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DOES HIGHER EDUCATION TRULY CARE ABOUT DIVERSITY INITIATIVES?

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Keywords: Black Student, African American, Success, Diversity Initiatives, Retention, Higher Education, Care)

Background: The author of this study (herein “Researcher,” “author,” “Her,” and “She”) attempts to determine whether diversity initiatives demonstrate the “care or caring about” needed for Black student success at four-year, predominately white colleges and universities (PWCUs). The second purpose of the study is to obtain attitudinal and opinion data from Black students concerning 1) their general perceptions about diversity initiatives, including feelings of affirmation and/or exclusionary practice as it relates to these programs and 2) their perception of the intentionality of diversity initiatives as it related to their successful college matriculation. Similar to Cokley (2003) who found that Black students are intrinsically highly motivated, this motivation is not related to how they perform academically or to their academic self-concept.

This study further identifies campus support systems that positively affect the behavioral, cognitive and personal development of Black students. In unpacking this particular area of study, higher education practitioners will have a conceptual framework or re-examination of their approaches to diversity practice.

Purpose: This research is centered on a conceptual framework the author devised called C.A.R.E. Believing the terms “teacher” and “learner” to be synonymous, the C.A.R.E. premise relates to personal exchange—“taking students out on a virtual front porch” akin to outdoor spaces attached to many southern homes (Akintonde, 2005). This dynamic encourages ‘fellowship’ (i.e., collaboration rather than competition as major underlying identity values and group energizers in the classroom). Noddings (1994) shares her thoughts on students being ‘cared for’ in an essay entitled, Two Concepts of Caring. Noddings states that conditions must be established “under

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1 Diversity is defined in this proposal as the systematic blending of academic programs such as recruitment, retention, policies, and curriculum that provide college students with an enriched multicultural environment for learning (Terenzini, P. T., 2001; Ervin, K. S., 2001).

2 The term “care” or “caring” as used in this document has two meanings: 1) The literal meaning of the word, which is defined by Encarta’s North American English dictionary as, “the providing of whatever is needed for somebody’s well-being,” and 2) The C.A.R.E. principle that I developed as an articulation of my educational philosophy and the “north star” of my pedagogical practices in the classroom: C-Commitment to “Inclusive” Pedagogy and Teaching Excellence A-Advocating and Assessing Student Success R-Reaching and Retaining Underserved Students E-Embodying Principled Leadership (Role Modeling Ethics in Professional Practice)
which "care' can flourish." Nodding's theory substantiates the C.A.R.E. framework’s relevancy.

**Research Design:** The basic design of this qualitative study included two (2) unstructured interviews and one (1) focus group. These qualitative study methods were intended to 1) compare attitudes and perceptions among Black students about goal fulfillment of diversity initiatives on their college campuses; and 2) compare student perceptions with those documented in campus mission statements and/or other diversity materials.

**Data Collection Procedures and Analysis:** The sample population consisted of fourteen (14) Black undergraduate students. Each participant was 18 years of age or older and enrolled at the said university where the researcher serves as a full-time faculty member and former first-year student advisor. Many members of the sample have low to mid-level college preparatory skills, yet most listed rigorous learning environments and exploration of career paths as key motivators for continued matriculation. However, a top school administrator recently cited student recruitment, particularly for minority students as a current challenge on campus. This study helps unpack opportunities to combat that population’s decline. Data was collected via tape recording and note taking derived from interviews held on two separate days, for one-hour intervals. The students in the interviews were both candid and forthcoming with their responses to most questions through both data gathering procedures, a fact that lends itself to the aforementioned statement regarding usability of the study.

**Findings:** Each interviewee stated that their participation as a member of the First-Year Advisory Board was the single, most positive experience they had on campus. When pressed, they each mentioned working alongside this researcher in her role as faculty, as well as their classmates, to implement a college-wide initiative played a crucial role in their feelings of success. That initiative was career advice, networking, and leadership conference for college students known as **ADSTOCK.** **ADSTOCK** was originated and created by this researcher to transition her students from the classroom to the boardroom and was deeply rooted in diversity practice.

This researcher, who has served as the sole Black professor with combined scholarship in the fields of advertising, public relations, and marketing on her campus for the past 19 years created the conference as an effort to expose ALL students, particularly those who looked like her, to career opportunities in marketing and communication career fields. Secondly, over 75% of student producers of the event were themselves students of color with many taking on additional campus leadership roles as well as being named to the Dean’s List.

One of the original **ADSTOCK** student producers was named as college valedictorian and went on to work at a top international advertising agency. This behavior parleys directly into Chickering and Gamson's framework for effective teaching that indicates, "Frequent student-faculty contact can enhance students' motivation, involvement, and intellectual commitment. **ADSTOCK brought undergraduates together with industry leaders to explore issues and trends in marketing communication education and**
professional practice. And, in pedagogical and ethical terms, ADSTOCK focuses on sensitizing students, as future practitioners, to the power and responsibility of marketing communication as a cultural force that profoundly impacts our society and the broader world. ADSTOCK evolved into the largest initiative of its kind on her campus, the tentacles of which reached over 20,000 students, professionals and staff during its run. Approximately 2,000 students landed an internship or job based on connections made."

Through further refinement of this study, the researcher plans to identify the campus support systems that positively affect the affective, behavioral, cognitive and personal development of Black students and whether those programs should be siloes. The premise that diversity initiatives can provide salve for the open and veiled wounds of the dispirited, disconnected, or just plain deflated among Black student populations at PWCU’s may be unfounded. Ironically, further study may reveal that once Black students take a seat at the higher education table, they often find their placemats planted between earnestly liberal professors who take pity on their presence at best and those who serve as staunch slayers of “affirmative action” quotas at worst. Preliminary research has found neither approach effective.

Conclusions/Recommendations: Just as teaching and learning are influenced by a variety of factors, including social status (gender, race, age, social class of students and instructors), role relationships, and structural inequalities (ego inflation/deflation); Hirschy and Wilson, 2002), so is Black student attrition. Ironically, further study may reveal that once Black students take a seat at the higher education table, they often find their placemats planted between earnestly liberal professors who take pity on their presence at best and those who serve as staunch slayers of “affirmative action” quotas at worst. Also, as a faculty member of color upon whose shoulders the implementation of diversity initiatives on college campuses often rests, this researcher may be deemed a sell-out or race traitor by revealing that Black student perceptions of diversity initiatives at PWCU’s are less than favorable in numerous instances.

Overall, by continuing to shed light into this corner of educational practice, this author will gain key insights concerning the real versus perceived impact of diversity initiatives on Black students. The data collected may provide opportunities for individual institutions to analyze their diversity policies and practices to better suit the needs of undergraduates WHO are enrolled on their campuses, regardless of HUE.
SUPERVISING STUDENT TEACHERS IN THE WORLD OF PERFORMANCE-BASED ASSESSMENTS

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Keywords: Performance-based assessments, teacher education, student teachers, supervision of student teachers, cooperating teachers

Background: Community partners are an integral part of any student teaching experience and as a result a triad relationship develops among the cooperating teacher (the community partner), the university supervisor, and the student teacher. A mixed-methods study design was used, based upon survey research and a strategic review of weekly reflections from student teachers, weekly cooperating teacher reports, and periodic university supervisor reports. The participants of the study were all from the business education content area. There were twenty-six public school teachers, four university supervisors who had experience supervising student teachers, and seven student teacher candidates or clinical teacher candidates. Results indicate a need for professional development for business education cooperating teachers and university supervisors who are not full-time, tenured university faculty.

Purpose: Based upon feedback from university supervisors, cooperating teachers, and student teachers since the performance-based assessment, edTPA, was mandated by the state, tenured faculty in the business education program at the university felt that more information was required to ensure all stakeholders involved with the student teaching process were providing support to the student teachers so that they could become successful members of the business education teaching profession. Designed around the theoretical framework of Darling-Hammond, Hyler, and Gardner’s (2017) view of professional development, the study examines the perceptions of cooperating teachers, university supervisors, and student teachers concerning their responsibilities to each of the other stakeholders in this triad as well as expectations of student teacher competencies in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities.

Research Design: The study utilized survey research methodology. The survey included a mixture of ranking and open-ended questions. Seven institutions were included in the original round of surveys.
**Data Collection Procedures and Analysis:** In part, this research study was conducted using Robert Stake’s responsive model (2004). The assumption of this model is that the issues raised by the responses of the stakeholders should determine the topics that need to be addressed. Using a mixed-methods study design, based-upon survey research and a strategic review of weekly reflections from student teachers, weekly cooperating teacher reports, and periodic university supervisor reports, this study sought to answer the following research questions:

1. What are the perceptions of cooperating teachers, university supervisors, and student teachers concerning their responsibilities to the other stakeholders in the triad?
2. What are the expectations of student teacher competencies in the areas of
   a. Planning and Preparation
   b. Classroom Environment
   c. Instruction
   d. Professional Responsibilities

Three groups were surveyed using demographic-specific survey questions. Twenty-six cooperating teachers who had supervised student teachers during the past five years received invitations to participate in the study. Of those, thirteen cooperating teachers participated. Four university supervisors who had supervised student teachers during the past five years also received invitations to participate in the study; all four supervisors participated. Fourteen student teacher candidates or clinical teacher candidates received invitations to participate in the study. Seven of the students participated in the study. Following Institutional Review Board (IRB) protocols, all participants were given instructions concerning the survey completion before beginning the survey questions. Participants were made aware that they could stop participating in the survey at any time and that all responses would be confidential and reported either at the aggregate level or anonymously.

**Findings:** While this study lends credence to prior research, it also adds to the business education student teaching knowledge base in terms of the perspectives of student teachers, university supervisors, and cooperating teachers concerning the preparedness of university supervisors and cooperating teachers to supervise student teachers. In addition, this study found disagreement among the cooperating teachers and university supervisors regarding expectations of the student teacher in the classroom environment. Surprisingly, ten cooperating teachers expected student teachers to be at either the distinguished or proficient level in maintaining the classroom environment. One cooperating teacher indicated that this area would need work during the student teaching experience, but this opinion was not held by the majority.

Based upon the responses of the cooperating teachers, the university supervisors, and the pre-service teachers, the researchers determined that it is important for business teacher education programs to provide opportunities for professional development for both cooperating teachers and university supervisors, particularly if the university supervisor is not a full-time, university tenured faculty member. Survey
responses of both cooperating teachers and university supervisors indicate that there is a disconnect between what the university expects of the triad during the student teaching placement and what occurs.

**Conclusions/Recommendations:** To bridge this disconnect and provide a value-added student teaching experience, it is imperative that both university supervisors and cooperating teachers participate in professional development before being assigned a student teacher. Future studies should survey a national sample of business education university supervisors and cooperating teachers from business teacher education programs in other parts of the U.S. Additional research should also be conducted on other teacher education programs to determine the perceptions of their cooperating teachers, university supervisors, and student teachers concerning their responsibilities to the other members of the triad. Research concerning the expectations of student teacher competence in the areas of planning and preparation, classroom environment, instruction, and professional responsibilities should be conducted on other teacher education programs as well.
UNDERGRADUATE BUSINESS STUDENT PERCEPTIONS OF TEACHING PRESENCE IN ONLINE BUSINESS COURSES

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Keywords: Teaching presence; Business education; Online education; Higher education; Student perceptions

Background:
- Business students are the largest portion of online undergraduate enrollment, with over 25 percent of total online course enrollment (Clinefelter & Aslanian, 2014).

- The impact of Teaching Presence has been studied in higher education at the university level (Baker, 2008; Tabar-Gaul, 2008; Bouras, 2009; Catron, 2012; Feeler, 2012).

- A lack of understanding exists concerning what Business students perceive as good teaching in the online learning environment, particularly in the area of Teaching Presence and the Teaching Presence Components of Design and Organization, Discourse Facilitation and Direct Instruction.

- A deeper examination of how undergraduate Business students perceive Teaching Presence in online courses was needed to aid in the development of enhanced instructor practices that can ultimately lead to improved student satisfaction and learning outcomes.

Purpose: The purpose of this case study was to explore Teaching Presence in the undergraduate online Business course environment. This study explored the following three Research Questions:

1. How do undergraduate Business students perceive Teaching Presence in online courses?
2. What Teaching Presence components do undergraduate Business students find valuable in online courses?
3. How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?

Research Design: Case Study
- Captured student voices through in-depth interviews
- Provided a meaningful understanding of the nature and attributes of Teaching Presence through student-nominated faculty interviews, observations, and documentation
  - Using qualitative research methods to study undergraduate Business student’s perceptions of Teaching Presence, its components, and how
exemplary faculty demonstrated Teaching Presence in online Business courses provided a robust and meaningful understanding of the nature and attributes of Teaching Presence in online Business courses.

- Student reflected on and made meaningful observations of their courses through the interview process
- Faculty of exemplary online business courses reflected on and made meaning of the specific attributes of their courses through the research process.

Data Collection Procedures and Analysis: Data collected from multiple sources. The population of this study consisted of 20 undergraduate Business students and 3 student-nominated Business faculty. Participants included Business students enrolled in online Business courses. Based on the student interviews, the faculty most often nominated by the students as demonstrating effective methods of Teaching Presence in online Business courses served as faculty participants. Interviews of students and faculty were conducted during the Fall 2015 semester.

1. How do undergraduate Business students perceive Teaching Presence in online courses?

There were 101 units identified for Research Question 1, with 46 units for the theme of "Direct Instruction," 36 for the theme of "Discourse Facilitation," and 19 units for the theme of "Design and Organization." The major findings from these research questions were that undergraduate Business students perceived online course Teaching Presence most through Direct Instruction. Students perceived prompting student engagement in discussions and encouraging student participation as important elements of the "Discourse Facilitation" theme. Students perceived good course design methods as being important to Teaching Presence.

2. What Teaching Presence components do undergraduate Business students find valuable in online courses?

There were 245 units identified for Research Question 2, with 93 units for the theme of "Design and Organization," 88 units for "Discourse Facilitation," and 64 units for "Direct Instruction". The major findings were that the "Design and Organization" theme was found to be most valuable to undergraduate Business students in the form of designing methods and establishing time parameters. Setting a climate for learning within the "Discourse Facilitation" theme and confirming understanding within the "Direct Instruction" themes were important to students when discussing what Teaching Presence components they found valuable in online Business courses.

3. How do exemplary undergraduate online Business course faculty demonstrate Teaching Presence in online instruction?

There were 81 units identified for Research Question 3, which consisted of faculty interviews focused on how exemplary online Business course faculty demonstrated
Teaching Presence. The themes that were found in the faculty interviews were 30 units for the "Design and Organization" theme, 26 units for the "Discourse Facilitation" theme and 25 units for the "Direct Instruction" theme. The major findings were that the "Design and Organization" theme was found to be of the utmost importance to exemplary faculty when discussing the demonstration of Teaching Presence in online Business courses. Within the "Discourse Facilitation" theme, faculty emphasized the importance of drawing in participants and prompting discussion. Confirming understanding was found to be the most important aspect of the "Direct Instruction" theme.

- Semi-structured interviews – Interview protocols were used for student and faculty interviews
  1) Documents
  2) Course Content
  3) Course Materials
  4) Teaching Evaluations (Student Survey Responses)
- Observation
  1) Discussion posts
  2) Announcements
  3) Recordings

Coding:
- Interviews coded by question within NVivo
  - Meticulously focused on the purpose of the study, paying special attention to tying all information back to the research questions
- Themes and categories were broken into “Nodes”
  - Matching comments were coded by Node
- Pattern Coding
- Documents and Observations were organized as “Memos” in NVivo

Findings:

Question 1: Undergraduate Business students perceived online course Teaching Presence most through Direct Instruction. Students perceived prompting student engagement in discussions and encouraging student participation as important elements of the "Discourse Facilitation" theme. Students perceived good course design methods as being important to Teaching Presence.

Direct Instruction
Confirm Understanding
(1) Students needed to know that their instructor was present and available to answer questions and explain expectations.
(2) Instructor reassurance through interaction influenced student perceptions of Teaching Presence.

(3) Instructor-driven communication prompted Teaching Presence.

(4) Students valued specific assignment feedback.

**Discourse Facilitation**

*Drawing in Participants, Prompting Discussion*

(1) Teaching Presence was apparent through instructor participation in course discussions and assisted in establishing a positive learning environment.

(2) Extra support and guidance were provided by instructors in discussion forums.

**Question 2:** The "Design and Organization" theme was found to be most valuable to undergraduate Business students in the form of designing methods and establishing time parameters. Setting a climate for learning within the "Discourse Facilitation" theme and confirming understanding within the "Direct Instruction" themes were important to students when discussing what Teaching Presence components they found valuable in online Business courses.

**Design and Organization**

*Designing Methods*

(1) Students needed specific learning activity requirement information.

(2) Video lectures were a valued aspect of “Design and Organization”.

(3) Clear expectations stated at the course outset were valued by students.

**Design and Organization**

*Establishing Parameters*

(1) A full course schedule was desired on the first day of the course.

(2) Instructor reminders and announcements further established time parameters.

**Discourse Facilitation**

*Setting Climate for Learning*

(1) Students valued facilitation in the form of instructor encouragement and prompting of exploration.

**Direct Instruction**

*Confirm Understanding*

(1) Students wanted a "lifeline" in the form of instructor reassurance to know if they were on the right track or not and to be able to meet the expectations of the required learning activities.

(2) Feedback fostered student understanding.
**Question 3:** The major findings were that the "Design and Organization" theme was found to be of the utmost importance to exemplary faculty when discussing the demonstration of Teaching Presence in online Business courses. Within the "Discourse Facilitation" theme, faculty emphasized the importance of drawing in participants and prompting discussion. Confirming understanding was found to be the most important aspect of the "Direct Instruction" theme.

**Design and Organization**  
*Establishing Time Parameters*  
(1) Exemplary instructors communicated time parameter information frequently and early.

*Utilizing Medium Effectively*  
(1) Teaching presence can be demonstrated through effective use of the medium.

**Direct Instruction**  
*Confirm Understanding*  
(1) Instructors that demonstrated a high level of Teaching Presence in online Business courses provided specific feedback.

**Discourse Facilitation**  
*Assessing the Efficacy of the Process*  
(1) Presenting information in an effective manner assisted students with task management.

*Drawing in Participants, Prompting Discussion*  
(1) Exemplary course instructors understood that some students needed specific directives to actively participate.

(2) Instructors that demonstrated a high level of teaching presence were thoughtful about discussion development to prompt engagement.

**Conclusions/Recommendations:**

**Teaching Presence Model Online Business Course Guidelines:**  
**Design and Organization**  
**Recommendation 1:** Provide students with clear learning activity instructions and use consistent course learning activity arrangement throughout the semester.

**Recommendation 2:** Provide students with integrated video lectures that describe course unit requirements and learning activity instructions.

**Recommendation 3:** Provide students with a clear, detailed course calendar on the first day of the course. Provide a calendar that is downloadable and can be
printed by the student to use as a supplemental resource when they are away from the course.

**Discourse Facilitation**

**Recommendation 1**: Serve as an active facilitator in online course discussions.

**Recommendation 2**: Provide students with well-crafted discussion questions that are based on real-life examples, case study scenarios and discussions that parallel the material being addressed in the course assignments. Offer opportunities to share meaning and create an authentic exchange.

**Recommendation 3**: Provide students with a supplementary discussion forum to address questions and seek guidance. Let this discussion forum serve as an additional resource for connection.

**Recommendation 4**: Provide students with specific directives regarding how to participate in course discussions in order to prompt engagement and keep students on task.

**Direct Instruction**

**Recommendation 1**: Provide a responsive, multifaceted approach to instructor-student interaction.

**Recommendation 2**: Actively prompt student-instructor interaction. Students voiced their gratefulness of instructors that sought out opportunities to reinforce student understanding and encouraged questions to confirm understanding.

**Recommendation 3**: Identify and address student comprehension struggles.

**Recommendation 4**: Provide students with feedback that guides student understanding of a topic and enables students to move forward in a successful manner.
THE IMPACT OF LEADERSHIP ON TRUST AND PARTICIPATION IN VIRTUAL TEAMS

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Keywords: Virtual Teams, Leadership, Trust, Participation, Communications

Background: Increasingly, organizations are asking employees to complete work virtually. Technology, globalization and travel costs have caused organizations to rely more heavily on virtual teams particularly in the Information Technology and Software Development areas. Colleges and universities, attempting to prepare students for this new reality, are requiring teamwork which is often met with resistance from students who have had bad experiences with freeloading students. The field of Business Education must research and identify ways to make virtual teamwork effective.

Purpose: As business continues to be conducted virtually, it is important that educators prepare business students for this modern era. Additionally, more college students are taking courses on-line, requiring them to interact in teams virtually. This empirical study looks at the impact of leadership on trust development and levels of participation in student teams working virtually. At the onset of the study, students were asked to complete a Leadership Style Inventory. Students who scored extremely high in either the Commander or Supportive leadership styles were selected to act as the leader for their student team. Each team consisted of the identified leader along with three other students who were randomly assigned. Of the 28 teams, nine were led by Commander style leaders, nine by Supportive style leaders, and ten had no assigned leader. The teams worked on three assignments and their trust levels were measured after each assignment using a scale developed by Jarvenpaa, Knoll, and Leidner (1998). In addition, communication scripts were evaluated for the number and type of posts. Data were evaluated to determine whether the leader’s leadership style had an impact on trust and communication during the semester.

Research Design: This quasi-experimental study, took place over the course of a semester. Participants were upper division business students enrolled at both the University of Hawaii at Hilo and Niagara University in New York. Students were assigned to teams led by either Commanding or Supportive leaders. Commanding leaders are straightforward and sometimes authoritarian. They make decisions quickly and are focused on results. Supportive leaders, on the other hand, strive to achieve consensus and are concerned with the well-being and satisfaction of team members. Three activities were completed by team members. The first was an icebreaker activity designed to acquaint members with each other. The second task involved a case study in which students had to allocate costs appropriately. This task required knowledge of accounting practices and yielded a single correct answer. The
third task required students to study the grocery industry and identify ways to implement technology to improve profits. In this task, there was no single correct answer. After the second and third tasks, students completed a survey designed to measure their level of trust in the team members and communication scripts were reviewed to analyze the level of participation among team members.

**Data Collection Procedures and Analysis:** At the beginning of the semester all students completed a twenty-item Leadership Style Inventory (Rowe, Reardon, and Bennis, 1995) and students scoring high in the Commander and Supportive leadership styles were identified. These students were given information about the leadership role and offered the opportunity to lead their teams. To incentivize these leader-students, they were told that they would be assigned a grade one level higher than their team members if the project was completed on time and in a satisfactory manner. A third team condition, No Leader, was used as a control group. After each of the last two tasks (the first was an Icebreaker activity), students completed the Jarvenpaa, Knoll, and Leidner trust scale (1998) which measured perceived levels of trust. Communication scripts were also reviewed to assess the number and type of communications posted by each of the team members. Data were analyzed using Analysis of Variance (ANOVA) to determine whether there were significant differences among the team conditions.

**Findings:** Of the original 115 subjects assigned to teams, five were eliminated from the study because they dropped the course in which the virtual team activity was being completed. Table 1 provides a summary of the breakdown of males and females that were assigned to the different leadership conditions. Once leaders were identified and assigned to teams, the rest of the participants were randomly assigned to teams.

<table>
<thead>
<tr>
<th>Leadership Condition</th>
<th>Sex</th>
<th>Commanding</th>
<th>Supportive</th>
<th>No Leader</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>12</td>
<td>22</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>23</td>
<td>18</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>35</td>
<td>35</td>
<td>40</td>
<td>110</td>
<td></td>
</tr>
</tbody>
</table>

To measure the significance of the relationships, ANOVA analyses were performed. In Table 2, participants were grouped according to the leadership condition of their team. Comparison of the groups showed that there is a significant relationship between the number of posts in each of the three different team leadership conditions. Members in teams in which a supportive leader was assigned, posted 31.47 messages on average, while members in teams with a commanding style leader posted an average 21.54 messages, and those in teams without an assigned leader posted 16.08 messages on average.
Table 2. ANOVA Results
Impact of Leader Style on Participation and Trust

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Style of Leader</th>
<th>Mean</th>
<th>F</th>
<th>df</th>
<th>Sig.</th>
</tr>
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<tbody>
<tr>
<td>Number of Posts</td>
<td>Commanding</td>
<td>21.54*</td>
<td>3.852</td>
<td>F&lt;sub&gt;2,110&lt;/sub&gt;</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>Supportive</td>
<td>31.47*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Leader</td>
<td>16.08*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust (after 1&lt;sup&gt;st&lt;/sup&gt; assignment)</td>
<td>Commanding</td>
<td>3.43*</td>
<td>3.137</td>
<td>F&lt;sub&gt;2,110&lt;/sub&gt;</td>
<td>.047</td>
</tr>
<tr>
<td></td>
<td>Supportive</td>
<td>3.79*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Leader</td>
<td>3.61</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trust (after 2&lt;sup&gt;nd&lt;/sup&gt; assignment)</td>
<td>Commanding</td>
<td>3.45*</td>
<td>0.199</td>
<td>F&lt;sub&gt;2,110&lt;/sub&gt;</td>
<td>.820</td>
</tr>
<tr>
<td></td>
<td>Supportive</td>
<td>3.55*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Leader</td>
<td>3.48</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Significantly different groups

Trust which could range from 1 (no trust) to 5 (complete trust) was also significantly different for the leadership conditions after completion of the first case activity but not after the second. Trust was highest for members in teams with an assigned Supportive leader (average 3.79) while it was lowest for members in teams with Commanding leaders (3.43). Trust levels decreased after the second case was completed for members in the Supportive leader teams and the no-leader teams but remained about the same in the Commanding leader teams.

**Conclusions/Recommendations:** These results provide some evidence that the style of the leader does impact initial trust and participation in virtual teams. Individuals in teams led by Supportive leaders were more likely to participate and reported higher levels of trust than members in teams led by Commanding-style leaders. Commander leaders are straightforward and authoritarian, a quality that may impede trust development and participation in virtual teams. Since the benefit of teamwork is the synergy that comes from different points of view, leaders with a commanding style may be limiting the free exchange of ideas. Supportive leaders strive to achieve consensus and are concerned with the well-being and satisfaction of team members. Members may feel more comfortable sharing ideas and seem to participate more, possibly at the urging of the leader. While the supportive leaders seem to get members participating more quickly, there is no evidence that trust levels continue to remain high or that the output of the team is any better.
RECRUITING AND RETAINING BUSINESS EDUCATION TEACHERS

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Keywords: Recruiting students, retaining teachers, Business education teachers, Career and technical education teachers, Teacher education programs, Teacher benefits

Background: Students are wanting and needing business education classes, but business education teachers are retiring and leaving the teaching field, causing schools to not always be able to find qualified teachers. According to the U.S. Department of Education, 34 states reported shortages of CTE educators in 2016-2017. In addition to baby boomers retiring, researchers have identified that 17% of new teachers leave the profession in five years or less.

A second problem is that several business education teacher preparation programs are being eliminated, resulting in less students actually going into business education. Teacher education enrollment in general dropped from 691,000 to 451,000 between 2009 and 2014.

Purpose: The purpose of the study was to determine reasons it is hard to attract people to business education and also why it is hard to retain business education teachers. Looking at findings from previous studies was determined to be the best way to quickly find reasons for recruiting and retaining issues. Since literature related to business education teachers was limited, the study also looked at studies that focused on other career and technical education areas. All career and technical education teaching areas are facing similar problems related to recruiting students into teaching and then retaining the teachers once they start teaching.

Due to the shortage of qualified business education teachers, it is important to determine what can be done to get more people interested in going into business education. Then, it is also important to determine what can be done to retain business education teachers once they start their careers.

The study attempted to answer two questions:

1. Why is it hard to recruit students into business education preparation programs?
2. Why is it hard to retain business education teachers once they start teaching?

Research Design: A meta-analysis was conducted of literature focusing on literature published within the last 10 years. All studies located were reviewed and all results, including conclusions and recommendations, were integrated into the current study’s findings. Quantitative, qualitative, and mixed methods studies were reviewed.
Data Collection Procedures and Analysis: EBSCO and Google Scholar were the main search engines used. Other search engines utilized by the author’s library were also used, as well as Google. Keywords most often used were business teacher, business education teacher, recruitment of business teachers, and retention of business teachers. Then, keywords of career and technical education teacher, recruitment of career and technical education teachers, and retention of career and technical education teachers were used. Finally, family and consumer science and agriculture were also substituted as keywords in the searches to see if other recruitment and retention suggestions were being provided for these other similar teaching areas.

Few studies were found that related to business education teachers. More were found that related to career and technical education teachers.

Codes were identified, and results of prior studies were put into categories for comparison. The most common answers to the two study questions were found in many of the reviewed articles.

Findings: Reasons researchers identified for people choosing to not go into business education and teaching in general included the following: Low pay, poor working conditions, disruptive students, low recognition, lack of administrative support, lack of parental involvement, lack of professional prestige, personal reasons, and high-stakes testing affecting teacher evaluation. Some of these factors have been highly publicized, while others would have been only perceived or heard from teachers.

Suggestions from other countries for recruiting students into teaching included the following: underwrite postsecondary education, subsidize preparation for teaching credentials, and provide financial and career incentives for recent graduates or experienced professionals to choose teaching over a higher-paying position.

When asked specifically why business teachers and teachers in general left the classroom, the following reasons were given: personal life reasons (most common reason), pursue different position, dissatisfied with school assessment/accountability policies, dissatisfied with administration, dissatisfied with teaching as a career, too many classroom intrusions, student discipline problems, dissatisfied with support for student assessment, lack of autonomy, want or need higher salary, lack of influence over school policies, enrolled in courses to improve career opportunities, dissatisfied with job assignment, moved or geography issues, and dissatisfied with the large number of students. Personal life reasons could include many things, including some of the other reasons identified above.

When asked what it would take to get teachers to stay in the profession, the following were identified: availability of full-time teaching positions, ability to maintain teaching retirement benefits, increase in salary, smaller class sizes or smaller student load, easier and less costly renewal of certification, state certification reciprocity, availability of part-time teaching positions, availability of child care options, forgiveness of student
loans, and housing incentives. Some of these are easier to enact than others. Some of these changes require school, educational institution, and/or state actions.

Suggestions for ways to retain business teachers and teachers in general include the following: increase salaries as teacher salaries in United States are generally lower than those offered to other college graduates, provide statewide salary minimums, provide salary incentives for accomplishments such as National Board Certification, provide incentives for taking on additional responsibilities, offer housing incentives or help pay rent, pay relocation costs, provide down payment assistance, and provide subsidized teacher housing. Some of these are currently being offered in some areas, especially in urban areas where recruitment and retention of teachers is more difficult.

Suggestions of what teacher education programs can do to be sure students are prepared for what they will encounter in the classroom include the following: provide comprehensive preparation, including observations, student teaching, and methods courses; provide service scholarships and loan forgiveness programs; offer teacher residencies so a person can earn income while completing their credential; have students work with expert teacher for mentoring/coaching; and offer high school career pathways and Grow Your Own programs.

Conclusions/Recommendations: Teacher education programs needs to make sure they are doing what they can to recruit students into their programs. Schools need to do what they can to meet the needs of teachers, so teachers stay in their positions until retirement. States need to make teaching licenses affordable and accessible. Teacher education programs must be able to remain open to provide people the opportunity to become teachers.

States could do the following to recruit and retain teachers: offer state reciprocity for licensure and benefits plans, pass law that would allow retired teachers to earn a set amount without losing retirement benefits, raise state sales tax to fund teacher pay increases, and consider alternative pathways to teacher licensure.

Hiring schools should provide strong on-boarding including regular meetings with the principal, arrange for effective mentoring, provide higher salaries, and count years of industry work as years of teaching.

Other suggestions include these: Provide service scholarships for entering teachers in high-need fields and locations, provide recruitment incentives for expert experienced teachers to teach in high-need schools, and provide improved preparation for teaching high-need students and for programs in high-need areas.

Finally, business teachers need to be proactive in recommending strong students consider teaching as a career and consider providing such students a chance to teach for a day. Funds from legislation such as Perkins and Every Student Succeeds Act can provide resources to help teachers.
STUDENT NETWORKING IN HIGHER EDUCATION: AN EXAMINATION OF BUSINESS AND LEADERSHIP STUDENTS

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Keywords: Social capital, networking in college

Background: Developing a network of peers and faculty is an integral part of a student’s college experience, especially for those students in business and leadership programs as these connections can become an essential resource after graduation. The researcher investigated not only the connections students make in college but also specific attributes of the connections that describe their quality and depth. To this end, the researcher applied a social capital framework to increase understanding student networks and how they develop.

Putnam (1995) defines social capital as the “features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit” (p. 67). Research involving social capital development on campus is lacking, specifically in the examination of differences among student populations. As a part of a more extensive study (Mays, 2017), students at three campuses of a public Midwestern university were invited to participate in an interview on the connections they had made in college. A subset of the participants, including those in business or leadership related degree programs, was identified for this study.

Purpose: The purpose of this study was to explore why business and leadership students network, how their networks develop, and the depth and quality of those networks. The importance of this research is that an improved understanding of social capital development, particularly for business and leadership students, can help educators and administrators guide students through developing a professional network which can be accessed after graduation. More specifically, using a social capital framework can provide insight into the qualities of the connections students make, exploring the phenomenon beyond a simplistic view of network size. Grootaert, et al.’s (2004) six-dimensional social capital framework was adopted in this study, allowing the researcher to examine related phenomenon using the following dimensions: groups and networks, trust and solidarity, collective action and cooperation, information and communication, social cohesion and inclusion, and empowerment and political action.

Research Design: The research problem at the focus of this study is the lack of understanding of network and social capital development in higher education places students, specifically nontraditional and nonresidential students, at a disadvantage. Additionally, educators and administrators may be missing opportunities to engage students and encourage social capital development. As Putnam (2000) noted, the benefits of social capital include more efficient problem solving, greater information sharing, and access to additional resources.
Three research questions were addressed. Why do students network? How do students network? How can the quality of these networks be described? To answer these questions, the researcher used the Basic Qualitative research design described by Merriam and Tisdell (2016). With this design, “…the researcher is interested in understanding the meaning a phenomenon has for those involved” (Merriam and Tisdell, 2016, p. 24). Data collection included interviewing student participants. Additionally, the researcher maintained a reflexive journal and an audit trail.

Data Collection Procedures and Analysis: Data were collected on three campuses of a public Midwestern university including the main campus (residential setting) and two satellite campuses (commuter setting). Maximum variation sampling was used to select student interview participants (n = 27). The variations included residential and nonresidential student status, campus, major, and seniority. A subset of these interviews including only students enrolled in business or leadership related programs were identified and included in the analysis presented in this paper (n = 15).

The study received an exemption from the host university’s institutional review board. Participants signed a consent form and selected a pseudonym. The interviews lasted from between 30 minutes to 1 hour and 30 minutes and were recorded and transcribed. Dedoose, an online qualitative research tool, was used to facilitate data analysis.

Within Merriam and Tisdell’s (2016) qualitative approach, the researcher used the constant comparative method described by Glaser & Strauss (1967) and Charmaz (2000). Grootaert, et al.’s (2004) six-dimensional social capital framework informed the research design, data collection, and coding. The six dimensions formed the general code categories. As the interview data were analyzed, sub codes were identified. Several themes emerged from the data.

Findings:

Why do students network in college?

Students in business and leadership programs on the main campus reported a near-universal observation of an expectation for students join campus organizations and network with peers and faculty. Business students on the satellite campuses did not report the same expectations. However, nearly all participants enrolled in business or leadership programs expressed the importance of connecting with others and building a network in college.

On the main campus, one participant described the competitive process for joining the business fraternity. Another student noted that involvement in student organizations was a part of the school experience, contrasting with the reported experiences on the satellite campuses, where a common theme was that it was difficult to find students to participate in on-campus organizations.
While the focus on networking on the main campus was nearly universal, several satellite campus students openly discussed not wanting to build a network. Interestingly, a few students mentioned how their goals changed after arriving on campus. While networking was not relevant to them when they first enrolled, they soon recognized the importance.

**How do student networks develop?**

Student networks formed through classroom interactions, participation on athletic teams, in student organizations, and through informal interactions with peers and faculty. Forming groups and networks was influenced by both internal and external expectations to network and cultivate relationships. Social capital was found to develop when faculty worked to network with students either inside or outside the classroom. Additionally, social capital developed most in small, close-knit groups organized around through student groups and athletic teams.

**How can the depth and quality be described?**

**Groups and Networks**
Strong friendships formed between peers as well as between students and faculty. For many students, networking in these ways was crucial during their college experience. However, it was not universally reported that all opportunities to network were accessible equally across all groups and campuses.

**Trust and Solidarity**
Trust and solidarity were reported most by students who had formed strong bonds through intensive campus experiences including being a member of an athletic team or campus organization. Less trust was reported as existing in small group settings including friendship circles and classrooms.

**Collective Action and Cooperation**
Like Trust and Solidarity, collective action and cooperation were most robust in student organizations and athletic teams. However, it was reported to exist in classrooms.

**Information and Communication**
Students connecting with faculty reported having greater access to information, resources, and opportunities. Furthermore, communicating with peers had a positive effect on several participants’ outlooks on their college experiences.

**Social Cohesion and Inclusion**
Social cohesion was reported within classrooms, student organizations, and athletic teams as well as specific locations on campus.
Empowerment and Political Action
Self-esteem, personal growth, and political interest reportedly increased through interactions in small groups including student organizations, athletic teams, and in classrooms.

Conclusions/Recommendations: The participants in this study recognized the necessity of networking, and many had actively developed networks they hoped would be useful after graduation. As measured using the six-dimensional framework, there were gaps between the degree and depth to which students developed social capital on the main versus satellite campuses. The researcher speculates that the gaps were due in part to the constraints experienced by nonresidential students.

If creating a network and developing social capital is essential for students, one possibility is to include curriculum on structural holes (Burt, 1995). Structural holes are gaps that occur in organizations where little to no network exists, and as a result, information and resource flow is impeded. Those employees who have more extensive networks are more valuable to a firm as they can help bridge these gaps based on their relationships. This same principle can be applied in business curricula where connectedness and working together should be encouraged to flourish.

Educators should work to create networking opportunities for students. For nonresidential students, the classroom may be their only way to connect with students and faculty. Furthermore, online students often do not consider online courses to be opportunities for networking (Mays, 2016). Institutions should focus on providing programs that best fit the needs and availability of its students, explicitly concerning nonresidential and online students. Furthermore, schools should provide tools and instruction to faculty on how to encourage networking and social capital development both in and out of the classroom.

Lastly, researchers should work to improve methods and instruments for studying social capital in institutions, specifically concerning the variety of higher education settings and student populations.

References:


CRITICAL READING: COMPREHENSION AND STUDENT SUCCESS

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Keywords: Critical reading, critical thinking, student success, reading comprehension

Background: Current skill sets of college students include the following: 1) Average levels of critical reading skills are lacking in business college students; 2) The National Assessment of Educational Progress shows that as a whole, students are becoming less prepared for critical reading requirements for college success; 3) According to Camera (2016), only 37% of high school seniors are prepared for required college reading level; and 4) Business Management, Marketing, and other business fields are lowering SAT requirements in reading comprehension (Bertrand, 2014).

Fitzgerald and Shanahan (2000) examined advances in cognitive and developmental theories on reading and writing connections. Previously, the educational system as a whole put emphasis on creating strong reading abilities before writing instruction. Today’s research combines reading and writing as functional activities that have a direct correlation.

Purpose: The purpose of this study was to determine teaching and learning methods that help students read critically. Another purpose was to create and share critical reading assignments and activities for comprehension of content.

The focus of the literature review on critical reading was to 1) determine the effects of critical reading on student success, and 2) consider the issues that business education instructors face regarding critical reading abilities of incoming students.

Research Design: A secondary literature review was conducted. The focus of this literature review was on the effects that critical reading levels have on the success of college students. More specifically, this review considered the issues that business education instructors have regarding critical reading abilities of incoming students.

Data Collection Procedures and Analysis: Primary exercises were given in the classroom with undergraduates and online with graduate students. Students read two chapters, and then took a quiz. Students read two other chapters, using critical reading strategies, and then took a quiz. A comparison of the quizzes was used to determine if one reading assignment was better, worse, or the same as the other.
**Findings:** Business students at the collegiate level have shown that on average their levels of critical reading skills are lacking. The latest findings from the National Assessment of Educational Progress showed students, as a whole, are becoming less prepared for the critical reading requirements that must be met to be successful in college. According to Camera (2016), only 37% of high school seniors are prepared for the reading level required of them at the college level.

To understand how to better relate to a student who struggles with critical reading, it is necessary to look at what motivates a student to read in the first place. Cambria and Guthrie’s study focused on the three motivations of reading: interest, dedication, and confidence. “An interested student reads because he enjoys it; a dedicated student reads because he believes it is important; and a confident student reads because he can do it” (2010, p. 3). The most successful students contain elements of all three of the motivations and become intrinsically motivated through this process. Teachers can directly affect a student’s ability to achieve a focus on these reading motivations to become stronger readers. The six critical principles that teachers can use to develop students’ critical reading skills are creating relationships, building success, assuring relevance, fostering awareness, affording choices, and arranging social goals (Cambria & Guthrie, 2010).

Now that an understanding of the motivations behind critical reading has been established it is important to look at how business education can implement teaching practices that directly stimulate these types of motivations. Factors that motivate a student to read include interest, dedication, and confidence (Cambria and Guthrie, 2010). The most successful students have these attributes and become intrinsically motivated. Teachers can directly affect a student’s ability to achieve a focus on these reading motivations to become stronger readers. “An interested student reads because he/she enjoys it; a dedicated student reads because he/she believes it is important; and a confident student reads because he/she can do it” (p. 3).

Critical reading is like a system: A set of conceptual tools with associated intellectual skills and strategies useful for making reasonable decisions about what to do or believe (Rudinow & Barry, 2008).

**Conclusions/Recommendations:** Critical reading consists of several activities:

- moving beyond surface-level understanding of text
- re-reading for deeper meaning
- tapping prior knowledge to help with comprehension
- monitoring comprehension cautiously
- reaching a deeper understanding
- making connections
- challenging the text while reading
- judging what the author’s purpose might be
- considering not only what was said, but also what was left unsaid
- understanding the relevance of the text for the reader
Creative reading complements critical thinking and requires thought process beyond memorization, comprehension, and application. It also focuses on analysis, synthesis, and creation of new knowledge and prompts students to separate data findings, make connections, and express ideas. Further, critical reading enhances ability to summarize, synthesize, and make innovative recommendations from inferences—arriving at deeper understanding. Critical reading teaches students to identify and create logical connection between purpose, data and evidence, key concepts, and conclusions and recommendations and promotes effective communication strategies.

To implement critical reading strategies: 1) Find a concept or topic that is challenging for students, 2) Study the content of the materials you use to present that topic to students, 3) Determine important factual (literal) information that students must know, 4) Detect inferences essential to concept comprehension (What is not directly stated in materials, but students must realize and learn?), and 5) Identify methods to challenge students to apply concept to a different context, scenario, etc.

Teachers might try the following activities to promote critical reading:

- Rather than having students ask questions and seek answers, students must seek questions and provide answers (“Jeopardy”).
- Students ask a question in class; instructor poses the question to the class for other students to answer (“Name that Tune”).
- Create cognitive dissonance so that students are not always comfortable with their learning situation—requiring them to think strategically, outside of their normal realm (“Charades” or “Twister”).
TEACHING STUDENTS FROM CHINA AND THE UNITED STATES
BUSINESS COMMUNICATION WITH A SPECIAL EMPHASIS
ON INTERCULTURAL COMMUNICATION

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Keywords: China, Chinese students, United States, United States students, culture, business communication, intercultural communication, Guangxi University, teaching experience

Background: In 2016, I returned to Guangxi University and participated again in the MTSU-GXU established 2+2 program. That was my second consecutive year to teach at Middle Tennessee State’s partner university in Nanning, China, and I again taught sophomore finance majors Business Communication. As before, I was very much interested in intercultural communication as far as the Chinese students were concerned. I was also interested in United States students' perceptions and knowledge of intercultural communication as well and wanted to learn of similarities and differences between the two cultures.

The Chinese students' behavior and attitude were very similar to those in the first class I taught in 2015. These students too were quiet and very respectful when it came to classroom comportment. They did not volunteer to participate very often in class due to their culture. However, I did get several students to open up and begin to participate before the semester ended. A few of the young ladies shared with me that they were very shy.

Additionally, during the summer of 2016 I administered some assessments when teaching Chapter Four on Communicating Cross Cultures (please see the attached in the appendix). These were summarized and compared to assessments of the same nature that were administered in Business Communication in the fall of 2016 to face-to-face students in Business Communication (BCED 3510) in the United States.

Purpose: The purpose of the study was to see how Chinese students and United States students differ in terms of intercultural communication as well as how they communicate in similar and different ways when it comes to cross cultural communication.

Research Design: The researcher used three inventory assessments to collect data from students in the United States and China. A MANCOVA and some descriptive statistics were used for the study.
Data Collection Procedures and Analysis:

Participants: Participants were 71 students--35 men and 36 women--in an age range from 18-30 years. Ethnicities represented in this study included Caucasians (6 females, 10 males), Middle Easterners (5 males), Asians (1 male), Latin Americans (2 males), African Americans (2 females), and Chinese (28 females, 17 males). The Chinese students were sophomore finance majors, as mentioned above. The Caucasian, Middle Eastern, Asian, and Latin American students were either business majors, organizational communication majors, electric media, or aerospace majors. The Chinese students were enrolled at Guangxi University in Nanning, China. The Caucasian, Middle Eastern, Asian, and Latin American students were enrolled at Middle Tennessee State University in Murfreesboro, Tennessee.

Research Question One: Is there a statistically significant difference between the independent variables (United States students and Chinese students) and their effect on the six dependent variables? Six dependent variables: Personal Identify Score, Social Identify Score, Polychronic Time Frame, Monochronic Time Frame, Ethnocentrism Score, and Tolerance of Ambiguity Score.

Research Question Two: Which one of the dependent variables is affected by the independent variables?

Research Question Three: Which independent variable mean score is better (the United States students or the Chinese students on two dependent variables--Personal Identify Score (PIS) and Polychronic Time Frame (PTF))?

Findings:

Research Question 1: The multivariate showed that there is a statistically significant difference between the United States students and Chinese students on the six dependent variables simultaneously.

Research Question 2: There is a statistically significant difference between the dependent variables--Personal Identify Score (PIS) and Polychronic Time Frame (PTF)--and the independent variables.

Research Questions 3: There is a statistically significant difference between the independent variables (United States students in comparison with the Chinese students) mean scores on two dependent variables (Personal Identity Score (PIS) and Polychronic Time Frame (PTF)).

Conclusions/Recommendations:

1. Chinese students are less social than those in the United States because the Chinese culture is quite reserved, and students are very quiet and very polite. The
Chinese students have high respect for their teachers on all levels. Students would interact among themselves to a certain extent, but still were quite reserved. When it was time to reconvene the class after break, students would usually assemble on time or once I told them it was time to continue with class.

2. Chinese students are not accustomed to interrupting their professors when they are lecturing. They are used to listening and asking questions after the professor finishes talking to the class. They believe it is rude to ask the professor questions while he or she is speaking to the class because this is how they have been taught. Students would come up to me after class and ask questions, which let me know that they did not feel comfortable asking questions during class.

3. The study also showed that most Chinese students felt that their unique “self” was not as important to them as their ethnic or cultural identity. These students take a lot of pride in their country and are overall very loyal to their culture.

4. The study also showed that the United State students had a higher mean score than the Chinese students did as far as Polychronic Time Frame was concerned. Therefore, the United States students had more polychronic time tendencies than the Chinese students did

**Recommendations:**

1. The researcher recommends that faculty disseminate as much information as possible about cross culture communication to twenty-first century students. Since students from different cultures will interact with each other, they should know as much as possible about communicating with other cultures.

2. The researcher also recommends that students in Business Education classes become involved in classroom activities that focus on cross culture communication. Some of these activities may include researching other cultures, watching videos, and problem solving through case studies.

3. The researcher encourages sharing pertinent information in the classroom with students about studying abroad or becoming involved in exchange programs. Visiting and studying in other countries is vital to today’s students.

4. The researcher suggests that faculty study and/or teach in exchange programs to understand different cultures and ethnicities in the twenty-first century classroom. It is also of great importance to become involved in international, national, state, and local organizations.

5. Additional recommendations include building a network with faculty from other colleges and universities to keep the communication and networking opportunities current. These individuals may be in or out of the United States.
6. Researching in other countries, as this study did, will certainly help faculty and students learn more about other cultures when shared in the classroom. Professors planning to visit universities in other countries should consider conducting research.