



Notes & Quotes

Mountain-Plains Business Education Association
A Region of the National Business Education Association

Colorado♦Kansas♦New Mexico♦ Nebraska♦North Dakota
South Dakota♦Oklahoma♦Texas♦Wyoming

Volume 31, No. 2

Spring, 2006

President's Message Merle Rhoades, M-PBEA President



HIGH PERFORMANCE, PERSONAL EXAMPLES

It is springtime. The medals of the Olympics have been awarded. High school sports champions have been crowned. March madness is well on its way. FBLA and PBL will soon pick their representatives for national competition in order to show "Higher Performance in Business Education".

Hopefully you are planning to attend the Mountain-Plains "High Performance in Business Education" Conference in Denver June 14-17. The conference and program committees have put together an exciting program. You can obtain the registration form online at www.mpbea.org. Register today!

Each day should be spent in fulfilling your "high performance". Sometimes we get so busy meeting the minimum requirements that we overlook those things that can put us over the top. A good example of how I learned this need is from a former student of mine by the name of John. John was carrying a full load and was working full time. He would come into class without having his homework done—there just weren't enough hours in the day. When I went over the homework in class, using transparencies, he would take notes in the margin of his textbook. You could tell that he was analyzing the situation. When the tests were given, he would do better than anyone else. My test forced students to analyze, not memorize the content. At that point, I discovered that I didn't have to assign every assignment in the textbook. After several years of sending accounting students to a university, the university asked the question of what I was doing different in my teaching than most teachers. Three out of four years my students were the highest on the national accounting test from that university. My answer, "we can learn from our students if we just observe what will make them higher performers."

Let me share another personal experience. Recently my family took over a retail dealer store. My two son-in-laws are managing the store. In deciding if this was a venture that we should take over, my son-in-laws, who are in their early thirties and had completely different careers, said, "We want to learn how to run our own business while you are still able to teach us." I wasn't sure how to take that statement—am I getting old or is it an honor that son-in-laws have faith in a father-in-law!

We also need to pay attention to the business environment around us. We sometimes rely too much upon the textbooks. In the last six-months, I think I earned another PhD. There have been so many topics that have come up that I haven't found in textbooks! For example, what is the difference between a dealer store and franchise? In both situations, you operate independently. However, normally in a franchise, you have more freedom on some of the decisions that you make. In our case, the corporation owns the merchandise

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Greetings from NBEA President, Cynthia L. Greene



Business leaders have identified entrepreneurial skills, marketing strategies, teamwork skills, problem-solving skills, leadership skills, sales skills, and business planning skills as necessary for students to compete in today's global economy. As business educators we are faced daily with the task of preparing students with these skills. This may offer challenges to you as some of these may include instruction in areas that are new to you.

NBEA can help you overcome these challenges and equip you with the skills and knowledge that you need to be sure your students are receiving high-quality, relevant, and rigorous instruction.

In addition to publications with information that will help keep you up-to-date, the NBEA Annual Convention and your Mountain-Plains Annual Meeting offer you a chance to attend sessions that can help prepare you to meet these challenges. If you have never had the opportunity to attend a national or

regional meeting, I encourage you to make plans to attend one of these upcoming meetings. You will gain so much new information that will help you be a better-prepared business educator and there is also the opportunity to network and exchange ideas with colleagues from other areas.

The third edition of the *National Standards for Business Education* will be available in Fall 2006. Watch for announcements on the release of these standards and get your order in early. Make sure that the curriculum you offer your students is as up-to-date, rigorous, and relevant as it can be.

It has been an honor for me to serve as 2005-2006 NBEA President. My first "official" duty was to attend the Mountain-Plains Annual Meeting in Fargo, North Dakota, last June. I truly enjoyed this experience and the opportunity to meet many of you. I appreciate the hard work of your members on the NBEA Executive Board and the contributions that they have made this year. Keep spreading the word about the great work we do as business educators and encourage all of your colleagues to join NBEA and become active professionals.

(President's Message continued from page 1)

and we are paid on a commission that varies upon items. We have also found that there are more policies that need to be followed which don't give us a lot of freedom and do interfere with customer service. Therefore, I have had to spend time training staff in "what to say and how to say it". I have also had to teach them how to adjust their approach to different personalities. Paying attention to the businesses' environment has made this transition easier and has made our staff higher performers.

What else can we teach our students so that they can increase performance? A dealer store puts us closer to the corporate world. There are many managers and specialists within an organization. Each layer seems to be expected to perform at higher levels. The pressure of stress is inevitable. This makes me ask the question, are we teaching our students how to manage stress? Do our students really understand the cost of doing business? In many of our classes, we mention workmen's compensation and unemployment. The laws of these two topics will vary from state to state and industry to industry. But have we taught our students the cost of these required programs? I had assumed that the cost of workmen's compensation in retail would be less than I experienced when I owned a motel where people are working with cleaning chemicals. I was wrong! Because we make deliveries, the cost is higher. (It would have been even higher if we delivered pizza!) It's concentrating on the details that make higher performers more

successful!

Are you teaching the various types of legal structures and how to go through the legal process? Again, textbooks alone do not help with high performance success. We organized our company as an S-Corporation. According to many textbooks, it takes a lot of time and money to do an S-Corporation. In our case, I went online to the Secretary of State and had my corporation number in a matter of minutes. (And I did it on a Sunday night when offices were closed).

These are just a few research topics and ideas that can be used in your classroom as you build "Higher Performance in Business Education". See you in June in Denver and don't forget to register for the conference today!

Former M-PBEA President Update

Many of you know Dr. Gordon Culver, who retired from University of Nebraska-Lincoln in 1990. He served as NBEA President 1977-78 and as M-PBEA President 1970-71. Due to health problems, he is now residing at Madonna in Lincoln, Nebraska. He would appreciate hearing from his friends and colleagues.

Gordon Culver
Room 401
Madonna
5401 South Street
Lincoln, NE 68506

NEWS FROM THE STATE ASSOCIATIONS

DON'T FORGET TO VOTE

Headlines from North Dakota

Submitted by Toni Bell, Membership Director

Numbers are down, but a general ND membership letter is planned and will go out soon. I hope this will bring us up with renewals and new members.

Our annual meeting was in October in conjunction with the NDEA conference. Various NDBOEA members presented workshops on business function etiquette, Microsoft Office Specialist exams preparation, Lessons to Motivate Middle School Students, and an interesting-sounding workshop on ergonomics entitled Ergo-What? Kelly Scholl and M-PBEA award winners Sandy Braathen, Leslie Ross, and Toni Bell did a workshop on the awards and the process for filling out nomination forms.

Elections were held at the luncheon meeting held at GF Goodribs, and officers for 2006-2007 are

- President: Leslie Ross, Watford City High School
- President Elect & Newsletter Editor: Dawn Olson, Williston State College
- Secretary: Lori Hauf, Dickinson State University
- Treasurer: Doris Stroh, Retired

Again, we want to thank our conference co-chairs, Linda Baier and Terry Kemmer, for the great job they did organizing the conference last summer, the planning committee for their hard work, and the members who worked so hard making things go smoothly. And a GREAT BIG THANK YOU to all of you who attended the conference and made it such a success. We are looking forward to the 2006 conference in Denver next summer.

Your ballot for the 2006 election of officers will arrive by mail to the address you have on file at NBEA headquarters. Open positions will include: Executive Secretary, M-PBEA Representative to the NBEA Executive Board, and President-Elect.

M-PBEA belongs to the members. If you would like to influence the policy and direction of the organization, begin by voting and then consider submitting your name to serve on a committee or as a future candidate for office.

Ballots will be mailed during the month of April and must have a return postmark no later than June 5 to be included in the election results. Please take time to participate in the election process. M-PBEA is your association and your vote counts! PLEASE VOTE!



MARK YOUR CALENDARS FOR FUTURE M-PBEA CONFERENCES:

June 14-17, 2006	Denver, Colorado
June 13-16, 2007	Kansas City (Overland Park), Kansas
June, 2008	Nebraska



High Performance In Business Education



Mountain-Plains Business Education Association 2006 Convention

Colorado is excited to host the 2006 M-PBEA Conference to be held *June 14-17, in Denver*. CBE encourages everyone to experience *High Performance in Business Education* and visit the Mile High City for top notch speakers and an outstanding conference program. Denver is home to the 10th largest downtown in America. Within a mile radius, downtown Denver has three major sports stadiums, one of the nation's largest performing arts centers, three college campuses, an assortment of art and history museums, a mint producing 10 billion coins a year, a river offering white water rafting, over 5,000 hotel rooms, a \$140 million amusement park, an aquarium with sharks and sea otters, and more than 300 restaurants, music clubs, and nightspots.

For all the details about this exciting convention and your registration form, check the Mountain-Plains website at

www.mpbea.org/conferences.htm

Additional information:

- ◆ If you would be interested in introducing and/or liaison duties, **contact Chris French** (she also receives the registration form and payment)
- ◆ Early registration costs only **\$105 (by May 1)**. Registration **after May 1 or at the conference will cost \$125**.
- ◆ Discover information regarding our closing speaker, Dr. F.C. Luna, by reading Angela Satterly's article on page 10.
- ◆ Scheduled tours during the conference include a trip to the Colorado State Capital/16th Street Mall on Wednesday and Colorado Mountains Tour on Thursday.
- ◆ Information for the Country Dinner Playhouse can be found at www.countrydinnerplayhouse.com. Under food and beverage, you can gaze upon the all-you-can eat buffet, look at the yummy desserts (if you still have room), and click on About The Theater and General Information. Our play will be *Pump Boys and Dinettes*.

Don't miss out...

Mark your calendars . . . June 14 – 17, 2006, Renaissance Marriott Hotel
Early Bird Registration postmarked by May 1, 2006
Room Reservations due by May 1, 2006

Come Early . . . Stay Late



HIGH PERFORMANCE LEADERSHIP

If Not You, Who? If Not Now, When?

Submitted by Donna Kelley Shawn, M-PBEA Past President/LDI Director

Leadership, just like membership, is one segment of the foundation that supports the Mountain-Plains region. There is leadership potential in all of us. Could this be your role, your calling? You cannot assume that there will always be someone else to take on these roles. The only way we can assure that the Mountain-Plains region will continue to be a strong and supportive organization for and about business education is if people like you consider taking the lead, now. Participating in a leadership role is a way for you to make a significant contribution to the organization and to take your commitment to life-long learning to the next level.

Okay, you've decided to get involved, but aren't sure where to begin. The M-PBEA region has a long history of building leaders. Whether you're a new or seasoned business education professional, the M-PBEA Leadership Development Institute (LDI) is all about taking people to places they would not go on their own. Here are just a few of the objectives of the M-PBEA Leadership Development Institute:

Personal:

1. Identify personal leadership skills and traits.
2. Focus on small group activities to enhance problem solving and to enable participants to demonstrate leadership skills.
3. Provide a forum for participants to set professional and career goals with a leadership focus.

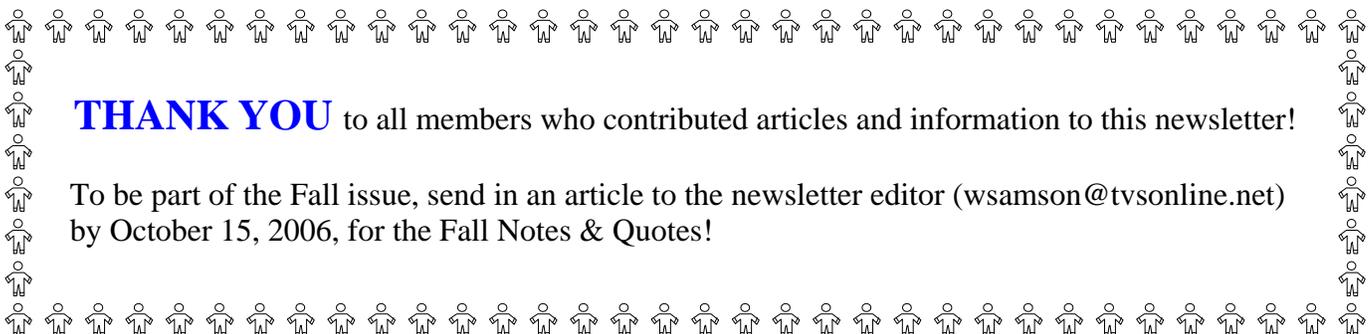
Professional:

1. Examine professional organizations and their relationships to business education – their functions, services, inter-organizational relationships, and roles.
2. Examine professional responsibilities of the business teacher/educator.
3. Learn leadership techniques, including parliamentary procedure.
4. Study and understand procedures for conducting meetings and conferences on the local, state, and/or regional levels.

Nominate a colleague or yourself to attend the 2006 M-PBEA Leadership Development Institute. Each state organization is responsible for identifying three participants to attend the Leadership Development Institute. Contact your state president or state M-PBEA representative for details about the selection process in your state; or contact Donna Kelley Shawn, 2006 LDI Director. (See the M-PBEA website for contact information: <http://www.mpbea.org/board.htm> .)

The 2006 Leadership Development Institute meets June 14 and 15 followed by the M-PBEA conference on June 16 and 17— plan to attend both. This professional development opportunity will challenge and inspire you to reach for the next level and achieve high performance in business education.

**2006 Leadership Development Institute & M-PBEA Conference
Denver Renaissance Hotel
June 14 –17, 2006**



THANK YOU to all members who contributed articles and information to this newsletter!

To be part of the Fall issue, send in an article to the newsletter editor (wsamson@tvsonline.net) by October 15, 2006, for the Fall Notes & Quotes!

NBEA EXECUTIVE BOARD REPORT

Submitted By Cathy Tkacik, M-PBEA Representative to the NBEA Executive Board

The NBEA Executive Board met in Tampa, Florida, on Friday, November 4, through Saturday, November 5. All the members of the Executive Board were in attendance. NBEA President, Cynthia Green, presided at the meeting.

Convention. Immediately after Hurricane Katrina, work was begun to identify options for relocating the 2006 NBEA Convention from New Orleans to another city. Contracts were negotiated with the two hotels as well as the convention center in Tampa. The Program Committee contacted all concurrent session presenters. New presenters were identified for those sessions that were originally designed for New Orleans business community involvement. A few other presenters were identified for previously committed presenters who indicated they would no longer be able to present. All promotional material were revised and mailed to all professional members.

Committees. All members of the Executive Board serve on a committee for the board. Merle Rhodes is on the Program of Work Committee, Cathy Tkacik is on the Finance Committee, and Mona Schoenrock chaired the Membership Committee. As M-PBEA President, Merle also serves on the Presidents' Council. These committees met on Saturday morning and then reported to the Board in the afternoon. Discussion included the impact of the Sarbanes-Oxly Act of 2002 on nonprofit organizational structure. A task force will be appointed to study the structure and effectiveness of the NBEA Executive Board.

Publications. The title of the 2006 NBEA Yearbook is *Managing the Challenges of Business Education through Innovative Programs*. Dr. Stephen D. Lewis, Middle Tennessee State University, (MYSU), Murfreesboro, Tennessee, is the editor with Dr. Robert B. Blair and Dr. Martha Balachandran of MTSU serving as associate editors. The Curriculum Administrative Committee is working on the third edition of the *National Standards for Business Education*, with a targeted publication date of Fall, 2006.

Unfinished Business. The Board had a follow-up discussion concerning the Praxis II Examination that most states require for business teacher education certification or licensure. The exam is very outdated and contains a number of questions that do not pertain to the skills necessary to be a business education teacher. The exam is currently being revised with several board members submitting questions.

Nominations. Two candidates for NBEA President from the M-PBEA Region were to be identified by our region. Since the meeting, Dr. Jim Rucker of Kansas and Gary Schepf of Texas were identified and will make presentations to the NBEA Board in April. At that time the Board will vote.

The spring 2006 Executive Board meeting will be held in Tampa on April 10 and 11, just before the NBEA Convention.

FREE FREE FREE FREE FREE

I have been in the teaching profession since 1966 and have accumulated many materials that need a new home if anyone is interested. I formerly taught business education methods courses and have methods textbooks, South-Western monographs, and NBEA yearbooks. I no longer teach these classes and need to dispose of these materials. If you know anyone who would be interested in having these materials, please let me know. I will probably throw them away if I cannot find someone who wants them.

I teach at Cameron University, Lawton, Oklahoma. If you know of anyone or can direct me to anyone who would like to have these materials for historical purposes, I would appreciate hearing from you.

Nancy Brooks
nancyb@cameron.edu

MEET YOUR M-PBEA BOARD MEMBERS

Lynette Heitz, South Dakota Membership Rep., currently teaches at Ipswich High School, Ipswich, SD. She has been teaching there for 15 years. She also taught at Conde High School, Conde, SD for four years and one year at Polo High School, Polo, SD. She received her BS in Education from Northern State University, Aberdeen, SD. Lynette's extra-curricular activities as Yearbook Advisor and FBLA Advisor also keep her busy at school. Lynette was responsible for starting the FBLA Chapter at Ipswich High School in 1994. The Ipswich FBLA chapter is very active and has had many students qualify for National FBLA conferences. She also is serving a three-year term on the SD FBLA Board of Directors. Lynette is a member of NBEA/MPBEA, ACTE, and SDACTE. She has served on the M-PBEA Executive Board for nearly 12 years as the SD Membership Rep. In Lynette's spare time she likes to read, cross stitch, garden (flower and vegetable), shop (garage sales and shopping malls), and spend time with her family. She is also very active in her local church as secretary to the Leadership Board and also serves on the Christian Education Board. A favorite quote of Lynette's is: To Teach is to Touch a Life Forever.

Donna Kelley Shawn, M-PBEA Past-President, has been a Resource Specialist in the Career and Technical Education Department of the Shawnee Mission Schools, Shawnee Mission, Kansas, since 2001. She works with high school and middle school teachers and curriculum in the areas of business, FACS, and industrial technology. Before coming to Shawnee Mission, she spent 20 years in the business education department of the Wichita Area Technical College.

Donna's husband, Mike, is a commercial and industrial service technician for the Trane Co. They were blessed with a third grandchild in January—Emma Grace provides a new opportunity for shopping (and spoiling)! A few spare moments at an M-PBEA conference in Lincoln turned into a new passion—visiting all the state capitols. The 2007 M-PBEA conference in Denver will raise the count to 14; with a little luck, Cheyenne will be a detour on the way home—make that 15!

Violet Snell, Texas Representative, was born and early educated in the rural area of northeast Montana (Outlook) and greatly influenced by her first and second grade teacher, Miss Bakken, to aspire to be a teacher. She completed high school in Littleton, CO, where, by then, she **absolutely knew** she wanted to be a business teacher! She graduated from Western State College in Gunnison, CO, and completed the Masters Program in Human Resources Development through Webster University.

In addition to MT and CO, Violet has enjoyed living in VA, NJ, AL, and now has been teaching for over 20 years at MacArthur High School in San Antonio, TX. She enjoys maintaining close contact with friends she has made over the years from different parts of the country; many of these relationships are due to involvement in professional organizations.

As a secondary business educator, she is passionate about the importance of our professional associations at the local, state and national levels, whereby business educators are encouraged and edified. Texas has a very large number of business educators, and she hopes to increase our membership in NBEA and Mountain Plains.

Cathy Tkacik, M-PBEA Representative to the NBEA Executive Board, says hello and good-bye. This is Cathy's eleventh and last year of service to the M-PBEA Board. She was Colorado Membership Director for five years; President-Elect, President, and Past President for one year each, and three years as NBEA Representative.

A favorite quote of Cathy's from Ben Seetland is: *Success is a journey, not a destination.* The destination is not the intention of our journey. The exploration, the examination, the expectation are the true purposes of each excursion. The road we travel is steep at times. In addition winding turns challenge us to stay on track; however, it does not prevent us from continuing our expedition. Once we reach a goal or success, we move forward to meet our next test.

Her teaching experience has not followed a "normal" journey. She has traveled varied roads: proprietary schools, community college, Catholic high school, substitute teaching, court reporting school, and public high school. Throughout this journey, Cathy spent 15 years commuting at least 80 miles a day between Colorado Springs and Pueblo. Her 5 years substituting explored many thoroughfares of El Paso county working in four school districts.

Cathy has expanded her professional travels on the roads from Boston to Anaheim to Chicago to Tampa. She has attended a professional meeting in 8 of the 9 Mountain-Plains states, as well as 16 other states across the United States. A great benefit of these travels has been the multitude of people she calls friends and the mountain of knowledge she has shared with her students and colleagues.

(Continued on page 10)

Are You Ready For On-Line Teaching?

Submitted by Toni Bell, North Dakota Representative

If you can answer “Yes” to the following questions, you may be ready:

- Do you enjoy working 5-7 days a week (even while traveling)?
- Do you enjoy answering multiple e-mail inquiries from students?
- Do you enjoy working with students from many locations?
- Do you have a lot of patience?
- Do you like the freedom of being able to conduct classes from home or while traveling?

These are just a few of the questions I had to consider when I began teaching on line. Surprisingly, the answer to those and to most of my other questions was, “Yes.” I do enjoy teaching on line.

There are challenges, however, to this method of teaching. I will discuss a few of those challenges and how I attempted to meet them.

Clarity of instructions, etc.: I discovered early that instructions must be detailed. You don’t have the luxury of answering questions such as, “What does this mean?” or “Where do I find this assignment?” I have been teaching on line for four years, and I STILL find that I need more detail. Many students understand quickly, but you will always have the student who needs more.

Course syllabus, etc.: My course syllabi have remained basically the same as those I used for campus classes; however, there are quite a few “etc.” as well. There are documents for assignment instruction, WebCT (or Blackboard or whatever you may use) instructions, quiz instructions, and depending on which class it is, notes and tips for completing assignments. I still get questions, but at least I can now tell them to go back and read the particular document that answers those questions.

Student cheating: Do I have it? Probably. I don’t worry about it too much, because I use short, open-book quizzes (usually 15-point chapter quizzes), and projects for grading. Oh, I usually have a comprehensive final examination that is “closed-book,” but the quiz and final exam points are worth no more than assignment points. I do use a “total point” system of grading rather than a “weighted” system.

Lots and lots of e-mail messages: I answer e-mail messages first thing in the morning when I get to my office, again in the afternoon, often at home in the evening, and at least once on

Saturday and on Sunday. I teach two applied medical transcription classes, and these folks have questions day and night.

Late papers: I put due dates on all of my assignments. This is not so much to force students to get their work in on time (although it is part of the idea) as it is to keep them from procrastinating and sending all of their work in at the end of the semester. It gives them short goals for getting assignments done. I am a softie though, and if asked, I will let them send the assignment in via e-mail if the Assignment Dropbox (WebCT) is closed. Unless the paper is more than a week or so late, I do not deduct points.

These are just a few of the things I’ve had to adjust to. As I said earlier, “It is challenging.”

One of the best parts of teaching on line, however, is the location of my students; I have students from many states. I enjoy visiting with them and learning about their homes. The students are interesting, varied, and at times, frustrating. The No. 4 question at the beginning of this is sometimes a challenge in itself—patience. I’m not always long on that attribute.

I also like the fact that I can “take my work with me.” I use a laptop computer as my office computer, and when it’s necessary for me to travel (i.e., NBEA in Tampa), I can stay in contact with my students and grading, and I don’t get behind either. Enough, already. Okay, I’m through with my soapbox for now. I hope I have given you an insight into on-line teaching, and if you are ready to give it a try, good luck and above all—HAVE FUN.

Keyboarding Standards

Submitted by Bonnie Sibert, Publications

Are you struggling with keyboarding/technology standards for your middle-level students? Many Nebraska schools are currently working on curriculum revisions for the middle level. In an effort to share best practices for business and technology, the Nebraska Department of Education focused the Spring Issue of the *This & That Newsletter* on middle-level keyboarding standards. Visit <http://www.nde.state.ne.us/BMIT/> - click on This & That - select the 2006 Spring Issue of This & That. You’ll find six full pages of best practices and resources from Nebraska schools, NBEA, Wisconsin, South Carolina and Indiana. Throughout the issue, teachers are encouraged to develop a scope and sequence that includes elementary keyboarding with strong reinforcement at the middle level. Nebraska teachers were encouraged to help students be proficient in keyboarding before they move to high school.

Intercultural Skillfulness in the Business Education Classroom

Submitted by Angela Satterly, Colorado Representative

The classroom is a dynamic setting for educating young minds. Not only has the business education curriculum changed with trends in technology and the workforce, but there is also an ever increasing challenge to teach to different learning styles while keeping in mind how we each come to the classroom with cultural differences.

Each of us process information differently, and this becomes even more apparent as we teach students of another culture than ourselves. Our students interpret information using their belief system, and that belief system then determines their response. In the classroom that can mean the difference between understanding the information presented or complete frustration on both the part of the student and the teacher.

As an educator, do we just have a general awareness of the cultures we are teaching, or do we understand the belief systems that make up that culture including language, customs, economics, and institutions? This intercultural skillfulness grows through risk. To move from general awareness to intercultural competency, time, energy, and resources are used to appreciate another culture.

The Rocky Mountain Intercultural Institute is at the forefront of leading educators to becoming interculturally skillful professionals. Dr. F.C. Luna, co-director of the Rocky Mountain Intercultural Institute, will be the closing speaker at the 2006 M-PBEA Conference in Denver, Colorado, June 14-17. He will share his expertise and love for education while sharing with us all how we can reach through cultural boundaries.

(Meet The Board continued from page 8)

Summary of Cathy Tkacik's life:

- Native of Denver, Colorado
- Decided to become a teacher in second grade—"Sister Slugger"
- Attended 12 years of Catholic schools
- Bachelor's and Master's degrees from Univ. of Northern Colorado
- 29 years—married to teaching
- 27 years—married to Michael
- 20 years—mother of Lauren

Nancy Warren, Wyoming Representative, has been a business teacher at Midwest School in Midwest, Wyoming, for seven years. This year part of her job description is to teach technology K-12. She has twice as many students and one-half the free time. Previous jobs included eight years at the University of Wyoming as an advisor in the College of Education and several years teaching in a high school in Kansas. Nancy received her degree in business education from Kansas State University and a masters in vocational education from the University of Wyoming. She has served on the M-PBEA Board for three years.

Nancy also sponsors FBLA and serves on the Wyoming FBLA Executive Board. She is currently mentoring the AG teacher and Title 1 teacher. She is active in her church; her main job is teaching 3rd and 4th graders in Sunday School. Nancy's passion is retail therapy (shopping).

The Millennium Generation Comes To Terms With Literacy?

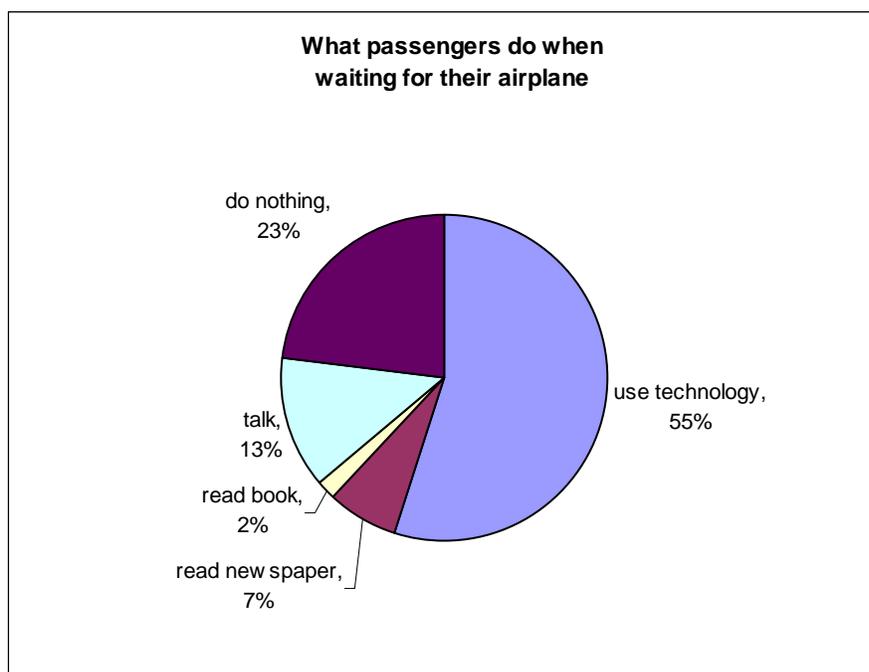
Submitted by David Pappas, Director of the Friends University Library (Kansas)

One of the emerging concerns in higher education is the spreading culture of the computer microchip and the impact it may be having on learning. Increasingly, persons born after 1985 are growing up having routinely used computers or other microchip devices in their daily lives. The concern is that this new “millennium” generation is learning differently and the lecture-and-test methodology of teaching may not be as effective as it once was on previous generations. The promise of technology is that it will improve the quality of our lives. Depending on the type of scale used to measure life quality it is arguable that technology may in fact be having an adverse effect on the quality of life. For example, literacy rates which are a recognized quality of life indicator by social scientists, have been declining in this country since about 1980. In fact, the United States is ranked 49th out of 150 countries in literacy.

Outside of direct interaction with other people, reading and reading books in particular is the best way for the human mind to achieve understanding of other ideas and gain knowledge.

Twenty years ago whenever I took a trip by airplane it seems many of the people waiting in airports were reading something. Today it is different. In a recent non-scientific study it was observed that only about one airline passenger in 40 was reading a book while almost 23 people out of every 40 were using some type of microchip device. Cell phones were predominant, but the devices did include IPODSs, PDAs, laptops, and electronic games. It might be argued that some of these devices were being used to read. However, during this same study it was observed that for passive technology devices like laptops the eight-second rule applied. Eight seconds was the average amount of time users spent on any one screen of information. It would be difficult to believe that eight seconds is sufficient time for most people to read for comprehension.

The question is, when our students graduate how many of them will routinely use microchip devices for social, recreational or educational purposes? How many will routinely read books as a recreational or educational activity?



"Teach Outside the Box"

Submitted by Donna Hines, Ed.D. Palo Alto College in San Antonio, Texas

Like many of you, I had settled into my teaching niche in the business department at the community college. For many years, I taught keyboarding classes of all levels and other standard business courses. I retired in 1998 with the full expectation of remaining to teach on the adjunct faculty. Mine—a very traditional career.

Then one day by chance and need, I substituted for a continuing education class for dislocated workers. In 2004, a large number of sewing factory workers was laid off when the San Antonio Levi Strauss Company closed. Levi and the Texas Workforce Commission (TWC) designed subsidized retraining programs in several career fields at the four Alamo Community College District colleges. Palo Alto College (PAC) was privileged to get about 60 students for clerical training.

Many of these dislocated workers had little education and spoke mainly Spanish. The challenge was three-fold: 1) improve English language skills, 2) increase basic education to pass the GED, and 3) learn clerical skills to enter a new career field. They had worked as sewing machine operators for many years, in some cases, more than 20 years. Garment production is hard work and paid by the piece. The more Levis produced, the more pay at the end of the week. These people knew how to work, and they earned a good salary. All that came to an end when the company closed.

The training program at PAC included two years of language, basic education, and clerical training. I encountered the program after they had been in training for about nine months. Classes were divided into four hours each of ESL/GED and technical training for a total of 32 hours per week. On the technical side, they had classes in keyboarding, 10-key, basic computers, and standard business subjects, plus job search skills.

These students had unique needs, and they brought unique strengths to the classroom. Teaching them took unique strategies. These were middle-aged people, primarily female, who had demonstrated excellent work ethics during their years at Levi. Many had received awards for perfect attendance and exceeding production quotas. They had learned to work together as teams for efficient production. For the most part, they were unaware of the great value of their work habits. In the classroom, however, they lacked confidence and self-esteem. My biggest job was to boost morale.

Unfortunately, my Spanish language was minimal, and most of the students struggled with English. Our goal was to communicate in English, and I'm not above bribery. Every week each student was "paid" \$5 in Monopoly money. If they spoke Spanish in class, the "fine" was \$1 to the teacher or classmates who caught them speaking Spanish. At the end of five weeks, they could "buy" prizes in a silent auction. By making a game of speaking English, we all made good progress in our communications.

Computers were another challenge. As with most older adults, computers were scary. Starting with the basics and moving slowly, we covered Windows, the Internet, Word, Excel, Access, and PowerPoint. With constant review and vocabulary development, we came to a basic familiarity of computers, and for most, a working competency of word processing. Without realizing how far they had come, they were on the road to a new career.

As they progress in their language and technical skills, training turned to job search, resumes, cover letters, interviews, etc. Career investigation included on-line searches, use of the Occupational Outlook Handbook, and worksheets covering various career fields. These exercises reinforced reading, writing, keyboarding, and word processing skills, as well as learning information about careers. Practice in filling out job applications, writing resumes and letters, and mock interviews built their confidence and anticipation for working.

About two months before the end of training, students were placed in volunteer internships in offices on campus. The excitement was high as they finally began to see themselves in a new career. Two students were paired to ensure adequate communication and placed in one intern job. Each student worked eight hours per week and kept a work journal of tasks completed and challenges encountered. They attended class eight hours a week to discuss their work activities. In addition, they continued GED and ESL classes sixteen hours a week.

As for my part in the program, I felt great reward in teaching skills that would change the lives of students. Spending sixteen hours a week with 18 students for more than a year, I got to know them well. Each has his/her own values, goals, and expectations. It was with pride that I saw all 18 finish their training. The culmination was awarding CEU certificates and recognizing those who had obtained their GED.

The Keys to Motivating the Next Generation of Workers

Submitted by Joanne G. Sujansky, Ph.D., CSP

Modern business educators face a tremendous challenge in preparing students to enter the workforce of the early 21st century. Today's workforce is more heterogeneous than ever before, with the rubric of "diversity" embracing not only race, gender, age and ethnicity, but also four different "generations."

Workers who came of age during World War II were hardworking and highly loyal. This generation expected to spend their entire career within a single organization before retiring with a pension.

The "Baby Boomers" that followed were ambitious employees who were known for their interest in challenging the status quo but also did what was necessary to contribute and to progress in the organization.

The next two groups to come along – the "Boomers" offspring – made their mark as "Generation X" and "Generation Y." GenX (born between 1960 and 1980) grew up in a world where loyalty seemed passé. Many saw their parents lose jobs after decades with one company. They expect to switch jobs and change career directions many times over the course of their careers.

GenY (born between 1980 and 2000) grew up in a high-tech world of computers, cell phones, video games and digital music. They are a well-educated bunch who enjoyed after-school enrichment programs, summer learning camps and rising academic expectations. They bring a strong sense of self-confidence and high expectations as they enter the workforce.

Both GenX and GenY are renowned for their ability to multi-task, but share a reputation for growing bored easily. Some may even value leisure time above money or advancement and the work itself needs to be meaningful to keep them motivated and loyal.

So, what *are* the keys to motivating talented, younger students to get them ready for our corporations? Ultimately it's creating the type of environment that inspires enthusiasm, while increasing productivity. This type of organization, which I call a Vibrant Entrepreneurial Organization, or VEO, has five distinct characteristics:

A VEO shares the "big picture" that people need to take personal risks and hold themselves accountable. -- As an educator, describe not only what needs to be learned but also why it is important in the business world. Challenge students to think creatively rather than give the "expected" answers.

A VEO exemplifies the new face of loyalty. – Two-way loyalty means giving individuals what they need to meet their goals so they can advance the organization's mission. Help students to determine their loyalties and to define the kind of work environment where they can contribute and grow.

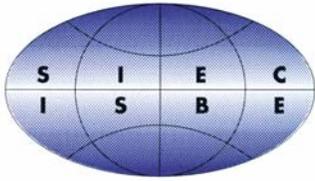
A VEO supports high productivity while minimizing stress. -- Stress can jeopardize productivity and produce "burnout." Teach students to balance personal life with school and work expectations. Planning, organizing and taking time to have fun are important behaviors that lead to success.

A VEO produces a winning tradition. – People enjoy "winning" and want to repeat the experience, but they can also get trapped in the inertia of losing. Celebrate student's progress and help them to understand the importance of giving and receiving feedback in school and in the workplace.

A VEO elevates communication to an art form. -- VEO leverage individuals' diverse perspectives to generate fresh ideas and creative solutions. Help students to communicate their ideas and to encourage ideas from others.

When all five of these elements come together, the result is an environment teeming with innovation, creativity, energy, and passion. This is the type of learning environment and corporate culture that will attract and retain GenX and GenY individuals, giving them a chance to contribute to a thriving, growing enterprise. And in this era of ever-increasing global competition, these are the keys that will enable American employers to remain competitive.

Joanne G. Sujansky, Ph.D., Certified Speaking Professional, is founder and chief executive officer of KEYGroup[®], headquartered in Pittsburgh, Pennsylvania. Contact her via e-mail at jsujansky@keygroupconsulting.com.



SOCIETE INTERNATIONALE POUR L'ENSEIGNEMENT COMMERCIAL
INTERNATIONAL SOCIETY FOR BUSINESS EDUCATION
PEDAGOGICAL COMMITTEE

Call for Workshops and Seminars

to be given at the 79th International Conference, Vienna, Austria
29th July to 3rd August 2007

The theme for the 2007 conference is:

Innovation in Business Education

Below you will find keywords for the Pedagogical Committee Sessions:

- > Learning process
- > E-learning
- > Distance learning
- > Developing materials for distance learning
- > Collaborative Learning
- > Global changes—global learning
- > IT in learning process
- > Study abroad, student exchange
- > Curriculum and changes in the curriculum
- > Critical thinking and analytic skills
- > Problem solving in teams
- > Development of personality
- > Flexibility for learners
- > Training on the job
- > Internet relationships
- > Skills, presentation skills, ...
- > Case studies
- > Role plays
- > Workshops
- > Project management
- > Ecological management
- > Quality management
- > Innovation strategies
- > Online discussion
- > Video-conferenced lectures
- > Simulations
- > Notebook classes
- > Internet projects with EU countries
- > Cooperation with neighbour countries
- > Cooperation with businesses
- > Changes in teacher's role
- > Coaching
- > Teacher training
- > Soft skills in business Education
- > New Technologies
- > Training firms
- > Entrepreneurship

Proposals addressing the theme are encouraged, but proposals on other issues relating to business education are welcomed. Workshops and seminars are designed to exchange experiences and learn from one another.

The international Pedagogical Committee will review proposals for workshops and seminars during its **Second Committee Meeting** at the 2006 conference in Thorshavn, Faroe Island, on July 28, 2006. Notification of decision will be made by August 15. Proposals for workshops and seminars should be **submitted to your country's Pedagogical Committee member** or to <hpschoch@tele2.ch> **by July 15, 2006**. Please use the Workshop/Seminar Submission Form attached. If you need more information, don't hesitate to contact your PedCom member.

Please note, that a presenter must be a member of SIEC-ISBEE and should attend the entire conference.

1. Workshop

- 90-minute session
- May be repeated if time allows in the programme
- Topics and presenters are selected by the committee
- Consists of an introduction, discussion and / or activity
- Includes an introduction for about 20 – 30 minutes
- Is an **interactive** session
- Topics and discussion points should be shared in advanced of the sessions (www.siec-isbe.org)
- Participants come to the session expecting to be involved
- Remainder of the workshop will consist of audience interaction

2. Seminar

- 60-minute session
- Topics and presenters are selected by the committee
- Is a presentation of a topic of immediate interest to the participants
- Consists of a presentation (about 40 minutes) and a question and answer period
- Plan adequate time in the seminar session for discussion and sharing among participants
- A briefing paper to distribute to participants is recommended. (www.siec-isbe.org)
- Visual aids are expected

Submission Form to Pedagogical Sessions
SIEC-ISBE: 79th INTERNATIONAL CONFERENCE 2007
VIENNA, Austria, July 29—August 3, 2007

Workshop or Seminar

Directions: Complete form adding space as needed. Please limit your proposal to two pages. A workshop is scheduled as a 90-minute session, and a seminar is scheduled as a 60-minute session.

Send completed form to your country's Pedagogical Committee member or to hpschoch@tele2.ch by **July 15, 2006**. Decisions on accepted proposals will be made by July 28, 2006. Notification of decision will be by August 15.

Please note, that a presenter must be a member of SIEC-ISBE and should attend the entire conference..

Title

Indicate: **W (Workshop or S (Seminar)**

W (workshop): 90 minutes, a workshop may be repeated if time allows in the program. The topics and presenters are selected by the committee. Ideally, the workshop presenter will use about 20 to 30 minutes of the session time to introduce the topic and the remainder of the session will consist of audience interaction.

S (Seminar): 60 minutes; again, topics and presenters are selected by the committee. Ideally, the seminar presenter will use about 40 minutes of the time to cover the topic content and the remaining time will be available for a question and answer period.

Presenter's Name:

Presenter's Email Address:

Presenter's Complete Address:

Presenter's Telephone Number:

Presenter's expertise or experiences that relate to proposal topic:

Description of Session Content (maximum 250 words):

Objectives of session:

Session attendees should be able to:

Audience:

Handouts (to be distributed at session by presenter):

Audiovisual/Multimedia Aids requested:

Remarks:

WISCONSIN BUSINESS EDUCATION JOURNAL

CALL FOR MANUSCRIPTS

The *Wisconsin Business Education Journal* is a refereed journal listed in *Cabell's Directory of Publishing Opportunities in Education*. All manuscripts are given a blind review by three external reviewers. Accepted manuscripts are published twice a year, Fall and Spring. The deadline for submission of manuscripts for the Fall issue is June 1 and for the Spring issue is November 1.

The purpose of the WBEJ is to provide educators with articles reflecting present and future teaching strategies, research-based articles, and technology ideas in business and marketing education. Only manuscripts which meet this purpose will be considered for review.

Publishing Guidelines

1. All manuscripts should use APA style and be between 1-10 single-spaced pages in length.
2. The manuscript should be submitted in camera-ready format, typed in Microsoft Word using Times New Roman, 12-point font.
3. All graphics (tables, graphs, charts, etc.) should be encased in boxes.
4. Manuscripts should have 1-inch top, side, and bottom margins with no page numbers
5. A title page that includes manuscript title and name, address of institution, email address, and phone number of each author must be attached to the manuscript. No identification information of authors should be included within the manuscript.
6. Three original hard copies of the manuscript should be mailed and one electronic version submitted as an email attachment, on CD, or on 3.5-inch diskette should be submitted to:

Lila Waldman, Ph.D.
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waldmanL@uww.edu
Phone: 262-472-5475
Fax: 262-472-4863

SHARE-AN-IDEA



- Submit ideas you use in any of your business classes
- Business teachers at all levels who are members of M-PBEA/NBEA may enter
- JUDGING CRITERIA:
 - ✓ Explanation of 500 words or less how you successfully utilized an idea in your class(es)
 - ✓ Inclusion of supporting material may be attached—no more than 5 pages
 - ✓ Identification of necessary materials and/or resources
 - ✓ Originality of idea
 - ✓ Ease of implementation
 - ✓ Enhancement of concepts or skills in subject area OR promotion of business education programs
 - ✓ Completeness and clarity of idea
 - ✓ Appropriateness to course and grade level
- Winners will be recognized at the M-PBEA Awards Banquet at the Convention in June

First Place:	One-year membership in M-PBEA/NBEA/ISBE
Second Place:	One-half membership for one year in M-PBEA/NBEA/ISBE
Third Place:	One-half membership for one year in M-PBEA/NBEA

Submit to: Nancy Warren
 Share-An-Idea Chair
 P. O. Box 1
 Midwest, WY 82643
 Phone: 307/259-7245
 Fax: 307/437-6820
 E-mail: Nancy.Warren@ncsd.k12.wy.us

Deadline:
Postmarked by
May 1, 2006

Release Form: I agree to the release of this idea to M-PBEA/NBEA members

Name: _____ NBEA Member Number _____

Address _____ Phone _____

Title of "IDEA" _____

Name and Title of Supervisor
 (Principal, Division Chair, etc.) _____

School Name _____

Address _____

Local Newspaper Name _____

Address _____

Signature _____ Date _____

MOUNTAIN-PLAINS BUSINESS EDUCATION ASSOCIATION JOURNAL—2006

CALL FOR PAPERS

Mountain-Plains Business Education Association (M-PBEA) invites business educators to contribute articles for publication in the *M-PBEA Journal*. Manuscripts should deal with topics of interest to educators at both the secondary and post-secondary/collegiate levels.

Submission of manuscripts dealing with practical topics is encouraged, as are research-based or theoretical papers. Manuscripts should be original—not under publication consideration or previously published by another journal or professional work.

When submitting a manuscript, please follow these guidelines:

Submit manuscript electronically as an attachment using Word (preferred) or WordPerfect software to sjennings@sfasu.edu.

Manuscript should be 6 to 10 double-spaced pages (including references which do not have to be on a separate page) of Arial 12 pt. font.

Include a separate information page (not included in the 6 to 10 pages) containing the article title, the complete names of all authors, their titles, employment, and contact information (mailing address, e-mail address, telephone numbers).

Include a 100 – 125 word abstract of the article.

Include tables and graphs only if they are essential to the content. These should be electronically formatted and included in the article.

Include all references cited in APA 5th edition format.

Do not use headers, footers, or page numbers.

A review board will blind review manuscripts submitted for consideration and will determine those that will be included in the publication. The Editor reserves the right to edit all manuscripts accepted for publication.

Submission deadline is **May 1, 2006**.

For more information contact:

Dr. Susan Evans Jennings
M-PBEA Journal Editor
Stephen F. Austin State University
P. O. Box 13060, SFA
Nacogdoches, TX 75962-3076

School phone: (936) 468-1634
FAX: (936) 468-1515
E-mail: sjennings@sfasu.edu

Tampa Marriott Waterside Hotel and Tampa Convention Center



www.nbea.org

The 2006 NBEA Annual Convention heads south to the sun-splashed beaches and soothing sunsets of beautiful Tampa Bay, Florida. The convention will be held at the Tampa Marriott Waterside Hotel and Tampa Convention Center. The goal of the convention is to provide a program that will enhance the knowledge and skills of our members, create networking opportunities, and challenge educators to return to their classrooms ready to empower the next generation of business professionals. The convention will feature over 40 concurrent sessions, 22 computer workshops, and 4 keynote speakers. Concurrent sessions will target the following topics: Administrative Support for Business Education, Leadership Development for Teachers, Business Education as Core Content, Effective Use of Advisory Boards, Digital Input Tools, Business Perspectives on Getting a Job, Management Trends in Business, Computer Programming with Multi-Media, Work-Based Learning, Plain English, Workforce Trends, Conducting Business Globally, Stress Management, Ethics, Project-Based Learning, Entrepreneurship, Multiculturalism, Copyright Laws, Business Etiquette, Mentoring, Business Law, Classroom Management, Financial Literacy, Middle School

Business Programs, Business Technology for the Future, and more. Sessions designed specifically for new teachers and students preparing to enter the teaching profession will also be part of the program. Visit our

Convention Fees

Professional Member—\$160

Student Member—\$100

Retired Member—\$115

Nonmember—\$285

Spouse—\$50

NBEA National
Business
Education
Association