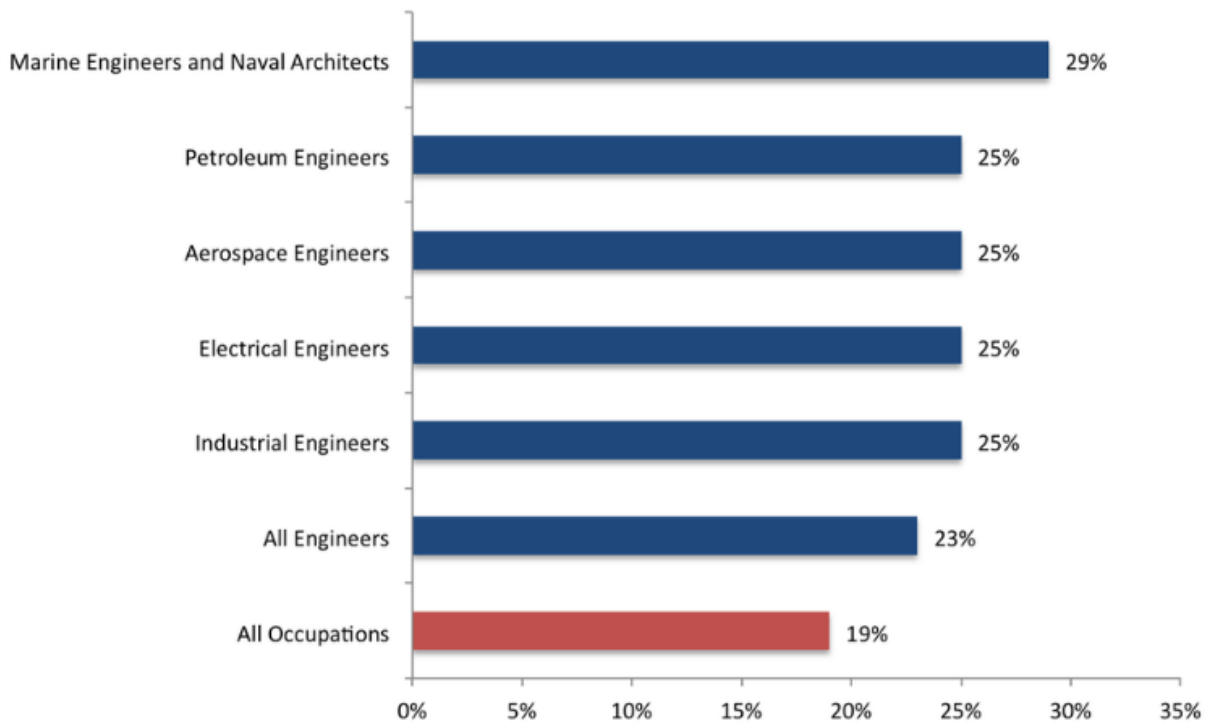
Just over 20% of 2013 engineering grads were non-resident aliens, according to the National Center for Education Statistics, with the majority (113,620, or 79%) U.S. citizens. And about 80% were men.

Oldest Occupations

Occupations with older workforces are *potential* targets for labor shortages. Not all workers 65 and above will retire at the same time, so the doom-and-gloom scenarios that get tossed around likely won't become reality. Yet if the demand for workers continues and if a good-sized segment of that workforce is poised to retire, skills gaps are likely to become a real issue---especially at senior or management-level positions that are hard to recruit for. We've documented this trend in [the skilled trades](#), and it's just as relevant in engineering.

Two of the fastest-growing engineering fields also staff two of the largest proportions of older workers: industrial engineers and petroleum engineers. In both, 25% of currently employed workers are 55 years or older. Industrial engineers are vital to many manufacturing firms that struggle to find the right technically oriented talent, so the aging workforce is a threat. Petroleum engineering, meanwhile, has had a noticeable undersupply of graduates coming into the marketplace in the last few years, with just 1,600 completions in 2013 compared to EMSI's yearly job openings estimate of 3,500.

Share of Engineers in the Workforce 55 and Above



Source: EMSI Class of Worker 2014.2 (Employees)

The engineering occupation with the oldest workforce is also one of the smallest in terms of jobs: marine engineers and naval architects. Only 8,000 of these jobs are in the U.S., but 29% are 55 years or older. The youngest occupations, on the other side, are computer hardware engineers and agricultural engineers; just 12% of the current workforce in each is 55 or over.

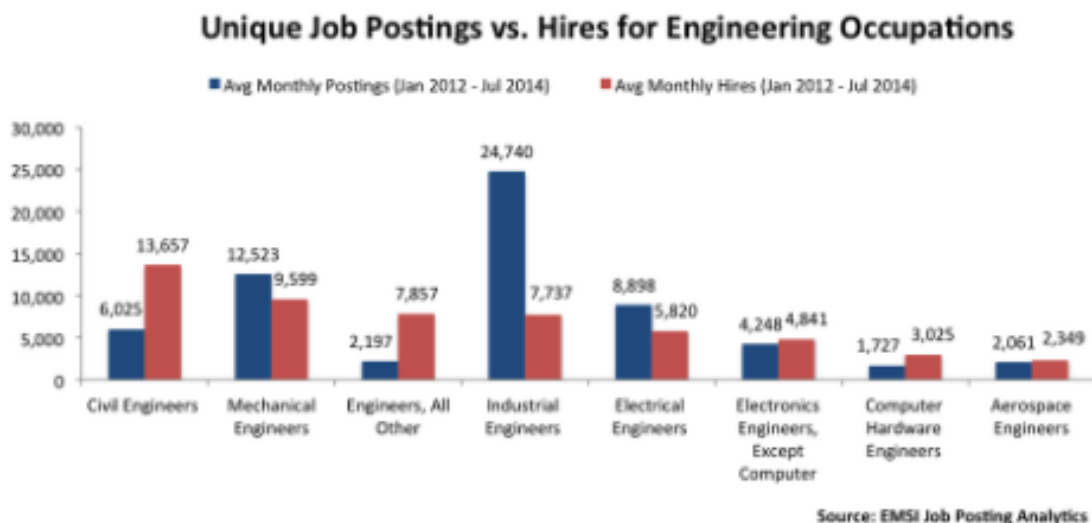
Job Postings vs. Hires

We've given the lay of the land for engineers with traditional labor market data, an essential step for any workforce analysis. But EMSI's new job posting analytics gives an additional context and perspective into the demand and hiring activity for engineers. (Also note: Job posting data lacks standardization and [doesn't represent all hiring activity by employers](#), topics EMSI has [covered extensively](#)).

For instance, one thing we can quickly see is that de-duplicated online job postings exceeded average hiring on a monthly basis for all engineers from January 2012 to July 2014. This is an indication, perhaps, that the pool of skilled talent nationally isn't keeping up with employer demand. The best example of this is industrial engineers, an occupation with three times more unique monthly postings (24,740) than average monthly hires (7,737) since the start of 2012. These excess postings could represent real vacancies.

Conversely, hiring is outpacing posting for civil engineers (13,657 monthly hires to 6,025 postings), as well as engineers, all other and nuclear engineers. These and other engineering

occupations could be under-represented in online job postings, meaning that employers find alternative ways to recruit for these positions.



The Bottom Line

Considering all of this data, civil engineers and few smaller specialty fields (petroleum engineers, biomedical engineers, and nuclear engineers) are no doubt in-demand nationally. Hiring and job growth is strong for civil engineering, and petroleum engineering combines the highest wages, fastest growth, oldest workforce, and smallest supply of graduates.

For colleges and workforce professionals who want to get the most clarity on skills gaps and employer demand, we recommend exploring regional data and engaging local employers. Read more about that in [our analysis](#) for JP Morgan Chase's New Skills at Work initiative.

Engineering Technicians

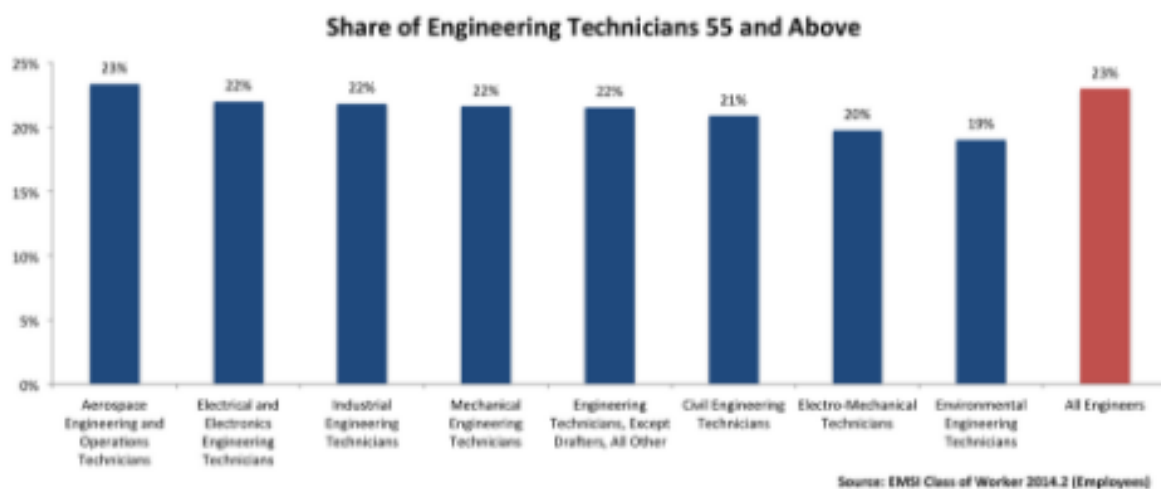
How are things different for engineering technicians? First, far fewer engineering technicians are in the labor market (an estimated 450,000 in 2014) than engineers (1.6 million). They also have considerably smaller median wages (\$26 per hour vs. \$42 per hour).

Still, engineering technician jobs shouldn't be dismissed. Each of these occupations---including the largest: electrical engineering technicians---have a lower barrier to entry than standard engineering jobs since they typically require an associate's degree. This makes these STEM-related training areas very important for community and technical colleges. And several of these jobs are growing at a rapid clip, led by mechanical engineering technicians and environmental engineering technicians (both up 9% from 2010 to 2014). Collectively, engineering technician jobs have jumped 4%.

The growth of engineering technicians has been strongest in Detroit (27% since 2010), but Houston, Seattle, and Portland have also seen double-digit employment growth. Most of the Rust Belt, as the green on the map below indicates, is experiencing job growth after severe layoffs during the recession.

Oldest Occupations

Overall, engineering technicians have a younger workforce than traditional engineers. While about a third of engineering techs are 45-54, there are fewer 55-and-older workers in these mid-skill fields (21% compared to 23% for engineers). For context, 19% of all traditional salaried employees in the U.S. are 55-plus.



Aerospace engineering technicians have the oldest workforce of all technician positions (23% are 55 and older). Electrical engineering technicians, industrial engineering technicians, and mechanical engineering technicians (as well as technicians, all other) are at 22%.

Job Postings vs. Hires

In contrast to engineers, there have been more hires than postings for engineering technicians. Just about twice as many, in fact, from January 2012 to July 2014. This makes sense given that employers are less likely to scour the internet for available technicians than they are for highly skilled engineers.

Like civil engineers, civil engineering technicians are under-represented in job postings compared to hires. There were five hires for every unique job postings over our time frame. Engineering technicians, all other, had an even bigger hires-to-postings ratio.

The number of employed civil engineering techs in the workforce dropped slightly from 2010 to 2014 (from 72,500 to 71,700). But employers have been more active in posting for these jobs (unique postings were up 50% from January 2012 to July 2014), while posting intensity---a ratio

of total postings to de-duplicated postings---is lower (3-to-1) than all engineering technician occupations (4-to-1).

We also examined job posting analytics for Detroit, since it's such a huge growth area for engineering technicians. Hires eclipsed job postings by a 3-to-1 ratio from January 2012 to July 2014. The majority of top companies posting for technician positions in Detroit are staffing companies---further evidence of the link between manufacturing and temp employment that [we wrote about earlier this year](#).

The Bottom Line

Hot engineering technician jobs tend to follow the patterns of their related engineering fields: Mechanical engineering technicians are growing just like mechanical engineers, and the same goes for civil engineering technicians and civil engineers. For both engineers and engineering techs, the demand from employers appears to be strong. But the demand for all engineering occupations isn't the same, just like some regions need these types of the workers more than others.

Joshua Wright is director of marketing and PR at [EMSI](#), a labor market data and economics firm that provides data and analysis to colleges and universities, economic development agencies, workforce boards, and the private sector. Contact him [here](#) or follow him ([@ByJoshWright](#)) and [EMSI \(@DesktopEcon\)](#) on [Twitter](#).

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
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Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

NOTES

WEDNESDAY, JUNE 12, 2019

11:30 pm – 3:30 pm

Firefly Credit Union

Address: 1400 Riverwood Dr., Burnsville, MN 55337

Phone: (952) 736-5000

Contact: Marty Kelly



AGENDA

- **Introductions**
- **Overview and Tour**
- **Business, Management and Entrepreneurship (Finance) Industry Information**

ADDITIONAL NOTES:

Credit Unions Growing at a Faster Rate than Other Financial Institutions

New TransUnion research found that in the first quarter of 2016, credit union membership **grew at more than three times the rate of consumer credit activity** across other lender types, such as regional banks or finance companies. Credit unions experienced a year-over-year growth rate of 6.35% at the beginning of 2016, while industry credit-active consumers grew at 1.86% in Q1 2016.

Millennials Central to Credit Union Growth

According to TransUnion data, **25% of credit union members were Millennials in Q1 2016**. In Q1 2013, Millennials made up only 20% of credit union membership. Millennial growth for non-credit unions grew at a slower pace, up to 25% in Q1 2016 from 23% in the first quarter of 2013.



The survey revealed that **auto loans rank at the top for credit union executives** in terms of loan growth, focus and opportunity over the next 12 months. In 2010, only 49 credit unions issued more than 10,000 auto loans. In 2015, 126 credit unions were issuing more than 10,000 auto loans.



Credit cards were in the **top three areas of opportunity**, but only 6% of credit union executives ranked credit cards as their top priority for 2016. TransUnion research found that in Q4 2015, 44% of credit union members did not have a credit card with a credit union, but did have credit cards in their wallets.

For more information about how to gauge trends and make better-informed decisions, visit transunion.com/prama

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NOTES

THURSDAY, JUNE 13, 2019

8:30 am – 12:00 pm

Best Western Premier Nicollet Inn

Address: 14201 Nicollet Ave, Burnsville, MN 55337

Phone: (952) 435-2100

Contact: Michael Goodman



*****Continental Breakfast provided*****

AGENDA

- **Introductions**
- **Overview and materials distribution**
- **Hospitality Industry Information**

Business Education Network Agenda

- **Workforce Data**
- **Dialogue**
- **Wrap-up and deliverables**

ADDITIONAL NOTES:

3 Things My Hotel Job Taught Me That Everyone Should Know

By STEPHANIE ABRAMS CARTIN
April 18, 2016

As a business owner, people often ask me, “How does someone go from working in hospitality to starting a social-media agency?” Well, these professional paths aren’t as unrelated as you might think. In fact, most of the skills I learned while working in hospitality have not only translated perfectly to what I do now; they have been instrumental in helping me find success in running my own business.

My first exposure to the hospitality industry came as a college student. While studying at Cornell’s School of Hotel Administration, I worked at The Statler Hotel, which had a restaurant.

Working both with customers and behind the scenes, I was able to learn the intricacies of what it took to effectively run these complex operations. Early on, I identified a few basic skills that I now realize are essential for a successful career in any industry.

1. Communication is key

This will allow you to obtain the guidance you need from coworkers and management to be successful in your role—and it will help you build stronger relationships and network more efficiently.

The time I spent observing the front desk at the hotel exemplified why strong communication was so important: When the manner in which the staff communicated made guests feel warmly welcomed and genuinely appreciated, it also helped set the expectations for their stay.

A great way to develop and fine-tune your communication skills is to make sure you speak to clients, teammates and management in the same manner you would want them to speak to you, in both tone and content. Try to anticipate their questions and needs, and proactively offer information and suggestions that will eliminate (or at least minimize) the need for follow-up or further clarification.

2. Always help your colleagues

While every business may not have as many complex layers as a restaurant or hotel, finding a way to get different departments and professionals to work together to achieve a common goal is still just as important and will ultimately dictate how successful a business can be.

Nowhere was the importance of teamwork more evident to me than when I worked in a restaurant kitchen. So many people had to do their individual job well to keep customers happy. On numerous occasions, I observed a team member get tied up with an issue, and without fail, another employee with a different responsibility would step in to ensure things continued to run smoothly. When this effort was not made, it ultimately caused a negative chain reaction—and a disastrous customer experience.

When joining a team, take the time to learn about everyone's job. This will allow you to appreciate the challenges they face and how you can help when needed. Be vocal, as knowing when and how to effectively communicate a

change of direction or an alteration to an original plan is a big part of being a good teammate.

3. Go the extra mile

When I worked at the hotel, guests were sometimes difficult and demanding, with expectations that could be unrealistic. However, I noticed that when the staff found a way to “wow” a customer, they won their loyalty and ensured continued success of the operation. To do this, employees always made an effort to demonstrate a willingness to go above and beyond to satisfy our guests.

A great way to embrace the principle of going above and beyond is to learn and model the behavior of employees of companies known for their exemplary customer service. Ritz-Carlton, [Disney](#) and [Apple](#) are all known for delighting customers by going the extra mile to please them. Observe how the staff interacts with customers and with one other.

Note the attention to detail that goes into every product, service and/or interaction. Once you are able to recognize these behaviors, do your best to replicate them in your own professional interactions.

Stephanie Cartin is CEO of the social-media agency [Socialfly](#).

Workplace Skills Observations

Workplace Skills Worksheet

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NOTES

HOST SITE INFORMATION

Host site agrees to develop a teacher externship that will:

- Provide a point of contact for the teacher
- Impart knowledge of career opportunities, organizational issues, hiring trends and skills required for work in the industry by providing teachers the opportunity to conduct informational interviews, shadow employees, make observations and collect appropriate materials
- Give the teacher the opportunity to make observations and ask questions that will enhance understanding and skills in specific areas related to their teaching
- Provide an opportunity to observe and experience the types of competencies listed in the Workplace Skills document
- Plan an organized visit of your visit (see SUGGESTED ACTIVITIES FOR A TEACHER EXTERNSHIP)
- Report to the organizers any problems or concerns that may arise during the course of the externship by contacting Kathy Funston @ kfunston@isd191.org, or Jennifer Harmening @ jennifer@burnsvillechamber.com
- Maintain an adequate and safe site, which meet state and federal health and safety rules and regulations
- Inform teacher externs of all applicable rules, regulations and safety precautions established by federal or state law, regulation, or by the employer-host
- Complete an evaluation of the externship program

SUGGESTED ACTIVITIES FOR A TEACHER EXTERNSHIP

Visit a variety of departments and functions within the company, to obtain a full view of the opportunities available.

Take a brief tour of the facilities and departments:

- ☐ offices and meeting rooms
- ☐ copy rooms
- ☐ kitchen/cafeteria
- ☐ common areas, “water cooler”, bulletin boards/announcements
- ☐ training facilities
- ☐ other: _____

Receive an orientation to the “human resources” department/functions:

- ☐ application materials and job listings
- ☐ working conditions and benefits (hours, flexibility, vacation/leave opportunities, pension/profit-sharing plans, other incentives)
- ☐ summer hire programs
- ☐ sample resumes
- ☐ salary ranges for various positions
- ☐ performance review processes and tools

Conduct informational interviews; obtain information on the following:

- ☐ the variety of occupations and positions in the industry, company and department
- ☐ educational and skill requirements for various positions
- ☐ the career path your host took to his/her position
- ☐ “a day in the life...”
- ☐ common and more unusual problems and challenges
- ☐ quality and performance standards and measurement
- ☐ “what one likes most and least about working in this industry”
- ☐ current and future skill needs
- ☐ short- and long-term industry trends

Obtain materials that help shed light on the company and industry:

- ☐ organization chart
- ☐ annual report
- ☐ brochures and/or sample products: reports, presentation materials, film clips, photographs

Observe

Sample Questions Teachers May Ask At The Worksite

Supervisor Questions

11. Please give me a brief description of your company
12. Who are your clients or customers?
13. Do you have an organizational chart showing how your company is structured?
14. During the past several years, what major industry changes/issues have impacted your company?
15. What changes/issues does your company anticipate having an impact on the company's future development?
16. Describe your company's culture?
17. How many people are employed by the company?
18. How has technology affected the company?
19. What should I be teaching in my classroom to prepare students for employment in a company like this?
20. What would you recommend teachers do to strengthen the relevance of school to the workplace?

Labor Market Questions:

10. Do you see the local labor markets' need for new workers in your field increasing, decreasing or remaining steady?
11. Do you have labor market data you use with employers or potential investors?
12. In what specific areas, if any, is there new job growth?
13. How might this labor market change in the next five years?
14. What new skills are required of entry-level employees?
15. What skills are recommended for workers in the field who wish to advance?

16. What, if any, industry certifications do you consider desirable for a prospective employee?

17. What new technologies are emerging in this field?

18. Is there any additional information you would like educators to know?

Human Resource Questions

16. What job classifications does your company have?

Clerical/Marketing

Unskilled Professional

Semi-Skilled Technical

Skilled Managerial

Other

17. What job classifications do you expect to have the greatest demand within the next five years?

18. What level of education, training, skills, or experiences does an applicant need for an entry-level position?

19. What are some of the core abilities and skills you look for in a new hire for entry-level positions?

20. What should I be teaching in my classroom to prepare student for employment in a company like this?

21. What ideas or materials to you currently have that a teacher could use in the classroom?

22. What is the entry-level wage?

23. How do you locate future employees?

24. What training do you give employees?

25. How do you evaluate employees?

26. What is your company policy on attendance/tardiness?

27. What advice would you give a student who is interested in working for your company?

28. How is your company involved in education?

29. How is your company involved in the community?
30. What would you recommend teachers do to strengthen the relevance of school to the workplace?

Employee Questions

14. Please describe your typical workday OR, What are your main responsibilities?
15. How long have you been with the company?
16. What level of education or training is needed for your position?
17. What academic and technical skills are required for your position?
18. What should I be teaching in my classroom to prepare students for employment in a company like this?
19. What ideas or materials do you have that a teacher could use in the classroom?
20. How has technology affected your position?
21. What are your work hours?
22. What are the positive aspects of your job?
23. What are the negative aspects of your job?
24. What advice would you give a student who is interested in working in your job?
25. What would you recommend teachers do to strengthen the relevance of school to the workplace?
26. Would you be willing to speak to my class?

Workplace Skills Observations

Workplace Skills Definitions

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	Definitions
Attendance	Attendance & Punctuality	Showing you're reliable in every phase of your life. Be on time, every time.
Ambition	Motivation & Initiative	Taking initiative and adding value. Do more than the minimum.
Attitude Acceptance	Communication	Being able to listen and comprehend what is said or written. Give your full attention to another person.
Appreciation	Teamwork & Collaboration	Having respect and following direction. Be coachable and play by the rules.
Accountability	Critical Thinking & Problem Solving	Living honestly and having integrity with every decision you make. Refuse to rationalize bad decisions.
Appearance	Workplace Culture, Policy & Safety	Being professional both in the way you act, and the way you look. Chose to be a pro.

Workplace Skills Observations

Workplace Skills Worksheet

Business: _____

Student Workplace Skill Certificate Program	Teacher Externship Observable Skills	How does this skill present?
Attendance	Attendance & Punctuality	
Ambition	Motivation & Initiative	
Attitude Acceptance	Communication	
Appreciation	Teamwork & Collaboration	
Accountability	Critical Thinking & Problem Solving	
Appearance	Workplace Culture, Policy & Safety	

Permission to Photograph the Worksite and Employees

Taking photos of the worksite and employees during a teacher externship often provides a valuable resource for teachers and students once teachers return to the school site. Please grant permission to use these photographs in teacher created curriculum, on the school website, in school newsletters, in brochures, in power point presentations, and so on. The photographs will never be sold and will be used exclusively for educational purposes.

_____ YES. I grant you permission to use photos taken during the teacher externship.

OR

_____ NO. Please do NOT take or use any photos.

Host Site Signature of Permission: _____

Name: _____

Job Title: _____

Place of Employment: _____

Contact Information:

Phone: _____

Email: _____

Date: _____

Evaluation of Teacher Externship Program for Host Site

Host Site/Company:			
Contact (Individual Completing Evaluation):			
Position:			
Telephone:		email:	
Externship Dates	From:	To:	Today's Date:

Please rate the externship program by circling the number that best represents your view:

1 Strongly Disagree	2 Disagree	3 Agree Somewhat	4 Agree	5 Strongly Agree	N/A Not Applicable				
I was contacted in enough time to make plans for hosting a teacher extern. Comment:				1	2	3	4	5	N/A
I received the information I needed to set up the externship. Comment:				1	2	3	4	5	N/A
My role in providing an externship was clear. Comment:				1	2	3	4	5	N/A
The amount of time allotted was: <input type="checkbox"/> just about right <input type="checkbox"/> too long <input type="checkbox"/> too short Comment:									
The teacher extern was able to obtain information about my company and my industry that will be useful for students. Comment:				1	2	3	4	5	N/A
The teacher extern was able to perform a function and/or produce a product that was of benefit to my company. Comment:				1	2	3	4	5	N/A

I would host another teacher/faculty-extern next year. Comment:	1	2	3	4	5	N/A
I would host another teacher/faculty-extern, but for a <input type="checkbox"/> shorter <input type="checkbox"/> longer time period. Comment:						
What could have been done to help make the experience more valuable for you or your company? Comment:						
I would like to offer opportunities to students (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> visit the classroom as a guest speaker <input type="checkbox"/> provide informational interviews with employees <input type="checkbox"/> job shadowing <input type="checkbox"/> unpaid internship <input type="checkbox"/> paid internship <input type="checkbox"/> other 						
Other Comments:						

THANK YOU FOR YOUR TIME AND INPUT

