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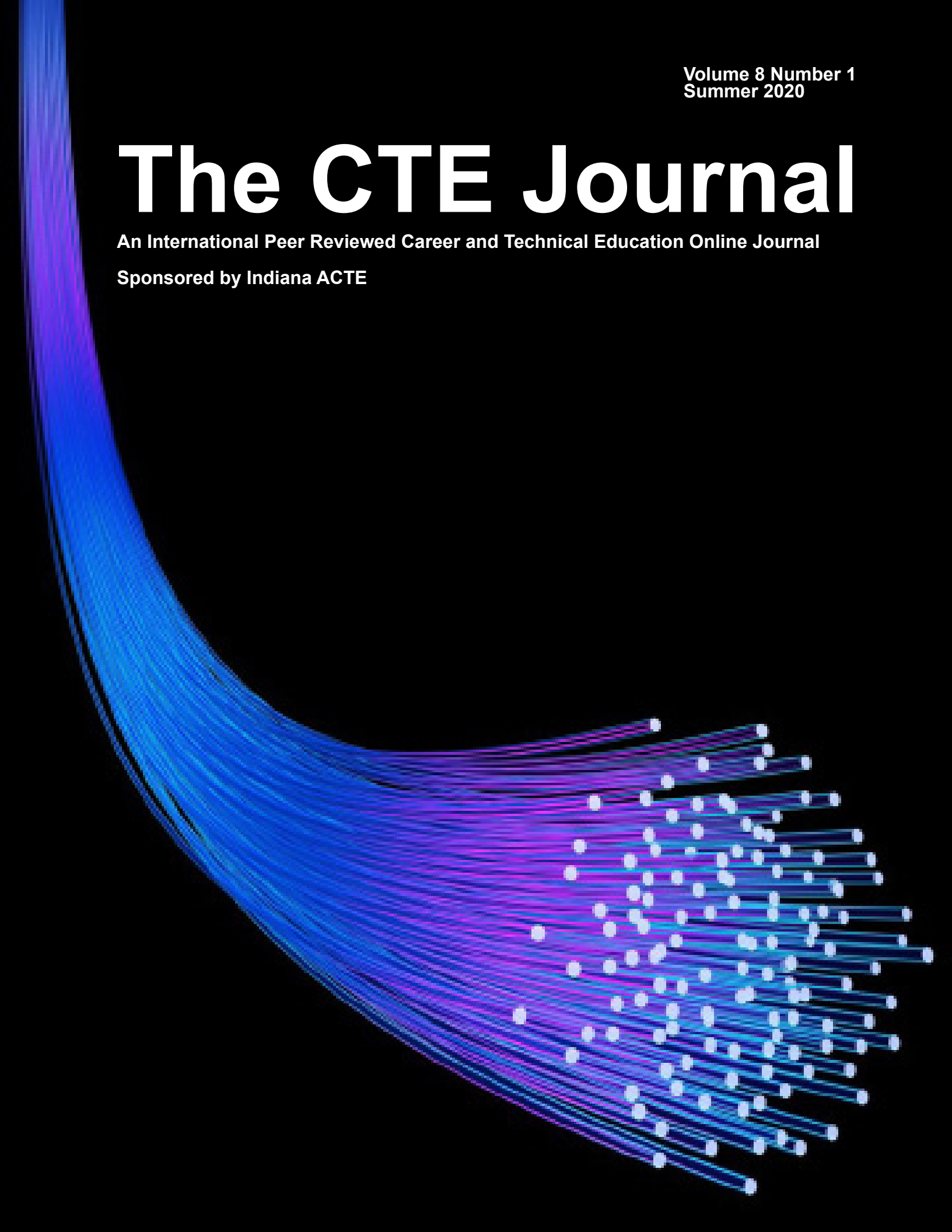


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Henry Ford's Dishonest Business Practices during the Holocaust: A Two-Day Lesson for High School Business Students

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Abstract

Secondary business education has a unique opportunity to complement social studies education with business-specific teaching about the Holocaust. Opportunities exist to teach students how business leaders such as Henry Ford collaborated with the Nazis to destroy Jews and other minority populations through forced labor hiring practices, manufacturing, and more. This two-day lesson plan provides evidence-based curriculum and links to free resources to equip business education teachers to teach business students what can be learned about dishonest business practices by studying the Holocaust.

Introduction

The United States is experiencing a rise in antisemitism, which is “prejudice against or hatred of Jews” (“Antisemitism”, n.d.). There are gaps in Americans’ knowledge about the Holocaust. About 22% of American Millennials, the largest generational cohort of people born 1981-1996, have not heard, or are not sure if they have heard, of the Holocaust. While teaching the Holocaust is popular, new research about America’s knowledge and awareness of the Holocaust shows that 70% of Americans care less about the Holocaust than they use to even though a majority, 58%, believe something like the Holocaust could happen again. While awareness of the Holocaust is decreasing, almost all American adults, 93%, believe that all students should learn about the Holocaust in school (Conference on Jewish Material Claims Against Germany, 2018).

While numerous articles, books, videos, and other resources about the Holocaust exist (Wickam, 2019), many teachers do not know how to access them or how to connect them to business standards and learning targets. It is difficult to know how to use valuable instructional time to teach the Holocaust because it is such a comprehensive and sensitive topic. The United States Holocaust Memorial Museum does not recommend one specific Holocaust curriculum, but does advocate fourteen pedagogical needs for teachers at all levels who design curricula about the Holocaust: “define the term Holocaust; avoid comparisons avoid comparisons of pain; avoid simple answers to complex history; just because it happened does not mean it was inevitable; strive for precision of language; make careful distinctions about sources of information; try to avoid stereotypical descriptions; do not romanticize history to engage students’ interest; contextualize the history you are teaching; translate statistics into people; be sensitive to appropriate written and audiovisual content; strive for balance in establishing whose perspective informs your study of the Holocaust; select appropriate learning activities; and reinforce the objectives of your lesson plan” (Ragland & Rosenstein, 2014).

Business education has a unique opportunity to complement social studies learning with business-specific teaching about the Holocaust. Opportunities exist to teach students how business leaders collaborated with the Nazis to destroy Jews and other minority populations through forced labor hiring practices, manufacturing, and more. Facts about the Holocaust can be linked to economics, entrepreneurship, finance, international business, production, business ethics, and other subjects. This two-day lesson plan titled *Henry Ford's Dishonest Business Practices During the Holocaust: A Two-Day Lesson for High School Business Students* provides evidence-based curriculum and access to free materials and digital resources to business education teachers that will equip them to feel more knowledgeable and confident teaching these important concepts.

Learning Targets and National Business Education Association Standards

This two-day lesson contains learning targets that are mapped to National Business Education Association Standards (National Business Education Association, 2013). The lesson also contains an agenda for each day, questions to ask students, vocabulary, readings, direct instruction, video clips, guided practice, closure, and a suggested assessment. The resources are located in the References.

Students will:

1. Explore how and why Henry Ford collaborated with the Nazis during the Holocaust to destroy Jews and other minority populations.
2. Explain the dishonest business practices Henry Ford used during WWII.

NBEA Entrepreneurship C, Level 1: Recognize positive character traits; Discuss examples of honest and dishonest business practices

NBEA Information Technology II, Level 2: Access, exchange, organize, and synthesize information

Vocabulary

There are hundreds of vocabulary terms that are associated with the Holocaust. The most important vocabulary for this two-day lesson are:

Antisemitism: prejudice against or hatred of Jews (“Antisemitism”, n.d.).

Collaboration: “...in the context of war, it is often the act of cooperating traitorously with an enemy that is occupying one’s country” (“Educator Resource: Glossary”, n.d.)

Ford Werke AG: The name of Ford Motor Company’s Cologne, Germany plant.

Forced labor: “...labor performed involuntarily and under duress, usually by relatively large groups of people” (“The Editors of Encyclopedia Britannica”, n.d.).

Holocaust: The United States Holocaust Memorial Museum defines the Holocaust as, “the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million Jews by the Nazi regime and its collaborators” (USHMM, n.d.a.).

Wehrmacht: the German military (UHHMM, n.d.b.).

Day One Lesson Plan

The lesson for the first day contains an anticipatory set, direct instruction including vocabulary instruction, and closure.

Anticipatory Set

1. Ask students, what do you remember about the Holocaust from your world history and U.S. history classes? (Write responses where the whole class can see them.)
2. Read students the learning targets for the next two days.
3. Ask students, how many of you drive or have a family member who drives a Ford? What is your favorite kind of Ford? What do you know about Henry Ford? (possible responses: inventor of the Model T Ford; entrepreneur; founder of Ford Motor Company)
4. Show two-minute YouTube titled Henry Ford Auto Pioneer so students can see what Ford looked and sounded like: <https://www.youtube.com/watch?v=rkQcHdW2rAU> and ask students what they notice about Henry Ford in the clip (possible responses: all of the cars were black; all of the business people were men; all of the businessmen wore suits to work).

Direct Instruction

1. Ask students to read *Ford & the Nazi War Efforts* (Karlner, 1998) and while reading, circle what the article says Ford did to help the Nazis during World War II. Then, go over their responses as a whole class. (Responses may include: Ford opened a truck assembly plant in Berlin, Germany, that allegedly produced vehicles for the Wehrmacht). Ask students, why would producing trucks for the Nazi military benefit the German army? (Responses may be: trucks could transport soldiers to various parts of the country; trucks could carry weapons and supplies).
2. Define and discuss the related vocabulary.
3. Ask students if they have ever heard of the term *forced labor* and what they know about forced labor. Then, teach students these facts about Ford and forced labor during the Holocaust.
 - Because millions of people were fighting in World War II, companies faced severe labor shortages. Companies were forced to use forced laborers to meet their production quotas.
 - Ford had a German subsidiary in Cologne, Germany, named Ford Werke AG, and this was one of the companies that faced a labor shortage. Ford Werke AG also used slave laborers (Borger, 1999), prisoners of war, and foreign labors from Eastern Europe, the Soviet Union, France, and Italy (Reich, n.d.). Show students

photos of French forced workers who worked for Ford Werke AG, and a photo of where they lived, at this website: <https://www.jewishvirtuallibrary.org/ford-motor-company-nbsp-and-the-third-reich> (Reich, n.d.).

- As an example, in August 1944, 15 prisoners were brought from the Buchenwald concentration camp to Ford Werke AG. These prisoners worked for 12 hours per day and were fed bread and coffee for breakfast, no lunch, and a dinner of spinach and potatoes, or soup made with turnip leaves (Silverstein, 2000).
 - A Ukrainian woman, Elsa Iwanowa, was one of the plaintiffs named in a lawsuit that sued Ford Motor Co. and Ford Werke AG in United States District Court in New Jersey in 1999 for being required to perform forced labor without compensation during WWII (Mulligan, 1998).
 - The lawsuit stated that Elsa Iwanowa was purchased by Ford Werke AG at age 16, and worked there drilling holes into engine blocks. She reported feeling starving and working all the time (Mulligan, 1998).
 - The lawsuit was unsuccessful and dismissed by the judge, because the plaintiffs could not bring suit in U.S. courts against a private corporation for wartime claims for monetary damages. Instead, those claims had to be sought from the governments responsible for the war (Bazyler, 2003).
4. Ask students these recall questions about Ford and forced labor:
 - Why did Ford Werke AG face a labor shortage?
 - What were the dishonest business practices Ford Werke AG's used in response to its labor shortages?
 - What do you think of the working conditions Elsa Iwanowa and others had at Ford Werke AG?
 5. Ford Motor Company has had a positive response to the forced labor people endured during WWII. Ask students to read the article titled *Ford contributes \$13 million to German slave-labor fund* in order to find out Ford's response to forced labor during WWII (likely response: Ford contributed \$13 million to a fund to help survivors of Nazi forced labor during WWII). Discuss with students whether they think this was enough of a response from Ford Motor Company?

Closure

Ask students to think-pair-share responses to these questions, or ask students to write responses on an exit ticket that they give you upon exiting your classroom.

- What are two ways Henry Ford collaborated with the Nazis during the Holocaust?
- What are two reasons why Henry Ford collaborated with the Nazis during the Holocaust?

Day Two Lesson Plan

The lesson for the second day contains an anticipatory set, direct instruction, guided practice, assessment, and closure.

Anticipatory Set

Ask students what they remember about what they learned about Henry Ford's dishonest business practices yesterday.

Direct Instruction

Show students the image titled *Henry Ford Receiving the Grand Cross of the German Eagle from Nazi Officials, 1938*. He received this award on his 75th birthday. Ask students:

- Why do you think Ford received this medal?
- What surprises you about this photo?
- What do you think about the fact that Germany gave Ford, an American, this medal?

Guided Practice

Ford Motor Company was not the only American auto company that allegedly aided the Nazis. Ask students to read *Ford and the fuhrer: New documents reveal the close ties between dearborn and the nazis; material alleges that ford motor co. made equipment for nazi germany, even for a few months after the US entered the war* (Silverstein, 2000). As they read, look for and make a list of other auto companies involved in WWII (responses may be General Motors; BMW; Daimler-Chrysler).

Direct Instruction

When teaching about the Holocaust, it is important to connect the past with the present. There is a lot of good news about Ford Motor Company and Henry Ford. Give students these facts:

- Ford Motor Company has apologized (Black, 2009).
- Henry Ford II, Ford's grandson, has supported many Jewish charities and organizations.
- In 1997, NBC aired the movie *Schindler's List* commercial-free on American television. The reason they were able to do that is because Ford Motor Company sponsored the airing of the movie (Lowry, 1997).
- Mark Fields, an American Jew, was the president and CEO of Ford Motor Company from 2014-2017.

Assessment

Assess the learning targets by having students complete an assessment titled *Email to Henry Ford*. Here are the details of the assessment. Compose an email to Henry Ford. Your email should cover these topics with Mr. Ford: 1) Write what you've learned about how and why Ford collaborated with the Nazis during the Holocaust to destroy Jews and other minority populations; 2) Write your feelings about the dishonest business practices Ford used during WWII; 3) Tell Ford your opinion about whether or not he should have accepted the Grand Cross of the German Eagle award from the Nazis, and why or why not; 4) Ask Ford one question you wish he could answer for you, if he were alive and able to reply to your email.

Closure

Ask students, do Ford's accomplishments outweigh his dishonest business practices? Do you think Ford, an American business owner, should have accepted the Grand Cross of the German Eagle?

Conclusion

High school business education has a unique opportunity to complement social studies education with business-specific teaching about the Holocaust. There were many other American business owners who promoted hatred against Jews during the Holocaust (Black, 2009), but Henry Ford was, arguably, the most famous and influential because of his power, money, influence, and status as founder of Ford Motor Company. Jews fought back to Ford's racism, and the AJC and Anti-defamation League were new organizations founded, in part, to help respond to American Jewish racism (Woeste, 2004). As the two-day lesson plan teaches, Ford Motor Co. officials have apologized for its actions during the Holocaust (Black, 2009). Since Ford's death, his grandson, Henry Ford II, has supported many Jewish charities (Miller, 2019). It is hopeful that this evidence-based curriculum and links to resources will equip business education teachers to teach business students what can be learned about dishonest business practices through the events of the Holocaust.

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Assistant Superintendent - Career Exploration

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Abstract

The construction industry is one of the most diversified fields due to the large number of products, systems, methods and processes that are involved to complete different types of projects. Due to this, a diverse staff is required to be able to successfully complete projects on time and on budget. Young people, whether in college or in the trades, who have interest in becoming an assistant superintendent are in demand currently and should strongly consider a career in construction management. The purpose of this paper is to provide insight on the qualifications and skills required for an assistant superintendent in a construction company, as one of the critical site jobs, and to explore the relevant career potential. The paper also includes valuable information using interviews with two of the professionals in this area of expertise.

Introduction

For a construction project to succeed, to have the scope completed on time, at or under budget, and be well built and functional for the client, it takes a team of skilled labor managed by an efficient staff. A critical member of this management team is the assistant superintendent, the person in charge of the direct supervision and organization of the foremen and trades and managing inspections and punch lists (Tenah, 1986). Construction job sites can have a large variety of different trades, each there to perform a specific task, in accordance with the building plans and specifications. With this large variety of trade groups working comes an amount of on-site chaos that needs to be scheduled and managed by the assistant superintendents to keep the project running smoothly.

The other management positions such as scheduler, estimator, and project manager tend to be off site, and broader stroke style management. While those positions are critical in planning at the start of the project, and the project end and wrap up, it is the day to day management of the superintendents that keeps these projects running successfully. The project site management team typically includes field engineers and superintendents who are on site every day for the duration of the project. The field engineers typically manage the more technical material, such as plan and BIM coordination, requests for information, and contract documents, where the superintendents manage the day to day function and personnel on site and the immediate schedule. It is within this job description that the ability to plan ahead, to schedule work activities, to have a strong work ethic, to get along with others, and to possess team leadership skills make up the top five competencies required to effectively perform superintendent work (Gunderson, 2011).

It is understood that for these construction management positions to function properly and make the most effective use of time, funding, and resources, the proper information needs to be

delivered within a timely and clear manner (Broughton, 2016). Considering this, there is much responsibility on the project engineer and project manager to get the superintendents adequate and timely information about what is happening from the big picture point of view. This is especially critical in terms of larger project schedule and the scope, while the superintendents play the critical role in providing a feedback loop of site information to the project management team (Tenah, 1986).

Responsibilities of Assistant Superintendents

The construction assistant superintendent is the immediate aide to the general superintendent and is responsible for the “direct daily supervision of construction activities on the project” (Schaufelberger 2017). This work that is supervised is not limited to self-performed work, but also included the work performed on and off site by all subcontractors. While the project scheduler is responsible for the larger master schedule of the project, the assistant superintendent is responsible for the daily scheduling and coordination of the activity for all labor working on site. This must be expressed to all the trades on site in order to ensure smooth daily operation. If there is a conflict between trades, such as a lack of coordination or a scheduling issue that has two different groups working in the same area simultaneously, it is typically brought to the attention of the assistant superintendent on site first. The assistant superintendent resolves those issues. In addition, in the case of a lack of coordination between trades, the assistant superintendent mediates those conversations.

Another critical job responsibility of the assistant superintendent is to be the first one to notice unsafe practices happening on site and to intervene as quickly as possible. To manage safety on site, the assistant superintendents are usually out on the site, walking the site and observing the work taking place. The assistant superintendents, along with the other field management team members will typically conduct daily safety meeting with the trades people or just the foremen to identify what safety risks are part of the immediate scope of work and how to mitigate them (Schaufelberger 2017).

Assistant superintendents are typically the first line of inspection for the quality of the work. They manage the daily walk throughs to make sure the correct elements are being built in the correct locations and match the project plans and specifications.

Becoming an Assistant Superintendent

Unlike project engineers, the education required to be an assistant superintendent varies. Some assistant superintendents have no college education, and have worked their way up through the trades, while about half have practical job experience mixed with some college training. According to one survey, approximately 6% of all superintendents have a bachelor’s degree (Broughton, 2016). A practical understanding of how projects are built and interpersonal communication skills are essential for this career, and education in construction management or engineering are only helpful, especially if candidates are anticipating moving up in the construction field (Bureau of Labor Statistics, 2015).

Pay and Benefits for an Assistant Superintendent

According to glassdoor.com, the average yearly salary of an assistant superintendent in the United States is \$69,915 (Glassdoor, 2019). Payscale.com puts the midwestern assistant superintendent median salary at \$59,860 (Payscale, 2019). It is important to note that these salaries are base pay only, and there are many factors that can contribute to compensation, including various reimbursable expenses, overtime, and performance bonuses.

Job Outlook for Assistant Superintendents

According to the Bureau of Labor Statistics in 2015, the opportunities to become an assistant superintendent appear to be on the rise. Specifically, it is projected that employment in this career is expected to grow 9% from 2014 to 2024 (Bureau of Labor Statistics, 2015).

Interviews with Current Assistant Superintendents

In the following section, you can read the questions that assistant superintendents A, B, and C were asked about their career and their responses:

In some initial, quick statistical questions asked of the respondents, two out of three responded working over 60 hours per week and two out of three responded as having completed a bachelor's degree in a construction management program. When assistant superintendents A, B, and C were asked on scale of 1 to 10 with 1 being the highly dissatisfied and 10 being highly satisfied, how satisfied they were with their career, the respondents replied with 10, 8, and 9, respectively. When asked on the same scale about their compensation satisfaction, the respondents A, B, and C replied with 10, 7, and 8, respectively.

Q: How long have you been an assistant superintendent? How long were you involved in construction prior to that?

Assistant superintendent A started out in the trades, as a carpenter's apprentice, and slowly worked his way up through the trades. He has worked a total of 27 years in roles from tradesman to general superintendent. Assistant superintendents B and C each completed a bachelor's degree from a collegiate construction management program. Assistant superintendent B graduated in May 2019 and started his career as an assistant superintendent. Prior to this, B worked internships during his school breaks from classes. Assistant superintendent C also graduated from a construction management program and progressed the past four and a half years from assistant PE (project engineer), PE1 and PE, and was promoted to assistant superintendent in July 2019.

Q: Can you provide a snapshot of your daily tasks?

Assistant superintendent B described his day as primarily "driving the daily quality and scheduling of jobs, making sure the right stuff is in the right spots." With coordination with the project engineering team, he helps in handling RFIs (requests for information) to the architects and ensuring that the built structure matches the submittals and project specifications. Assistant superintendent C identified his key day to day responsibilities as managing the logistics and field coordination, handling the deliveries, details, material staging and manpower on the site. Due to the size of his current project, assistant superintendent C identified concrete, curtain wall assemblies, roofing, and miscellaneous steel components as the primary focus of his

responsibilities. Assistant superintendent A said that his main daily tasks included leading safety meetings with the trade foremen and creating small one to three day schedules based on the project master schedule.

Q: As an individual who manages different trades or subcontractors on site, which one(s) do you find more challenging or demand more time to coordinate their work?

Assistant superintendent A said that at preconstruction meetings, the team figures out which trades and subcontractors are going to complete what scope and when. When the project starts on site, A stated that he *“identifies the weakest links and helps push them along.”* Assistant superintendent B stated, *“Starting off, MEP trades are more challenging as the nature of their work is more complicated and less intuitive to understand. However, I feel rather comfortable understanding masonry and framing.”* Assistant superintendent C identified elevators as a complicated building component that requires multiple trades to coordinate well to install properly. He also highlighted enclosures saying, *“Enclosure trades are demanding due to always fighting the weather to get the building watertight and/or heated thanks to those cold Chicago winters!”*

Q: What is one thing you do not want to see on site when you arrive at work?

All three respondents identified subcontractors who are not working or did not show up on their scheduled date. Assistant superintendent A also said, *“Gates left opening meaning that someone was on site who should have not been, or water running out of my building.”*

Q: What is something you hope to see change as the construction industry grows and evolves?

Assistant superintendent A said that the computer integration has gotten so much better from when he started with no computers on the site at all. He still wants to see further development and coordination happen with computers. Assistant superintendent B wants the trades to grow with more young people interested in working in actually building buildings. *“It is great to see more people my age who are passionate about getting a building put together, rather than just coming in for a paycheck.”*

Q: Do you consider your work, managing trades and schedules, to be mentally exhausting?

Assistant superintendent A stated, *“Extremely, next question.”* Assistant superintendents B and C stated that it can be tiring, especially when things get out of hand. *“Things can change by the minutes, sometimes even seconds, so staying on your A-Game is crucial. This is what I find exhausting.”*

Q: How important are interpersonal skills in your area of work?

“You have to be part psychologist and part babysitter to be a successful superintendent. Try and figure out what the team is gonna do and get ahead of them,” assistant superintendent A said. B and C agreed with that notion and emphasized the importance of communication and building relationships with each of the tradespeople on site. B also identified that every person on site wanted to be interacted with in some way or another and trying to identify which level of involvement is appropriate is still a work in process. He added, *“Different personalities are also common among different trades.”*

Q: After working in the industry, what are skills or competencies you would recommend ever construction management student should focus on before graduation?

Assistant superintendent A said, *“Attitude and effort. The academics need to be there, but most important is the personality for success.”* Assistant superintendent B emphasized the importance of comprehension of how a building gets built, and it is important to learn some commonplace building classes. He said he would have liked to have some classes that leaned towards a trade or vocational type classes as an overview of the trades work. Assistant superintendent C further emphasized the need for communication with all different types of people, with a further discussion on how it is perfectly acceptable and encouraged to ask questions when unsure about something.

Q: What are the challenges meeting an assistant superintendent?

Assistant superintendent A said that managing the PE and PM style paperwork and the legal and written aspect of work are challenging to him. Assistant superintendent B stated that he is challenged by *“knowing what happen and who goes next is still a new challenge to me. I am trying to gain as much practical on site experience as I can.”* Assistant superintendent C identified staying on top of things and ahead of the curve as projects progress can be quite challenging, and there is a learning curve to a new mind set as an assistant superintendent compared to his time as a project engineer.

Q: What is the thing you like best about your job?

A: *“The rear-view mirror factor. You drive through Chicago and I can show you my resume as a superintendent. There is the want of immortality, of leaving this legacy on my city.”*

B: *“Interactions with different people daily. Every day is different. You get to see changes every day, see the building come together.”*

C: *“Construction is a fluid environment that changes daily. Schedules are great on paper; however, as we go through the daily tasks, things will change. The ever changing puzzle pieces are what keep me going in this industry.”*

Conclusion

The role of an assistant superintendent is critical in having a project built on time, on budget, at the quality of the owner’s demand, and safely. The continuous demand for those who have the personality and skill set to work as an assistant superintendent is well justified as the industry continues to grow and evolve, and technological changes influence the way the built environment is constructed. This career requires a strong personality, high work ethic, and interpersonal communication skills at levels that are not seen amongst the other roles in construction management. The primary duties of working long hours on site, managing daily schedules, administering daily safety briefing and coordinating between trades can be exhausting, but according to the interviewees, is a highly rewarding career, both personally and in terms of compensation.

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Note: Interviews with assistant superintendents A, B, and C were conducted in November and December 2019.

Car Salesperson Career Path Exploration

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Introduction

This article provides factual information for those interested in a career as a car salesperson. The given information about the job specifications, such as duties and benefits, may prove beneficial in helping those interested decide if this career is right for them. The following information about the car salesperson career will be presented in the following order: responsibilities, how to become one, pay and benefits, job outlook, and an interview with someone currently working in this field.

Responsibilities of a Car Salesperson

According to Shelly Field (2009, p. 158), who has written six books in the *Career Opportunities* series, car salespeople work at car dealerships where their main task is to help customers choose the vehicle that best suits their needs and desires. They must meet with their customers to learn about their expectations for their new vehicle (Field, 2009, p. 158). Then, car salespeople show customers potential car options, which may include joining the customers on a test drive (Field, 2009, p. 158). Those in this profession must disclose the price to their customers and persuade customers to think the price is a good deal (Field, 2009, p. 158; Phelps, 2019a). Car salesperson Thomas Phelps (2019a) says they also try to sell extra vehicle features. Field (2009, p. 159) explains that once a customer has purchased a vehicle, the car salesperson must complete paperwork, verify that sales agreements or contracts were completed properly, and ensure the vehicle is ready for purchase. Car salespeople tend to work long hours (Phelps, 2019a). Some may work for 12 to 14 hours a day while waiting for customers during most of that time (Phelps, 2019a).

How to Become a Car Salesperson

As stated by Field (2009, p. 158), educational and experiential requirements for car salespeople vary depending on the dealership. Jayne Thompson (2018), a contributor for the *Houston Chronicle*, explains that a high school diploma or minimum GED is typically enough education. Some employers may prefer those with a college degree or previous experience in automotive sales, but other employers will not prefer those (Field, 2009, p. 159). Dealerships provide new employees with on-the-job training, and car salespeople can attend workshops, classes, or seminars about sales for additional training (Field, 2009, p. 159). Car salespeople must complete background checks and have a clean driver's license before gaining employment (Jacobs, 2018; Field, 2009, p. 159).

As for qualities, Phelps (2019a) states that car salespeople need considerable knowledge of vehicles along with passion for the vehicles they sell. Communication skills are essential for persuading and negotiating with customers (Jones, 2018, p. 1; Phelps, 2019a). Matt Jones (2018,

p. 1), a former car salesperson currently working as a car advice editor, explains that listening skills are important because car salespeople need to properly understand their customers' needs and desires for their future vehicle. Because car salespeople deal with prices, they would benefit from having skills with numbers (Phelps, 2019a).

Pay and Benefits

According to the U.S. Department of Labor (2019), in May 2018, the median hourly pay for retail salespeople in the automobile industry was \$16.67. However, Field (2009, p. 159) explains that car salespeople's wages can vary drastically because they can be paid with a salary, commission, or a combination of both. Dealerships tend to use compensation plans, so car salespeople are encouraged to sell the most profitable vehicles (Phelps, 2019a). Those in the profession can earn higher wages depending on their hours, type of vehicles sold, and their ability to sell (Field, 2009, p. 159). A supplemental benefit may include opportunities to drive demo cars while off the job (Field, 2009, p. 159).

Job Outlook

According to the U.S. Department of Labor (2019), from 2018-2028, employment for retail sales employees in general will decrease 2 percent. However, the automobile industry should not be affected as much by this decrease (U.S. Department of Labor, 2019). Phelps (2019b) explains that there will continue to be a need for car salespeople as long as there is competition in the automotive industry.

Interview with K.T. Stonewall at Victory Honda of Muncie in Indiana

K.T. Stonewall, pictured in Figure 1, has worked as a sales consultant at Victory Honda of Muncie for about 25 years. K.T. was interviewed by Calandra Weaver and Dr. Edward Lazaros on October 22, 2019. The interview questions along with K.T.'s responses are listed in the following sections:

Figure 1: K.T. stands next to a car inside Victory Honda of Muncie.



1. What previous experience prepared you for this position?

“In life, we are always selling regardless if it is for an entry level job or with friends. Life in general prepared me for selling vehicles” (K.T. Stonewall, personal communication, October 22, 2019).

2. What does a typical work day look like for you?

“A typical work day is long! I am communicating with people on the car lot or over the phone or online. I am also involved with prospecting. Prospecting means reaching out to people whom you’ve sold cars to get referrals and reaching out to people in the community in general who may need to purchase a vehicle. I send out birthday texts to let customers know that I remember their day” (K.T. Stonewall, personal communication, October 22, 2019). In Figure 2, K.T uses his cellular phone to follow up with his contacts, and he also uses a corded phone to call his contacts as shown in Figure 3.

Figure 2: K.T. uses his iPhone to call his contacts.



Figure 3: He also uses a corded phone for calling contacts.



3. What is your favorite part about your daily work?

“Talking to people and interacting with people is the most fun. I enjoy talking to people and hearing their stories and learning about them. We live in a social society so people love to talk about themselves” (K.T. Stonewall, personal communication, October 22, 2019).

4. What are the main challenges you encounter with your daily work?

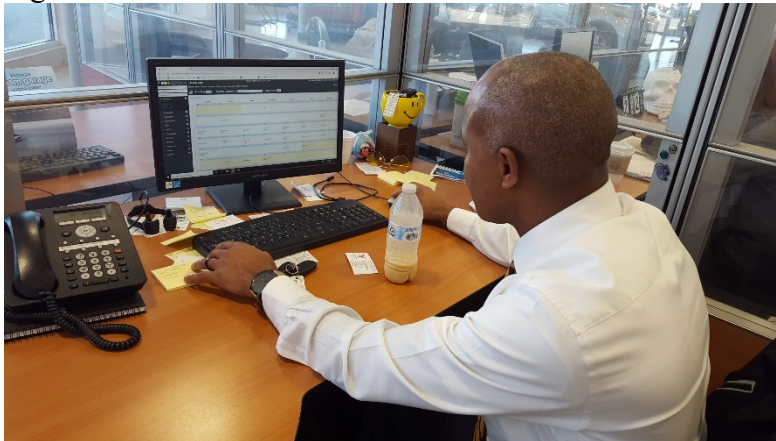
“Time is the main challenge. We are here from 9:00AM until 8:00PM at night. The only holidays we have off are Thanksgiving and Christmas. The time commitment is the biggest challenge to this profession. Dealing with “No’s” as an objection are difficult also” (K.T. Stonewall, personal communication, October 22, 2019).

5. What kinds of fun technology do car salespeople get to use?

“I use my iPhone. Software can communicate with each other, so when I put something in the database, it transfers to my phone” (K.T. Stonewall, personal communication, October 22, 2019). As displayed in Figure 4, K.T. uses their software to review the calendar of leads, prospects, and follow-ups. The calendar lists his daily duties, and K.T. reviews his notes on the contacts he needs to call.

“I take notes on people’s cars, but I take notes on other things like their pets or children. I put these notes into Google calendar and under their contacts on my phone” (K.T. Stonewall, personal communication, October 22, 2019).

Figure 4: This software shows him his who he needs to contact.



6. What advice would you give someone who would like to get into this career?

“Be real natural. Selling today isn’t what people think it is. There’s very little push and selling information. People can find information about cars online. Be true to who you are as a person. Be genuine. They’ve already researched it, so now, they just need to be comfortable buying it from you” (K.T. Stonewall, personal communication, October 22, 2019).

Conclusions

Car salespeople aid customers in choosing their vehicles, so this position is best for those with effective communication and listening skills. It is also beneficial for those in the field to have knowledge and passion for the vehicles they sell. Despite the decrease in retail sales employment, there will still be a need for car salespeople. Minimal education is required, but those interested in becoming a car salesperson may want to gain previous experience in the automotive industry or attend workshops.

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Principal Career Path Exploration

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Introduction

This article focuses on providing information regarding a career in educational administration as a principal. Prospects interested in this career may find the article beneficial. The purpose of this article is to supply factual information about the career to help interested individuals make an educated decision about whether the career is right for them. The following information in regard to principals will be presented in this order: responsibilities, how to become one, pay and benefits, and job outlook.

Responsibilities of Principals

Principals are responsible for a wide array of activities and functions that contribute to the overall operation of schools. Principals have a number of responsibilities related to the management of the school's faculty and staff, including hiring personnel, observing and evaluating teachers' performance, and organizing professional development opportunities for faculty. Principals also work directly with students, providing counsel when needed, acting as the students' disciplinarian, and assessing students' academic progress based on performance in schoolwork school and on standardized tests (United States Department of Labor, 2019).

In public schools, principals have the added responsibility of ensuring that the school is successfully implementing standards defined on the district, state, and federal levels. Multiple aforementioned responsibilities, such as evaluating teacher performance and assessing student progress, contribute to this goal (United States Department of Labor, 2019).

Principals serve to represent their school in the eyes of their communities. Many principals are directly supported by one or more assistant principal to whom different tasks can be delegated to help improve the operation of the school. This often depends on the size of the district or school and the funding that is available for additional faculty (United States Department of Labor, 2019).

How to Become a Principal

Principals must have a master's degree in either education leadership or education administration in order to be qualified. In order to enter such master's programs, candidates typically need to have completed a bachelor's degree in education, school counseling, or a related field before applying (United States Department of Labor, 2019).

Principals need to have multiple years of teaching experience before becoming teachers. According to Teacher.org (n.d.), principals typically need to have at least one to five years of experience teaching in a classroom setting, either in a specific subject area or specific grade

level. Therefore, most principals must hold a teaching license and a bachelor's degree related to their subject or grade level.

Some states offer alternative programs for licensure for candidates who have not completed a master's degree in either of the above programs. Principals working in private schools are not required to have a license for teaching or administration (United States Department of Labor, 2019).

Pay and Benefits for Principals

According to the United States Department of Labor (2019), the median annual salary for principals was \$95,310 in May 2018. The lowest ten percent made less than \$61,490 while the highest ten percent made more than \$144,950. Salary.com states that the average annual base salary for principals is \$105,402.

Principals' average annual wage is impacted by the type of institution that employs them. Private school faculty are generally paid less annually than those in comparable positions at public schools. For example, in May 2018, the median salary for principals working in public elementary, middle and high schools was \$96,760; comparatively, the median salary for those in private elementary, middle, and high schools was \$84,990 (United States Department of Labor, 2019).

Job Outlook for Principals

The projected rate of growth for employment of principals is eight percent between 2016 and 2026, which is approximately the same rate as the average for all careers. This rate for principal employment will be contingent on the increase in student enrollment within this time frame (United States Department of Labor, 2019).

The rate of growth in employment of principals is not affected as directly as other educational careers such as teaching. According to the Center for Public Education (n.d.), the optimal class size for one teacher is eighteen students; as schools strive to maintain this ratio, employment of teachers grows with student enrollment. However, there is no standard for the optimal ratio of principals to students, which prevents the same rapid growth from happening in this career.

Interview with Heath Dudley the Principal of Yorktown Middle School in Yorktown, Indiana

Heath Dudley was interviewed by Devon A. Lejman and Edward J. Lazaros on June 10, 2019. The interview questions along with Heath Dudley's responses are listed in the section below:

1. How did you become a principal?

"I was a teacher, and then an assistant principal and athletic director and eventually became the principal. The position required a building level administration license and a master's degree" (H. Dudley, personal communication, June 10, 2019).

2. What kind of technology do you get to use in your job?

“A walkie-talkie is used for inter-school communication as well as communication throughout the district. There is a maintenance channel, a transportation channel, and an emergency channel. A public announcement (PA) system is used to control the bells between classes. The system can also be used to make individual classroom calls or announcements to the entire school. It also allows for two way communication between the office and the classroom with the teacher. A handheld metal detector is used if there is a security check that is needed in the school” (H. Dudley, personal communication, June 10, 2019).

3. What do you like best about your job?

“I like the fact that no day is the same. Each day is different when you get to work. I like the days that are busy and hectic. As a principal, you get to interact with every student, all of the teachers and parents, as well as the community. Athletic events, PTO events, and school dances give opportunities to speak to and engage with community members” (H. Dudley, personal communication, June 10, 2019).

4. What is the biggest challenge you face on a daily basis?

“At a middle school the challenge is finding how to best work with students who are at this point in their developmental process. We need to help them be successful so that they can complete middle school and high school and graduate to prepare them for an adult setting. Middle school is the early foundation for adulthood” (H. Dudley, personal communication, June 10, 2019).

5. What makes your position at Yorktown Middle School unique?

“We’re way ahead of the game as far as technology goes in this area, and I always liked to use technology in the classroom anyway. Others are catching up quickly, but Yorktown is innovative and always willing to try new technologies in the classroom. Anything I ask teachers to use in their classrooms, I will try to model for them. This past year, I created professional development courses that teachers could do as a way for me to model Canvas to the teachers as well as to provide professional development opportunities. In addition, Yorktown is growing. We have a lot of kids transferring in. You’re not just working with the Yorktown community; you’re working with Delaware County as a whole. You have to see yourself as a Delaware County school, not just a Yorktown school” (H. Dudley, personal communication, June 10, 2019).

6. What advice do you have for someone who wants to become a principal?

“Try to find out who some of the highly thought-of principals in your area and get advice from those people. An internship with some of these principals would also be very helpful. Having some good role models would lead to success. Being as involved as you can in school committees so that you know how the inner workings operate behind the scenes. When leadership opportunities are available, take them” (H. Dudley, personal communication, June 10, 2019).

Pictures of Heath Dudley at Yorktown Middle School in Yorktown, Indiana

Figure 1: Heath Dudley is shown sitting at his desk in his office at Yorktown Middle School. While much of his day is spent around the school building, he conducts some work from behind the desk as well.



Figure 2: Heath Dudley uses a walkie-talkie for inter-school communication with other faculty. It can also be used to communicate throughout the school district, and has different channels for maintenance issues, transportation inquiries, and emergency situations.



Figure 3: Sometimes, communicating quickly with other faculty is as simple as using a cell phone. Heath Dudley uses his personal phone to communicate throughout the day.



Figure 4: One of the most common technologies Heath Dudley uses is the school's public announcement (PA) system. The PA is used to speak with individual teachers during the day and make school-wide morning and afternoon announcements, and is programmed with the school's bell schedule.



Figure 5: In his office, Heath Dudley works on different laptops, including a MacBook as well as a PC model (pictured). These may be used for anything from answering emails to creating modules on Canvas to help teachers learn to use the platform.



Figure 6: In situations when there may be a security threat, Heath Dudley may use a handheld metal detector to help ensure the safety of the school's faculty and students. He says the school's resource officer is more likely to do this, but that he is qualified as well.



Conclusion

A career as a principal has the potential to be a good fit for those interested in education. Because of the volume of preparatory work required to be licensed as a principal, candidates should carefully consider their interest in the career. Because this career's projected growth is on par with all other careers, it is a viable employment option for those who have the appropriate experience and qualifications. Those in this career should expect to be given a large volume of

responsibilities requiring a wide range of expertise, and need to be prepared to act as public representatives of the schools that employ them.

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Photographer Career Path Exploration

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Introduction

This article provides information for those interested in a career as a photographer. The given information about the job specifications, such as duties and benefits, may prove beneficial in helping those interested decide if this career is right for them. The following information about a photographer career will be presented in the following order: responsibilities, how to become one, pay and benefits, job outlook, and an interview with someone in this occupation.

Responsibilities of Photographers

Photographers' main responsibility is to capture images using both their creative and technical skills according to the U.S. Department of Labor (2019). They need to understand how to take professional photographs, which includes analyzing the composition of subjects within the photographs (U.S. Department of Labor, 2019). Photographers tend to use digital cameras and photo-enhancing software to edit the images on the computer (U.S. Department of Labor, 2019). When capturing the photographs, lighting equipment is utilized along with various photographic techniques while some will additionally use drones to capture aerial views (U.S. Department of Labor, 2019). Photographers need to be able to carry their equipment and stand for a long time (U.S. Department of Labor, 2019). The U.S. Department of Labor (2019) states that photographers keep an archive of their images and create a digital portfolio to show others their work, and they also need to advertise and market themselves to potential clients. Photographers are often self-employed, so they have added responsibilities, including scheduling their own appointments, paying bills, and buying necessary equipment (U.S. Department of Labor, 2019).

According to the U.S. Department of Labor (2019), specialties in the photographic industry include aerial, commercial and industrial, drone, fine arts, news, portrait, and scientific. The working conditions and daily tasks differ depending on the type of photographer. Aerial photographers work in planes or helicopters where they take photographs of landscapes and buildings (U.S. Department of Labor, 2019). Commercial photographers take promotional photographs for marketing and advertising purposes while industrial photographers take photographs of machines and industrial processes for businesses (Evans, 2017; Francis, 2013). Drone photographers use unmanned aerial vehicles, or drones, to capture photographs for journalism and art as well as surveillance, law enforcement, and spying purposes (Rouse, 2015). Fine arts photographers sell their artistic photography (U.S. Department of Labor, 2019). News photographers, or photojournalists, photograph people and events for news organizations, so they may travel and may be sent to dangerous situations (U.S. Department of Labor, 2019). Portrait photographers capture group or individual photographs, and they often work in a studio and also travel to clients' desired locations (U.S. Department of Labor, 2019). Scientific photographers use photography to document experiments and other information for the scientific or medical

fields, so for instance, they may use microphotography, which is photography using microscopes, to photograph cells, or they may take photos underwater to study sea creatures (Sullivan, 2011).

How to Become a Photographer

As stated by the U.S. Department of Labor (2019), photographers tend to take classes or study photography in college although obtaining a college education is not required for most photography positions. Photographers tend to spend many years practicing their skills to get better. To do this, they often begin working with a professional photographer as their assistant (U.S. Department of Labor, 2019). Photographers often build portfolios which include a collection of their best and often recent photographs to prove their skills to future clients (Adorama, 2018). According to the U.S. Department of Labor (2019) those interested in news, industrial, or scientific photography will often need a bachelor's degree in either photography or a field, such as biology or medicine, related to the specific job. Those who use drones need a certification from the Federal Aviation Administration (U.S. Department of Labor, 2019).

Through their practice, photographers must develop several qualities. The U.S. Department of Labor (2019) explains they must be artistic because to create visually appealing photographs, they work with colors, shades, light, shadows, and distance. They need computer skills and must be detail-oriented to edit their images (U.S. Department of Labor, 2019). Photographers additionally need business, customer-service, and interpersonal skills to advertise to and attract clients and maintain their professionalism while taking photographs for them (U.S. Department of Labor, 2019). Having additional skills in photo editing and digital videography helps increase job opportunities and chances for aspiring photographers (U.S. Department of Labor, 2019).

Pay and Benefits

According to the U.S. Department of Labor (2019), the median hourly wage for a photographer in May 2018 was \$16.35. An hourly wage of less than \$9.54 was received by the lowest 10 percent, as opposed to more than \$36.71 which was earned by the highest 10 percent (U.S. Department of Labor, 2019). As stated by the U.S. Department of Labor (2019), in May 2018, the top industries for photographers were broadcasting; newspaper, periodical, book, and directory publishers; and photographic services. Those in broadcasting received the highest median hourly wage at \$21.89 while those in photographic services received the lowest median hourly wage at \$14.21 (U.S. Department of Labor, 2019). According to the U.S. Department of Labor (2019), in 2016, approximately 3 in 10 photographers were part time, and hours are flexible and vary depending on the season.

Job Outlook

According to the U.S. Department of Labor (2019), from 2016-2026, photographer employment is expected to decrease by 6 percent. Greater access to more reasonably priced digital cameras, more amateur photographers, and stock photographs available for access online have led to the decline in photographer employment because more individuals and organizations are able to easily take and find photographs themselves (Department of Labor, 2019).

From 2016-2026, employment for self-employed photographers is expected to increase by 12 percent according to the U.S. Department of Labor (2019). Additionally, portrait photographers will still be in need as well as commercial photographers because corporations need professional-quality images for their advertisements (U.S. Department of Labor, 2019). Drone photography offers a different perspective to photography, so drone photographers will remain in demand (Department of Labor, 2019).

Because photographers need little training and experience, competition is strong for most positions as explained by the U.S. Department of Labor (2019). Also, instead of hiring their own photographers, many organizations work with freelance photographers, which makes it difficult to find salaried photography positions (U.S. Department of Labor, 2019).

Interview with Don Rogers at Ball State University in Muncie, Indiana

Don Rogers is a multimedia specialist for Ball State University's Marketing and Communications team. He is one of the photographers and videographers for *Ball State Magazine*, so he captures images of many Ball State events as well as students, faculty, and alumni. He obtained a bachelor's degree in journalism with a concentration in photojournalism from Ball State and has worked as a news, corporate, wedding, and portrait photographer. Don was interviewed by Calandra Weaver and Dr. Edward Lazaros on June 5, 2019. The interview questions along with Don's paraphrased responses are listed in the following sections:

1. What kinds of fun technology do photographers use?

Don (personal communication, June 5, 2019) explained that the cameras can use a Wi-Fi device called Case Air allowing pictures taken on the camera to be transferred to a smart phone. In Figure 1, Don holds a camera and a Case Air. The pictures are then edited quickly on a phone and distributed through email, which especially helps in urgent situations (D. Rogers, personal communication, June 5, 2019). For instance, at away football games, this technique is used to quickly distribute pictures (D. Rogers, personal communication, June 5, 2019). The Case Air attached to a camera along with the corresponding Case Air app on Don's phone are shown in Figure 2.

Figure 5: Don holds his camera and Case Air.



Figure 6: The Case Air attaches to Don's camera, and then, the images are transferred to his phone through the Case Air app.



Through shutter technology, modern cameras can capture motion and allow for a blur trail, which can create visually appealing dance images (D. Rogers, personal communication, June 5, 2019). The image consists of a painted-type blur with a very sharp image at the end (D. Rogers, personal communication, June 5, 2019). As pictured in Figure 3, Don (personal communication, June 5, 2019) uses a soft box umbrella to create a softer light with portrait images because it better captures the details of the subject and minimizes flaws. Then, in Figure 4, Don (personal communication, June 5, 2019) holds a 400mm lens which captures quick images and is best for capturing action shots at sporting events.

Figure 7: Don poses in front of a soft box umbrella which creates more flattering portraits.



Figure 8: Don holds a fast 400mm lens.



Photographers are basically computer operators who utilize modern technology (D. Rogers, personal communication, June 5, 2019). Technology allows photographers to select a mode that seems most appropriate depending on the nature of the shot, so they need visual experience to know how to select the most appropriate mode (D. Rogers, personal communication, June 5, 2019).

2. What do like best about your job?

Don (personal communication, June 5, 2019) says he enjoys the variety of his job because he never does the same thing from day to day. He explained that photo shoots can be very different than he expects beforehand, so he carries four portable flash units, or strobe lights, with him to every shoot because he does not know exactly what to expect (D. Rogers, personal communication, June 5, 2019). Don (personal communication, June 5, 2019) is pictured in Figure 5 holding a strobe light which has a miniature soft box attached to it. Don (personal communication, June 5, 2019) also has the opportunity to attend many important Ball State events, including commencement, sporting events, and alumni events. During 2018 and 2019, Don (personal communication, June 5, 2019) traveled and captured images for Ball State's Centennial Celebration Roadshows.

Figure 9: Don holds a strobe light with a miniature soft box attached to it.



3. What are the main challenges you have in your daily work?

According to Don (personal communication, June 5, 2019), it can be difficult to capture images in new and innovative ways. For instance, Beneficence is a commonly photographed statue on Ball State's campus, so it is Don's (personal communication, June 5, 2019) job to capture her in a way that makes her look different and will attract people. Additionally, it can be difficult to obtain access to certain locations where interesting shots can be taken and to collaborate with the people who can give him access to those locations (D. Rogers, personal communication, June 5, 2019).

4. How did you first get involved with photography?

Don (personal communication, June 5, 2019) began taking wedding pictures at as a teenager, and his first photography position was as a photographer for his local newspaper for which he captured local news events, such as car accidents and ribbon cuttings. The newspaper photographs were in black and white and had bad reproduction, so they needed to be photographed perfectly to appear clear enough in the newspaper (D. Rogers, personal communication, June 5, 2019). In Figure 6, he holds an old newspaper displaying one of his photographs. He also worked as a student photographer at Ball State, and later, he worked in freelance and as a corporate photographer (D. Rogers, personal communication, June 5, 2019).

Figure 10: Don shows a photograph he captured for his local newspaper.



5. What advice would you give someone interested in pursuing photography as a career?

Don (personal communication, June 5, 2019) explains that while he attended college, it was important for photography students to also have experience in writing, so he concentrated on both photography and writing. This helped him gain employment as a corporate photographer because he also wrote for the company (D. Rogers, personal communication, June 5, 2019). According to Don (personal communication, June 5, 2019), current photography students are expected to have additional experience in videography and audio because modern cameras additionally record videos and audio and because having additional experience in videography and audio can complement a photographer's images. Don (personal communication, June 5, 2019) said it is important to have photo-editing skills because he is expected to edit his own images. He also said writing skills are important because photographers need to tell the story related to the image (D. Rogers, personal communication, June 5, 2019).

As for beginning a photography career, Don (personal communication, June 5, 2019) stressed that new photographers need to make themselves visible, so they can do this through entrepreneurial skills, utilizing social media, and networking. According to Don (personal communication, June 5, 2019), his college degree helped him gain corporate employment. However, he continued to explain that making themselves visible and creating an amazing portfolio can help those interested gain employment (D. Rogers, personal communication, June 5, 2019).

Conclusion

A career in photography is something to consider for those who have creative, technical, and business skills. Creative and technical skills are needed to capture and edit photographs while business skills are needed for advertising and marketing themselves and for maintaining professionalism. Although employment for photographers in general is expected to decrease, there is potential for those who are hardworking and willing to be self-employed. There is also

potential for those interested in portrait, commercial, or drone photography. Those interested in a photography career may consider taking classes and begin to create a portfolio.

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