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A Brief History of Globalized Markets: Implications for Management

Robert A. Lloyd

Abstract

This paper reviews the evolution of international markets from colonial Europeanism to modern globalization. This history of globalization covers mercantilism, the advent of free market thinking, protectionism measures of the mid-20th century, pre-globalization, and a full discussion on the progression towards modern globalized markets. Globalization is examined in light of its benefits, challenges, opportunities and future outlook, followed by implications for managers of MNC's in how they can successfully navigate these elements. Keywords: globalization, mercantilism, protectionism, international management

Introduction

A vast body of research has focused on the increasingly interconnectedness of global markets over the last thirty years. Referred to by most scholars as globalization, there is much debate over the causes, benefits, challenges and economic relationships that exist within the nexus of countries around the world. Many factors led to this growth in international trade, including a reduction of trade barriers and advances in technology and telecommunications. A modern manager must understand the implications of doing business in this newly-globalized economy. The purpose of this paper is to describe the historical progression of events that led up to modern globalization, and to offer practical implications for managers engaged in global business.

Mercantilism

The full integration of global markets is a fairly recent phenomenon – beginning in the 1980's (Nadrag & Bala, 2014). Our modern understanding of globalization must be put into the context of the larger story of the last 500 years. While colonial powers of England, Spain, France, Portugal and Holland plundered, explored, settled, and extracted resources from the New World, they did so under the political and economic ideology known as mercantilism. Under this philosophy, European powers considered exports as “beneficial” while imports were considered “detrimental” to the nation's economy (Cwik, 2011, p. 7). The pursuit of silver and gold were fueled by a desire to maintain and increase military power. As such, mercantilists were not interested in economic factors like production, consumption and supply of finished goods (Rojas, 2007). They saw international trade as a “zero sum game,” where winners and losers battled for exports of their nations' goods (p. 82). The political convictions around mercantilism influenced European foreign policy for what many scholars agree from the time period 1550 to 1750 (Rojas, 2007). It was not until the revolutionary ideas of late 18th and early 19th century economic thought that a focus on production and consumption of goods would take place. Mercantilism yielded to the growing sentiments of free market ideals as promulgated by economists such as Adam Smith and David Ricardo.

Free Market Thought

The economic constructs posited by Ricardo (1957) held that nations should maximize production in the goods where they had a comparative advantage, and trade for goods where another nation would have the comparative advantage. This idea directly contradicted the notions of mercantilism, where any kind of import was considered economically damaging. He

states “under a system of perfectly free commerce, each country naturally devotes its capital and labour (sic) to such employments as are most beneficial to each” (p. 81).

Ricardo was heavily influenced by the writings of his predecessor, Adam Smith (p. v). While Smith addressed some practical reasons why a merchant should first look at domestic markets to engage in commerce (such as knowing local laws, understanding customers, and less commitment of capital), he claimed that free markets should prevail in foreign trade policy (Smith, 1990). “The general industry of a society never can exceed what the capital of the society can employ” (p. 216). Internal economic exchange would not significantly increase real wealth. In essence, a country must trade with other nations increase overall economic wealth. The free market arguments authored by David Ricardo and Adam Smith eventually influenced the British parliament enough to “adopt, unilaterally, a free trade policy” (Cwik, 2011, p.8).

Protectionism

An economic recession during the early part of the 20th century devastated markets around the world. In response to unprecedented loss in material wealth and systemic unemployment, the United States Congress passed the Smoot Hawley Act in 1929 (Siles-Brügge, 2014). A highly debated piece of legislation, the Smoot Hawley Act increased tariffs on imported goods in an attempt to protect domestic production and to curb unemployment. The response by global trading partners was immediate, particularly by the largest trading partner and close ally, Canada. Other nations quickly implemented similar policies in retaliation to American protectionism. By 1929, the American president, Herbert Hoover, had received protests from 23 separate trading nations (The battle of Smoot Hawley, 2008). As a result of the Smoot Hawley Act and reactionary legislation by trading partners around the globe, world trade plummeted from \$5.3 billion in 1929 to \$1.8 billion in 1933 (The battle of Smoot Hawley, 2008). Congress enacted legislation in 1934 which ostensibly repealed the effects of the act. While countries since that time period have continued to protect critical domestic industries, a study conducted by Siles-Brügge (2014) found that countries never again engaged in the level of protectionism seen during the Great Depression.

Pre-globalization: 1960's and 1970's

Tinbergen (1962) developed an early model to explain economic trade flows around the world. Known as the gravity model, his research showed that trade between two nations was a function of distance between the nations (a proxy for transportation costs) as well as the relative size of each economy. During this same time, the United States proposed a systematic reduction in trade barriers to the General Agreement on Tariffs and Trade (GATT) in an attempt to stimulate international trade (Gaedeke & Lazar, 1972). The intention of these trade talks, known as the Kennedy Round, was to reduce tariffs on all imports by 50% (Marvel & Edward, 1983). Subsequent studies (Haveman, Nair-Reichert, & Thursby, 2003, Marvel & Edward, 1983) found that these reductions in trade barriers had the intended effect of increased trade.

Notwithstanding the global engagement in the debate on international trade during the 1960's and 1970's, an alternative emerged to a simple reduction in trade barriers. A leading German economist, Andreas Predöhl, importuned European policy makers with the idea that a “regional, economic integration . . . must take precedence over a multilateral, non-discriminatory reduction of trade barriers” (Grotewold, 1973, p. 353).

Early Years of Globalization

The U.S. economy continued to progress towards global integration throughout the 1970's and early 1980's (Hathaway, 1998). They achieved this through a reduction in import tariffs and an increase in the number and strength of regional trade agreements. Harvard professor and

renowned marketing expert Ted Levitt (1983) presciently claimed that globalization would be the new norm. “Companies must learn to operate as if the world were one large market, ignoring superficial regional and national differences” (p. 92). More succinctly, he states, “the globalization of markets is at hand” (p. 92).

The continued development of technology and communication led to a greater dissemination of information throughout the 1980’s and 1990’s which facilitated a connection between nations, markets, suppliers and consumers around the world. The economic and political collapse of the Soviet Union in 1990 further opened up global domain as the access to capital and markets in this region became more available to interested nations (Rosenberg, 2005).

Modern Protectionism

Modern forms of protectionism include import tariffs, domestic production quotas, and procurement provisions (Munger, 1984). The challenges are significant for nations that engage in protectionism. First, “[it is] costly to consumers who are denied the right to buy goods at world prices” (p. 54). Second, as observed by Adam Smith (1990), it generally results in retaliatory action by trading partners. Fliess and Busquets (2004) found that “37% of small U.S. manufacturing exporters . . . reported that tariffs limited their ability to increase export sales” (p. 6). Third, from a practical standpoint, the domestic producers benefiting from the protectionist measures will fiercely lobby to maintain and even increase the level of protection (Cowan, 2012).

Following the financial crisis of 2008, many industries feared that nations would again implement protectionist measures as experienced following the Great Depression. With the exception of a handful of countries (Russia, Malawi, Argentina, Turkey, China), this trend of across-the-board protectionism has not occurred (Hiau Looi, Neagu, & Nicita, 2013). Instead, countries have engaged in “guarded globalization,” whereby they still allow the benefits of globalization to permeate their economies, while choosing select industries to insulate from foreign competition (Bremmer, 2014).

Globalization

The research on globalization is extensive, most of which has been conducted over the last twenty years. Globalization describes the “increased economic, political, social, cultural, and ideological interconnectedness among the world’s populations, as a result of the amplified movement of people, knowledge, ideas, goods, and money across the borders of the nation-state” (Nadrag & Bala, 2014, p. 641). This definition is by no means all-encompassing of the context of globalization, and only one of many definitions offered by scholars. Friedman offers a more concise explanation of globalization as the “inexorable integration of markets, nation-states and technologies” (Friedman, 1999 as cited by Nadrag & Bala, 2014, p. 643).

Much debate exists in the literature whether globalization has more positive or more negative effects. On the one hand, some scholars propound that globalization leads to overall positive outcomes (Brown, 2008). Globalization leads to increased global wealth and thereby individual wealth. Increased access to technology and communication creates access to knowledge and information to all parts of the world (Nadrag & Bala, 2014). This access to information allows international trading companies to conduct more efficient research on trading partners and customers, thereby decreasing overall costs (Rauch & Trindade, 2003).

Conversely, some scholars have found that globalization is detrimental to nations and individuals. To begin, financial capital aggregates in the regions of the world with “production generating sources” (p. 49), thereby limiting access to credit markets (Seitan, 2014). From a cultural standpoint, globalization causes a “destruction of ethos [which] can cause non-Western

cultures to lose their uniqueness, thereby faltering in their artistic creativity” (Lebedko, 2014, p. 30). Studies have shown that globalization actually leads to an inequality in global wealth at the individual level (Pogge, 2002). Moreover, it leads to a depletion of natural resources (Huntington, 2005), increased levels of pollution (Kirchner, 2012). Many companies seek to do business in countries with less restrictive environmental controls, further exacerbating the pollution problem (Markusen, Morey, & Olewiler, 1993). Finally, investment of foreign firms has been found to “crowd out” local businesses, resulting in fewer economic opportunities for domestic businesses (Subasat & Bellos, 2013).

Implications for Managers

As early as 1983, Ted Levitt was prescribing strategies for the global manager. In pragmatic terms, he advises, “companies that do not adapt to the new global realities will become victims of those that do” (p. 102). His words were as true then as they are today, and carry far-reaching implications for the global manager.

Thomas Friedman (2007) offers insightful remarks on how managers can adapt to the ever-changing global markets:

- 1) “The most important competition . . . is between you and your own imagination” (p. 447). The world has access to ideas and he advises managers to use this environment to take advantage of that audience. He suggests that the countries that are most open to new ideas and competition are the ones most likely to thrive economically.
- 2) “And the small shall act big” (p. 449). The increase in technology allows small firms to take advantage of collaboration in supply chain management and outsourcing. Each firm should find a way to utilize their mobility to sustain an advantage in the global market.
- 3) “The best companies are the best collaborators” (p. 457). In essences, Friedman claims that the increasing complexity of technology makes it difficult for any one company to master them. It will take specific focus on a company's expertise in conjunction with business partners to create a new competitive edge.
- 4) “How you do things as a company matters” (p. 467). The global markets naturally tend to commoditize most aspects of the business. Having a unique approach to the market or how customers are treated becomes increasingly important.

The guidance offered by Friedman speaks to a unique approach to navigating the global market. The increased competition will naturally force managers to re-invent the way they produce goods and offer services.

A second area where managers must find new adeptness is in cultural awareness. Friedman’s advice focuses on the market, the customer, and the operation of the business. A successful global manager must also be able to navigate the cultural aspects of doing business outside the borders of their home country. This would include a manager operating from their domestic country or for expatriates travelling and working abroad.

The GLOBE Project was a study conducted to understand the leadership and cultural dimensions of 62 countries (Javidan & Dastmalchian, 2009). The results of the study should compel managers to understand the nine dimensions of culture in order to achieve success in the global marketplace. Considerations should be given to performance orientation, assertiveness orientation, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance (Javidan & Dastmalchian, 2009). In short, a global manager must understand the culture in which the company operates – both to interact with foreign colleagues and to better understand the customer base of the target foreign market.

Conclusion

Globalization is considered a recent phenomenon by many scholars in that only in the last thirty years has its effects and progression been observed and studied. A reduction in trade barriers and advances in technology during the 1980's and 1990's led to a rapid increase in integration of global markets. The lead up to globalization was marked by mercantilism in the 16th through the 18th centuries and ushered out by the free market ideologies of 18th century economists such as Adam Smith and David Ricardo.

Globalization has been studied exhaustively, and studies show both the positive and the negative effects of increased connectivity between nations' economies. The global manager today operates in an environment where increased global competition forces companies to find new ways to market their goods.

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Teaching Effectively in a Global Classroom

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Abstract

As the world economy has become more globalized, so, too, the post-secondary classroom has experienced this globalization. Not only do instructors and professors struggle to integrate technology into their classrooms, stay abreast of changes in their respective fields of study, and, of course, write, publish, and present, they must now address the challenge of teaching students for whom English is a second language (ESL) and who are engrained with cultures and experiences that are somewhat foreign to teachers.

Introduction

Most educators agree that becoming a teacher was accomplished as a result of meeting a lifelong goal and that the dream of every teacher is to be an effective teacher, as the term effective seems to define the elite in the educational arena. A quote by writer William A. Ward describes the effective teacher by stating, “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires” (Famous Quotations, 2000, n. p.). Hence, in today’s educational field, the great teachers are charged with inspiring students on a global level.

Ideally, every teacher aspires to be an effective teacher, and an effective teacher in turn inspires students. Under the direction of an effective teacher, the students are attentive and respectful, soaking up information like sponges. The effective teacher is always focused and organized, administering knowledge in fun, imaginative ways—correct? Well, most of academia would agree that under the auspices of an effective teacher, students are learning. So what elements make one teacher more effective than another, and who is determining the exact characteristics of an effective teacher, thereby, defining effective teaching? In an age of increasing teacher accountability, changing educational legislation, and progressively culturally diverse classrooms, the subject of teacher effectiveness is an on-going major topic, and many questions abound. For example, what characteristics do American students versus international or culturally diverse students think define an effective teacher? The research conducted in this study strives to narrow the definition of an effective teacher as determined by university students at a mid-sized university in the United States compared to students at a mid-sized university in a European country who provided a distinct and culturally diverse set of opinions and data for educators to discuss and ponder.

Review of the Literature

Measuring the effectiveness of a teacher is not an easy task. Many different variables can be involved in a study that attempts to define effective teachers. Although this study focuses on U. S. versus international business students’ views of teacher effectiveness, many other studies have attempted to solve the mystery of teacher effectiveness, thus prolonging the debate on the question, “Are good teachers born or made?” (Yair, 2007). However, while the subject of teacher effectiveness in elementary and secondary settings is fodder for a spirited debate, the conversation inevitably moves to focus on teaching effectiveness of college and university professors who may receive little or no formal training in

the skill of “teaching.” In a recent article in *The Chronicle of Higher Education* (2013) written by Derek Bok, a former president of Harvard University, Bok states, “The most glaring defect of our graduate programs . . . is how little they do to prepare their [doctoral] students to teach” (p. A36). Indeed having ineffective college and university professors has a more far-reaching effect on this nation than once believed. Stanford economist Professor Eric Hanushek (2011) translates the dilemma of having ineffective teachers into economic terms: He estimates that a teacher who is a half-standard deviation above the average would affect a tenth of a standard deviation improvement in students’ cognitive skills. In turn, the improvement would add \$10,600 to a student’s earnings over a lifetime of work. Moreover, below-average teachers reduce the lifetime earnings of their students in a similar way. Additional research indicates that the actual personality and individual characteristics of a teacher may have a large impact on his/her effectiveness as an instructor or professor. Stanford University hosts a website entitled *Teaching Commons* (2014) that publishes information such as “Characteristics of Effective Teachers,” which seeks to define an effective classroom teacher. The following characteristics are those of an effective teacher:

1. Well-prepared
2. Master of his/her subject; explains subject matter clearly
3. Enthusiastic and energetic person; conveys a passion for education
4. Warm sense of humor
5. Good public speaker
6. Approachable, friendly, available
7. Concerned for students’ progress and the quality of his/her teaching (2014, n. p.).

Although education and experience are often used as indicators of teacher effectiveness, other variables must be considered. Thompson, Greer, and Greer (n .d.), believe that some of the most important characteristics possessed by effective teachers include knowledge of pedagogical theories, planning and preparation, experience, self-reflection, and flexibility. A survey conducted by Thompson, et al., (n .d.) identifies some characteristics that effective teachers possess. Effective teachers are those who reflect upon their teaching techniques and make improvements whenever possible. Effective teachers adjust their lessons based upon student needs and abilities, they have excellent communication skills, and they work at building rapport with their students (n. d.). Adams and Pierce (2004) contend that in order to be an effective instructor, one must be able to strike a balance between challenge and support and help the students to do the same. Within the learning environment, students must be made to feel important, invited, and known on a personal level. Instruction should be student-centered, and the instructor should be enthusiastic about the subject matter while having high expectations for students. Finally, a 2012 U. S. study concerning faculty evaluation of teaching effectiveness of other faculty concluded that the following characteristics were considered important: (1) level of faculty preparedness; (2) knowledge of subject matter; (3) fairness in grading; (4) speaking clearly; and (5) encouraging students to think (Meyers, 2012).

Clay (2003) declares that the key ingredient missing in education today is expectations. Teachers should have higher expectations of students in order to achieve increased learning outcomes. Educators who have received formal training in educational arenas recognize this psychological phenomenon as the Pygmalion Effect: The more a teacher expects of students, the more students will produce. This phenomena has been tested and deemed effective at the individual student level (based on students’ self-concepts) by comparing students’ grades and achievement test scores in very recent research studies (Friedrich, Flunger, Nagengast, Jonkmann & Trautwein, 2015).

A 2010 U. S. study determined the strategies that were conducive to effective learning: “(1) helping students understand the basic concepts of the course; (2) using videos, debates, and case studies to achieve enhanced learning effectiveness; (3) helping students understand the environment and its impact on the concept to which they are being exposed; and (4) encouraging students to develop critical thinking” (Essoungna-Njan, Morgan & Zheng, 2010, p. 153). In 2009, researchers Hoffman and Oreopoulos published a study that was one of the first to examine teaching effectiveness of college/university instructors and professors. The study was completed at a large Canadian university and the research concluded that “differences in commonly observed instructor traits, such as rank, faculty status, and salary, have virtually no effect on student outcomes (p. 91). Furthermore, instructor effectiveness is directly related to students’ perceived effectiveness of the instructor. Thus, research faculty is no better or worse instructors than teaching faculty. The results of the Hoffman and Oreopoulos study are supported by a 2013 Latif and Miles study, which also affirmed that students’ perceptions of teaching effectiveness are influenced by students’ gender, classification, and cultural backgrounds. This study surveyed national and international students concerning their perceptions of effective teacher traits and yielded the following list of effective instructor characteristics: (1) in-depth knowledge of the subject matter, (2) clear explanation of material, (3) adequate instructor preparation for classes, and (4) practice questions provided for students on material covered.

According to Walls, Nardi, Minden, and Hoffman (2002), at all levels of education, teachers view immediacy as being related to a teacher’s effectiveness. Certainly many people today have vivid, negative memories associated with ineffective teachers. The result of the study conducted on preservice teachers by Walls, et al. concluded that an emotional factor constantly evolved when deciphering perceptions of effective teachers. Effective teachers were described as caring and friendly while ineffective teachers were most often described as boring, inept, and “burned out” (2002). A qualitative study conducted at University of London involving university faculty revealed three elements that need to be present in the traditional list of effective teaching. Researchers in the study determined that “learning is transparent; dialogue enables learning; a community of learners generates knowledge” (Carnell, 2007, p. 30). The faculty involved in this study stated that two concepts that supported them in being effective were talking about teaching with faculty and other colleagues and being involved in research or team projects with various colleagues. Factors inhibiting these faculty members from being effective were determined to be related to time: Specifically, the inordinate amount of time spent on conducting quality research left little time for teaching preparation. Lastly, upper-level (and some lower-level) university courses necessitate covering an enormous of information in a short amount of time, therefore, impeding effective teaching (Carnell, 2007).

Another interesting international study charged students with the task of building “the perfect professor” using a list of nine essential teaching characteristics gleaned from previous research studies conducted by researchers Feldman (1976, 1988) and Marsh (1984, 1991). The students’ perfect professor consisted of the following characteristics list in order from most important to least important: (1) enthusiastic/entertaining; (2) clear about how to succeed; (3) topic expertise; (4) clear presentation style; (5) reasonable workload for course requirements; (6) intellectually challenging; (7) warm/compassionate personality; (8) good feedback; (9) interactive teaching style (Senko, Belmonte & Yakhkind, 2012).

A researcher in a South American study also conducted a qualitative study on effective teaching concepts as perceived by undergraduate university faculty. While no new characteristics were identified, the traits in this study presented in a dichotomy of teacher-centered attributes versus student-centered attributes. For teachers who lean more toward student-centered teaching, the concept of student

motivation was also identified as an important element in the learning process (Gonzalez, 2011). Furthermore, Yair's Israeli study (2007) using students' perceptions of effective teaching addressed the scholarship of teaching and added qualitative information/experiences to the body of literature on effective teaching. Precisely fifty-four percent of study respondents emphasized that professors' traits/behaviors and the students' relationships with these professors were important factors in the students' key, pivotal educational experiences. Twenty-five percent of students involved in the study focused on professors' instructional strategies when recalling effective teaching/learning experiences, while the remaining 21% of respondents recounted context of instruction experiences (Yair, 2001).

Although some research has been conducted on students' perceptions of teacher effectiveness, a review of the literature demonstrates that a large body of the existing research is based on faculties' or educational experts' perceptions of teacher effectiveness. Furthermore, to date, even less research has been instituted to demonstrate how the research in existence has been implemented into the classroom (Weimer, 2015).

Today, education finds itself enduring extreme criticism with urgency placed upon teacher accountability and increasing student achievement. According to research in this area, all methods used to gauge both teacher quality and student outcomes are unreliable and unproven, making defining a "highly qualified" or effective teacher virtually impossible. Teacher training programs are even undergoing scrutiny in this attempt to improve education. Standardized tests used to measure student learning are criticized, teacher certifications used to identify quality teachers are criticized, and teacher education programs are criticized. One must rely on the current research in this area and decide for himself/herself what characteristics define an effective teacher.

Purpose of the Study

The purpose of this study was to determine what characteristics presently define an effective teacher. The findings will enlighten college and university administrators and faculty to the differences in perceptions about the qualities of effective teachers according to survey responses given by U. S. and international post-secondary students. In addition, results of the study may be of interest to teacher educators who carry the responsibility of preparing future teachers for the classroom and faculty who have had no formal training in teaching methodologies. The effective teaching survey may be viewed in Table 1.

Research Design and Instrumentation

This study of the characteristics of effective teachers utilized descriptive research design in the form of a pre-created, revised survey administered to 161 post-secondary business students: 72 U. S. students, 89 international students, representing 26 different countries around the world. The survey instrument used for the study was an abbreviated version of the original instrument created by Harry Murray in 1988. The survey contained 24 qualities/characteristics of an effective teacher that respondents were to rate on a scale from 1 – 4, with 1 being not important and 4 being very important. The title of the survey is simply, Effective Teaching. This research instrument was used to determine what students perceived were important effective teacher qualities.

Descriptive statistics are used in this study as the use of these statistics "permit researchers to describe the information contained in many, many scores with just a few indices, such as the mean or median" (Frankel & Wallen, 2003, p. 200). Frequency tables were utilized to arrange and tally the responses of the surveys and then the mean scores for each item on the survey were calculated and all statistics were organized into table form for the readers' convenience. Table 1 shows the responses of international students on the survey issued, and Table 2 contains the responses of the U. S. (national) students. Table

3 shows the international and U. S. students' responses arranged in ascending order using the column of "most important" trait as the sorting factor. The students participating in the study were juniors and seniors enrolled in business classes. All participants' participation in the study was voluntary, and since no identifiers were used, all survey responses were confidential. The study was approved via the Institutional Review Board (IRB) of the U. S. University, and letters of affiliation were obtained from professors at the university in Spain (Universidad Carlos III de Madrid) who assisted with this study. The survey instrument used for the study was an abbreviated version of the original instrument created by Harry Murray in 1988 and then later expanded by Dr. Peter Saunders in 1999. The survey contained 24 qualities/characteristics of an effective teacher that respondents were to rate on a scale from 1 – 4, with 1 being not important and 4 being very important. The title of the survey is simply, Effective Teaching. This research instrument was used to determine what students perceived were important effective teacher qualities.

Results of Effective Teaching Survey

The results of the study are conveyed on the following tables. The survey questions (abbreviated) are listed on the left side of the table and the respondents' mean rankings are listed by category on the right side of the table. The results of the survey given to international students are in Table 1, and the results from U. S. students are shown in Table 2. Additionally, the tables have been sorted in descending order according to the results in the "very important" column for comparison purposes between international and U. S. students. See Table 3.

Table 1.

Respondents' Mean Rankings ☐International Students (N = 89)
Effective Teaching Survey

Questions	1(#)	1(%)	2(#)	2(%)	3(#)	3(%)	4(#)	4(%)	*N/R
1. Moves about while lecturing	10	11%	37	42%	30	34%	8	9%	
2. Tells jokes or humorous anecdotes	5	6%	26	30%	29	33%	28	32%	
3. Smiles while teaching	5	6%	15	17%	45	51%	23	26%	
4. Gives several examples of concepts	0	0%	1	1%	24	28%	62	71%	
5. Stresses important points by pausing, speaking slowly, raising voice, etc.	1	1%	10	11%	31	35%	46	52%	
6. Praises students for good ideas	2	2%	23	26%	42	48%	21	24%	
7. Uses a variety of media/activities	5	6%	36	42%	36	42%	9	10%	

8. Listens and responds to students' contributions	0	0%	7	8%	36	40%	46	52%	
9. Begins class with a review of previous class topics	7	8%	33	37%	36	40%	13	15%	
10. Asks and confirms if students understand before proceeding	7	8%	23	26%	43	48%	16	46%	
11. Helps students prepare for tests	2	2%	14	17%	30	34%	41	46%	1%
12. Reminds students of test dates, assignment deadlines, etc.	2	2%	14	17%	33	37%	39	44%	
13. Speaks clearly at appropriate volume	0	0%	8	9%	29	33%	52	58%	
14. Uses appropriate grammar	2	2%	26	29%	34	38%	27	30%	1%
15. Speaks at appropriate pace	1	1%	31	35%	35	39%	21	24%	1%
16. Addresses students by names	16	18%	31	35%	32	36%	9	10%	1%
17. Offers help to students with problems or questions during regular office hours	1	1%	17	19%	46	52%	24	27%	1%
18. Allows feedback from students	0	0%	22	25%	48	54%	19	21%	
19. Integrates materials (examples, case studies) from the "real world"	1	1%	5	6%	44	49%	39	44%	

Note. 1=Not important; 2=Somewhat important; 3=Important; 4=Very important

Table 2.

Respondents' Mean Rankings → U. S. Students (N=72)
Effective Teaching Survey

Questions	1(#)	1 (%)	2(#)	2 (%)	3(#)	3(%)	4(#)	4(%)	*N/R
1. Moves about while lecturing	2	3%	24	33%	37	51%	9	13%	
2. Tells jokes or humorous anecdotes	0	0%	7	10%	32	44%	33	46%	
3. Smiles while teaching	0	0%	8	11%	27	38%	37	51%	
4. Gives several examples of concepts	0	0%	2	3%	18	25%	52	72%	
5. Stresses important points by pausing, speaking slowly, raising voice, etc.	0	0%	2	3%	29	40%	41	57%	
6. Praises students for good ideas	0	0%	9	13%	38	52%	25	35%	
7. Uses a variety of media/activities	1	1%	10	14%	31	43%	30	42%	
8. Listens and responds to students' contributions	0	0%	3	4%	29	40%	40	56%	
9. Begins class with a review of previous class topics	2	3%	15	21%	32	44%	23	32%	
10. Asks and confirms if students understand before proceeding	0	0%	11	15%	30	42%	31	43%	
11. Helps students prepare for tests	0	0%	3	4%	9	13%	60	83%	
12. Reminds students of test dates, assignment deadlines, etc.	0	0%	4	6%	12	17%	56	77%	
13. Speaks clearly at appropriate volume	0	0%	1	1%	26	36%	45	63%	
14. Uses appropriate grammar	1	1%	8	11%	30	42%	33	46%	
15. Speaks at appropriate pace	0	0%	2	3%	34	47%	36	50%	

16. Addresses students by names	7	10%	25	35%	23	32%	17	23%
17. Offers help to students with problems or questions during regular office hours	0	0%	5	7%	33	46%	34	47%
18. Allows feedback from students	2	3%	9	13%	23	32%	38	52%
19. Integrates materials (examples, case studies) from the “real world”	0	0%	9	13%	23	32%	40	55%
20. Empowers learners to be responsible for their own learning	4	6%	13	18%	46	63%	9	13%
21. Incorporates teaching that appeals to different learning styles	0	0%	5	7%	35	49%	32	44%
22. Instructor attends class on time and is prepared	0	0	4	6%	10	14%	58	80%
23. Provides intellectual challenge for all levels of learners’ abilities	1	1%	12	17%	32	44%	27	38%
24. Demonstrates respect for diversity	0	0	6	8%	23	32%	43	60%

Note. 1=Not important; 2=Somewhat important; 3=Important; 4=Very important

Discussion of Survey Results—International Students

Results from the survey completed by international business students clearly demonstrate that statement #4 on the survey [gives several examples of concepts] is the characteristic deemed most important for effective teachers to possess, with 71% of respondents noting it as such. The second most important item on the survey with a 58% response rate is #13 [speaks clearly at appropriate volume], followed by #5 [stresses important points] with a 52% rate, which tied with #8 [listens and responds to students]; fourth most important elements present a tie at a 46% response rate for #10 [begins class with a review], #11 [helps students prepare for tests], and #22 [instructor attends class on time and is prepared]; and the fifth most important items with 44% response rates being #12 [reminds students of test dates] and #19 [integrates materials from the real world].

While the results of this portion of the study resemble the results in the Latif and Miles study (2013), readers should note that the international students chose primarily “skills-based” traits related to

teaching methodology that effective teachers should possess, e.g. gives examples, speaks clearly, stresses important facts, listens, reviews students, etc.

Discussion of Survey Results—U. S. (National) Students

The results from the survey issued to U. S. (national) business students yields the following results. The number one characteristic U. S. students deem very important in teaching effectiveness with 83% of respondents concurring on this element is item #11 [helps students prepare for tests]; the number two characteristic with 80% of respondents is item #22 [instructor attends class on time and is prepared]; the number three characteristic with 77% of respondents is item #12 [reminds students of test dates, deadlines, etc.]; the number four characteristic with 72% of respondents is item #4 [gives several examples of concepts]; and the number five most important teaching characteristic is item #13 [speaks clearly at appropriate volume].

Similarities between international and U. S. students' survey responses and between both sets of responses and the Latif and Miles (2013) study can be seen in the survey results. Similarities between the international and U. S. students' responses are striking. The teacher characteristic of speaking clearly was ranked the #1 most important teacher trait by international students and #5 trait for U. S. students; reviewing students for tests was ranked #3 most important trait for international students and #1 trait for U. S. students; instructors being on time and prepared for class was ranked #4 by international students and #2 by U. S. students; lastly, reminding students of test dates was #5 for international and #3 for U. S. students. As noted previously, all of the important traits students want effective teachers to possess are skills-based characteristics.

Hoffman and Oreopoulos (2009) and Latif and Miles (2013) concluded that teaching effectiveness is based on students' perceptions of the course instructor. However, few studies conducted actually surveyed the students to determine their perceptions of effective teacher traits and few, if any research studies, were found that tell the story of how research findings have been implemented into the classroom (Weimer, 2015). Several international studies were found to have focused on students' perceptions of effective teachers: Senko, Belmonte & Yakhkind, 2012 (an empirical study); Gonzalez, 2011 (qualitative study); and Yair, 2001 (another qualitative study). The study which most closely parallels the current study is that of Latif and Miles (2013) that demonstrated national and international students' perceptions of the most effective teaching characteristics are (1) in-depth knowledge of the subject matter, (2) clear explanation of material, (3) adequate instructor preparation for classes, (4) practice questions provided for students on material covered.

The top five effective characteristics sorted in descending order (most important listed first) according to international students' versus the U. S. students' responses to the survey can be viewed in Table 3. The results of the survey clearly demonstrate that international and U. S. business students have very similar ideas of teaching effectiveness.

Table 3.

Respondents' Mean Rankings of Survey; International Students' versus U. S. Students' Top Five Effective Teaching Characteristics

International Students' Top Five		U. S. Students' Top Five	
Gives several examples of concepts	71%	Helps students prepare for tests	83%
Speaks clearly at appropriate volume	58%	Instructor attends class on time and is prepared	80%
Stresses important points by pausing, speaking slowly, raising voice, etc.	52%	Reminds students of test dates, assignment deadlines, etc.	77%
Listens and responds to students' contributions	52%	Gives several examples of concepts	72%
Asks and confirms if students understand before proceeding to next topic	46%	Speaks clearly at appropriate volume	63%
Helps students prepare for tests	46%		
Instructor attends class on time and is prepared	46%		
Reminds students of test dates, assignment deadlines, etc.	44%		
Integrates materials (examples, case studies) from the "real world"	44%		

Recommendations Gleaned from the Research Study

Due to the results of this research project, researchers will need to conduct consistent research on effective teaching characteristics in order to maintain relevant and rigorous curriculum for both national and international students enrolled in business courses. However, because most of the business classrooms already contain a diverse population of students representing different countries and cultures, the studies could be conducted in domestic classroom settings, possibly adding qualitative focus groups comprised of U. S. versus international students answering open-ended questions for the study format.

Lastly, and perhaps most importantly, implementing the results of these student-centered research studies must be first and foremost in educational arenas. The purpose of conducting research is lost if the results are not ultimately utilized in a productive manner. The students are speaking to educators; and once, again, teachers who want to be effective must heed their calls.

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Opportunities and Challenges Facing Business Education Professional Associations as Perceived by Leaders within Associations

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Abstract

Many opportunities and challenges face professional associations today, just as opportunities and challenges have been identified across disciplines and over time. Through the Delphi Technique, leadership from various professional associations indicated that the primary opportunity for the associations involves reaching out to a new cohort of business educators. The challenges include declining membership and recruiting new members from untapped cohorts. The main trend within the profession is the currency of the professional development opportunities, especially within technology related areas; however, the cost to attend the conventions and conferences where many of these opportunities are available is prohibitive for many educators.

Introduction

Many opportunities and challenges face professional associations today. This study was designed to identify the primary opportunities, challenges, and trends within the various business education associations. According to the Policies Commission for Business and Economic Education, Policy Statement No. 79 (2006), "Professional associations for educators exist to help members value and promote their profession as well as nurture their individual careers" (para. 1). Being part of a profession means automatic membership in a professional community; however, the professional associations allow members to more easily connect to others within that community, "Our relationships with individuals and groups constitute the environment in which we live our professional lives" (Gersick, Bartunek, & Dutton, 2000, p. 1026). Yet the literature across disciplines and over time is rich with references to declining professional association membership (Davis-Maxwell & Bailey, 2014; DeLeskey, 2003; Faulkner, 2005; Haynes & Samuel, 2006; Lamb-Mechanic & Block, 1984; O'Neil & Forde, 2007; O'Neil & Willis, 2005; Rapp & Collins, 1999; Rossell, 2007; XYZ University, 2013). Specific to business education, O'Neil and Forde (2007) discuss many of the issues facing the professional associations; specifically, they state that "a survival framework must be taken seriously" (p. 45) and "organizations will need to identify their strengths and weaknesses" (p. 44). Professional association leadership is critical for the future of the associations.

Research Question and Methodology

The research question for this study was to identify what professional association leaders identify as the most important opportunities, challenges, and trends in business education professional associations.

The study received institutional review board approval from the researchers' institution under the category of exempt from full review status. A three-round modified Delphi procedure was conducted between December, 2013, and March, 2014, to develop a measure of leaders' perceived issues relating to the challenges facing business education professional associations. One definition of a Delphi is offered by Linstone and Turoff (1975): "Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to

deal with a complex problem” (p. 3). According to Stitt-Gohdes and Crews (2004), a Delphi may be used when the researcher is seeking to collect the opinions of experts, and hopefully, reach consensus among the experts. A Delphi typically involves a questionnaire, that can be either structured or unstructured, that is sent to a group of experts. The responses are collected, analyzed, and summarized. The original questionnaire or a modified version based upon the responses is returned to the experts with a request for some type of additional input. This procedure is repeated until the research criteria are met or for a specified number of rounds (Linstone & Turoff, 1975). A Delphi can be an appropriate research methodology “when the issue is one where exact knowledge is not available” (Dalkey, 1969, p. v). The Delphi can provide current consensus from the experts while maintaining anonymity and avoiding conflict that can be present in face-to-face discussions (Sproull, 1988). The technique offers three main features: (a) anonymity; (b) iteration and controlled feedback; and (c) statistical group response. The design effect is to minimize bias from domineering or forceful personalities and the tendencies of group-think, while removing the potential of distracting or irrelevant communications (Dalkey, 1969). The typical Delphi study incorporates four phases. Phase 1 investigates the research topic. During this phase, the experts provide information they deem important to the topic. Phase 2 attempts to understand the panel of experts “group view” of the topic. The third phase typically explores disagreements within the group view, while Phase 4 is a report of the information (Linstone & Turoff, 1975).

A modified Delphi technique was selected for this study over face-to-face techniques due to the geographical distances among the members of the selected panel of experts making face-to-face group meetings impractical. This method also minimizes the bias that may occur from potentially dominating personalities, since each of the experts selected have served and/or continue to serve as dedicated leaders within national and international business education professional associations. Understanding that the success of a Delphi lies with the experts offering opinions, the panel of experts was selected using purposive sampling to solicit responses from across the business education professional associations including the international and research affiliates. The purposive sample does not imply representativeness from a statistical standpoint; however, it does provide an inclusiveness of various perspectives that can be used to inform the study. The panel of experts selected for this study included professionals who had served on the executive committee of one or more business education professional association within the past 10 years.

An e-mail invitation and consent to participate letter were sent to 25 potential experts from three countries, the United States, Australia, and Austria with the goal of having 10 experts agree to participate in the study. Although literature does not provide consensus on an appropriate number to serve on a Delphi panel, Delbecq, Van de Ven, and Gustafson (1975) suggest 10 – 15 experts is sufficient if the group is homogeneous in nature. Ten leaders agreed to participate in the process, which had been determined *a priori* to be a three-round Delphi.

Description of the participants

The participants included business education teachers and/or administrators of business education programs from secondary, community college, and university programs from the United States, Australia, and Austria. Each participant had served as an executive committee officer in one or more of the business education professional associations including: National Business Education Association (NBEA), and/or the organizations that serve as divisions of NBEA; the International Society for Business Education U.S. Chapter (ISBE), *la Société Internationale pour l’Enseignement Commercial* (SIEC-ISBE), the Association for Research in Business Education-Delta Pi Epsilon (ARBE-DPE), and the National

Association of Business Teacher Educators (NABTE). Ten participants completed Rounds 1 and 2 of the Delphi. In Round 3, participation decreased to eight participants.

Procedure

The participants were e-mailed the questionnaire for Round 1. The researchers developed the questions for the first round which were created after a literature review from various professional associations across multiple disciplines and over time (See Table 1). The responses from Round 1 were reviewed and tabulated. Based upon the aggregated results of Round 1, questions for Round 2 were generated. The responses from Round 2 were reviewed and tabulated. Based upon the aggregated results from Round 2, the questions for Round 3 were generated.

Results

Round 1 Question Creation and Results. The first round of questions sought to determine the top opportunities, challenges, and trends (both positive and negative) of the business education associations and how the leaders addressed each of the identified items. Eight questions were included in Round 1 (See Table 1). The results from Round 1 were gathered and presented to the participants in Round 2 (See Appendix A). The raw data was shared with the participants in Round 2.

Table 1: Round 1 Questions

1. What do you consider the top challenge for business education professional associations?
 2. During your involvement with the business education professional association, how did your or the organization's leadership address this challenge?
 3. What should the leaders of business education professional associations be doing to ensure the future of the professional association and the profession?
 4. What do you see as a major positive trend for business education professional associations?
 5. How should the leaders of the business education professional associations address these trends?
 6. What do you see as a major negative trend for business education professional associations?
 7. How should the leaders of the business education professional associations address these trends?
 8. What opportunities do you see for business education professional associations?
-

The top challenges identified for the professional associations included declining membership, recruitment of new members, and participation at conferences. To address these challenges, the associations enlarged and adapted services, conducted research into ways to involve more professionals, and increased marketing activities. The process to meet the challenges included providing services that reflect the credibility of the program to both current and potential members.

The positive trends within the associations include the currency of the activities for professional development including technology education. Additionally, the unification of the affiliate associations under the umbrella of the National Business Education Association was identified as a positive trend, allowing for improved services. Negative trends were identified as the expense associated with attending conferences and conventions, increasing dues the perceived lack of relevance for new teachers within the profession, and the age of the membership and leadership within the associations.

The opportunities focused on the number of new members that could be encouraged to join if they understood the value of membership, the future leadership opportunities as the current leadership begins to retire, and offering professional development to a new cohort of educators.

Round 2 Question Creation and Results. Participants were asked to rate each of the responses from Round 1 as extremely important to not important on a 5-point Likert scale. Additionally, the participants were provided an opportunity to add or delete responses in each category. All ten participants from Round 1 continued participation in Round 2. The main theme from the responses of Round 2 indicated the greatest threat to business education associations is decreasing membership, followed closely by the need to build and strengthen business teacher education programs.

Based upon the responses from Round 2, the participants indicated the main challenge of business education professional associations is declining membership. Most of the other challenges facing the associations can be linked to declining membership. The results from Round 2 were ranked and divided into three tiers. Tier 1 challenges include:

- Declining membership and retaining current members (indicated by 50% of the participants)
- Recruitment of new members (indicated by 50% of the participants)
- Development of members (indicated by 50% of the participants)
- Building and strengthening business teacher education programs (indicated by 30% of the participants)
- Ensuring the viability of the profession of business education (indicated by 30% of the participants).

Fewer than 30% of the respondents selected the other challenges as primary issues for the business education associations.

The participants' responses indicated the professional associations use a variety of techniques to address the challenges of the association. The panel indicated association leadership was most effective in addressing membership issues through one-on-one recruitment strategies. The panel recognized that associations have placed an emphasis on membership issues and were effective at searching for new cohorts for recruitment; however, the panel indicated that providing leadership training was an ineffective way to address membership challenges.

In order to meet the challenges, the panel made the following recommendations:

1. Membership—Associations need to
 - a. Find ways to be more relevant to teachers who have recently entered the profession by determining what they consider important in association membership.
 - b. Determine the most important ways to deliver information and publications to all age groups.
 - c. Include more members in professional activities, especially teachers who are new to the profession.
 - d. Provide services and programs that reflect the credibility of the associations within the broader educational community.
 - e. Work with the teaching universities to determine the needs of future teachers.
 - f. Target materials to middle school, secondary, and community college educators.
2. Conference Participation—Associations need to

- a. Target middle school, secondary and community college educators with appropriate programming at affordable fees.
 - b. Issue individual invitations to members to participate in the conferences.
3. Viability of the professions—Associations need to
 - a. Support and strengthen business teacher education programs.
 - b. Promote business education with all stakeholders including students, parents, schools, and government entities.
4. Research
 - a. Promote research in the profession with university professionals.
 - b. Promote active research in teaching practices with middle school, secondary, and community college educators.

Strengths of business education associations were listed as effectiveness in recruiting members to present at regional and national conferences and in using web-based technologies to offer professional development to membership.

The panel indicated the most effective strategies to increase membership include:

- Using one-to-one recruitment strategies
- Prioritizing recruitment and retention
- Searching for new cohorts as potential members
- Adapting services to changing demographics
- Involving more professionals in association activities

Participants also identified trends in business education. The positive trends within the professional associations are centered on the quality publications produced by the associations. Additionally, the associations seek ways to stay current with educational technologies and encourage members to stay up-to-date within the field.

Three issues lead negative trends facing the associations. First, the decline in business education including the decline in association involvement at all levels, the declining number of business teacher education licensure programs, and the elimination of business education programs at the primary and secondary schools. Second, teachers new to the profession appear to not see the relevance of the professional associations, which leads to the third identified trend, fewer potential qualified leaders to guide the professional associations. Many current members and leaders are approaching retirement age which exacerbate a decrease in qualified leaders.

Strategies to improve membership may need to include resources relevant to the teachers new to the profession, including the use of social media marketing techniques, training at state and regional levels, and offering resources that can be used in diverse classrooms.

Round 3 Question Creation and Results. Based upon the high level of consensus within the panel of experts in Round 2, the researchers determined that it would be valuable to solicit input from the panel concerning the best approach to meet the challenge of membership that had been identified in Round 2. The question in Round 3 asked,

Although the panel indicated that the associations have placed an emphasis on membership issues and were effective at searching for new cohorts for recruitment, membership continues

to decline in many professional associations. What would you recommend to help recruit new members?

In this round, eight of the 10 panelists responded. Of those responding, the answers include:

- I have no additional ideas beyond what was suggested in the previous round (75%)
- That is an excellent question, I look forward to seeing the results of this study (12.5%)
- Continue to seek new cohorts for membership recruitment and demonstrate the value of the professional associations to newer teachers and teacher education candidates (12.5%)

Although a Delphi was used primarily to form a basis for future research, the results of this study are interesting because the participants agreed on the importance of building and maintaining membership as being critical for the future viability of business education associations.

Limitations

The design of a Delphi study is limited by the expertise of panel experts and their diligence in completing the process. Upon evaluation of the responses, it appears that the experts took their participation seriously based upon the depth and quality of the responses in Rounds 1 and 2; however, it is possible that the participants' opinions converged into consensus as a convenience rather than a sincere belief in their responses. Additionally, a different group of participants could have provided a different set of items in Round 1, resulting in a different overall outcome. Using the purposive sampling technique to solicit responses and including current and past leaders of business education associations should lend validity to the responses. The anonymous nature of the Delphi study may have allowed individuals to be more open in their responses.

A research bias may have been introduced to the study since the authors selected the original questions for the study and analyzed the responses from Round 1 to create Round 2; however, the list in Round 2 was developed from the respondents' comments and rankings from Round 1, limiting the influence by the researchers.

Future Research

Potential research into why new teachers are not joining the associations may guide the marketing strategies of the associations. Additional research to find the reasons why current members are not renewing membership has the potential to provide additional data to drive marketing decisions.

Conclusion

The purpose of the study was to identify opportunities, challenges, and trends within the business education professional associations. Through a Delphi study methodology, the researchers offer the following conclusions.

The primary opportunity for the associations involves reaching out to a new cohort of business educators. The challenges include declining membership and recruiting new members from untapped cohorts. The main trend within the profession is the currency of the professional development opportunities, especially within technology related areas; however, the cost to attend the conventions and conferences where many of these opportunities are available is prohibitive for many educators.

Recruitment and retention of members in the business education professions are the most critical components for the future success of the professional associations. One strategy to accomplish the membership goal involves learning why business educators were not members of the associations. A strategy to learn why business educators do not join professional associations is to conduct research to determine a solution to the problem. Those professionals who join and participate indicate that membership is valuable for their professional growth. Reaching pre-service teachers while they are at the university and non-members appear to be one key to future success.

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Appendix A

Round 1 Questions and Responses

1. What do you consider the top challenge for business education professional organizations? (Responses listed in order of frequency)
 - Declining memberships/retaining current members
 - Recruitment of new membership
 - Participation at conferences
 - Undefined membership issues
 - Ensuring the viability of the profession
 - Building and strengthening business teacher education programs
 - Development of membership
 - Globalization across the curriculum
 - Quality research
2. During your involvement with the business education professional association, how did you or the association's leadership address this challenge?
 - Membership Issues
 - Enlarging services
 - Adapting services to changing demographics
 - Discussion of ways to involve more professionals
 - Survey members to determine interests
 - One-on-one recruitment strategies
 - Social Media
 - Encouraging state membership directors
 - Making recruitment and retention the #1 priority of the associations
 - Offering leadership training at the state and regional levels
 - Recruitment training at the state and regional levels

- Searching for new cohorts to include in recruitment activities
 - Participation in Conferences
 - Soliciting members for presentations at NBEA Annual Conventions
 - Soliciting members for presentations at other association conventions and conferences
 - Ensuring the viability of the profession
 - Building and strengthen business teacher education programs
 - Little has been done in this area by the professional associations
 - Globalization
 - Little has been done in this area by the professional associations, excluding the international associations
3. What should the leaders of business education professional organizations be doing to ensure the future of the professional associations and the profession?
- Membership Issues
 - Provide services and programs that reflect the credibility within the education community and that meet the personal needs of current and prospective members
 - Attempt to be more relevant for younger (new to the profession) teachers
 - Consider alternatives to expensive professional conferences and conventions
 - Include younger (new to the profession) members in professional activities
 - Expand opportunities outside our “typical” membership base to include people from business and industry as well as those in fields related to but not always defined as business (i.e. educational technology)
 - Continue current efforts to recruit and retain members
 - Determine what is relevant to current and prospective members
 - Determine how to deliver information about the organizations to all age groups
 - Work with teaching universities to determine what the younger (new to the profession) need to become members of professional associations
 - Target high school teachers and community college instructors with publications, research, workshops, and conferences
 - Allow online dues for all membership categories
 - Participation at conferences
 - Intentionally invite members to participate
 - Target high school teachers and community college instructors with publications, research, workshops, and conferences
 - Ensuring the viability of the profession
 - Build and strengthen business teacher education programs
 - Work to ensure the future of business education
 - Be more assertive in creating a place, role, and the future of business education
 - Be less conservative and slow to take action when issues arise
 - Carve a niche for business education
 - Instill a strong professional commitment in each student
 - Provide quality research

- Target high school teachers and community college instructors with publications and research opportunities
 - Collaborate with universities and other levels of education in applied research
4. What do you see as a major positive trend for business education professional organizations?
 - Stay current with various technologies
 - Unification of ARBE-DPE, NABTE, and ISBE under the NBEA umbrella
 - Pushing for change
 - Collaboration of ARBE-DPE and NABTE in research
 - Providing coordinated activities between the associations
 - Participation at some state and local levels is strong
 - Providing quality publications
 5. How should the leaders of the business education professional associations address these trends?
 - Provide less expensive options for learning and networking such as webinars
 - Seek additional ways to work cooperatively (i.e. shared publications between the affiliated associations, join conferences and workshops)
 - Be future-oriented
 - Take dynamic action to ensure the future of business education
 - Operate in a public forum, not behind closed doors
 - Involve younger (new to the profession) members in strategic planning
 - Strengthen state and local organizations
 - Publicize the associations
 - Be more inviting and proactive in recruitment efforts
 - Publish more items
 - Allow dues to be paid online for all membership types
 6. What do you see as a major negative trend for business education professional associations?
 - Expensive conferences/high costs related to higher dues
 - Young (new to the profession) teachers do not see the relevance of becoming involved leading to a lack of future leaders in the associations
 - Membership and leadership of the associations is approaching retirement age
 - Inappropriate pressure from some leaders to continue to do things in the “old” ways
 - A decline in involvement at all levels
 - Declining number of programs to license teachers
 - Elimination or reduction of business education programs at the K-12 levels
 - Some materials are provided to members using “cutting edge” technologies (i.e. publications not available in an online format)
 - Alternative certification programs for teacher licensure that do not stress the importance of professional involvement
 - Lack of research into critical areas for the advancement of business education
 - Inability for all membership levels to pay dues online
 7. How should the leaders of the business education associations address these trends?
 - Rethink and change the traditional operating structure of some organizations
 - Strategically plan for the future of the profession
 - Prepare members for the future
 - Lead the profession
 - Develop strong mentorship and training programs

- Lobby governments on behalf of the profession
 - Promote research that provides tools to teachers for program promotion
 - Explore alternatives to expensive conferences
 - Cut costs
 - Work with teacher preparation programs to develop alternative licensure programs that emphasize methods and professionalism
 - Evaluate the ways materials are distributed to members (i.e. use technology vs. paper delivery)
 - Work with alternative routes for promotion such as Career and Technical associations
 - Share information with other types of programs such as Career and Technical associations
 - Encourage and reward content specific research
 - Develop ways to communicate with all business teachers, not just members
 - Allow dues to be paid online for all membership types
 - Survey non-members to see what they want or need from a professional association
 - Continue conventions and conferences
 - Connect with teaching universities more
8. What opportunities do you see for business education professional associations?
- Many potential “new” members, we just need to find them and encourage them to join our associations
 - Future leadership opportunities that could allow for new leaders to emerge
 - A chance to offer professional development to a new cohort of future members
 - New and continuing research into non-traditional business content areas
 - Technologies in place to offer free or inexpensive programs to members
 - Promote K-12 programs
 - Collaborate with the Association for Career and Technical Educators (ACTE)
 - Collaborate with business and industry
 - Find and listen to “new” teachers

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- No other formatting should be used
- Word 2003 or higher software ONLY
- Font should be a standard serif or sans-serif font, 12-point.
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