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Well, welcome to the Unpacked Podcast, where we're unpacking the reality in

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today's public schools.

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Today, I am joined with Ryan Bushnell from Block Imaging.

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Ryan, could you talk a little bit about your work experience,

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what Block Imaging is all about?

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And then we'll get into some deeper conversations about students at the Wilson

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Talent Center and how they connect to your mission over there at Block Imaging.

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Absolutely. I'll do my best to do the mission statement verbatim. Boy.

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So Block Imaging, because people matter, Block Imaging strives to create a thriving

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team culture so that we can extend the life of medical imaging equipment so

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that healthcare providers can extend the lives of their patients worldwide.

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So for us as an organization, everything that we do really flows out of that

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heartbeat, which is people matter.

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And so if you say people matter, it starts with the team you build at

work,

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creating a workplace that people want to be a part of.

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One of the things that one of our leaders always says is, what does it look

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like to make a workplace where people go home from work and they're more energized

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to be a spouse, to be a parent, rather than walking in the door every day like, I hate my job.

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Wouldn't that be awesome if everybody felt that energized when they left work? Yeah.

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And so that's where our mission starts. It's with the team.

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And then from there, it pours out into the work that we're doing to remember

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that when we are repairing or servicing a piece of medical imaging equipment

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in the hospital, that is not just a repair to get done, to make money.

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Someone's sister brother husband mother someone's life is dependent on that

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image for the doctor to make a prognosis and set a treatment plan and usually

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when people are in for scans it's already not a great day.

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And so for the doctors and the patients to remember that like there's an urgency

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to the work we're doing and doing it well is not just for us to make money as a business.

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It is so that doctors can care for their patients well, because if you say people

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matter, those patients are people and they matter.

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And keeping that in the forefront of what we do is really our goal as an organization.

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That's awesome. So service with heart. Yes, absolutely. Really focusing on people.

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I love that. I love that. Can you share how you first became involved with the

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Wilson Talent Center in career and technical education?

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Yes, absolutely. So my background is actually education.

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So I worked for a long time before I, my background is not medical imaging or engineering.

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I've worked with students forever. And actually, some of my former students

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got me to come take this job at Block Imaging.

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And so when we were having a conversation about what does it look like to create

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apprenticeship programs, we are right down the road from Wilson Talent Center.

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Lucky us. Yeah, well, lucky us, honestly. And

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so this was the first place that I reached out to to start building a partnership

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with because I knew that the career and technical education programs were more

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likely to connect us with students who had passions and talents that already

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aligned with the work that we're doing.

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Because our team, we need people who are tinkerers. We need people who like

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to figure out how something works and figure out how to break it and put it back together again.

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We're not making anything new. We are all secondary market.

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We are just servicing other equipment and keeping it alive as long as we can. And.

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So we need the people that want to be very, very hands-on.

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And so I reached out originally to the former engineering technologies teacher,

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started that conversation, and it has been a great partnership with us.

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In January of 26, it'll be three years since we started partnering really and

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efficiently with the Wilson Talent Center.

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And we partner with the Wilson Talent Center to do work-based learning opportunities,

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which is students who are still enrolled in Wilson Talent Center work with us

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for half a day. We have four of them from the Wilson Talent Center right now.

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And they're crushing it, all of them. Love it.

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And then we have been in the process of developing apprenticeship programs for

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the last couple of years.

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And Wilson Talent Center and then Holt High School, who's also down the road

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from us, are our two main partners that we try to recruit students from for our apprenticeship.

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Which again really when we were creating the

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apprenticeship was like okay how do you

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make a meaningful career path for someone into the

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medical imaging field and so recruiting students

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from wilson talent center we knew we were getting students that wanted to work with

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their hands right right but then the responsibility is on us to make this experience

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more than just a paycheck for them yeah and provide a way for local students

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who already have the technical desire to find a place where they can build like

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a really, really meaningful career.

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So getting them into the building to actually see what you do is a big part

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of that. Can you talk about that a little bit? Oh, yeah, absolutely.

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So we, it kind of starts with us showing up here where the students are.

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So supporting things at Wilson Talent Center like career day, mock interviews.

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Those are like, those are, those are small lifts for us.

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You know, it takes like a day of time. But the student connection you make there

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gets enough like interest and curiosity sparked in the students where then we can invite them to us.

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And so we host a ton of students for like great job shadows and tours. Great.

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When we can get the students in our building so they see what we do,

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then all of a sudden it makes sense and they can start to picture themselves

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doing this work as a career.

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Because no one knows, like no one thinks about the things at the hospital and who has to face them.

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Right. Like it's just not a career. Yeah. Like when you take a career survey

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like in high school where it's like firefighter or engineer.

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Right. Like medical imaging is not one of the things in that list.

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Yeah. But we know, like, man, the student that likes to build their own computers,

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the student that their favorite thing is the robotics team, the student who

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loves to take apart and rebuild small engines for their lawnmower or whatever.

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We know that that student will thrive on our team. They will love the type of

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work that we do. But we need.

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Get a chance to get them through the door. Yeah, they need to see it.

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So they can see it. So it makes sense because it's really hard.

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Even when we come here for career day, I started bringing a B-roll video that we put on our table.

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Really? That's cool. Because it's hard to explain to people.

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It is. Because even if you've had to go to the hospital and get a CT,

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you have no idea what the inside of that thing looks like. No.

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But when I can get them in the building and then show them what one looks like

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and have an engineer explain to them,

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hey, here's all the stuff we have to do to make sure this thing works it sparks

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their interest and all of a sudden they're like i didn't know about this

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but now that i see it i could see myself really enjoying

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working here so and it's i mean for us so far we're having incredible luck with

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wilson town center connection you know this is not a i know i didn't come here

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to do a commercial for wilson no no but in the last three years i mean we fired

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we're in double digits since we started partnering with the Bolson Town Center.

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That's fantastic. Yeah. It's good for the kids.

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So I hear that a lot that, you know, our kids really don't have any idea what's

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happening in the area, right?

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And we try to give them as much exposure as we possibly can.

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But the opportunities that you're throwing out there for kids makes a difference.

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You know, it helps them really understand, dig in deep and see what they can

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do versus what they think they might be able to do.

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So I love that. I really love that. Talk a little bit about mentorship and what

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that means to your organization and how it really helps you thrive. Yeah, absolutely.

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Yeah. So organizationally, we have a really high.

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We have a really high emphasis on like feedback and consistent one-on-ones with leaders, right?

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So making sure that we have a rhythm where the people who report to you are

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getting FaceTime with you and that that FaceTime is not just about tasks that need to be done.

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So we actually have like an iceberg graphic that we use when we talk about one-on-ones.

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And our goal is to actually focus on like what's below the surface of the iceberg.

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So, like, what's going on in someone's personal life?

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The center part of the iceberg would then be the, what are the areas of challenge

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and growth that we want to see from people or that someone wants for

themselves, right?

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Is somebody craving an opportunity for something new, a new challenge?

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And you don't know if you don't ask. Exactly.

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And then the very tip of the iceberg is tasks, things that need to get done.

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And so with our apprentices who are, you know, 18 when they start the program

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right out of high school, those apprentices,

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like where they are at developmentally, we really focus the initial like mentoring

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conversations on the personal stuff.

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Just really getting to know people, building a sense of trust.

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Yeah like we talk a lot at work about being a high trust

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culture which comes from the book five the five dysfunctions of a team yeah

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we tell you so we talk a lot about high trust culture and so we really emphasize

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in these in our especially the first couple months of meeting with the apprentices

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it's just really making sure they know there's somebody here at work that cares about me not just.

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Caring about me getting my job done and so

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we really really try to have a high emphasis on mentoring so the

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whole two years that they're in our apprenticeship they're meeting weekly with somebody

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the mentors do kind of shift and change as their job changes yeah but then so

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i'm kind of the i'm the like liaison who i i stay with them for the whole two

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years while they shift to different managers within the program yeah that's

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kind of makes such a big difference in their experience working for your organization, right?

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Just keeping them there or helping them understand that it's not just about

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the numbers, it's about you as a person.

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And we also do a weekly group meeting with the apprentices where we go through

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some personal and professional development content.

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We go through some books with them, Fighters Functions of Team being one of

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them, Seven Habits of Highly Effective People by Stephen Covey.

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And the goal of those conversations is to make

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sure that they know like we care about you like as

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a person becoming the person that you

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want to be we want to help you figure that out and

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support you and cheer you on and we hope that that

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means at the end of the two years you love it here and you're going to

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stay here forever like i you know like right retention is one

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of our goals for these apprentices we want to keep them but we

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like primarily care about them as a person and so

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making sure that the conversations we're having one-on-one and

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in our group like personal professional development courses making sure

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that we're connecting that to what's going on outside of work

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as well it's it's it's crazy to think that

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what's going on at somebody's home is not going to

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have an effect on how they show up to work right and so we want to make sure

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they know that we're like they have some safe people that they can trust to

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talk about whatever's going on at home and i mean to the point where i'm i met

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one of our apprentices brought their parents through for a tour oh yeah And

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we always tell them when they start...

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Like, hey, if your parents want to come through and see the place to know like

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where you're going to be working, we would love to host them for a tour.

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Especially when some of our apprentices start and they're not even 18 yet.

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Right. And parents hear like, wait, you're you're working on x-ray as in radiation.

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And so like for us to be able to be like, we're very safe and here's all the

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safety things we have in place so that parents are confident in our ability

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to take care of their student.

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So the apprentices, when they bring their parents through, it's always fun to meet them.

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But one of the student apprentice's parents last year joked,

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oh, you're the work therapist.

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And I was like, well, I'm not qualified to be at. But that's a thank you.

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I'll take that as a compliment.

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If that's what they're saying about me at home, I take that as a compliment.

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Well, it's funny because what you're saying about how you treat your apprentices

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or your staff is really full circle to your mission, right?

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I mean, that's what you said right at the beginning. It's not necessarily just

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what you do for the customers, but it's what you do the same for your people. So that's fantastic.

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And that's great for kids who don't necessarily have, and I shouldn't say kids,

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young adults who really are trying to figure out where they go next.

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So I think that's wonderful that you kind of create this whole culture that

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is welcoming and helping them understand that they belong. So that's fantastic.

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So can you share maybe an example of a student that was at Block Imaging,

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like a story that people would like to hear, like something they learned or something.

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An aha moment they had that you were able to see that might help our audience

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kind of understand the connection between what you do and how our students are really impacted? Yeah.

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I probably shouldn't use names. Well, you can use first names.

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We can use first names? Yeah. Okay.

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Oh, man. I want to think of one that is good, but also not too personal,

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because I don't want to share details from an apprentice that they would not

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be comfortable with me sharing.

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Well, you don't have to share their name. I'm trying to think...

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Who do I want to talk about? I think I, man, okay, I'll share a couple and then you can just edit it.

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Oh, sure. Which ones do you want to talk about?

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And I'll talk about a couple of different things. So in our personal professional

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development stuff that we do with the group, we do a big section on finances

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and like, how do you establish financial independence as a young adult?

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So we bring in a guest from the bank and they talk about, here's how you have

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to build credit. Like, here's the things, here's the warnings you want to look

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for when it comes to credit cards and interest and loans and do our

best to

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prepare them. We go through Ramsey principles with them.

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We try to give them the information but not tell them what to do.  
Right.

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And talk about retirement and all that kind of stuff. And one of the challenges

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that we do is we have them make a smart goal for their finances.

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Oh, that's good. And then we check in on that every couple months.

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Oh, nice. And so we just had a check-in with one of the groups of apprentices

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about their SMART goal to see how it was going.

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It's going better for some than it is for others, which is to be expected. Yes, to be expected.

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Some of them still have a Bigby problem. It's the location.

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Yeah, having a Bigby across the street does require some discipline for us. Yes.

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But no, one of the apprentices set a SMART goal less than a year ago to pay

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off their entire car loan, which was around \$8,000. Wow.

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And have enough money saved to get their first apartment and move out by this year.

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Wow. That's pretty lofty, but good. And in the window that they set



for themselves

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for this goal, it required them to set aside, I think it was like 600 a month

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in order to do it in the time that they wanted.

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They successfully paid it off in the time that they wanted and they would be ready.

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To get their apartment out but they're really nice and they let a friend borrow some money,

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which which is like i don't want to you know i'm obviously

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i want to cheer them on for being such a kind and wonderful friend yep but

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so it's it's been really fun there will be a lesson in that yes yeah likely

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for sure um but it's been really fun to see them set goals for themselves and

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actually follow through on them because i think people make a mistake when they

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think about 18 to 24-year-olds.

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Agreed. I think they think of them as having limited capacity, and I just don't.

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After years and years of working with 18 to 24-year-olds, I just don't think that's true.

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I think they are capable of so much more than we give them credit for,

00:16:02.358 --> 00:16:08.058

and sometimes they just need somebody that is both going to support them and

00:16:08.058 --> 00:16:09.238

also then challenge them.

00:16:09.618 --> 00:16:12.458

Right. You can't just challenge them and not support them. Yes, exactly.

00:16:12.578 --> 00:16:15.598

I agree. Like, there's a balance between, and this is from a book,

00:16:15.698 --> 00:16:18.618

and I can't remember what book, but the balance between invitation and challenge.

00:16:18.898 --> 00:16:21.738

Yes, yes. Because they need that support.

00:16:22.578 --> 00:16:25.178

They're young adults trying to figure out what's next for them.

00:16:25.298 --> 00:16:28.078

And the way you can support them, the better off they'll be.

00:16:28.178 --> 00:16:30.838

And the more likely they are to stay with you. Mm-hmm. Yeah.

00:16:31.078 --> 00:16:36.858

And even trying to help prepare our leaders for working effectively with 18-year-olds. Mm-hmm.

00:16:37.198 --> 00:16:40.878

So we have an amazing team of leaders. Mm-hmm.

00:16:41.253 --> 00:16:44.813

That are on the teams where apprentices spend their first year.

00:16:45.253 --> 00:16:49.113

So doing some just really quick trainings with them about like,

00:16:49.273 --> 00:16:53.633

okay guys, here's what's going on in the brain physiologically of an 18 year old.

00:16:53.733 --> 00:16:57.153

Here's the things we need to be aware of because these are the people we are working with.

00:16:57.273 --> 00:17:04.353

Like we have a responsibility to give this 18 year old their first real job work experience.

00:17:04.673 --> 00:17:08.093

And if we're going to do this to the best of our ability, we

00:17:08.093 --> 00:17:11.033

got to know where they are at developmentally and so just sharing with

00:17:11.033 --> 00:17:13.633

them like here's some of the things here's some of the

00:17:13.633 --> 00:17:17.213

challenges that are common for an 18 year old and these

00:17:17.213 --> 00:17:21.093

apprentices some of them are going to have these challenges and it's on us then

00:17:21.093 --> 00:17:26.593

to walk them walk with them through those challenges not just you know why why

00:17:26.593 --> 00:17:30.633

aren't you happy today right like you know what i mean like no they're figuring

00:17:30.633 --> 00:17:34.653

out how the heck to be an adult right right and that's where your background is, right?

00:17:34.713 --> 00:17:38.913

That's where you start at 18 to 24 year olds. My background is higher education.

00:17:39.313 --> 00:17:45.433

Yeah. My master's degree is higher ed. So I love my passion is the like identity

00:17:45.433 --> 00:17:47.733

formation process. That's fantastic.

00:17:48.173 --> 00:17:53.133

And it's a privilege to walk alongside somebody who's going through that part of their journey.

00:17:54.613 --> 00:17:59.233

Well, tell me a little bit. So the same thing you just said about 18

to 24 four-year-olds,

00:17:59.493 --> 00:18:02.233

I kind of feel like that with high school kids.

00:18:02.473 --> 00:18:06.033

Like, if we raise the bar enough, they'll respond.

00:18:06.353 --> 00:18:09.133

And there's a lot of people out there like, oh my gosh, what are they going

00:18:09.133 --> 00:18:10.453

to do, make copies for us?

00:18:10.693 --> 00:18:15.953

But I think that's limiting their potential. We know that they have a lot more potential than that.

00:18:16.153 --> 00:18:20.513

So maybe people that aren't in what we do every day don't see that because they

00:18:20.513 --> 00:18:22.433

don't see how exceptional they are.

00:18:22.693 --> 00:18:27.133

But just talk about that maybe. You know, Now, what is a 16 or 17 year old doing

00:18:27.133 --> 00:18:31.113

that's in high school that you can really see it's connecting them to their next steps?

00:18:31.973 --> 00:18:36.153

Yeah, we so I agree with you that I think they are capable of far more than

00:18:36.153 --> 00:18:39.813

people give them credit for. And I think sometimes what they're missing is the opportunity.

00:18:40.193 --> 00:18:42.993

Yeah, I think I think it's totally fair.

00:18:43.765 --> 00:18:48.905

Managers and people who are hiring have some reservations about adding 16-year-olds

00:18:48.905 --> 00:18:50.685

to their team. Totally understood.

00:18:51.325 --> 00:18:54.805

There are 50-year-olds that get jobs and it doesn't work out.

00:18:55.385 --> 00:18:58.885

So to just say, well, we're not going to hire 16-year-olds because 16-year-olds

00:18:58.885 --> 00:19:04.325

bring a unique challenge, I would challenge businesses to think outside the box on that.

00:19:05.025 --> 00:19:08.485

But so for us, our approach

00:19:08.485 --> 00:19:11.205

is like we give them a pretty

00:19:11.205 --> 00:19:14.305

high level of responsibility and autonomy

00:19:14.305 --> 00:19:17.405

but making sure that we're giving them

00:19:17.405 --> 00:19:20.445

good training up front because we never want them to feel like they're floundering

00:19:20.445 --> 00:19:25.505

we also never want them to be like we'd never want them to just be making copies

00:19:25.505 --> 00:19:30.025

right and we never want them to like think that the work they're doing doesn't

00:19:30.025 --> 00:19:33.925

contribute doesn't doesn't give value to the organization so like right now

00:19:33.925 --> 00:19:36.365

our work-based learners are on a couple different teams.

00:19:36.965 --> 00:19:40.105

One team right now, they're bored. They're working on inventory.

00:19:40.445 --> 00:19:43.945

And it's a really hard job that they're doing right now. And it's kind of repetitive.

00:19:44.245 --> 00:19:47.365

Very repetitive, I'm sure. But they're crushing it. They're doing a great job.

00:19:47.965 --> 00:19:53.305

But they know that the parts that they are making sure are correct in inventory.

00:19:54.225 --> 00:19:58.625

Are directly connected to our ability to get those parts to engineers in the

00:19:58.625 --> 00:20:00.725

field who are repairing systems in hospitals.

00:20:00.925 --> 00:20:05.785

So they know that the thing that they are doing is an essential part of our business operation.

00:20:06.085 --> 00:20:09.245

That's fantastic. Make that connection for them. And so, and it's as simple

00:20:09.245 --> 00:20:12.525

as asking them the question, like, hey, the work that you're doing right now,

00:20:12.725 --> 00:20:15.025

tell me how that connects to how block imaging makes money.

00:20:15.225 --> 00:20:21.425

And then force them to like make that connection in their own way and feel a

00:20:21.425 --> 00:20:23.065

sense of pride of like, oh, holy smokes.

00:20:23.125 --> 00:20:26.785

Yeah, I guess I just inventoried like \$100,000 worth of stuff this week.

00:20:26.865 --> 00:20:28.365

It was like, yeah, that was really cool.

00:20:28.545 --> 00:20:30.925

That's really important for our business. Thank you. You know?

00:20:31.125 --> 00:20:35.645

Right. And then the other team of work-based learners right now,

they're handling.

00:20:36.410 --> 00:20:39.670

Like it's all they're also on the inventory side. Our work based learners have

00:20:39.670 --> 00:20:42.830

to stay on the inventory side because they can't work on any systems that are

00:20:42.830 --> 00:20:44.710

live for insurance reasons.

00:20:45.090 --> 00:20:51.310

Understood. But that team, they get to see all of the like, they see the craziness

00:20:51.310 --> 00:20:54.710

of all the things that are delivered every day and all the things that are like

00:20:54.710 --> 00:20:57.510

big, full pieces of equipment that come in and out of the door.

00:20:58.050 --> 00:21:01.150

So they're like they're not separate doing their own thing.

00:21:01.350 --> 00:21:05.530

They are a team working alongside our full time team members.

00:21:05.530 --> 00:21:11.650

So they're not like, they're not showing up and doing some separate menial task.

00:21:12.070 --> 00:21:15.770

Like, no, no, no. Like, you're a part of the team. And we try to,

00:21:15.870 --> 00:21:20.590

like, make sure that their experience is as if they were a full-time team member,

00:21:20.690 --> 00:21:23.290

even though we only have them for, you know, 10 to 15 hours a week,

00:21:23.390 --> 00:21:25.350

depending on their schedule. Yeah, that's fantastic.

00:21:25.870 --> 00:21:30.130

We, you know, I'm part of the communications team here, and we actually have two interns as well.

00:21:30.250 --> 00:21:32.570

Because we want to see the same, you know, practice what we've reached,

00:21:32.730 --> 00:21:35.530

you know, in education. Let's try and see if we can get our interns.

00:21:35.790 --> 00:21:39.190

And all of the ones that we've had up in the last couple of years have really

00:21:39.190 --> 00:21:42.050

stepped up to the plate. And I just love to see them thrive.

00:21:42.250 --> 00:21:46.070

And I like to share the stories with our community, too, because people just

00:21:46.070 --> 00:21:49.510

don't understand. They don't make the connections. So I think that's fantastic.

00:21:49.950 --> 00:21:55.550

Well, what would you share with other businesses that are apprehensive or even

00:21:55.550 --> 00:21:59.730

ready to jump in about, you know, how to work with career and technical education

00:21:59.730 --> 00:22:03.010

and help even grow their own pipeline?

00:22:03.450 --> 00:22:06.310

Except for we don't want them to take away from yours. No, no, no.

00:22:07.756 --> 00:22:10.416

I'll cheer anybody on. That's great.

00:22:10.576 --> 00:22:15.776

My passion is the young adult development.

00:22:15.996 --> 00:22:19.776

That's true. I've said that before, yes. Just having them find a place that

00:22:19.776 --> 00:22:26.536

is a place where they can find a place for somebody in our community,



00:22:26.736 --> 00:22:28.596

first of all, to stay in our community.

00:22:28.776 --> 00:22:32.936

Right, yes. So that we're not losing our technical talent to other places.

00:22:32.936 --> 00:22:35.536

We want to keep people here, right? Keeping people in Lansing,

00:22:35.716 --> 00:22:39.816

if it's not at Block Imaging, like I'm still going to support and encourage

00:22:39.816 --> 00:22:41.956

any other business in any way. That's fantastic.

00:22:42.176 --> 00:22:47.156

Because that, you know, I want all this local talent to stay local.

00:22:47.336 --> 00:22:49.856

I care about Lansing. And we need it. Yeah. We really do.

00:22:50.196 --> 00:22:56.036

Yeah. Yep. And so, yeah, I would say, so challenge for other businesses, I would say one.

00:22:56.908 --> 00:23:00.548

Make sure your team is on board and ready.

00:23:00.788 --> 00:23:05.048

So I think a lot of our success with work-based learners and with apprenticeships

00:23:05.048 --> 00:23:10.588

is credit to our team and our like our company culture.

00:23:11.188 --> 00:23:14.268

Because you had a plan. Yes. And we did. We put together a plan,

00:23:14.408 --> 00:23:19.348

but it also just our company culture in general made it easy, I think,

00:23:19.648 --> 00:23:24.868

to have some early success with this because our team was excited about like

00:23:24.868 --> 00:23:26.288

creating these opportunities.

00:23:26.608 --> 00:23:30.248

Right. So say if you're a business and you're thinking about this,

00:23:30.488 --> 00:23:35.548

get your team on board so that it is a good experience when your first work-based learner shows up.

00:23:36.108 --> 00:23:40.208

Then I would say the next challenge I would have is have an actual meaningful

00:23:40.208 --> 00:23:44.668

job for them to do. Like have them be a part of the team.

00:23:45.088 --> 00:23:49.848

Makes total sense. And then I think the other piece would be like when we started

00:23:49.848 --> 00:23:54.508

this, I wanted to immediately connect with the specific programs.

00:23:54.748 --> 00:23:58.248

Right. So, like, I reached out to Engineering Technologies, the whole high school

00:23:58.248 --> 00:24:02.908

Project Lead the Way, because I knew that that was the type of student that

00:24:02.908 --> 00:24:04.868

we wanted. We wanted the tinkerers. Right.

00:24:05.608 --> 00:24:10.328

And so I would say for your business, there are a ton of programs. There are.

00:24:10.608 --> 00:24:16.948

And so I would identify a program that is teaching the type of skills that are

00:24:16.948 --> 00:24:22.128

required for success in your industry and just start partnering with one specific program.

00:24:22.368 --> 00:24:25.108

Yeah, that's a good place to start. Because we have about 20 programs,

00:24:25.128 --> 00:24:28.628

I think, at Wilson Town Center. So there's a ton there.

00:24:28.788 --> 00:24:32.088

Plus Holt has some and other school districts have some programs too.

00:24:32.248 --> 00:24:33.888

And robotics is all over the place.

00:24:34.188 --> 00:24:40.308

So I would say find the right pond to fish in for your business and just build

00:24:40.308 --> 00:24:43.548

a really healthy relationship with that program.

00:24:44.348 --> 00:24:47.428

And then I would say the next...

00:24:48.347 --> 00:24:54.007

The next, like, step in that, I think, would be, let's, no, yeah,

00:24:54.067 --> 00:24:56.207

I think that, I'm good with that. Those three, yeah.

00:24:56.347 --> 00:24:58.987

Make sure your team's ready. Those are good steps. Make sure your team's ready.

00:24:59.187 --> 00:25:03.607

Make sure you have a meaningful job for the students and then find your strategic partner.

00:25:03.747 --> 00:25:08.147

That's kind of what we have done. And then we've slowly built for off of that, right?

00:25:08.207 --> 00:25:12.767

So we started small and then we've just slowly built as we've gone forward.

00:25:12.927 --> 00:25:15.567

Right, because you can always test the waters, refine the process,

00:25:15.567 --> 00:25:21.927

and then make sure that you're getting what you and what the student need out of the partnership.

00:25:22.387 --> 00:25:26.207

So that's fantastic. Is there anything else you want to share with the audience

00:25:26.207 --> 00:25:28.247

that might be listening about, you know,

00:25:28.867 --> 00:25:33.367

block imaging or the Wilson-Talent Center or just career and technical education

00:25:33.367 --> 00:25:37.827

and helping young people find their way so that they stay here in Lansing? Yeah.

00:25:38.327 --> 00:25:41.247

Yeah, I mean, I would say, man...

00:25:41.668 --> 00:25:46.388

I would say after years of working with adolescents and young adults.

00:25:47.068 --> 00:25:53.648

Like I can tell you, I have anecdotal stories, four days, success stories of

00:25:53.648 --> 00:25:58.468

a student or an apprentice who someone was like, oh, they're not going to be

00:25:58.468 --> 00:26:00.028

able to do it. And they did it.

00:26:00.608 --> 00:26:05.568

And I would, if I could give one challenge for local businesses,

00:26:05.568 --> 00:26:09.988

it would be the Zig Ziglar quote was a 1980s motivational speaker,

00:26:10.188 --> 00:26:14.188

which is many people have gone further than they thought they could because

00:26:14.188 --> 00:26:16.528

someone else thought they could. Right.

00:26:16.788 --> 00:26:23.768

And I just think we need more businesses that believe in the potential of people

00:26:23.768 --> 00:26:31.348

and are willing to take someone from the potential to like a valuable contributing member of your team.

00:26:31.348 --> 00:26:37.068

Because, yeah, no 17 or 18 year old is walking out the door with the

level of

00:26:37.068 --> 00:26:39.788

experience and maturity that a 30 year old does. Sure. Fine.

00:26:40.408 --> 00:26:44.748

Fine. I think for us as adults in the community,

00:26:44.748 --> 00:26:51.788

if we want our businesses to grow and thrive, it's on us to invite in  
and level

00:26:51.788 --> 00:26:57.588

up the local talent so that we keep them and our businesses thrive and  
our communities

00:26:57.588 --> 00:26:59.868

thrive as well. So that's fantastic.

00:27:00.368 --> 00:27:03.728

All right. Well, thank you. I think that's probably all we have time  
for today,

00:27:04.008 --> 00:27:08.968

but I appreciate you coming on board and coming to our Unpacked  
podcast to learn

00:27:08.968 --> 00:27:11.108

more about the realities in today's public schools.