

**ARE WE PREPARING STUDENTS FOR THE NEW AGE:
THE DISCONNECT BETWEEN EMPLOYERS NEEDS, UNDERGRADUATE PROGRAMS AND
ADVANCED DEGREE PREPARATION**

Patricia M. Hopkins, College of Business Administration,
California State Polytechnic University, Pomona, 3801 West Temple Avenue, Pomona, CA 91768

ABSTRACT

Over the years marketing education has evolved tremendously and academics have struggled to update their skills to reflect the needs of the market place and the growing technological revolution. Our programs haven't kept up with changes in the market which may account for the success for companies like DeVry and University of Phoenix. These institutions offer very specific practical education in business that is becoming increasingly popular especially among working professionals. The major accrediting organization AACSB is adapting its scope to enable it to accredit such non-traditional institutions. How would AACSB accreditation of these institutions impact traditional programs?

Employers on the other hand, are still desperately looking for people who have specific skills. These include communication as well as ability to work in teams. One of the most important skills still lacking is the ability of most undergraduates to communicate effectively both orally and in writing. With the increasing multicultural student bodies of the twenty first century this becomes a challenge for educators who may be tempted to add classes in business communication to an already crowded curriculum. Does one class in business communication solve the problem? Or should it be built into all classes?

Having reviewed approximately thirty-five applications from PhD candidates who were seeking faculty positions it becomes clear that most of the programs that provide doctorate education are still perpetuating the courses that were offered forty years ago. For example, a course in Buyer (consumer) behavior, marketing research, strategy and perhaps a modeling course. While this may adequately meet the needs of research institutions for publications it may not adequately provide teaching skills that undergraduates need to get a job. Are current PhD programs giving adequate preparation to new faculty across varied university missions?