

Old Dominion University

ODU Digital Commons

OTS Master's Level Projects & Papers

STEM Education & Professional Studies

2008

Business and Industry Training Employment Opportunities

Christie Callahan

Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects



Part of the [Education Commons](#)

Recommended Citation

Callahan, Christie, "Business and Industry Training Employment Opportunities" (2008). *OTS Master's Level Projects & Papers*. 81.

https://digitalcommons.odu.edu/ots_masters_projects/81

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

**BUSINESS AND INDUSTRY TRAINING EMPLOYMENT
OPPORTUNITIES**

A Research Paper

**Presented to the Graduate Faculty of the
Department of Occupational and Technical Studies
At Old Dominion University**

**In Partial Fulfillment for the
Requirements for the Master of Science Degree
in Occupational and Technical Studies**

By

Christie L. Callahan

August 2008

SIGNATURE PAGE

This research paper was prepared by Christie L. Callahan under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Occupational and Technical Studies.

Approved by: _____

Dr. John M. Ritz
Graduate Program Director
Occupation and Technical Studies
Old Dominion University

Date

ACKNOWLEDGEMENTS

I am grateful for all of the help and support I received while completing this research paper. I would like to extend my gratitude to all of the participants involved in this research study for their cooperation.

I would also like to thank Dr. John M. Ritz for his guidance and support throughout the research process. Without his encouragement, this research paper would not have been completed successfully.

Christie L. Callahan

TABLE OF CONTENTS

	Page
SIGNATURE PAGE	i
ACKNOWLEDGEMENTS	ii
LIST OF TABLES	v
CHAPTERS	
I. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
RESEARCH GOALS	3
BACKGROUND AND SIGNIFICANCE	2
LIMITATIONS	3
ASSUMPTIONS	4
PROCEDURES	4
DEFINITION OF TERMS	5
OVERVIEW OF CHAPTERS	5
II. REVIEW OF LITERATURE	7
DEFENSE INDUSTRIES	7
SKILLS, KNOWLEDGE, ABILITIES, AND EDUCATIONAL REQUIREMENTS	8
SUMMARY	10
III. METHODS AND PROCEDURES	12
POPULATION	12
INSTRUMENT DESIGN	12
METHODS OF DATA COLLECTION	13
STATISTICAL ANALYSIS	13
SUMMARY	13

	Page
IV. FINDINGS	15
RESPONSES TO THE SURVEY	15
SURVEY RESULTS	16
SUMMARY	23
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	25
SUMMARY	25
CONCLUSIONS	27
RECOMMENDATIONS	30
REFERENCES	31
APPENDICES	32
APPENDIX A – ORGANIZATIONS SURVEYED	33
APPENDIX B – SURVEY	35
APPENDIX C – COVER LETTER	39

LIST OF TABLES

	Page
TABLE 1 – SURVEY STATISTICS	16
TABLE 2 – DESIRED COMPETENCIES	16
TABLE 3 – EMPLOYMENT OPPORTUNITIES	22

CHAPTER I

INTRODUCTION

The effective use of training and development strategies play a key role in the success of many organizations. It is becoming increasingly important for companies to invest in training and development personnel because of the ever-changing workforce. These key employees contribute to organizations' long-term, strategic goals, while increasing the return on investment.

It is important to note that training and development initiatives within organizations are not new initiatives. They have been around for many years and have taken on many roles within business and industry sectors. These roles include planning, directing, coordinating, and implementing training activities for staff members of organizations. However, training is not limited to these activities. Trainers must also motivate employees to ensure positive retention of course materials. Also, by effectively analyzing an organization's needs when developing instructional materials, training managers are able to design and develop course information that is relevant to organizational goals.

With today's competitive and changing environment, the need for qualified trainers is increasing. According to the Virginia Employment Commission 2008, statistics show that organizations located in Virginia employed about 781 individuals in training and development positions in 2004. The projections for these positions are estimated to increase to an additional 260 positions by 2014. This equates to a growth rate of 2.9%. These figures are important to consider

when determining what skills, qualifications, and abilities potential employers may seek.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine employment opportunities for entry-level business and industry trainers within the Hampton Roads area.

RESEARCH GOALS

To answer this problem, the following questions were established:

1. What defense industry companies in the Hampton Roads area offer entry-level business and industry training positions?
2. What skills, knowledge, and abilities do companies seek for entry-level training positions in the Hampton Roads area?
3. Are there certain educational requirements for entry-level training positions within the Hampton Roads area?

BACKGROUND AND SIGNIFICANCE

The training industry has changed significantly over the past few decades. As organizations grow, they must keep employees up-to-date with vital information and skills that are required to successfully perform a job. However, the area of training and development has not always been viewed as critical to organizational success. Statistics and research show that when training is implemented, an organization's return-on-investment increases (Chapman, 2003).

It is also important to note that there are different types of categories in the training and development industry. The two basic types of training opportunities

are: training and development managers, which plan, direct, or coordinate the training and development activities and staff of an organization and training and develop specialists, which conduct the training and development programs for employees (Virginia Employment Commission, 2008). Identifying the skills, knowledge, abilities, and educational requirements necessary for entry-level training opportunities is a key in today's competitive job market.

It is also significant to identify what training opportunities are available so that an individual can perform a comparative job search to find the best fit. This is important because in today's job market companies are constantly trying to find ways to lower overhead and cut costs and in some cases training may be the first to be eliminated.

Understanding the variety of training opportunities will also be helpful to college students who are graduating. Identifying the requirements for training and development jobs will help these students to make educated decisions when applying for jobs upon graduation. This is necessary because the training field is growing and the job opportunities in the near future will be increasing.

LIMITATIONS

The following were limitations to this research study:

- The scope of the research was limited to the Hampton Roads business and industry entry-level training positions.
- Only defense contractors headquartered in the Hampton Roads area were surveyed.

ASSUMPTIONS

This study was based upon the following assumptions:

- The organizations had some type of training department.
- There were certain requirements, e.g., technical or non-technical, for entry-level training positions.

PROCEDURES

A survey was devised and presented to those companies related to the defense contracting industry within the Hampton Roads area. Prior to mailing the surveys, each training department head was notified via phone. The questionnaire was intended to determine training opportunities for entry-level positions and the qualifications required by those employers. The instrument assisted in the facilitation of the research. A detailed explanation for the survey was included in the cover letter. The results were then calculated and the data were interpreted, determining the employment opportunities and requirements for training positions within the Hampton Roads area.

DEFINITION OF TERMS

The following definitions were relevant to this study:

- American Society of Training and Development: Professional organization dedicated to workplace learning and performance professionals.
- Business and Industry Training: Conducting and developing activities for methods of instruction within organizations.

- Training and Development Managers: Plan, direct, or coordinate the training and development activities and staff of an organization (Virginia Employment Commission, 2008).
- Training and Development Specialists: Conduct training and development programs for employees (Virginia Employment Commission, 2008).
- Occupational Outlook Handbook (OOH): It is a nationally recognized source of career information, which tells individuals what requirements are needed for specific jobs, the average earnings for those positions, and what the working conditions are like (US Department of Labor, 2008).

OVERVIEW OF CHAPTERS

Chapter I gave an overview of the business and industry-training field in broad terms. This chapter also identified that the problem of this study was to determine the number of employment opportunities for entry-level business and industry trainers within the Hampton Roads area. To guide the research, questions that focused on specific types of companies that employed trainers and what qualities, skills, and educational requirements they sought were presented. The background portion of Chapter I focused on how training has changed over time. The chapter also centered on the significance of training within the business and industry fields. Limitations for this study were also established in Chapter I, enabling boundaries to be set so as to narrow the research. These included narrowing the positions to entry-level training opportunities for defense contractors located within the Hampton Roads area. Methods and procedures were also presented in this chapter to determine how

data will be collected. The last part of Chapter I focused on terms and definitions that were relevant to the study.

Chapter II is the Review of Literature. This chapter will focus on other research studies and articles that are related to this study. This section will also identify which companies within the defense industry offer entry-level training positions and what types of skills, knowledge, abilities, and educational requirements they seek. Chapter III summarizes what methods and procedures will be used for determining training opportunities. Chapter IV will provide the results obtained from the data collection. Chapter V summarizes the research and establishes conclusions and recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to determine the employment opportunities for entry-level business and industry trainers located within the Hampton Roads area. This locale included the cities of Chesapeake, Norfolk, Portsmouth, Suffolk, Virginia Beach, and the Peninsula (Hampton and Newport News), Yorktown, Isle of Wight, James City County, and Surry (Global Security, 2008). The main focus was on those opportunities within the defense contracting industry. This chapter presented an overview of recent literature on available training opportunities within Hampton Roads, as well as the skills, knowledge, abilities, and educational requirements that are sought by employers.

DEFENSE INDUSTRIES

The Hampton Roads area is a major hub for the military with over twenty military installations throughout the region. The largest of them include: Naval Station Norfolk; Norfolk Naval Shipyard, Portsmouth; Fleet Combat Training Center Atlantic, Dam Neck; Naval Amphibious Base, Little Creek; Naval Weapons Station, Yorktown; Naval Air Station, Norfolk; Naval Air Station, Oceana (Global Security, 2008). As a result of the high number of military commands in this area, there are numerous businesses with which the government sub-contracts. Most of the work done for the Department of Defense (DOD) is performed by these local and national organizations located in or around the Hampton Roads area, therefore, increasing the number of employment opportunities, specifically training positions. In 2008, according to

the Virginia Employment Commission (VEC), Northrop Grumman was the number one employer in the Hampton Roads area, employing over 10,000 people (Virginia Employment Commission, 2008).

SKILLS, KNOWLEDGE, ABILITIES, AND EDUCATIONAL REQUIREMENTS

The training field is one of the fastest growing industries. In fact, the employment projections and outlook for training professionals is “expected to grow faster than the average for all occupations through the year 2014” (Virginia Employment Commission, 2008, National Supply and Demand for H.R., training, and labor relations managers and specialists section, ¶ 1). According to the ASTD’s 2007 State of the Industry report, a “growing dedication to the learning function is reflected in the increasing investment in workplace learning and performance over the [past] eleven years...” (State of the Industry Report, 2007). There are many different competencies and roles required for training professionals. The different titles for training professionals can also vary and include training and development managers, instructional designers, training managers, and training specialists. According to a joint research study conducted by the ASTD and the University of Pennsylvania, a survey was performed among 153 training department heads from various organizations to determine each individual’s role status, background, responsibilities, and career paths within the organizations (Learning Executive Profile Report, 2007). Findings from this survey, in regards to primary job tasks, included: strategic planning, communication with executives, and management of the learning staff (Learning

Executive Profile Report, 2007). The scope of roles and competencies also differ from organization to organization, but most trainers are responsible for providing education and training either in a classroom or the job site. General responsibilities include performing assessments to determine areas where training may be needed, preparing course materials for the trainees, and involving the trainees in class discussions to keep them motivated and allow them to share prior work experiences beneficial to the training session (US Department of Labor, 2008). Training professionals are also responsible for the learning process as a whole. They must ensure that the course meets its objectives and the organization's objectives. Training specialists analyze, develop, design, implement, and evaluate information and training content. They perform an extensive range of training duties and activities, from consulting with supervisors to ensure the training's effectiveness to helping employees maintain and improve their job skills (US Department of Labor, 2008).

Educational requirements and skills needed of training professionals differ considerably, reflecting the variety of duties and levels of responsibility. Specific skills and abilities needed to fulfill entry-level training positions within the Hampton Roads area include: effective communication and listening skills, a good reading comprehension, effective instruction of others, motivating and directing individuals, good time management practices, competent writing skills, clear perspective of social perceptiveness, and good judgment and decision making abilities (Virginia Employment Commission, 2008). Training professionals must also have the necessary knowledge required for entry-level positions. Many

employers want their training applicants to be familiar with human resources and labor relations laws, understand public safety and security of the organization, have a clear understanding of the business's policies and procedures, be proficient with computers, and understand current instructional methodologies used within the training industry and education (Monster, 2008; Virginia Employment Commission, 2008). According to Roth (1981), "knowledge of business and industry encompasses many other aspects". The applicants must be familiar with the nature and jargon of the particular business so that they "fit in" with the organization's culture (Roth, 1981).

Most employers seek college graduates or advanced degrees when filling entry-level training positions. Another common educational requirement that employers seek are internships within some aspect of the training field. A number of employers require their applicants to have at least one year's experience within the training industry (US Department of Labor, 2008). It is also important to note that some employers seek college graduates with specialty backgrounds in business and industry or human resources (US Department of Labor, 2008).

SUMMARY

The outlook for training professionals is a positive one. The number of employment opportunities within the training industry is expected to increase, according to the Virginia Employment Commission. That is why it is important for college graduates to identify potential employment opportunities and understand the requirements for those positions. Chapter III includes how the data will be

collected from the businesses identified in this chapter and the instrument used to assess training opportunities in the Hampton Roads area.

CHAPTER III

METHODS AND PROCEDURES

The objective of this study was to determine the employment opportunities for entry-level business and industry trainers within the Hampton Roads area, more specifically within the defense contracting industry. This chapter includes information regarding the population studied, the instrument design used, the methods utilized for collecting the data, and finally, the procedures employed for analyzing the data.

POPULATION

The population of this study identified and surveyed 18 organizations that sub-contract with the Department of Defense and have a human resource department and/or training and development department. Each member who is in charge of training for the company and/or branch was surveyed. The organizations surveyed were a major source of employment opportunities for individuals living throughout this region and reflected prospective job openings for entry-level training positions (see Appendix A).

INSTRUMENT DESIGN

A survey was designed in order to determine current employment opportunities for entry-level business and industry trainers and what skills, knowledge, abilities, and educational levels were desired by the identified organizations (see Appendix B). The survey combined forced choice responses with open formed questions. The responses included strongly agree, agree,

uncertain, disagree, and strongly disagree. Each survey statement and question correlated with the research goals of this study.

METHODS OF DATA COLLECTION

Telephone calls were made to each organization before surveys were mailed to inform the department heads of the importance of this study as well as to ensure their cooperation. Each survey included a self-addressed, stamped envelope. A cover letter was attached to each survey explaining the purpose of the study (see Appendix C). Follow-up telephone calls were made to each organization seven days after the surveys were mailed.

STATISTICAL ANALYSIS

The collected data were reviewed and analyzed. The mean for each forced-choice response were calculated in order to determine which attributes of potential employers were most desired. The data collected from the open-ended questions were analyzed to identify patterns of commonalities for skills, knowledge, abilities, and educational level desired in potential candidates. These patterns of commonalities were organized and reported by frequency for each category of response.

SUMMARY

This chapter illustrated the methods and procedures used to gather and analyze data for this study. The population of this study included 18 organizations within the defense industry. A survey instrument was devised to determine which attributes and skills were most desired in potential candidates. The surveys were then mailed to each member in charge of training for the

organization. Follow-up telephone calls were made to each organization to ensure completion and return of the surveys. Once surveys were returned the data were reviewed, analyzed, and reported by frequency for each category of response. The following chapter will explain the findings from the survey.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the employment opportunities for entry-level business and industry trainers within the Hampton Roads area, more specifically within the defense contracting industry. This study provided information regarding the skills, knowledge, abilities, and educational requirements desired for entry-level business and industry trainers. A survey instrument was used in obtaining the necessary data. Eighteen survey questionnaires were mailed to major defense contracting employers within the Tidewater locale. This chapter contains the findings from the survey data collected.

The survey responses were analyzed both separately and collectively to identify patterns of commonalities for specific skills, knowledge, abilities, and educational levels desired in potential employee candidates. The mean analysis for each item was calculated and reported by frequency for each category of responses on a percentile basis.

RESPONSES TO THE SURVEY

Eighteen surveys were mailed to local defense contracting organizations within the Tidewater locale. Out of the 18 businesses surveyed, 5 declined to participate. A total of 13 surveys or 72 percent of the surveys were returned. Table 1 illustrates the responses as opposed to the number of surveys mailed.

Table 1. Survey Statistics

<u>Survey Statistics</u>	<u>Total</u>
Survey Forms Mailed	18
Participating Organizations	13
Percentage of Return	72 %

SURVEY RESULTS

The survey responses were analyzed to identify patterns of commonalities for specific skills, knowledge, abilities, and educational levels desired in potential employee candidates. The mean analysis for each item was calculated and reported by frequency for each category of responses on a percentile basis. The following describes the findings for each statement listed in Table 2.

Table 2. Desired Competencies

STATEMENT	SA	A	U	D	SD	MEAN
1. Demonstrates a solid understanding of leadership including supervisory, performance management, and coaching skills.	5	4	3	2	1	4
Percentage (%) of responses	23	61	8	8	0	
2. Possesses strong oral and written communication skills.	5	4	3	2	1	4.77
Percentage (%) of responses	77	23	0	0	0	
3. Demonstrates an understanding of adult learning theories and principles required.	5	4	3	2	1	4
Percentage (%) of responses	38	38	8	16	0	
4. Has the ability to design and develop training programs.	5	4	3	2	1	4.15

Percentage (%) of responses	46	31	15	8	0	
5. Possesses strong presentation, training facilitation, and project management skills.	5	4	3	2	1	4.54
Percentage (%) of responses	61	31	8	0	0	
6. Has a strong understanding of the training evaluation processes.	5	4	3	2	1	3.92
Percentage (%) of responses	23	54	15	8	0	
7. Leverages rapport and relationships with business leaders and management.	5	4	3	2	1	4.23
Percentage (%) of responses	39	46	15	0	0	
8. Possesses technical skills directly related to industry.	5	4	3	2	1	3.92
Percentage (%) of responses	46	23	15	8	8	
9. Maintains a high proficiency in PC applications, such as Microsoft Word, Excel, PowerPoint, and Flash.	5	4	3	2	1	4.38
Percentage (%) of responses	39	61	0	0	0	
10. Earned a Bachelor's degree in training, business, communications or education.	5	4	3	2	1	3.54
Percentage (%) of responses	8	54	23	15	0	
11. Has gained relevant experience (minimum of 2 years preferred).	5	4	3	2	1	4.15
Percentage (%) of responses	39	45	8	8	0	
12. Has experience in the design, delivery, implementation and evaluation of management training programs within a service industry or corporate setting.	5	4	3	2	1	3.38
Percentage (%) of responses	8	39	39	14	0	

Competencies Desired

Statement 1, Demonstrates a solid understanding of leadership including supervisory, performance management, and coaching skills.

Twenty-three percent (3) of the participants strongly agreed that the employee candidates must demonstrate a solid understanding of leadership, supervisory, performance management, and coaching skills; 61 percent (8) agreed; 8 (1) percent neither agreed nor disagreed; 8 percent (1) disagreed. The mean score for this item was 4, indicating that the average response to this item was to agree with this statement.

Statement 2, Possesses strong oral and written communication skills.

Seventy-seven percent (10) of the participants strongly agreed with this statement; 23 percent (3) agreed. The mean score for this item was 4.77, indicating that the average response to this item was to strongly agree with this statement.

Statement 3, Demonstrates an understanding of adult learning theories and principles required.

Thirty-eight percent (5) of the participants strongly agreed with this statement and 23 percent (3) agreed. The mean score for this item was 4, indicating that the average response to this item was to agree with this statement.

Statement 4, Has the ability to design and develop training programs.

Forty-six percent (6) of the participants strongly agreed that employee candidates must have the ability to design and develop training programs; 31 percent (4) agreed; 15 percent (2) neither agreed nor disagreed; 8 percent (1) disagreed. The mean score for this item was 4.15, indicating that the average response to this item was to agree with this statement.

Statement 5, Possesses strong presentation, training facilitation, and project management skills.

Sixty-one percent (8) of the participants strongly agreed that employee candidates must possess strong presentation, training facilitation, and project management skills, 31 percent (4) agreed, and 8 percent (1) neither agreed nor disagreed. The mean score for this item was 4.54, indicating that the average response to this item was to strongly agree with this statement.

Statement 6, Has a strong understanding of the training evaluation processes.

Twenty-three percent (3) of the participants strongly agreed that employee candidates must have a strong understanding of the training evaluation process; 54 percent (7) agreed; 15 percent (2) neither agreed nor disagreed; and 8 percent (1) disagreed. The mean score for this item was 3.92, indicating that the average response to this item was to agree with this statement.

Statement 7, Leverages rapport and relationships with business leaders and management.

Thirty-nine percent (5) of the participants strongly agreed that employee candidates must be able to leverage rapport and relationships with business

leaders and management; 46 percent (6) agreed; and 15 percent (2) neither agreed nor disagreed. The mean score for this item was 4.23, indicating that the average response to this item was to agree with this statement.

Statement 8, Possesses technical skills directly related to industry.

Forty-six percent (6) of the participants strongly agreed that employee candidates must possess technical skills directly related to industry; 23 percent (3) agreed; and 15 percent (2) neither agreed nor disagreed; 8 percent (1) disagreed; 8 percent (1) strongly disagreed. The mean score for this item was 3.92, indicating that the average response to this item was to agree with this statement.

Statement 9, Maintains a high proficiency in PC applications, such as Microsoft Word, Excel, PowerPoint, and Flash.

Thirty-nine percent (5) of the participants strongly agreed that employee candidates must maintain a high proficiency in PC applications, such as Microsoft Word, Excel, PowerPoint, and Flash; 61 percent (8) agreed. The mean score for this item was 4.38, indicating that the average response to this item was to agree with this statement.

Statement 10, Earned a Bachelors degree in training, business, communications or education.

Eight percent (1) of the participants strongly agreed that employee candidates must hold a Bachelors degree in training, business, communications or education; 54 percent (7) agreed; and 23 percent (3) neither agreed nor disagreed; 15 percent (2) disagreed. The mean score for this item was 3.54,

indicating that the average response to this item was to agree with this statement.

Statement 11, Has gained relevant experience (minimum of 2 years preferred).

Thirty-nine percent (5) of the participants strongly agreed that employee candidates must have relevant experience (minimum of 2 years preferred); 45 percent (6) agreed; and 8 percent (1) neither agreed nor disagreed; 8 percent (1) disagreed. The mean score for this item was 4.15, indicating that the average response to this item was to agree with this statement.

Statement 12, Has experience in the design, delivery, implementation and evaluation of management training programs within a service industry or corporate setting.

Eight percent (1) of the participants strongly agreed that employee candidates must have experience in the design, delivery, implementation and evaluation of management training programs within a service industry or corporate setting; 39 percent (5) agreed; and 39 percent (5) neither agreed nor disagreed; 14 percent (2) disagreed. The mean score for this item was 3.38, indicating that the average response to this item was uncertain.

Table 3 illustrates the actual training positions within each organization, how many of these positions are currently available, and the projections for training positions for the next 5 years.

Table 3. *Employment Opportunities*

<u>EMPLOYMENT OPPORTUNITIES</u>	<u>TOTAL</u>
Current Positions	43
Available Positions	3
Projected Position	20

Open-Ended Question

What skills, knowledge, and abilities are desired for entry-level training positions within your company?

The answers collected were reported as follows:

1. Degrees in Bachelor of Science or Bachelor of Art
2. Five to 10 years of experience directly related to field
3. Knowledge of adult learning theories
4. Strong oral and presentation skills with and without PowerPoint
5. Sound conceptual skills
6. Ability to be a team player
7. Proficient organizational skills
8. Technical writing skills

Other: skills directly related to particular industry

What are the educational requirements for entry-level training positions within your company, i.e., work experience, Associate's, B.S., or MS degree?

The answers collected were reported as follows:

1. Degrees in Bachelor of Science or Bachelor of Art in Education, Adult Learning Theory, or Instructional Systems Design
2. Master of Science in Education, Adult Learning Theory, or Instructional Systems Design
3. Higher education degrees directly related to training
4. Work experience (3 to 5 years)
5. Miller's Analogy Test for evaluation

SUMMARY

The data from the surveys were analyzed and presented in this chapter. Eighteen surveys were mailed to major defense contracting employers within the Tidewater locale. The survey form combined forced choice responses with open formed questions for participants to identify what skills, knowledge, abilities, and educational requirements were desired in entry-level training candidates.

From the analyzed data, the following were believed to be significant requirements for entry-level business and industry trainers:

- A higher education degree in education, adult learning theory, or instructional systems design
- Experience directly related to the training field
- Excellent communication and presentation skills
- Proficiency in PC applications
- Ability to build rapport with business leaders
- Capacity to design and develop training programs

Chapter V will address what has been presented in the first four chapters of this research study. Conclusions will be drawn based on the results from Chapter IV and recommendations for future studies will be made.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V summarizes what has been accomplished in this research. Conclusion will be drawn from the analyzed data and will answer the research goals for this study. Recommendations will then be made from those findings.

SUMMARY

The purpose of this study was to determine employment opportunities for entry-level business and industry trainers within the Hampton Roads area. To answer this problem, the following research goals were established:

1. What defense industry companies in the Hampton Roads area offer entry-level business and industry training positions?
2. What skills, knowledge, and abilities do companies seek for entry-level training positions in the Hampton Roads area?
3. Are there certain educational requirements for entry-level training positions within the Hampton Roads area?

The training industry has changed significantly over the past few decades. As organizations grow, they must keep employees up-to-date with vital information and skills that are required to successfully perform a job. However, the area of training and development has not always been viewed as critical to organizational success. Statistics and research have shown that when training is implemented, an organization's return-on-investment increases (Chapman, 2003).

It was also significant to identify what training opportunities were available so that an individual could perform comparative job searches to find the best fit. This was an important component because in today's job market, organizations continuously try to find innovative ways of lowering overhead and cutting costs and in some cases training may be the first to be eliminated.

Understanding the variety of training opportunities was also helpful to college students who were graduating. Identifying the requirements for training and development jobs could help individuals to make educated decisions when applying for jobs upon graduation. This was necessary because the training field was rapidly growing and the job opportunities in the near future will be increasing. Research indicated the employment projections and outlook for training professionals was "expected to grow faster than the average for all occupations through the year 2014" (Virginia Employment Commission, 2008, National Supply and Demand for H.R., training, and labor relations managers and specialists section, ¶ 1).

The scope of the research was limited to 18 defense contractors located in the Hampton Roads area that provided entry-level business and industry training positions. Each member in charge of training for the organization and/or branch was surveyed. The survey combined forced choice responses with open formed questions. The responses included strongly agree, agree, uncertain, disagree, and strongly disagree. Each survey statement and question correlated with the research goals of this study. The survey instrument was devised to determine which attributes and skills were most desired in potential candidates. The

surveys were then mailed to each member in charge of training for the organization. Thirteen or 72 percent of the surveys were returned. The data were then reviewed, analyzed, and reported in the form of percentages and the measure of central tendency, mean, for the population.

CONCLUSIONS

The following conclusions were based on the findings of this research study and its goals.

Goal 1: What defense industry companies in the Hampton Roads area offer entry-level business and industry training positions?

The researcher identified the following defense contracting organizations:

- Allied Technologies
- AMTI, an Operation of SAIC **
- BAE Systems **
- Booz Allen Hamilton **
- CACI International, Inc.
- CIBER, Inc. **
- DCS Corp.
- Earl Industries **
- EDS Corp. **
- General Dynamics Corp.
- Knowledge Information Solutions, Inc. **
- MYMIC, LLC **
- Naval Automation Group, LLC **
- QED Systems, Inc.

- Quantum Research International **
- The Bionetics Corp. **
- VSE Corp. **
- Zel Technologies, LLC **

Note: Those organization's with asterisks (**) participated in the research study.

Goal 2: What skills, knowledge, and abilities do companies seek for entry-level training positions in the Hampton Roads area?

The survey results from the research identified the desired skills, knowledge, and abilities for entry-level training employee candidates. Those competencies that were most important to employers with an average mean above 4.5 included:

- Strong oral and written communication skills
- Strong presentation, facilitation, and project management skills

Those competencies that were fairly important to employers with an average mean between 4 and 4.5 included:

- Exhibit leadership, supervisory, performance management, and coaching skills
- Ability to design and develop training programs
- Understand adult learning theories and principles
- Ability to build rapport and relationships with management and business leaders
- Be proficient in PC applications, such as Microsoft Word, Excel, PowerPoint, and Flash

- Attained relevant experience (minimum of 2 years preferred)

Finally, those competencies that were least important to employers with an average mean greater than 3 included:

- Strong understanding of the training evaluation process
- Has experience in the design, delivery, implementation, and evaluation of management training programs within a service industry or corporate setting

Overall, employers believed that potential employee candidates for entry-level training positions must have certain skills, knowledge, and abilities necessary to perform the job. The research identified the most important competencies as the ability to communicate effectively and present and facilitate information successfully. Other significant qualities included a proficiency in PC applications, a strong understanding of adult learning theories, the ability to interact efficiently with others, and experience in the design, delivery, implementation, and evaluation of training programs.

Goal 3: Are there certain educational requirements for entry-level training positions within the Hampton Roads area?

The survey results from the research indicated that a degree was preferred, but not necessary for entry-level business and industry trainers. Sixty-one percent of the respondents agreed that a Bachelors degree was desired, while 62% of the participants agreed that experience, preferably 2 to 5 years, was needed.

RECOMMENDATIONS

Based on the results of this study, the following recommendations were made by the researcher:

1. Since this research focused only on defense contractors specific to Hampton Roads, future research should be performed on all organizations within the Tidewater locale.
2. Since it was determined that 61% of employers agreed that experience was necessary for entry-level trainers, future research should be performed to determine if a degree certificate would be more desirable to employers rather than a 4-year degree program.
3. Perform a follow-up study to determine what new competencies and skills employers are seeking.

REFERENCES

- American Society for Training and Development. (2007). State of the industry report. Alexandria, VA: Andrew Paradise.
- Chapman, M. H. (2003). The return on investment for training. *Compensation and Benefits Review*, 35, 32-37.
- Global Security. (2008). *Military Facilities in Virginia*. Retrieved February 9, 2008 from <http://www.globalsecurity.org/military/facility/hampton-roads.htm>
- Lynch, D., Sugrue, B., Rivera, R., & Betof, A. (2007). *Learning executive profile research report*. University of Pennsylvania, Department of Education.
- Roth, R. A. (1981). Trainers in business and industry: Implications for college of education. *Journal of Teacher Education*, 32, 33-36.
- United States Department of Defense. (2008). *Subcontracting opportunities DOD major prime contractors*. Retrieved February 9, 2008 from http://www.acq.osd.mil/osbp/doing_business/subdir-2005-11.pdf
- United States Department of Labor. (2008). *Occupational outlook handbook: Human Resources, Training, and Labor Relations Managers and Specialists*. Retrieved February 9, 2008 from <http://www.bls.gov/oco/ocos021.htm#training>
- Virginia Workforce Commission. (2008). Labor market analysis. Retrieved February 9, 2008 from http://www.vawc.virginia.gov//onetdesc.asp?session=occdetail_lms&geo=5121V47260&oescode=&siccode=&onetcode=11304200&elementid=&

APPENDICES

APPENDIX A – Organizations Surveyed

APPENDIX B – Survey

APPENDIX C – Cover Letter

APPENDIX A
ORGANIZATIONS SURVEYED

ORGANIZATIONS SURVEYED

Allied Technologies
1569 Diamond Springs Rd.,
Ste. C
Virginia Beach, VA 23455

AMTI an Operation of SAIC
2900 Sabre St., Ste. 800
Virginia Beach, VA 23452

BAE Systems
750 West Berkley
Norfolk, Virginia 23523

Booz Allen Hamilton
Twin Oaks II
5800 Lake Wright Dr., Ste.
400
Norfolk, VA 23502

CACI International, Inc.
4114 Legato Rd.
Fairfax, VA 22033

Ciber, Inc.
804 Middle Ground Blvd.,
Ste. A
Newport News, Virginia 23606

DCS Corp.
One Columbus Center
283 Constitution Dr., Ste. 609
Virginia Beach, VA 23462

Earl Industries
3128 Victory Blvd.
Portsmouth, VA 23702

EDS Corp.
1434 Crossways Blvd.
Chesapeake, VA 23320

General Dynamics Corp.
4801 Columbus St., Ste. 302
Virginia Beach, VA 23462

Knowledge Information
Solutions, Inc.
2877 Guardian Ln., Ste. 201
Virginia Beach, VA 23452

MYMIC, LLC
200 High St., Ste. 308
Portsmouth, VA 23704

Naval Automation Group, LLC
2511 Walmer Ave., Ste. B
Norfolk, VA 23513

QED Systems, Inc.
4646 North Witchduck Rd.
Virginia Beach, VA 23455

Quantum Research
International
3 Cromwell Ct.
Newport News, VA 23606

The Bionetics Corp.
11833 Canon Blvd., Ste. 100
Newport News, VA 23606

VSE Corp.
500 Woodlake Dr., Ste. One
Chesapeake, VA 23320

Zel Technologies, LLC
54 Old Hampton Ln.
Hampton, VA 23669

APPENDIX B
SURVEY

SURVEY

Old Dominion University Business and Industry Training Employment Opportunities

Purpose: The purpose of this study is to collect and analyze information on current training employment opportunities within the Hampton Roads area. This study will provide information regarding the skills, knowledge, abilities, and educational requirements desired for entry-level business and industry trainers.

Directions: Please complete this survey regarding your organization's training employment opportunities. In Part I, rate how strongly you agree or disagree with each of the following statements by circling the appropriate number. Indicate your answers by rating each item on the following scale, 5 = Strongly Agree, 4 = Agree, 3 = Uncertain, 2 = Disagree, 1 = Strongly Disagree. In Part II, after each question, please explain your response by writing your answers on the lines provided and return the survey by July 18, 2008 in the self-addressed, stamped envelope provided.

The data collected in this survey will be kept strictly confidential and will only be used for research purposes related to this study. The identities will be removed from the data and then destroyed to ensure confidentiality. The name of your company is asked so that we may follow-up with non-respondents.

Name of the Organization: _____

Note: These statements pertain to what your organization desires in employee candidates.

STATEMENT	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1. Demonstrates a solid understanding of leadership including supervisory, performance management, and coaching skills.	5	4	3	2	1
2. Possesses strong oral and written communication skills.	5	4	3	2	1
3. Demonstrates an understanding of adult learning theories and principles required.	5	4	3	2	1
4. Has the ability to design and develop training programs.	5	4	3	2	1

5. Possesses strong presentation, training facilitation, and project management skills.	5	4	3	2	1
6. Has a strong understanding of the training evaluation processes.	5	4	3	2	1
7. Leverages rapport and relationships with business leaders and management.	5	4	3	2	1
8. Possesses technical skills directly related to industry.	5	4	3	2	1
9. Maintains a high proficiency in PC applications, such as Microsoft Word, Excel, PowerPoint, and Flash.	5	4	3	2	1
10. Earned a Bachelors degree in training, business, communications or education.	5	4	3	2	1
11. Has gained relevant experience (minimum of 2 years preferred).	5	4	3	2	1
12. Has experience in the design, delivery, implementation and evaluation of management training programs within a service industry or corporate setting.	5	4	3	2	1

Questions:

1. How many training positions do you have within your Hampton Roads office(s)?

2. Are any of these positions currently available (open and/or advertised)? If so, how many?

- 3. What are your projections for the number of training positions needed within your organization in the next 5 years? Please describe the titles for projected openings.**

- 4. What skills, knowledge, and abilities are desired for entry-level training positions within your company?**

- 5. What are the educational requirements for entry-level training positions within your company, i.e., work experience, Associate's, B.S., or MS degree?**

APPENDIX C
COVER LETTER

COVER LETTER

<Address>

<Date>

Dear _____:

The Department of Occupational and Technical Studies at Old Dominion University is completing a regional study on the hiring of training personnel for businesses and industries within the Tidewater locale. Your participation in this research is crucial to the success of this research. Your responses to the enclosed survey will help us determine important information related to fulfilling entry-level training positions in this area. Also, Old Dominion University offers a degree program for individuals who are interested in becoming trainers within the business and industry sector and this study will assist in evaluating the competencies required by students in this program.

The data collected in this survey will be kept strictly confidential and will only be used for research purposes related to this study. Your participation is voluntary. Your participation would be greatly appreciated. It is encouraged that the survey be returned to us by July 2, 2008. We have included a postage-paid, self-addressed envelope for your convenience.

This study is very important to us and vital to our research and training programs at the undergraduate and graduate levels. We greatly appreciate your time and cooperativeness with this matter.

If you have any questions or concerns, feel free to contact us at (757) 439-2015 or via email at ccallaha@odu.edu.

Sincerely,

Christie L. Callahan
Graduate Candidate

John M. Ritz, Ed.D, D.T.E.
Chair and Graduate Program Director