



*Happy Holidays* to our business, marketing and information technology educator friends! Thank you for helping to create a classroom environment where all Nebraska students are valued and thrive. We feel privileged to have worked with many of you during the past year.

*We* at NDE wish you a new year of peace and happiness!

*Bonnie Sibert, Bev Newton,  
Karen Kloch and Nicole Coffey*



### Videos Present Virtual Tours of Nebraska Industries

*Note: These tours are also linked to the [BMIT website](#) – see NCE Publications and Resources or visit [www.education.ne.gov/NCE/Publications.html](http://www.education.ne.gov/NCE/Publications.html).*

The Nebraska Departments of Education, Economic Development and Labor recently announced a series of videos that provide a virtual tour of some of Nebraska's largest and most innovative employers. The videos are aimed at engaging youth while informing them of the skills and education needed to prosper in these careers in the Nebraska economy.

“When young people get excited about careers that are right here in Nebraska, they are inspired to work hard and complete the education and training necessary to succeed in the workplace,” said Governor Dave Heineman. “That’s a benefit both to our employers and workforce.”

Featured employers represent fields in Nebraska’s Career Education Industry Clusters model whose growth translates to employment opportunities for both the current and future workforce. The first three videos feature information technology (MACC, Hudl and Yahoo!); manufacturing (BD, MetalQuest, Chief); and transportation, distribution and logistics (Werner Enterprises, Brown Transfer, Cash-Wa). The video tours include employees and managers discussing work environment, salary,

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### BMIT Standards Workshop Survey Results

The *2013 BMIT Survey Summary from the 2013 Fall Workshops* has been posted on the BMIT website – see Surveys. Each workshop participant was invited to complete the survey with a total of 176 respondents. The compiled summary is available on the BMIT web site as a .pdf and includes three spreadsheets that feature all the questions as well as a breakdown of the technology questions and the Social Studies standards questions. Please remember that each teacher present was asked to complete the survey meaning that some schools had multiple teachers reporting.

Questions 9-11 asked respondents if their school provided 1:1 technology and if so was professional development provided for staff. A total of 45 schools have 1:1 technology which included the following breakdown:

- 15 schools – PC laptops
- 14 schools – Mac laptops
- 14 schools - tablets

Question 12 asked if their districts would continue to support the purchase of the Microsoft Office Suite for use in the business department. The responses were YES (84 percent or 147 teachers) to NO (16 percent or 28 teachers).

Questions 14 and 15 of the survey focus on the implementation of the new Social Studies standards.

It was good to see that of the 176 respondents, 43 BMIT teachers indicated they had worked with the social studies department to see how the business department can help all students meet the new social studies standards for personal finance and economics. A total of 58 teachers indicated that process has not happened, but 68 plan to do so during the coming school year.

The breakdown that shows the school district's plans for implementing the Personal Finance/Economic standards resulted in the following. Please remember that each teacher present was asked to complete the survey meaning that some schools had multiple teachers reporting:

- 35 teachers (29.71%) – add an economics class to your district's course offerings (either through Business or Social Studies Dept.)
- 19 teachers (11.24%) – Add a course that covers both Economics and Financial Literacy to your district's course offerings (through the Business Dept.)
- 35 teachers (20.71%) – Infuse economics and financial literacy through social studies courses such as Civics, American History, World History and/or Geography
- 41 teachers (24.26%) – Add a required Financial Literacy/Personal Finance course to your district's course offerings (through the Business Dept.)
- 66 teachers (39.05%) – If your district is doing something different than one or more of the above, please explain. The SocStudies Standards Survey Results identifies those comments.

Please take time to review the 2013 data. This trend data may help you promote changes within your BMIT programs.



**“For the spirit of  
Christmas  
fulfills the  
greatest  
hunger  
of  
mankind.”**

**– Loring A. Schuler**

## Strategies for Increasing Course Enrollments

Reprinted/adapted with permission from Jeff McCauley, [www.Facebook.com/MBAResearch](http://www.Facebook.com/MBAResearch)

Every successful marketing effort is targeted at a specific audience or in this case, specific types of students. The days of mass marketing are rapidly disappearing. In the business world they speak of “riches in niches.” In other words, even if our product has value for a wide range of people, reaching them with our value proposition means recognizing them as individuals and developing marketing strategies based on their individual characteristics – values, lifestyle, interests, etc.

While we may believe that every student would benefit from our classes, whether it’s accounting, marketing or foundational business courses, the truth is we need to focus. Both our marketing message and our program design need to recognize that not all students (and their influencers) are the same. A shotgun approach is not very effective. A targeted design, more likely to be successful, requires us to carefully define our market—our audience of students, parents and others who influence student choice.

**Targeting calls for a bit of planning.** There are several target audiences we must address. The primary concern is our final consumer—our students. Can we identify our “ideal” student? Perhaps even create a “student profile” similar to a customer profile created by a business.

Does the perfect student for our program . . .

- Have a certain GPA?
- Have parents with a certain level of education?
- Demonstrate involvement in extra-curricular activities?
- Have specific courses on their schedule?
- Hold leadership positions in other organizations?
- Male or female?
- Have a part-time job?
- At a certain grade level?

You get the point. These and many other characteristics can be used to segment the school population into

a targeted audience for our marketing efforts. The key to this exercise is being certain that each of the characteristics used to define our ideal student has meaning in terms of our program design and marketing efforts. For example, a glaring omission in the above list, which I hope you noticed up front, is career interest. And, we need to keep in mind that the profile of a student interested in an accounting program may be quite different from that of the would-be entrepreneur, or of those planning college majors in HR, management, marketing or other business administration options.

Your student profile on which to base your initial marketing and communications strategies might end up looking something like this:

- Female
- 10th grade
- 3.0 or higher GPA
- Member of at least one school club or extra-curricular activity
- Parents who own a business or have professional positions in business
- Older siblings who have been successful in our program

Or, something like this:

- Took the 9th grade personal finance course
- Plans to major in business in college
- 10th grade 2.5 GPA, but does better in elective courses
- Works part-time which prevents much extra-curricular activity

Or, maybe:

- Identified by counselors as potential school dropout
- Low GPA, but tests indicate high potential
- Dislikes “regular” classes, but excels in some electives
- Views school as irrelevant and want to get “out there”

There is, obviously I hope, no right ideal student profile. My point here is that each of these profiles represents

a very different student. Students who fit one will likely respond to different program offerings, different marketing messages and different value propositions.

Once you’ve identified your target students, you will also have to consider the “influencers” in their life. Friends, parents, counselors, etc. who will sway their course selections must be factored into your marketing efforts. That makes the actual marketing a little tricky. Just as the message to a potential student is different based on that student’s profile, so too is the message to those who will help him or her decide what courses to take. Are the parents thinking “Save my kid” or are they thinking “Help my kid get into a selective college’s business administration program.” Are the counselors looking for a way to serve problem students, or are they looking to help that would-be entrepreneur get a jump start?

### **The big question: Why bother?**

Many of you have full classes. Your enrollment is fine. Numbers are never a problem. I’ve been there, and I’ve been with those of you who wonder if you have enrollment sufficient to retain your job. We bother because it matters.

- It matters because teaching a class full of students who want to be there is a better experience for everyone.
- It matters because teaching students with a desire to learn allows you to go in depth with your instruction.
- It matters because preparing for the various CTSO competitions will be stress-free with targeted students.
- It matters because we want to serve students. Business is not for everyone, but for those who find their future in business—we have an obligation to seek them out and to serve them.

There is another reason why targeting students for recruitment is criti-

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## RESOURCES

### BMIT Standards Workshop Resources

A dozen new resources from the fall BMIT Standards workshops are all housed on the [BMIT website](#). From the BMIT website, follow these links:

- **MBA Research & Curriculum Center (then click on States Connect and login to see Nebraska's extensive list of curricula)**
  - New semester course guide for Personal Finance
  - New course guide for Financial Management.
- **NCE Publications/Resources**
  - Information Technology Virtual Tour Video
  - H3 (High Wage, High Demand, High Skill) website and video tutorial
  - Nebraska Learns (Career Readiness Modules)
  - Career Ladder Posters for each career field
  - Career Clusters ( NCE Career Education Model and other career education resources)
- **Workshops, LiveBinder BMIT Workshop Resources**
  - NSBEA membership and conferences
  - Order form for the Federal Reserve and You video
  - Sign up for EverFi, a free financial education simulation
  - #busedu chat (chat with Mickie Mueller, Shelly Mowinkel and other business educators from across the nation)

### State's Connection Curriculum Galore!

Have you visited Nebraska's State's Connection page lately? All 13 of MBA Research's full Course Profiles were recently added. Why should you care? Because Course Profiles take the time and guesswork out of course design, so you can be confident that students are learning the right content at the right time! Whether your focus is business management, entrepreneurship, finance or marketing, you'll find a wealth of useful information in these course profiles.

If you have never accessed State's Connection, take the following steps to get a user name and password:

1. Go to the BMIT website at [www.education.ne.gov/BMIT/](http://www.education.ne.gov/BMIT/)
2. Click on MBAResearch & Curriculum Center
3. Click on State Connection
4. Use the Create an account link
5. Allow 24-48 hours for approval

Each course profile provides a quick overview of the content for an individual MBA Research course, including:

- A course description
- Recommended performance indicators
- Suggested sequencing
- Instructional objectives that further specify desired learning outcomes
- A crosswalk to major textbooks appropriate for the course

Check out MBA Research's Course Profiles today. Follow steps 1-3 listed above to also access bookmarks, MBA dictionary, course profiles, course guides and performance-based rubrics.

## Economics Teaching Resources

EcEdWeb: <http://ecedweb.unomaha.edu>

4 units Cover Grades 6-8:

<http://ecedweb.unomaha.edu/lessons/lessons6-12.cfm>

EcEdReviews: [www.econedreviews.org](http://www.econedreviews.org)

UNO Center for Economic Education:

<http://ecedweb.unomaha.edu/center/home.htm>

Nebraska Council on Economic Education:

[www.nebraskacouncil.org](http://www.nebraskacouncil.org)

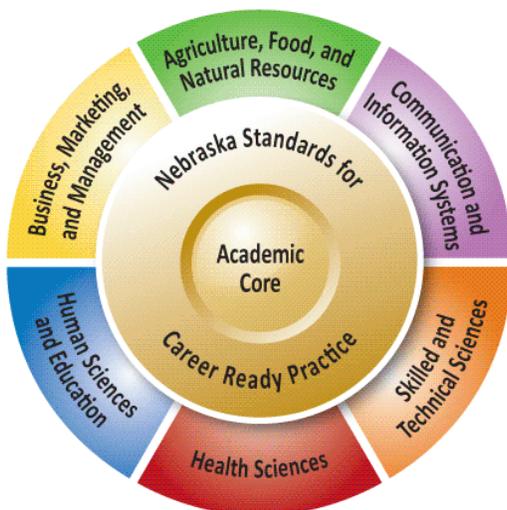
Virtual Economics: Contact Jennifer Davidson,

[jdavidson@nebraskacouncil.org](mailto:jdavidson@nebraskacouncil.org)

## NCE Course Standards

The new course standards for all the career fields/clusters, are housed at <http://cestandards.education.ne.gov/>

The course standards are also linked to the BMIT website - see [Career Cluster Standards](#).



## Congratulations Graduate! Eleven Reasons Why I Will Never Hire You



Online posting by Mark O'Toole,  
HB Agency, June 3, 2013

1. Your resume is longer than that of a 25-year professional. ➔ Make a right-sized resume.
2. You didn't prepare for our interview. ➔ Interview prep makes you look like a rock star.
3. You didn't bring questions for me. ➔ Ask really good questions.
4. You wrote a thank you note and only used it to thank me. ➔ Use your promptly sent thank you note to reveal why you make sense for this job.
5. You dressed for failure. ➔ Dress up.
6. You don't know what you want to do. ➔ During the interview stay focused on this job.
7. You don't get social media. (But you think you do.) ➔ Don't over-play it until you know how it fits into this job.
8. You didn't proofread. ➔ No typos.
9. You don't have a LinkedIn profile. ➔ LinkedIn matters.
10. You didn't do an internship. ➔ Internships set you apart.
11. You lacked professional courtesy. ➔ Practice hand-shaking at home.

### Videos Present Virtual Tours of Nebraska Industries *continued from page 1*

education requirements and career advancement opportunities.

“These virtual industry tours provide a unique opportunity for students, parents and career counselors to experience Nebraska industries without leaving their homes or classrooms,” said Catherine D. Lang, Director of the Department of Economic Development and Commissioner of Labor. “We are so appreciative of the employers who are partnering with the three agencies to highlight the career opportunities in our state.”

The videos are available online at [www.NEcareertours.com](http://www.NEcareertours.com) and are being distributed to schools across the state. The Nebraska Department of Education is developing a curriculum surrounding each of the industries to help students connect what they learn in the classroom with future job prospects.

“The virtual industry tours are a great asset to help school counselors and teachers introduce Nebraska employers to students,” said Richard Katt, State Director of Nebraska Career Education. “These videos provide an accurate picture of today’s workplace, breaking down stereotypes while emphasizing the knowledge and skills required for success.”

The next series of videos will showcase science, technology, engineering and mathematics (STEM) occupations; construction and architecture; health sciences; and agriculture, food and natural resources. A video message to parents is also being developed.

### TEDTalk—Why We Have Too Few Women Leaders

Sheryl Sandberg, COO of Facebook and author of a new book, *Lean In*, presents a 20-minute TEDTalk that could be utilized with students in your Management or Introduction to Business, Marketing and Management courses. Sandberg looks at why a smaller percentage of women than men reach the top of their professions and offers three powerful pieces of advice to women aiming for the corner suite. She clarifies that women are making choices that are limiting numbers of women at the top. She does not criticize anyone for making those choices but encourages reveling in the fact that many have gone before us and fought hard so professional choices can be made today. Sheryl requests the choices be made with ALL the facts. She challenges women to understand their base nature and understand how society reacts to (or fails to react to) how women approach careers, opportunities and the pressure of societal norms. You can search for “Sheryl Sandberg” at [www.TED.com](http://www.TED.com).

## PROFESSIONAL DEVELOPMENT

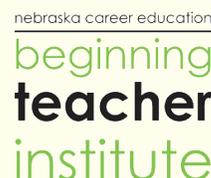


**NCE Conference**  
**June 3-5, 2014, Kearney**

**Draft BMIT program available on the BMIT website - *NCE Conference***



**Adviser Training**  
**June 2, 2014**  
**Kearney**



**July 28-31, 2014**  
**Lincoln**



**July 28-31, 2014**  
**Lincoln**

**Watch the BMIT Listserve for application information!**

# nebraska career education conference **keynotes**



## wednesday, june 4, 2014 **kim bearden**

Kim Bearden is an award-winning educator of over twenty years. Her unique combination of innovation, discipline and creativity transform average classrooms to remarkable learning centers! She often teaches concepts through songs, kinesthetic games, and unique teaching strategies that motivate even the most restless learners. Her students consistently score among the highest in the state on standardized tests.

Kim Bearden delivers inspiring keynote messages to thousands of educators each year. As the co-founder, executive director and language arts teacher of the Ron Clark Academy, she is daily active in all aspects of the educational process. With a teaching career spanning almost thirty years, she has been a teacher, instructional lead teacher, curriculum director, school board member, staff development trainer and middle school principal.

Learn more about Kim and the Ron Clark Academy at [www.ronclarkacademy.com](http://www.ronclarkacademy.com).

## thursday, june 5, 2014 **kevin wanzer**

Since 1983, Kevin Wanzer has been noted as being able to 'reach the unreachable.' His program energizes and celebrates the best in everyone. Promoting responsibility and community, his "aloha" message provides leaders with the skills and tools needed to effect change and create a climate of possibility where everyone counts and no one gets left behind or forgotten. Described as "organized chaos," Kevin's program spotlights The Search Institute's "40 Developmental Assets." These essential tools, for any adult who plays a role in empowering the lives of young people, are guaranteed to last long after the laughter.

A former staff member for the David Letterman Show in New York City and an honors graduate of Butler University in Indianapolis, Kevin has spent his life inspiring young people to live life to its fullest, to look within and be a role model to themselves and to embrace and live the aloha spirit - focusing on attitude, loving yourself and others, overcoming obstacles and having a sense of humor.

Learn more about Kevin at [www.kevinwanzer.com](http://www.kevinwanzer.com).



**PLEASE JOIN US!**

more details to follow at: [www.nceconference.com](http://www.nceconference.com)

## CSOS IN ACTION

### NEBRASKA CAREER EDUCATION STUDENTS RECOGNIZED

One hundred and twelve Nebraska Career Education students were recognized in November for national awards they received earlier this year.

Deputy Commissioner of Education Dr. Scott Swisher and Governor Dave Heineman recognized the Nebraska Career Education students who received first, second, third place or finalist awards during national leadership and skills competition held by their respective Career Student Organizations. The students were recognized during a November 25 ceremony at the Nebraska State Capitol Rotunda. The following students are members of DECA, FBLA, and PBL. All of these organizations are members of the Center for Student Leadership at the Nebraska Department of Education.

#### DECA Award Winners:

- Jennifer Castellano, Taylor Kuhlman, Luke Edwards, Jacob Mizener and Courtney Nunes of Bellevue West High School
- Nicole Ebel, Daniel Krueger, Zadia Miller, Claire Oduwo, Brennan Fowler, Chelsea Reznicek and Nicole Reznicek of Millard South High School
- Adam Froendt of Westside High School

DECA is an international organization that prepares emerging leaders and entrepreneurs in the areas of marketing, finance, hospitality and management.

#### FBLA Award Winners:

- Meghan Schildt, Aaron Steckly of Milford High School
- Trevor Sorensen, Dylan Steinkrueger, Sydney Stadler and Alex Raun of Minden High School
- Sally Moore and Beth Koca of Fillmore Central High School
- Megan Goesch of West Boyd High School
- Bryant Grimminger of Raymond Central High School
- Cody McCain of Tri County High School
- Michael Forsman of Aurora High School
- Amy Chen of Gibbon High School
- Mason Holmes of Chase County High School

- Julia Oestmann of Johnson-Brock High School
- Katie Ruth of Adams Central High School
- Gary Ritnour and Jordan Steffen of Elmwood-Murdock High School

FBLA (Future Business Leaders of America) provides career development programs for students interested in business administration, management, finance and information technology careers.

#### Phi Beta Lambda Award Winners:

- Amy Chin, Daniel Kistler, Tyler Wellman and Brooke Sullivan of the University of Nebraska-Lincoln
- Faron Morgan, Julie Hart and Kadie Hays of North Platte Community College
- Peter Raun of the University of Nebraska-Omaha
- Allie Buesing, Rachel Henry, Jamie Theye, John Beal and Richard Oppitz of Peru State College
- Ashley Noltensmeier, Veronica Waddell, and Kasha Messersmith of McCook Community College
- Jenna Woitaszewski, Julia Downey, Tyler Pooschke, and Taylor Ziegler of Doane College
- Kirsten Klitz, Trevor Willis and Cindie Watts of Midland University
- Kelsey Martinsen of the University of Nebraska-Kearney
- Beth Tyler of Nebraska Wesleyan University

Phi Beta Lambda is the collegiate division of the FBLA-PBL association, which prepares members for careers in business or business-related occupations.



### Calendars

#### Business, Marketing and Information Technology

[www.education.ne.gov/BMIT/conferences-workshops.html](http://www.education.ne.gov/BMIT/conferences-workshops.html)

#### Career Education Standards

<http://cestandards.education.ne.gov>

#### Nebraska DECA

[www.nedeca.org](http://www.nedeca.org)

#### Nebraska FBLA

[nebraskafbla.org](http://nebraskafbla.org)

#### Nebraska Career Education Calendar

[www.education.ne.gov/NCE/Calendar.html](http://www.education.ne.gov/NCE/Calendar.html)

#### Nebraska Department of Education Master Calendar

<http://ndecalendar.mhsoftware.com/>

#### Strategies for Increasing Course Enrollments *continued from page 3*

cal. One hallmark of a prestigious university is the percentage of applicants they accept. Harvard accepts less than 6% of all applicants, while many lesser-known colleges accept up to 80% of all applicants.

We generally accept everyone who signs up. Can you imagine the difference in the quality of your program, your experience and the experiences of your students, if you recruited rather than “accepted” students? Nearly everything we dislike about teaching disappears if we have students with a sincere interest in what we teach, and the willingness and ability to accept the challenges we present.

I wonder what would happen if we offered our classes “by application” only? Although doing so is probably not an option for most of you, what if we designed our programs and our marketing strategies as if it were? In effect, use what we know about business to build demand for our business programs. Then, make certain that we do everything possible to help the “right” student be successful and to encourage the others to find programs better suited to their needs.

Targeting students for our entry level courses may be a particular challenge. If so, perhaps we encourage the world to enroll in that introductory business course and then use that course as a way to determine who has the essential skills and attitudes to succeed in the more advanced and specialized offerings.

**Speak up!** Across the nation, the number of business and marketing programs continues to shrink. At the same time, business administration remains the number one college major of choice and business careers represent the number one or two largest career opportunity. Let’s keep talking until we figure how to align this mismatch. Let’s continue the conversation: [www.Facebook.com/MBAResearch](http://www.Facebook.com/MBAResearch)

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