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# A Study to Determine How Many Marketing Education-Training Specialist Graduates Work in a Training Profession

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A STUDY TO DETERMINE HOW MANY MARKETING EDUCATION-  
TRAINING SPECIALIST GRADUATES WORK IN A TRAINING  
PROFESSION

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A RESEARCH PROJECT  
PRESENTED TO  
THE FACULTY OF THE COLLEGE OF EDUCATION  
OLD DOMINION UNIVERSITY

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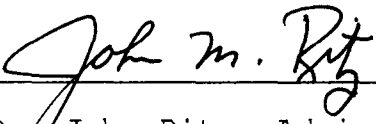
IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTER OF SCIENCE IN EDUCATION

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By  
Joseph Lee Logan III  
December, 1992

This research paper was prepared by Joseph Logan under the direction of Dr. John Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

APPROVED BY:

  
\_\_\_\_\_  
Dr. John Ritz, Advisor

Date 12-18-72

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## CHAPTER I

### INTRODUCTION

Corporate America is no longer looking for marketing majors for marketing positions and it is no longer necessary to be a finance major to gain employment in a bank. These statements are not at all valid. Most corporations do look for college graduates with majors that coincide with open positions in their corporations, but there is also a growing demand for English and History majors in business positions. This recent trend is due to two reasons: one being the fact that personal departments are hiring liberal arts majors because they tend to be better communicators and technical writers. The second reason is because most large or small companies train their employees before they are given any new task or responsibility.

In our technically advanced society, training will be one of corporate America's most valuable assets. Technologies are changing so quickly that workers from laborers to senior vice presidents will need to be trained continuously. The life span of new technologies today is down to eighteen months and that number is decreasing (Kriegel, 1991). At this rate of technology turnover, it is apparent that corporations will have to train their employees to stay competitive.



## STATEMENT OF THE PROBLEM

The problem of this study was to determine how many 1988-1989 training specialist graduates of Old Dominion University were currently employed in a career that pertained to their major.

## RESEARCH GOALS

The following goals were established to answer this problem.

1. Determine the number of graduates from the Training Specialist program who are currently employed.
2. Determine those who are employed and what types of training positions they had secured.
3. Recommend program modifications to improve this curriculum.

## BACKGROUND AND SIGNIFICANCE

Marketing Education was designed and implemented into secondary education to teach business skills and find employment for high school students. But marketing education training specialist have nothing to due with the public school system. The training specialist emphasis

teaches graduates to be adult trainers in the business community.

Over the past few years, corporate training has been a strongly recognized career with numerous professional associations and journals with which members can communicate and learn more about their profession. Unfortunately the recession of the early 1990's has slowed down the growth of the profession. In hard times one of the first departments in a corporation to be nullified is training. But there is hope for relief in the future because corporations are realizing that training keeps companies competitive in this technologically advance world market in which we live.

Across America, 1988 was a bad year for college graduates. Corporations for the first time in ten years would not recruit on campuses as they had in the past. Graduates looked for other work related to their field of training. In the case of Marketing Education majors- Training Specialist, they had to find work in retailing, advertising, and personal management and some had to lower themselves to accept labor jobs which they were over qualified.

Newspapers and periodical have reported on this dilemma facing all college graduates as a whole. This study will report on the outcome of one, the profession of the Training Specialist.

## LIMITATIONS

This study was limited to 1988-89 Old Dominion University Training Specialist majors. This graduation data was unique because of the economic recession and cut backs in training were prevalent everywhere. The three year time period also allows the alumni to establish themselves in there career allowing for better data collection. Findings for this study will not necessarily predict the same results in other geographic areas in America because not all institutions carry the same credibility.

## ASSUMPTIONS

It was assumed in this study that:

1. The field of corporate training is becoming important in America business, however the recession has effected the training profession.
2. The 1989 graduates in most majors were unable to find employment due to the cut back in the business community.
3. The many opportunities available to training specialist majors in business might be apparent from the resulting data.

4. The Training Specialist graduate has many different business skills which opens doors to numerous job opportunities in business management.

#### PROCEDURES

The 1988-1989 alumni from the Training Specialist program were identified and were each sent a questionnaire in the mail. The data was collected, organized and analyzed. After the data was analyzed, determinations were made as to the numbers who were employed in training positions.

#### DEFINITION OF TERMS

The following list of definitions were relevant to this study:

1. Marketing Education-Teacher: A teacher who educates public high school vocational education students in business skills. This teacher also acts as a advisor in job placement and follow-up evaluator. This bachelor degree also holds a teaching certificate.

2. Training Specialist: This major was designed to prepare graduates for a career in adult training (corporate training).

3. 1989 graduates: This time period involves several graduation dates; May, August, and December. The graduates surveyed will be bachelor alumni.

4. Vocational Education: All activities in or out of a public school designed to contribute to occupational proficiency.

#### OVERVIEW OF CHAPTERS

The 1989 graduates of the training specialist program had to battle against many different economic variables and therefore had to look for other careers in business than training. The industry cut back in training and the recession has created an interesting dilemma for graduates. Chapter I has been an introduction to this study and the components involved in this study were reviewed.

In the preceding chapters, literature that related to this study will be reviewed, the methods and procedures used to conduct this study will be explained, and the findings will be presented as well as some conclusions, recommendations and patterns relating to this study.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Before a questionnaire was mailed to all Training Specialist graduates of Old Dominion University during the 1988-1989 school year, the researchers reviewed existing literature on the topic of Marketing Education and the need for adult job skill training. The literature provided insight on the demands and the future trends of adult training in business and industry. Literature was also obtained from the University's Occupational and Technical Studies Department that explained the goals and intentions of the Training Specialist program and how the curricula will provide graduates with the necessary competencies to become an adult trainer.

#### A FUTURE FOR TRAINING

Training is the buzz word of the nineties. This is with good reason. There is an ever growing concern among business leaders and managers about the ability of our educational system to produce an adequately trained and skilled work force for the future (Osborn, 1990). As a result, business leaders are finally realizing the importance of training and therefore allocating moneys to strengthen or design training programs. Training has become

big business over the past decade, with corporate America's training budget exceeding that of our nations public school systems allowance.

Numerous business, service and production oriented companies are working with colleges, especially community colleges, for help in designing programs. The object is to get laborers as well as managers up to date with the rapidly advancing technologies used in business today. It's not an exaggeration to say that more scientific and technological advances will occur in the next year than happened in the entire decade of the 70's (Kriegel, 1991). Everyone agrees that sooner, rather than later, training will become a permanent part of virtually every workplace (Osborn, 1990). According to Workforce 2000, the U.S. Labor Department and Hudson Institute study of workplace changes in the 1990's, the workforce of the future will be older, more female, more minority, and more culturally diverse. In other words, Personnel Management Departments will have to change their views because the typical white manager that is common today will become a minority's as the minority's strengthen and the white culture declines in population. This change in the demographics of our future workforce will be one important area in which most training and curriculum will be based.

The workforce of the future will experience another phenomena other than a strengthening of minorities in management; the rapid pace of technology will be the most

crucial factor for the advancement of training. Earlier we discussed the speed at which technologies are progressing and the way that technology will affect worker's careers. It is estimated that only 20 percent of our students will be in an occupation that is now in existence. The remaining 80 percent will be employed in an occupation that does not now exist (Smith, 1987). It is very probable that the only answer to the changes that compound every decade is training. The workforce will observe at least three to five career changes in our working life.

America's new service based economy and technological advances will play a major role in the advancement of adult education (training) in American business. Just thirty years ago the average American worker stayed with one job for a life time. Each of the three possible career changes most working American's will experience are indicators of the important role training and lifelong learning will have on everyone. Training will have to take an important role in everyone's lives because without the upgrading of skills one will not be competitive in our ever changing society.

#### MARKETING EDUCATION

The Marketing Education program at Old Dominion University was established in 1968 as the Distributive Teacher Education Department. The Marketing Education title was adopted in 1987 as a result of state and industry



trends. The program has attracted many different students, but a majority have transferred from the business college to study Marketing Education-Training Specialist. In 1990 the university offered a Bachelor's Degree in Occupational and Technical Studies and this program is now referred to as Training Specialist.

Graduates of the training emphasis were expected to be proficient in the following skills: Identify, Assess and through Planned Learning, help develop the competencies that enable individuals to perform current and future jobs (OTS, 1990). All graduates of the Training Specialized program were expected to possess a high level of content skill in marketing, merchandising, technology, training, and have the ability to demonstrate proficiencies in organizing programs as well as teaching content skills to adults (OTS, 1990).

#### CURRICULA

A strong technical content or major in Occupational and Technical Studies exists within the department and the faculty. These courses, shown in Table I, support this major. The Training Specialist curricula gave the graduate the opportunity to gain skills in: Technology, Marketing, and Adult Training. This well rounded curriculum opened many different doors for Training Specialist graduates.

TABLE I

MARKETING EDUCATION-TRAINING SPECIALIST  
CORE COURSES

TEACHING:

OTED 403, Methods in Marketing Education  
OTED 404, Instructional Design Development

TECHNICAL:

OTS 100, Sales Techniques  
OTS 102, Advertising and Promotion  
OTS 351, Communications Technology  
OTS 405, Directed Work Experience

TRAINING AND TECHNOLOGY:

MKTG 311, Marketing Principles and Problems  
MKTG 325, Principles of Management  
ACCT 201, Principles of Accounting  
ENGL 235, Technical Writing  
SPEC 101, Public Speaking  
OTS 202, Supervision of Personnel  
OTS 370U, Technology and Society  
OTS 402, Training Methods  
OTS 404, Instructional Design and Development  
PSY 303, Industrial Organizational

## TRAINING SPECIALIST

Few career fields are getting the attention that training in human resource development has over the past few years. Corporations are more competency based and training has become the answer to competence in today's corporations. There are three major causes for the increased attention to training:

1. There is a drop in our population of young Americans; the bureau of Labor Statistics projects a 5 million decrease between 1981 and 1995.
2. The rapid growth of the retail and service companies in addition to the advancements in technology are contributing factors to the need for training.
3. With fewer young workers entering the workforce, the re-training of older workers to new technologies has become mandatory. Retail companies and service companies are faced with high turnover rates among their entry level positions. Employers from all areas of business are attempting to re-train workers whose jobs have either been changed or replaced by new technologies (OTS, 1990).

These are some of the reasons that students have completed the Training Specialist curricula and why they are very attractive when it comes hiring time. Although 1987 was the first year students were graduated from the training

program emphasis, a number of students had specialized in the training and development area by completing electives directed toward training in earlier semesters. Many of these students have obtained jobs as training associates. In addition, many employers have expressed gratitude at finding graduates who possess technical competencies in marketing and merchandising.

#### SUMMARY

Universities today must keep up with the ever changing society and business world. Old Dominion University has been observant to the changing workforce and business trends. Few universities offer a Training Specialist curriculum. Of the few programs in existence, Old Dominion leads the way in evaluating and adjusting curriculum to meet the needs of industry. The Marketing Related Programs at Old Dominion University successfully meet the changing needs of business by providing instruction in Technology, Marketing and Training, an excellent combination for success in business training.

## CHAPTER III

### METHODS AND PROCEDURES

In order to determine the current employment status of 1988-1989 graduates of Old Dominion University's Marketing Education-Training Specialist program, a questionnaire was used to collect data. In this chapter, the population, questionnaire design, methods for collecting data, and procedures for analyzing the data are discussed.

#### POPULATION

The population consisted of 1988-1989 graduates of Old Dominion University's Marketing Education-Training Specialist program. Old Dominion University is located in Norfolk, Virginia. The questionnaire was mailed to all 90 alumni's home addresses.

#### DESCRIPTION OF INSTRUMENT

In order to determine the current employment, job description and correlation with the graduate's degree, a questionnaire was designed and administered through the

mail. The questionnaire consisted of both open and closed questions. The questions in the survey asked the graduate the type of career he/she is presently practicing and whether they feel skills they learned in their undergraduate program are relevant to their current position at work. The questionnaire can be found in Appendix A.

#### METHODS FOR COLLECTING DATA

The questionnaire was mailed to each graduate that was graduated any time during the 1988-1989 school year. The questionnaire was accompanied by a cover letter. The cover letter was worded in such a way that might motivate the reader to not disregard the survey. A copy of the cover letter is located in Appendix B.

#### ANALYSIS OF DATA

Upon the return of the surveys from graduates, the data was reviewed, studied and analyzed. The close-ended questions were compiled as frequencies of responses. The findings were then summarized in and presented in Chapter IV.

## SUMMARY

This chapter presented the methods and procedures used to secure data for this study. A questionnaire was used as a sole indicator in collecting data. The findings of this questionnaire will be presented in the following chapter. Based in the findings, the current employment of the 1988-1989 Training-Specialist graduates will be determined.

## CHAPTER IV

### FINDINGS

The purpose of this chapter was to present the data collected in this study. The described data was the result of 90 questionnaires mailed to graduates of the OTS Marketing Education-Training Specialist program. The surveys were mailed all over the country to the research subjects current employment or residential address.

#### RESPONSES TO THE SURVEY

The following figures represent the answers to the questions in the questionnaire. Exactly 36 (40 percent) questionnaires were returned by the graduates surveyed. This was surprising because the ODU Alumni Association expected less than ten percent to respond. This relatively high return rate made the data more informative and increased the study's validity.

In question 1, the data showed that 94 percent of the graduates were currently employed in a full time position. Question 2 illustrated that of those employed graduates, 86 percent were working full-time. Question 3 showed that although the Marketing Education program is an adult training curriculum, only 8 percent of the respondents were working in a training occupation. Questions 4 and 5 found



in Table II were written as closed and open-ended questions in the questionnaire. Only the closed-ended questions are reported in Table II. Question 4 showed that 53 percent of the graduates felt that their degree was desirable and competitive with employers. Just less than half of the graduates, 47 percent explained in their comment section that they did not feel that employers were satisfied with the degree from the Marketing Education program. Many of these students were competing for jobs against business majors. The graduates also explained that they were led to believe that there was a plethora of training jobs available in Personnel Management Departments throughout the service and manufacturing industries. But as the figures in question 2 of Table II prove, only 8 percent of the graduates were working in a training occupation. Question 5 illustrated that 70 percent of the graduates feel that they use the skills taught by the Marketing Education curriculum. Seventy percent of the graduates that did feel that they use skills that were taught in their program explained that they mostly used the Marketing and Presentation skills.

TABLE II  
Closed-ended Answers Only

<u>Question</u>	<u>Number</u>	<u>Percentage</u>
1. Currently employed	34	94%
2. Full-time	31	86%
3. Education Based Profession	3	8%
4. Marketing Education Degree was desirable to employers.	19	53%
5. Often use skill taught in the Marketing Ed. curriculum.	25	70%

## SUMMARY

This chapter reported the results of the survey of 36 responding graduates of Old Dominion Universities Marketing Education-Training Specialist program. The information reported will be analyzed in the following chapter. Conclusions and recommendations will also be made in Chapter V.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to report the summary, conclusions, and recommendations of this research report.

#### SUMMARY

The problem of this study was to determine how many 1988-1989 Training Specialist graduates of Old Dominion University were currently employed in a career that pertained to their major. More specifically, the purpose was to:

1. Determine the number of graduates from the Training Specialist program who are currently employed.
2. Determine those who are employed and what types of training positions they have secured.
3. Recommend program modifications to improve this curriculum.

A questionnaire instrument was designed and administered to 90 graduates of the Marketing Education-

Training Specialist program. Thirty six questionnaires were returned and the results were tabulated. The data was then presented in table form. Based on this data, conclusions and recommendations were made for the Marketing related programs at Old Dominion University.

### CONCLUSIONS

Based on the research objectives, the following conclusions are made:

1. Determine the number of graduates from the Training Specialist program who are currently employed.

Ninty-four percent of the graduates surveyed were working and 86 percent were full-time employed.

2. Determine those who are employed and what types of training positions they had secured. Only three of the graduates surveyed were in a training profession. The other 29 respondents explained that they were working in Retail or Marketing in such jobs as Account Executives, General Managers, and Sales positions.

3. Recommend program modifications to improve this curriculum.

Most of the open-ended data explained that the marketing related courses were what employers used to assess our graduates. The graduates surveyed explained that they used these marketing skills more than the training skills emphasized in their major. This statement was backed-up by

the data in Table III that shows that only three of the responding graduates were working in a training profession. The other skills the graduates explained as useful were the presentation skills taught in the training courses.

### RECOMMENDATIONS

Based on the data found through this study, the researcher makes the following recommendations:

1. It would be recommended that more Business classes be included in the curriculum. However, this modification has been addressed since 1988-89 when the curriculum was restructured including more business courses and other additions including technical writing and counseling courses. This stronger business orientation is necessary to meet the demands of the graduating students that find themselves in management occupations. The curriculum does however, give the graduate the option to work in a training field.

2. It is recommended that the Occupational and Technical Studies Department conduct additional studies to determine whether the curriculum is meeting the needs of industry effectively.

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## APPENDICES

APPENDIX A: Marketing Education Survey

APPENDIX B: Survey Cover Letter



APPENDIX A

Marketing Education-Training Specialist

Career Survey



APPENDIX B

Survey Cover Letter

November 13, 1992

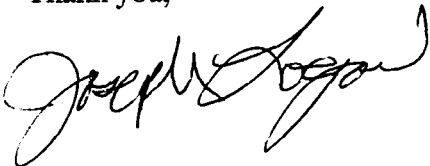
Dear ODU graduate:

My name is Joseph Logan and I am a Master of Marketing Education: Training and Technology candidate trying to graduate this December. I need 5 minutes of your time to get my diploma!

I am currently doing a study that will determine how many 1988 and 1989 ODU Marketing Education: Training Specialist graduates are involved in a career that utilizes their training skills. This study should give the Occupation and Technical Studies department important data to assess the majority of our graduates employment status. This study may help in the curriculum development and better understanding of our Marketing Education graduates.

Please take the time to fill out the one page survey and place the results in the pre-addressed stamped envelope. Try to get it in the mail today, my graduation depends on your return!

Thank you,

A handwritten signature in black ink that reads "Joseph Logan". The signature is written in a cursive style with a large, looping initial "J".

Joseph Logan  
B.S. Marketing Education May 1991.