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Business and Industry Training Employment Opportunities in Chesapeake, Virginia

Jessica E. Ingram
Old Dominion University

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**Business and Industry Training
Employment Opportunities
In
Chesapeake, Virginia**

**A Research Paper Presented to the
Graduate Faculty of the Department of Occupational and
Technical Studies
Old Dominion University**

**In Partial Fulfillment of the
Requirements for the Degree
Master of Science**

By

Jessica E. Ingram

August 2005

SIGNATURE PAGE

Jessica Ingram prepared this research paper under the direction of Dr. John 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 Degree of Master of Science.

Approved by: John M. Ritz

Dr. John Ritz
Graduate Program Director
Occupational and Technical Studies

7-30-05

Date

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CHAPTER I

INTRODUCTION

Training and development has not been viewed as a resource that could help companies create “value” and successfully deal with competitive challenges. This outlook has changed. Companies that use training and development practices are likely to report better financial performance than their competitors that do not. It helps companies meet competitive challenges (Noe, 1999). In business and industry, one ongoing challenge is to improve profits and stay competitive.

Training and development personnel play a key role in helping companies meet challenges. Businesses rely on training personnel to teach more. In addition, management looks to training to supply many solutions to challenges associated with conducting national and international business. Employees must be trained to work with people from different cultures both in the United States and abroad. The introduction of new technology in the workplace makes technical training a necessity among the workforce. New technologies have increased the need for training and have reduced its costs (Noe, 1999).

Training has many roles in business and industry. Effective instructional training is very important, however, training managers, human resources experts, and trainers are increasingly being asked to create systems to motivate employees to learn, create knowledge, and share that knowledge with other employees in the company (Noe, 1999).

Based on changing competitive challenges that businesses face, it appears the need for trainers would be a growing demand. Therefore, the need for trainers in business and industry is very important. Human resources, training, and labor relations managers and specialists held about 677,000 jobs in 2002. Of these jobs, 411,000 were specifically for training managers and training and development specialists. Training managers and specialists were employed in virtually every industry. About 3,800 specialists were self-employed, working as consultants to public and private employers (US Department of Labor, 2004). These statistics are very encouraging for upcoming graduates, who possess a training and development degree and looking for a job.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the number of business and industry training employment opportunities in Chesapeake, Virginia.

RESEARCH GOALS

To answer this problem, the following questions were established:

1. What are the employment opportunities available in the business and industry training field?
2. What are the job title categories that companies are advertising?
3. In each category of advertised positions, how many people were currently needed at this time and what were the needs projected to 2010?
4. What are the business and industry training employment opportunities for undergraduate degree completers in the Chesapeake, Virginia, region?

BACKGROUND AND SIGNIFICANCE

Training might be one of the oldest professions practiced by the human race. The first trainers may have been Stone Age people. They taught their

children to hunt, make tools, and farm. From this original form of training, there has been an increase in skill and knowledge needed to work and survive. These skills have changed tremendously (Rae, 2001).

The world has changed so dramatically that the role of a trainer has to change with it. The skills required for working and surviving competitively has changed so rapidly making it necessary for those who perform the training to evolve as well. Technology has improved the world, however, it has caused some occupations to become extinct. Also, tools that trainers used ten years ago are not used as often today and the way training classes are offered has also evolved. For example, the overhead projector was a popular training tool, but now the LCD (Liquid Crystal Display) projector is being used more in businesses (Roberts, 2004). Training classes are being televised through web casts or designed as computer-based training (CBT). Work and life skills are ever changing. Trainers need to stay current with these changes as well as utilize tools and technology necessary to build competitive skills in the workplace. In all of these changes, hopefully there will be an increase in training employment opportunities.

The research on training employment opportunities is very significant for many reasons. According to the Institutional Research and Assessment Department at Old Dominion University in Norfolk, Virginia, there are 47 enrollees in the undergraduate program specializing in training under the Occupational and Technical Studies program (Institutional Research, 2005). These students are going to be searching for positions in their career field. The

Occupational Outlook Handbook (OOH) states there is a large supply of qualified college graduates and experienced workers that should create keen competition for training jobs (US Department of Labor, 2004). Since the competition is increasing, soon to be graduates need to be aware of what is available to them.

It is also significant to know what training employment opportunities are available because the economy is constantly changing. Families relocate for a number of reasons and they desire wages that match competitive ranges. For people already working in the training fields, it is helpful to know what the current need is, their career options, and potential job opportunities. Some companies, in order to cut costs, have outsourced positions previously held by trainers and hired consultants on a temporary basis to meet their training needs. Some experts think internal staff members have leveled out and outsourcing will be the future (Menagh, 1996).

Knowing about training positions will be helpful to upcoming graduates and veterans already in the field. It is encouraging to hear that overall employment of human resources, training, and labor relations managers and specialists are expected to grow faster than the average for all occupations through 2012. In addition to openings due to growth, many job openings will arise from the need to replace workers who transfer to other occupations or leave the labor force (US Department of Labor, 2004).

LIMITATIONS

The following were limitations to this research study:

- The scope of the research was limited to Chesapeake, Virginia, business and industry training entry-level employment openings.

- The employer's perception of the overall training employment outlook was based on his or her past work and personal experiences.

ASSUMPTIONS

The following assumptions were applied to this research:

- Employers will be informed enough to provide projections of their future workforce.
- The increase in training employment opportunities in business will be apparent from the resulting data.

PROCEDURES

This research will seek opinions of training and development departments in 20 businesses. They are located in Chesapeake, Virginia, and are considered major employers in the city. These businesses have a minimum of 200 employees (Major Employers, 2005). Prior to mailing the surveys, the head training staff member at each business was notified by phone. The survey was designed to determine training openings for entry-level positions and the projected outlook for those positions to 2010. A cover letter was included with the survey explaining the study. The data collected were tabulated and determinations were formed regarding training employment opportunities in the Chesapeake, Virginia, area.

DEFINITION OF TERMS

The following list of definitions were relevant to this study:

- **Business and Industry Training:** Refers to a planned effort by a company to facilitate employees' learning of job related competencies. These

- competencies include knowledge, skills, or behaviors that are critical for successful job performance (Noe, 1999).
- **Computer Based Training (CBT):** A computerized version of training that has been taught in a classroom environment, and it teaches the same material and achieves the same objectives. It is one of the fastest growing areas in distance learning (Gividen & Mantyla, 1997).
 - **Development:** Refers to formal education, job experiences, relationships, and assessments of personality and abilities that help employees prepare for the future (Noe, 1999).
 - **Entry Level Jobs:** Jobs that can be filled by college graduates who have majored in a wide range of fields (US Department of Labor, 2004).
 - **Occupational Outlook Handbook (OOH):** A nationally recognized source of career information, designed to provide valuable assistance to individuals making decisions about their future work lives. It is revised every two years and describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects in a wide range of occupations (US Department of Labor, 2004).
 - **Web Cast:** Delivering of live or on demand television quality audio and video via the Internet. It is generally directed toward large audiences (Gividen & Mantyla, 1997).

OVERVIEW OF CHAPTERS

Chapter I introduced the business and industry-training field and stated the problem of this research was to determine the number of employment

opportunities available in Chesapeake, Virginia. The framework of the study was presented. It focused on what the opportunities are and how many people are needed in future training positions. The background information looked at the role of the trainer and how it has changed over the years. Chapter I also focused on limitations of the study. This research was limited to entry-level positions. Measures were presented on how data will be collected and important definitions were listed to ensure understanding.

Chapter II is the literature review and it will focus on other research studies and writings related to the study. This literature incorporates labor statistics and job market projections. These writings look at different aspects of business and industry training employment. The research was taken from government and web documents and books. Chapter III outlines procedures used for identifying training positions, job openings, and the projected outlook in Chesapeake, Virginia. Chapter IV presents the results of the data collection. Chapter V reviews theories, assesses findings, and introduces conclusions of the research study. Recommendations were made for additional research.

CHAPTER II

REVIEW OF LITERATURE

This chapter will present an overview of recent literature on business and industry training career employment opportunities overall and more specifically, in Chesapeake, Virginia. This will include the job title categories along with descriptions of the job titles that companies were advertising for, and the number of people needed. The literature also specified job openings for undergraduate degree completers. The information presented was based on data from the current job market. In this market, there are some careers that are closely related; therefore, since training and education are very similar in some of their roles, some of the literature will also include educational job openings.

EMPLOYMENT OPPORTUNITES

Human resources, training, and labor relations managers and specialists held about 677,000 jobs in 2002. There were 411,000 of these jobs that were specifically for training managers and training and development specialists. Training managers and specialists were employed in virtually every industry (US Department of Labor, 2004).

In 2005, according to the Virginia Employment Commission (VEC) there were 5,924 total jobs open that were posted with this agency. Ten of those positions were specifically related to education and training (Virginia Employment Commission, 2005). According to online job services, there were 62 positions open in Virginia related to education and training. There were 20 positions out of the 62 that required the applicant to have a four-year degree. Out of those 62

positions, there were approximately five positions in the city of Chesapeake. Three out of the five positions in Chesapeake were searching for applicants with a four-year degree (QVC Job Flyer, 2005; Career Builder, 2005; Career Connection, 2005; Monster, 2005; SEVA ASTD Job Bank, 2005).

JOB CATEGORIES

The companies advertising for these positions were looking for specific job titles. These included: training managers and directors, training specialists, technical writers, instructional designers/coordinators, and teachers/instructors. Training managers/directors provided employee training either in the classroom or onsite. This included setting up teaching materials prior to the class, instructing the class, and issuing completion certificates at the end of the class (US Department of Labor, 2004).

Training specialists plan, organize, arrange, and direct a wide range of training activities. Trainers respond to corporate and employee service requests. Trainers consult with onsite supervisors regarding available performance improvement services and conduct orientation sessions and arrange on-the-job training for new employees. Training specialists help rank and file workers, maintain and improve their job skills, and possibly prepare employees for jobs requiring greater skill. Trainers help supervisors improve interpersonal skills, which have an impact on the effectiveness of coaching employees to higher performance. Training specialists may set up individualized training plans to strengthen an employee's existing skills or teach new ones. In some companies, training specialists design leadership or executive development programs for

employees in lower level positions. These programs are designed to develop potential executives to replace those leaving the organization. Trainers also lead programs to assist employees with managing transition due to mergers and acquisitions, as well as technological changes. In government supported training programs, training specialists function as case managers. They first assess the training needs of clients, and then recommend appropriate training. After training, clients may be referred to employers, relations representatives, or receive job placement assistance (US Department of Labor, 2004, p. 4).

Assessment and program development is an important part of the training specialist's job. In order to identify and assess training needs within the firm, trainers may confer with managers and supervisors or conduct surveys. Trainers also periodically evaluate the effectiveness of training programs (US Department of Labor, 2004).

Depending on the size, goals, and nature of the organization, trainers may differ considerably in their responsibilities and the methods they use. Training methods include on the job training; operating schools that duplicate shop conditions for trainees prior to putting them on the shop floor; apprenticeship training; and classroom training (US Department of Labor, 2004).

Electronic learning is another method of training, which may involve interactive Internet. This would include computer based training, multimedia programs, distance learning satellite training, other computer aided instructional technologies, videos, simulators, conferences, and workshops (US Department of Labor, 2004).

Technical writer is another role and title found in the training field. These individuals put technical information into easily understandable language. They design operating and maintenance manuals, catalogs, parts lists, assembly instructions, sales promotion materials, and project proposals. Technical writers have worked with engineers to prepare written interpretations of engineering and design specifications and other information for general readership. Technical writers plan and edit manuals and oversee the preparation of illustrations, photographs, diagrams, and charts (US Department of Labor, 2004, p. 3).

An instructional designer and/or coordinator is another position associated with training. Instructional coordinators, also known as curriculum specialists, staff development specialists, or directors of instructional material, play a large role in improving the quality of education in the classroom. They develop instructional materials, train teachers, and assess educational programs in terms of quality and adherence to regulations and standards. They also assist in implementing new technology in the classroom. Instructional coordinators often specialize in specific subjects, such as reading, language arts, mathematics, or social studies (US Department of Labor, 2004, p. 1).

The teaching field is very similar to training. Trainers are seen as teachers and instructors. Teachers instruct students in a wide variety of academic and vocational subjects at different levels that may lead to a degree or improvement in one's knowledge or skills (US Department of Labor, 2004).

CAREER PROJECTIONS

While advertised positions can give a person an idea of what to expect in their career field attempting to project the direction and path of the US economy and in particular, longer run professional employment needs, is subject to a great deal of uncertainty (US Department of Labor, 2004). Even though the projection is uncertain, predictions of growth or declines can be made.

More Americans are on the job today than ever before in history – 138.3 million (Donohue, 2004). There are 3,701,228 (civilian employees) people currently employed in the state of Virginia. In the city of Chesapeake, there are 110,916 people employed (Virginia Employment Commission, 2004). According to William Mezger (2004), author of “Forecast Update – 2004 Estimates - 2005-2007 Projections”, Virginia job growth is expected to be 1.7 percent in 2005, 1.4 percent in 2006, and 1.1 percent in 2007 (Mezger, 2004, 3).

Overall employment of human resources, training, and labor relations managers and specialists is expected to grow faster than the average for all occupations through 2010 (US Department of Labor, 2004). According to the US Department of Labor, when an occupation is growing faster than average, then employment is projected to increase by 21 to 35 percent (US Department of Labor, 2004). There will be an increase in the need of training occupations because the labor market is becoming less skilled. There will also be a high degree of specialization and companies will want people to do things their way (T. Melone, personal communications, February 28, 2005). By the year 2010,

there will not be a shortage of jobs, but rather a shortage of workers (Donohue, 2004).

SUMMARY

Upcoming graduates should be aware of their employment opportunities, fully understand the various positions within their field, know what positions companies are advertising, and know their career projection to date and five years from now. The next chapter incorporates how the data will be collected and the instrument used to assess training employment opportunities in Chesapeake, Virginia.

CHAPTER III

METHODS AND PROCEDURES

This chapter will present information on methods and procedures used to collect and analyze data for determining the number of business and industry training employment opportunities for Chesapeake, Virginia. This chapter includes sections on population, instrument design, methods of data collection, and procedures for analyzing the data.

POPULATION

The population of this study consisted of human resources and training and development departments in 20 businesses in Chesapeake, Virginia. The businesses surveyed were major employers in the city of Chesapeake and reflected the major trends in business and industry training. They have a minimum of 200 employees. The head training staff members will be surveyed. Appendix A lists the businesses that were surveyed.

INSTRUMENT DESIGN

In order to determine current employment opportunities, advertised job title categories, and five-year projections for training positions, a survey was designed to send to the 20 businesses (see Appendix B). In creating the survey, a combination of closed and open form questions were used. Each question correlated to the research goals. The responses will address the research goal questions.

METHODS OF DATA COLLECTION

Before the surveys were mailed, calls were made to the businesses to ensure their cooperation. The surveys were sent out on June 7, 2005. They were mailed with a self-addressed stamp envelope and addressed to the head training staff member. A cover letter was attached to each survey explaining the purpose of the study in Appendix C. The cover letter mentioned a drawing for businesses participating in the study. The winner of the drawing will receive a \$25 gift certificate to a local restaurant. Follow-up telephone calls were made a few days prior to the deadline of June 22, 2005. Two surveys were faxed to two businesses that had misplaced their original copy.

STATISTICAL ANALYSIS

Upon the return of the surveys, the data were reviewed and analyzed. The close-ended questions were reported as frequencies of responses. The open form questions were put in narrative form and categorized by similar responses.

SUMMARY

This chapter presented the methods and procedures used to guarantee data for this study. The population was described, the instrument was designed, and data collection was discussed. A survey was used to collect information related to the research goals. The next chapter will show the findings from the survey.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the number of business and industry training employment opportunities in Chesapeake, Virginia. The described data were the result of 20 surveys mailed to major employers in Chesapeake, Virginia. In this chapter, data were presented showing the survey statistics and the employment opportunities in 2005 and projected to 2010.

RESPONSES TO THE SURVEY

Out of 20 survey forms sent to the businesses, 5 declined to participate and were not mailed back. Fifteen surveys or 75 percent of the surveys were returned by the Chesapeake businesses. Table 1 illustrates the responses received versus the number of surveys mailed.

TABLE 1. SURVEY STATISTICS

| <u>SURVEY STATISTICS</u> | <u>TOTAL</u> |
|------------------------------------|---------------------|
| Survey Forms Mailed | 20 |
| Businesses Declined to Participate | 15 |
| Percentage of Return | 75 % |

The data from Question 1 showed that there were 65 full-time and part-time positions that currently exist within their Chesapeake facilities. Question 2 illustrated out of 65 positions, two businesses listed having open positions. In Table 2, the data from Questions 1 and 2 are shown.

TABLE 2. EMPLOYMENT OPPORTUNITIES

| <u>EMPLOYMENT OPPORTUNITIES</u> | <u>TOTAL</u> |
|----------------------------------------|---------------------|
| Current Positions | 63 |
| Unfilled Positions | 2 |

Question 3 asked for advertised job titles that were listed including filled and unfilled positions and how many people were currently employed in these positions. Table 3 includes comparative data between current positions and projected needs for 2010. The data showed fourteen possible new positions in the next five years. There were nine companies that stated they could not predict an employment projection due to it being unknown at this time, a low turnover rate, and/or various changes in the business need.

Question 5 requested the head training staff member to give their opinion on the future needs of training and development employees in the Chesapeake region. Thirteen of the 15 responded to this question. Of the 13 responses, eight felt that there would be an increase in the need for training and development employees in the Chesapeake region. Respondents stated there was a need for quality support and a need for programs like webinars, teleconferencing, computer based training (CBT) and training workshops. The training managers believed businesses would grow as the Chesapeake population grew and more companies would locate to the Chesapeake area. As the need for employees increased, it would be necessary to expand training departments/personnel to meet training demands for new employees.

TABLE 3. ADVERTISED, CURRENT, AND PROJECTED POSITIONS

| ADVERTISED POSITIONS | CURRENT POSITIONS FILLED AND UNFILLED | TOTAL POSITIONS PROJECTED IN 2010 |
|---------------------------------------------|----------------------------------------------|------------------------------------------|
| Coast Guard Military Trainer | 3 | 3 |
| Corporate Trainers | 2 | 5 |
| Director of Corporate Development | 1 | 1 |
| Director of Education Services | 1 | Based on Strategic Plan 1 |
| Director of Training and Development | 1 | 1 |
| Human Resource Training Specialist | 0 | 1 |
| Human Resources Administrator | 1 | 1 |
| Human Resources Assistant | 1 | 1 |
| Human Resources Specialist | 2 | 3 |
| Instructional Designer | 0 | 2 |
| Learning and Development Manager | 1 | 1 |
| Management Program Analysts Trainer | 3 | 3 |
| Safety Training Manager | 1 | 1 |
| Seasonal Part Time Trainer/Contract Trainer | 5 | Varies 5 |
| Senior Training Specialist | 1 | Varies / low turnover 1 |
| System Support Trainer | 4 | Unknown at this time 4 |
| Technical Trainer | 1 | Unknown at this time 1 |
| Trainer | 3 | 3 |
| Training and Compliance Specialist | 1 | 3 |
| Training Assistant | 14 | Varies 14 |
| Training Assistant Director | 1 | Unknown at this time 1 |
| Training Manager | 5 | 6 |
| Training Materials Developer | 2 | 5 |
| Training Specialist | 9 | Varies 9 |
| Training Supervisor | 1 | Unknown at this time 1 |
| Welder Trainer | 1 | 2 |
| TOTAL | 65 | 79 |

This increase would cause an increase in skill development for the employee and trainers and new procedures and certifications would be required and necessary.

As the businesses were expected to grow in Chesapeake and the need for additional employees rose, another change in the workforce was occurring. An increasing number of employees were retiring. These vacancies would require replacing. One business mentioned how internal staff training had been neglected; therefore, they were now trying to address this issue by adding more training.

Of the 13 respondents, five businesses had different responses. One business mentioned training and development was not a concern at this time because it was done through outsourcing. Two businesses mentioned they would like to see more training in skilled trades and technical backgrounds. One business saw training and development becoming more of a line duty and saw supervisors and managers handling it through train-the-trainers. Training was not seen as a critical department and cutbacks impact this area due to this. One company felt there was a future need for more emphasis on training and development in the Chesapeake Public School System and the Tidewater Community College Workforce Development program.

SUMMARY

This chapter reported the results of a survey of 15 Chesapeake businesses. Responses to the survey were compiled and summarized to observe business and industry training employment opportunities. The next chapter will

analyze the information reported from this chapter. Conclusions and recommendations will be made in Chapter V based on this data.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was conducted to assess the business and industry training employment opportunities in the city of Chesapeake. Conclusions were drawn that answered the research goals. Recommendations were given based on the findings and suggestions were made for future studies on this subject area.

SUMMARY

The purpose of the study was to determine the number of business and industry training employment opportunities in Chesapeake, Virginia. The goals of this research were to determine:

1. What are the employment opportunities available in the business and industry-training field?
2. What are the job title categories that companies are advertising?
3. In each category of advertised positions, how many people were currently needed at this time and what were the needs projected to 2010?
4. What are the business and industry training employment opportunities for undergraduate degree completers in the Chesapeake, Virginia, region?

The review of literature provided supporting information on business and industry employment opportunities and future projections. This information included job title categories along with job descriptions that companies were advertising and the number of people projected were given. The population of 20

businesses was based on major employers in the city of Chesapeake. A survey of closed and open questions was designed that provided answers to the research goals. Twenty surveys were mailed and 15 were returned for a 75% response rate. Based on this information, conclusions and recommendations were made for the business and industry training employment opportunities in the city of Chesapeake, Virginia.

CONCLUSIONS

From the findings of the study, the following conclusions were made:

1. What are the employment opportunities available in the business and industry-training field? There were at least 65 business and industry employment opportunities available in Chesapeake, Virginia, in 2005.
2. What are the job title categories that companies are advertising? The job title categories that companies advertised were:
 1. Coast Guard Military Trainer
 2. Corporate Trainers
 3. Director of Corporate Development
 4. Director of Education Services
 5. Director of Training and Development
 6. Human Resource Training Specialist
 7. Human Resources Administrator
 8. Human Resources Assistant
 9. Human Resources Specialist
 10. Instructional Designer
 11. Learning and Development Manager
 12. Management Program Analysts Trainer
 13. Safety Training Manager
 14. Seasonal Part Time Trainer / Contract Trainer
 15. Senior Training Specialist
 16. System Support Trainer
 17. Technical Trainer
 18. Trainer
 19. Training and Compliance Specialist
 20. Training Assistant

21. Training Assistant Director
22. Training Manager
23. Training Materials Developer
24. Training Specialist
25. Training Supervisor
26. Welder Trainer

3. In each category of advertised positions, how many people were currently needed at this time and what were the needs projected to 2010? There were a total of 65 positions currently filled and unfilled and a total of 79 positions projected for 2010.

4. What are the business and industry training employment opportunities for undergraduate degree completers in the Chesapeake, Virginia, region?
There were 65 business and industry training employment opportunities for undergraduate degree completers in the Chesapeake, Virginia, region.

Company employees currently filled most of the positions.

The survey information supported an increasing need for training and development positions in the future. This was due to a need of quality programs like webinars and CBT. Respondents predicted an increase in the Chesapeake population who would likely increase employment opportunities. The need for additional employees was affected in part by a retiring workforce. As more individuals seek employment, whether new graduates to companies or replacing those retiring, the number of training positions may expand to meet the changing demands within the workplace. Even though 62 percent of the businesses agreed that there was a training and development need, the data showed a 22 percent increase in training and development positions by 2010.

RECOMMENDATIONS

These findings indicate a need for business and industry training positions. Based on the data found, it was recommended that undergraduate degree completers look for jobs in the city of Chesapeake, but they should not exclude other areas in the Hampton Roads region. This was due to the current low number of two unfilled positions. The data supported several positions in training and development. The projected number of positions would increase by 22 percent in the next five years and changes in the current workforce should be considered when analyzing this small percentage. Another consideration would be the increase in the population of Chesapeake. This increase can attract new businesses to this area and create more employment opportunities.

Future studies could assess the employment opportunities in other regions of the Hampton Roads area. This data would be helpful for new undergraduate degree completers, newly relocated employees to the Hampton Roads area, and employees changing careers.

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APPENDICES

APPENDIX A – Businesses Surveyed

APPENDIX B – Survey

APPENDIX C – Cover Letter

APPENDIX A
BUSINESSES SURVEYED

BUSINESSES SURVEYED

| | |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Canon Information Technology Services, Inc. 850 Greenbrier Circle Chesapeake, VA 23320 | Oceaneering International 700 Rosemont Ave. Chesapeake, VA 23324 |
| Chesapeake General Hospital 736 Battlefield Blvd. North Chesapeake, VA 23320 | Panasonic Call Center 661 Independence Pkwy. Chesapeake, VA 23320 |
| Chubb & Son Federal Insurance Company 600 Independence Pkwy. Chesapeake, VA 23320 | Plasser American Corporation 2001 Myers Rd. / PO Box 5464 Chesapeake, VA 23324 |
| City of Chesapeake Offices 306 Cedar Rd. 4 th Floor Chesapeake, VA 23322 | QVC 1553 River Birch Run N. Chesapeake, VA 23320 |
| Dollar Tree Stores, Inc. Corporate Headquarters 500 Volvo Pkwy Chesapeake, VA 23320 | Smith & Keene Electric Services 833 Live Oak Dr. Chesapeake, VA 23320 |
| Givens, Transportation Inc. 1720 South Military Hwy. Chesapeake, VA 23320 | Tidewater Fibre Corporation 1958 Diamond Hill Rd. Chesapeake, VA 233241 |
| LTD Management Company, LLC 1564 Crossways Blvd. Chesapeake, VA 23320 | United States Coast Guard Finance Center 1430-A Kristina Way Chesapeake, VA 23326 |
| Mid-Atlantic Coatings, Inc. 3505 Business Center Dr. Chesapeake, VA 23323 | |

APPENDIX B
SURVEY

SURVEY

Business and Industry Training Employment Opportunities

Purpose: The purpose of this study is to gather and analyze information on current training employment opportunities in Chesapeake, Virginia. The study will provide information for measuring future growth potential of business and industry training positions requiring an undergraduate degree.

Directions: Please complete this survey in relation to your company's business and industry training employment opportunities. All surveys should be returned by June 22, 2005. Please answer the questions on the lines provided and return the survey in the self addressed stamped envelope provided.

Name of the Business: _____

1. How many business and industry training and development positions currently exist within your Chesapeake facilities?

2. Are any of these positions currently unfilled?

3. What are the job titles of the positions listed in question #1 (Please include all filled and unfilled positions at your site) and how many people are currently employed in these positions?

For example: Training Specialist = 3

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

4. Five years from now, how many additional people might you need in the positions listed in question #3?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

APPENDIX C
COVER LETTER

COVER LETTER

PO Box 123
Chesapeake, Virginia 23320

June 7, 2005

Dear Training Director:

My name is Jessica Ingram and I am completing the research requirements for my Masters of Science (M.S.) degree at Old Dominion University. One of my education requirements is to conduct research in my specialty area of study – human resources training and development. Your participation is key to the thoroughness of my research. Your responses will play an important role in projecting employment in the training field in our region.

The survey that is included in this mailing is numbered for identification purposes. All data gathered through this study will be kept strictly confidential. Therefore, this information will only be used for research purposes. If you choose to participate, it is hopeful that you return the survey to me by June 22, 2005. For your convenience, I have enclosed a self-addressed stamped envelope.

This study is a serious initiative for me and I greatly appreciate the time and your willingness to share insights regarding the training and development industry. To show my appreciation for returning the survey, there will be a drawing for a \$25 local restaurant gift card. If you have any questions about the survey or research study, feel free to contact me at 555-7242.

Sincerely,

Jessica Ingram
Graduate Candidate
Old Dominion University