

GUIDELINES FOR AN INTERNSHIP PROGRAM BASED
ON COMPETENCIES FOR ENTRY LEVEL MANAGE-
MENT POSITIONS IN THE TEXTILE
AND APPAREL INDUSTRY

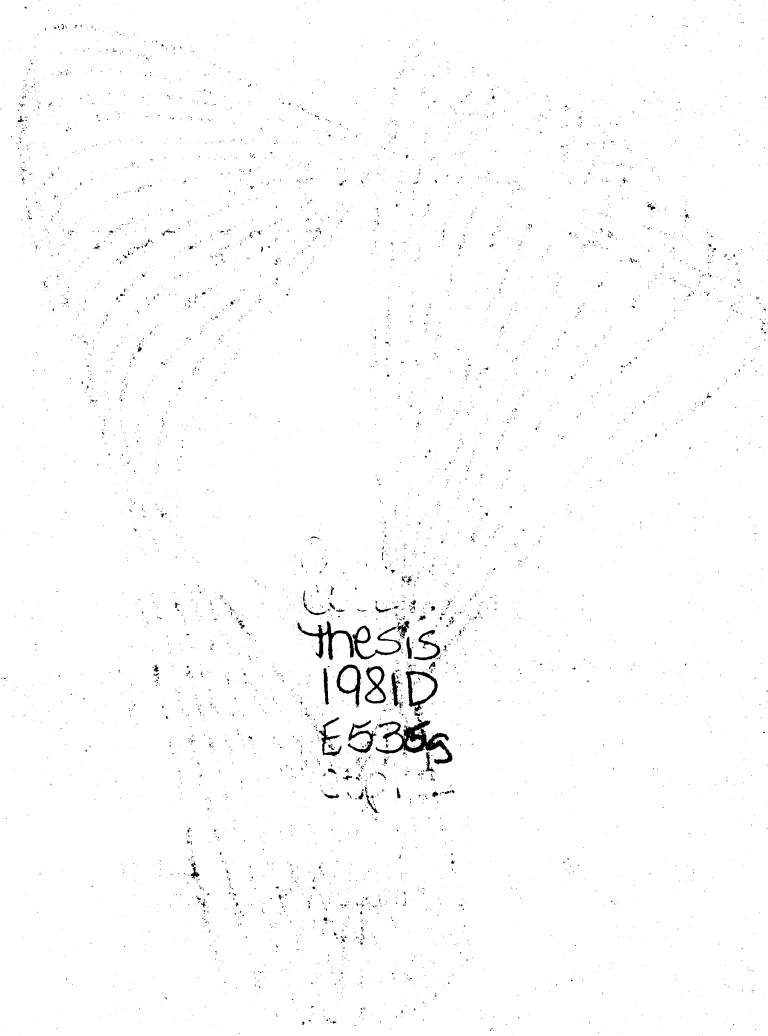
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Graduate College of the
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in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
December, 1981



thesis
1981D
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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

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ACKNOWLEDGMENTS

Appreciation is extended to my major adviser, Dr. Grovalynn Sisler, for her guidance and encouragement during my study. I also wish to express appreciation to the other committee members, Dr. Elaine Jorgenson, Dr. William Johnston, and Dr. William Kincaid. The special assistance with the statistical analysis by Dr. William Warde was most invaluable.

A note of thanks is given to those who participated in this study: Textile and Apparel Manufacturers in York County, Pennsylvania; Oklahoma; and the Dallas-Fort Worth Standard Metropolitan Statistical Area.

Others who deserve praise include Mrs. S. K. Phillips, typist; Lisa, Marilyn, and Jane, friends; Dan, my brother; and finally, my parents, Mr. and Mrs. William A. Emenheiser, for their faithful support and prayers.

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CHAPTER I

INTRODUCTION

Career opportunities in the textile and apparel industries are many and varied. A number of fashion oriented careers demand persons with a college education as well as specialized training. A person holding a degree in clothing, textiles, and merchandising should be prepared for entry level management positions in the textile and apparel industry.

Unfortunately, the transition from the world of education to the world of work is not always easy for the college graduate. Students are not aware of the range of occupations available to them and of the potential and limitations of their chosen fields. They want to know about the qualifications demanded and their personal fitness for them.

Internship programs have provided the link between the worlds of education and work. They furnish students with opportunities to develop their own abilities in connection with real jobs. Students have a chance to test their personal aptitudes more fully than was possible on the college campus. Internship programs also provide the opportunity for students to develop certain fundamental competencies.

Howell (1972, p. 1) stated that "Career choice and the ensuing satisfaction and dissatisfaction an individual may experience in that career is of concern to college students and educators in every field of study." Lee and Dressel (1963) noted that employment opportunities in the textile and clothing industries involve a knowledge of textiles, the arts, and design need analysis. Suitable educational programs should be organized to prepare students for these positions.

There are, however, very few studies of the professional employment of home economists in business and industry. Studies related to competencies necessary for the employment of clothing and textile graduates within the textile and apparel industries are even more rare. Research concerning the competencies expected in various clothing and textile related positions in business and industry is needed to identify opportunities for affording on-the-job experience to supplement academic programs.

Purpose and Objectives

The purpose of the study was to ascertain competencies for entry level management positions in the textile and apparel industry in order to develop an internship program. Objectives of the study were:

1. To identify entry level management positions within the textile and apparel industry.

2. To identify potential internship sponsors for clothing and textiles students in Oklahoma and in the Dallas-Fort Worth standard metropolitan statistical area.
3. To identify competencies and the degree of importance of each competency associated with clothing and textiles related careers in sales, management/supervision, and design.
4. To identify variables pertinent to planning a textiles and clothing internship program.

Assumptions and Limitations

The following assumptions were made for the study:

1. Textile and apparel manufacturers can adequately identify competencies necessary for entry level management positions within the industry.
2. The textile and apparel manufacturers selected for this study are representative of other textile and apparel manufacturers.

The limitations of the study were as follows:

1. The study was limited to manufacturers of Textile Mill Products and Apparel and other Textile Products listed according to the Standard Industrial Classification System.
2. The management level positions included only those in sales, management/supervision, and design and

did not include analysis of textiles and clothing related positions in educational areas.

3. The study was restricted to the development of an internship program at the undergraduate level.

Definition of Terms

An internship is a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation (Meszaros, 1979).

A competency is a general, study-oriented behavioral statement of a task requiring the mastery of performance objectives with no reference to conditions or criteria (Meszaros and Baird, 1979).

"The textile industry is the primary supplier of fibers and fabrics for the apparel and accessory industries" (Greenwood and Murphy, 1978, p. 124).

The apparel industry is comprised of business establishments which handle all aspects of the apparel production, from designing the garment to selling the finished product to the retail trade (Greenwood and Murphy, 1978).

The Standard Industrial Classification System categorizes manufacturing establishments in the wholesale and retail trades. Major Group 22 consists of Textile Mill Products. Major Group 23 is comprised of Apparel and Other Finished Products made from Similar Materials or using the

short title, Apparel and other Textile Products (Standard Industrial Classification Manual, 1972).

Textiles and clothing related careers in sales are categorized into the areas of sales, advertising and promotion, consultation, and research.

Textiles and clothing related careers in management/supervision are identified by the position categories of personnel and administration.

Textiles and clothing related careers in design include the fields of fashion design and textile/fabric design.

Procedure

The research was conducted in three phases. The first phase involved the development and pilot testing of a questionnaire among textile and apparel manufacturers in York County, Pennsylvania. Implications from phase one were utilized in refining the instrument for the second phase. Textile and apparel manufacturers throughout the state of Oklahoma comprised the population for phase two. Revision and clarification of the instrument for phase three were made after assessment of the findings in phase two. Manufacturers of textile and apparel products in the Dallas-Fort Worth standard metropolitan statistical area comprised the population in the final phase of the study. After the data were collected, reviewed, and analyzed, guidelines for an internship program in textiles and clothing were developed from the findings.

CHAPTER II

REVIEW OF LITERATURE

There has been a renewed emphasis in linking college theory with on-the-job experience provided by internships. Numerous programs have emerged to meet the demand for greater attention to experiences directly related to a career.

Home economics internships have the potential to offer professionals of all ages the opportunity to link the academic world of theory to the practical world of reality in some new and exciting ways (Meszaros, 1979, p. 2).

Topics included in the review of literature are as follows: internships, competency based education, and clothing and textile related careers in apparel and textile manufacturing firms.

Internships

Internships date back to the apprenticeship system of early Greece and Rome. Kursh (1965) reported that internships as a method of training can be credited to the English guilds that arrived in America with the earliest colonists.

Hoe and Company, a printing press manufacturer, established one of the first formal on-the-job training programs

for employees by setting up an apprenticeship training system in 1892. Apprenticeship programs were instituted between 1888 and 1915 by General Electric Company, Westinghouse Machine Company, and Baldwin Locomotive.

Apprenticeships initially consisted of on-the-job training with minimal schooling as a prerequisite; however, the idea of combining skill and schooling increasingly became the position of labor and management. Meszaros (1979) noted that the early combination of education and reality based practical experience has evolved into what is interchangeably called an apprenticeship, a work experience, a field experience, a practicum, and in many cases, an internship.

Internships have gained popularity in the previous decades. The 1960's brought forth terms such as relevancy, equality, and excellence. In the 1970's, with the rise of accountability and employability, we experienced a renewed emphasis on linking college theory with on-the-job experience provided by internships.

Definition of Internships

The term "internship" is used commonly to describe a diverse variety of work experiences used in curricula in higher education. Webster (1973, p. 603) defined an intern as: "An advanced student or graduate usually in a professional field gaining supervised practical experience."

Meszaros (1979) proposed that an internship could be defined as a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation. Mason and Haines (1972) reported that an internship generally describes an educational technique within a college curriculum with the following characteristics:

1. Is used in professional curricula at the undergraduate level.
2. Is typically a culminating experience prior to graduation, but after preliminary course work.
3. Occurs in a professional job situation where the intern experiences the requirements of employment.
4. Is a method to enhance the student's concepts and skills that have been learned in the classroom.
5. Is usually a full-time, resident experience at least three months in length.
6. Pays the intern a salary because he is a productive employee.

The work experience program at the University of California, Long Beach, serves an essential part of the student's pre-professional and professional education. The student, as an intern, is expected to adhere to the same standards as other employees of the firm. The student follows the dress standards, the code of conduct, the job requirements, the professional requirements, and the obligation of time and attendance to the employer. The

field experience provides an opportunity for the student to observe the role of a professional, working as a member of an organization and interacting in the business community. The internship also enables the student to concentrate on subject areas central to his or her personal career goal.

In most colleges the work experience is closely correlated with the campus educational program. Mason and Haines (1972, p. 101) stated:

The internship is designed as a transition to professional practice wherein the neophyte applies learned theory to actual practice, adapting himself to the demands of the employer and fellow employees.

Therefore, the major purpose of an internship is to enhance students' opportunities to develop occupational competence.

Benefits of Internships

Work experience education is provided primarily for the benefit of the students. There are also benefits to the college or university and the employer.

Work experience education programs assist students in making career choices, in preparing for professional careers, in developing a vocational identity, and in making the transition to the world of work. Research (Meszaros, 1979; Tyler, 1978; Handbook on World Experience Education, 1972) has shown that internships help students to:

1. Gain an increased sense of responsibility for their own efforts.

2. Enhance attitudes and knowledge necessary for successful job performance.
3. Acquire good work habits.
4. Learn to work with fellow employees.
5. Develop more mature judgment to learn about professionalism, to gain more self-confidence, and to become more motivated.
6. Strengthen their credentials in the job market and develop contacts in the profession.
7. Apply academic theory to an actual work situation.
8. Learn about job requirements and clarify career goals.
9. Broaden their knowledge of the occupational world and of working conditions in their communities.

Other benefits derived from internship programs are that the student has gained experience related to personal career goals, the student has realized the importance of academic instruction, and the student has explored the field of interest to determine whether or not the area is personally suitable. The Arthur D. Little, Inc. report, A Policy and System Study of California Vocational Education (1970, p. 1) described student benefits:

Work experience education provides occupational experiences beyond those the school could possibly offer and permits the students to explore occupations before making a career choice. . . . If the student is to be successful in school, and ultimately in his work, he must have a sense of commitment to both his education and his occupational aspirations.

Scott (1978) stated that students also have access to the laboratories of business and industry. Modern equipment, as well as the latest occupational techniques, is also available to the student.

Internship educational programs benefit the sponsoring institutions in a variety of ways. Kimbrell and Vineyard (1975, p. 5) summarized the school benefits in that work experience education:

1. Provides an opportunity to relate academic training to job requirements.
2. Utilizes many community facilities and resources for training purposes, thus making it possible for the schools to provide training in fields the school program could not otherwise serve.
3. Increases the school's ability to hold students in school for a longer period of time.
4. Provides assistance in occupational guidance.
5. Enables the school to keep abreast of developments in the business and industrial world.
6. Provides a direct avenue through which the school can meet community need.
7. Develops good community-school relations.
8. Acquaints employers with the work that can be performed by young people who are trained in the schools.

Tyler (1961) reported that in a number of colleges, internships were found to provide a greater recognition by the community of the services the colleges are rendering to it. Internships, therefore, furnish an additional basis for moral and financial support to universities from the community.

The work experience program also provides dividends for the employer of the intern. Kimbrell and Vineyard (1975) stated that for the employer, the internship program:

1. Provides a supply of potential employees.
2. Provides an opportunity to evaluate the company's training methods.
3. Serves as a training program for future employees of small businesses or industries unable to conduct their own extensive training programs.
4. Reduces employee turnover.

An advantage of cooperative education stated by Tyler (1961) is that a number of employers find internships as a means of maintaining a flow of personnel. It provides a way to attract young professionals into the occupation and serves as a testing ground so employers are able to select more readily persons with needed talents and abilities. Another benefit of internship programs for employers is the opportunity for them to become acquainted with the quality of college programs and for them to provide interface between education and business.

Internship Programs

Internship programs promote individual adjustment toward personal and career development. Abrego (1978) stated that this goal is accomplished by integrating course

instruction with planned supervised experiences outside the academic community.

Frequently, the program is divided into three categories based upon the student's grade level, amount of experience, and degree of expertise. These categories are observer, volunteer, and intern.

The observational experience of the beginning level student assists him in short-term examination of the tasks involved in a particular work environment. He views, analyzes, and reports on teacher-assigned situations, with settings and explanations provided by the agency. This level of experience is integrated with introductory courses within a specific major.

The volunteer is usually a mid or upper level student. In the exploratory stage the student can test his or her interests, aptitudes, and personality characteristics within the work environment of a selected occupation. One begins to develop skills and contributes toward the agency's program, under guidance of the teacher, with orientation and supervision by the agency.

The intern is an upper level or graduate student. He or she assumes an instrumental role in the agency. The intern is self-directed with minimal teacher support and has professional supervision, consultation, and evaluation by the agency.

Mason and Haines (1972, p. 101) defined the intern as "one who has mastered the basic academic content of his

profession and who has been screened for entry into the profession." He or she is treated during the internship as a member of the profession, albeit a beginner.

Preparatory or internship experiences encourage students to participate in selected activities directly related to their personal career goals. They are given an opportunity to apply and further develop the knowledge and skills utilized in a particular area.

Characteristics of Internship Programs

Scott (1978) reported a number of characteristics that have been observed in various kinds of internship training. They include program objectives, the internship coordinator, counseling, location of work sites, placement, classroom instruction, evaluation, advisory committees, and public relations.

The dominant characteristic of instruction in outstanding internship programs begins with a clear, definitive statement of objectives. These objectives can be attained by means of an organized plan built on specific goals. Meszaros (1979) stated the rationale for the objectives should be related to the overall educational objectives and goals of the institution, the students, and the cooperating agency. Kimbrell and Vineyard (1975) stated that it is essential for specific objectives to be developed for all related and on-the-job instruction. A program of instruction is then based on the objectives which can more

effectively guide students through a successful internship that will help prepare them for future employment.

Locating work sites is another important aspect of this research. Scott (1978) stated that factors to be considered when work situations are selected include the following: the location of the school, the nature and mobility of the student body, the curricula offering the program, the operating mode of the program, and the program objectives.

Internship Programs in Home Economics

A recent survey indicated that numerous titles are used within home economics units for internships (Greenwood, 1978). The most common titles include field study, work experience, internship, and practicum.

Internships were found to be required at both the undergraduate and graduate level. The areas in which internships were required included textiles and clothing, home economics in business, and apparel management. The majority of the colleges and universities with a textiles and clothing major required an internship for their students.

Almost all of the home economics interns received credit for their participation in the internship program. The majority of the students worked for a term or semester as an intern; the majority of the interns did not receive compensation.

Competency Based Education

Waldron (1975) stated that actual on-the-job experience is one of the ways of achieving competence for the world of work. Johnson (1968, p. 38) supported the idea with her statements:

If classroom instruction, planned observation, and actual work experience are required for courses with occupational emphasis, it is possible that the student would be better prepared to enter the world of work. Instruction becomes more meaningful and beneficial when theory is put into practice in actual work situations. A student's concept of work becomes more realistic after he has had an opportunity to engage in a worthwhile occupation. Such programs would provide experience with guidance and support from the teacher and employer that would enable the student to gain self-confidence.

Mason and Haines (1972) also recognized that through competency based education, internship programs provided a major means of offering students the opportunity to develop occupational competence.

Definition of Competency Based Education

Webster (1973, p. 230) defined competency as "the quality of being competent; fitness; ability." It can also be defined more specifically for educational purposes as a skill which the student demonstrates at a predetermined proficiency level before initial and/or continuing certification. Greenwood (1972, p. 40) noted: "When a person is competent, he has the necessary knowledge, skills, and

judgement to perform a task effectively as measured by a given standard of performance."

Klingstedt (1972) reported that competency based education is based on the specification of what constitutes competency in a given field. Usually competencies are identified after a great deal of research has been considered.

Burns (1972, p. 22) stated: "The most striking feature of competency based education obviously is competency, which is synonymous with the concept of ability." He also noted that at the end of instruction, in competency based education, the learner has acquired the skill or ability to do something--since doing is the essence of learning.

Sharon (1976, p. 704) defined a competency "as the ability to perform a specific task in a specific occupational context." The foundation of the model to assess work experience is based on the identification of competencies within a particular occupational field. Task statements are frequently used to define the competencies that commonly are acquired in a given occupation. When competencies have been identified, then it is possible to relate the student's off-campus learning to the curriculum and to his or her career goals.

Kozlowski and Crane (1974, p. 27) defined competency based education as the

systematic development and implementation of a series of learning experiences, designed to

develop and improve a learner's ability to observably and measurably perform a specific task.

Students are able to work at their own individual paces to meet pre-stated criteria. In their summary Kozlowski and Crane (1974, p. 30) stated that in competency based instruction one should:

1. Formulate specific competency objectives.
2. Design criterion measures for those objectives.
3. Try the system out.
4. Evaluate and change the system, if necessary.

Meszaros and Baird (1979) reported that competency based education represents the culmination and integration of several concepts developed over the years. It offers a process for systematic design and evaluation of the effectiveness of programs.

Bell and Cummings (1976) noted that the acquisition of knowledge and the development of needed critical skills and behaviors are essential for competency based education. These learnings then became the competency objectives for educational programs.

Nagel and Richman (1972) reported that stating clearly and precisely what we want students to learn is the first fundamental of developing a competency based program. By doing this it is possible to design instructional activities which capitalize on capabilities a student brings to the task initially. We then can assist in bringing the student to a level of mastery.

Characteristics of Competency Based Education

Howsam and Houston (1972, p. 10) suggested that the essential characteristics of competency based education should include the following:

1. Learning objectives stated in behavioral terms.
2. Assessment of performance to determine if criterion levels have been met.
3. A variety of modes of instruction used for learning activities.
4. Public sharing of objectives, criteria, means of assessment, and alternate learning activities.
5. Assessment of learning experiences in terms of competency criteria.
6. Learner responsibility or accountability to meet criteria.

Schneider (1973) listed several other distinguishing characteristics of competency based education. They were decision-making regarding training needs based on successful mastery of objectives, instructors held accountable for effectiveness, achievement held constant and time varied, and emphasis placed upon exit requirements with considerable flexibility in entrance requirements.

Simpson (1978, pp. 12, 13) discussed 14 general characteristics of competency based education. The characteristics were the following:

1. Comprehensive.
2. Systematic.

3. Broad-based decision-making.
4. Heavy emphasis on needs assessment.
5. Learner focused.
6. Multiple program options for every set of objectives.
7. Continual evaluation--feedback adjustment cycle basic part of program.
8. Personalized/modularized.
9. Regenerative
10. Field oriented.
11. Assessment--evaluation used as a management tool.
12. Use of technology.
13. Use of open space concept.
14. Instructional teams.

Textile and Apparel Manufacturing

Doswell (1972) reported that the textile-apparel industry is the largest single employer in the country. Greenwood and Murphy (1978, p. 124) stated: "The textile industry is the primary supplier of fibers and fabrics for the apparel and accessory industries." Apparel manufacturing is also an important part of the industrial world. Greenwood and Murphy (1978, p. 51) reported that in the United States, "The apparel industry can be defined as clothing and accessories for women, men, and children, manufactured by garment makers in the needle trades."

Structure of the Textile Industry

The suppliers, or producers of raw materials, are the cornerstones of the fashion industry. Processing of natural and man-made fibers from raw products to the finished fabric is an integral part of the textile industry. It also includes fiber producers of staple fibers and spun yarns of natural and man-made fibers, fabric producers of knitted and woven fabrics, and converters which include dyers and finishers.

Structure of the Apparel Industry

The apparel industry is comprised of business establishments involved in all aspects of apparel production, from designing the garment to selling the finished product to the retail trade. For example, in most factories apparel is designed, fabric is purchased from the textile industry, patterns are made, samples are finished and shown to retail buyers, and selected styles are cut, produced, and shipped directly to the retailer.

Typically the apparel firms in the United States are described in terms of three industrial classifications: apparel manufacturers, contractors, and jobbers. Manufacturers control the product from its design to its delivery to the retail customer. Contractors cut, sew, and finish garments for jobbers. Jobbers buy fabric, design garments, make patterns, cut fabric, and then contract the sewing of garments.

Textile and Apparel Manufacturing in Oklahoma

The Oklahoma Directory of Manufacturers and Products (1980) reported that Oklahoma currently ranks as one of the fastest growing states. Oklahoma has achieved the greatest increase in new manufacturing jobs of any state in the nation during the past ten years.

Employment in manufacturing accounts for 20 percent of the total work force of Oklahoma. Apparel is listed as the sixth major industry in Oklahoma with a total of 12,545 employees (Oklahoma Directory of Manufacturers and Products, 1980). Bates (1974) reported that a demand for employees of apparel manufacturers is expected to continue due to growth of the apparel industry and employee turnover within the industry. Within the state of Oklahoma there are a total of 135 apparel establishments (Oklahoma Directory of Manufacturers and Products, 1980).

The Standard Industrial Classifi- cation System

The Standard Industrial Classification System was developed for use in the classification of establishments by type of activity in which they engaged. The classification covers manufacturing as well as the wholesale and retail trades. Major Group 22 in the Standard Industrial Classification System consists of establishments engaged in the

manufacturing of Textile Mill Products. Major Group 23 is comprised of establishments involved in the manufacturing of Apparel and Other Finished Products made from Fabrics and Similar Materials.

In the Standard Industrial Classification Manual (1972) it was stated that Major Group 22, Textile Mill Products, includes establishments engaged in six different operations. They include the following: preparation of fiber and manufacturing of yarn, thread, braid, twine, and cordage; manufacturing of broad and narrow woven fabric, knit fabric, and carpets and rugs from yarn; and dyeing and finishing fiber, yarn, and knit apparel. Additional work involves the coating, waterproofing, and treating of fabric; the integrated manufacture of knit apparel and finished articles from yarn; and the manufacture of felt goods, ace goods, bonded-fiber fabrics, and miscellaneous textiles.

Major Group 23 is comprised of Apparel and other Finished Products made from Fabrics and Similar Materials. This major group is commonly referred to as the cutting-up and needle trade. It includes firms which produce clothing and fabricated products by cutting and sewing purchased woven or knit textile fabrics, leather, rubberized fabrics, plastics, and furs.

Textiles and Clothing Related Careers

Careers in clothing and textiles focus on the interaction of individuals and their environment and use of such

material resources as clothing and other textile products within the environment. Guthrie (1978) reported that there are many career opportunities available to clothing and textile majors. They can be divided into sales, management/supervision, and design.

Some general abilities, knowledge, and skills are equally useful in all textiles and clothing related careers. The college student brings valuable contributions to the job in eagerness, enthusiasm, willingness, and a fresh point of view. Chambers (1946, p. 223) reported:

A girl who is sincere and interested and who has a proper attitude about her work and displays qualities of courage, initiative, and drive should have no fear about her success in the first job or bigger ones to which it will lead.

Qualifications for an entry-level job in a textiles and clothing related career include: appearance, promptness, obedience, intelligence, alertness, and courtesy. Such simple virtues as honesty and integrity, which politeness assumes each of us to have, are assets in any business. Cheerfulness and good health are prerequisites for a career in the fashion business as are imagination and ideas. Chambers (1946, p. 226) stated: "In the fashion world, work is judged on performance. Accomplishment is the important thing."

Another ability of general value to all branches of the fashion business is the ability to work with people, because each person is dependent on others to have his ideas carried out. Fried (1970) stressed the importance of

having an idea and being able to communicate it clearly both verbally and in written form.

A broad background and specialized training are recommended for various branches of the fashion industry. Skills in typing, a knowledge of stenography, and the proper use of tools in the vital tasks of communication are helpful.

Fried (1970) reported knowledge of fabrics has become increasingly important in each branch of the fashion industry. New finishes, new fabrics, new uses affect the designer, producer, stylist, merchandiser, and promoter; therefore, it is essential for them to keep up-to-date on developments in the field. Awareness of the importance of fabric, as well as some technical knowledge, will help the beginner in any branch of fashion.

Textiles and Clothing Related

Careers in Sales

The sales area within manufacturing includes different media. Career opportunities for the clothing and textile student are available as fashion illustrators, graphic artists, copywriters, fashion coordinators, fashion stylists, consultants, publicity directors, fashion writers, buyers, fashion representatives, research specialists, and sales representatives.

Chambers (1946) reported that the contemporary artist doing fashion illustration may work in the advertising department of a retail store, in an advertising agency, on

a fashion publication, or as a free lance artist. Hall (1958) noted that other places of employment include newspapers, pattern companies, trade journals, and manufacturers of textiles and clothing.

Brenner (1964) stated that qualification for work as a fashion illustrator include education at an art school or university, exceptional art ability, talent, physical energy, and intelligence. Heal (1966) also emphasized the necessity to acquire special training as well as the ability to draw.

Troxell (1976, p. 395) reported:

. . . artists not only have creative talent and artistic ability but also understand graphic art, can specify type faces and sizes, and know the problems of reproducing material in various media.

Usually one starts with skill and an educational background and then learns on the job.

The position of graphic artist can be found at the same places as those of a fashion illustrator. Greenwood and Murphy (1978, pp. 281, 282) listed the following responsibilities and duties for a graphic artist:

1. Translates ideas into visual presentations using creative art forms and various media.
2. Develops graphic designs to effectively portray promotional themes.
3. Prepares art using various types of media.
4. May design advertisements, posters, programs, fashion show settings, displays, and other promotional materials.

Qualifications include a knowledge of business and an understanding of the media and graphic arts. Aesthetic sense, artistic skills, and training in commercial and fashion sketching are other beneficial characteristics for a graphic artist to have.

Researchers (Chambers, 1946; Fried, 1970; Greenwood and Murphy, 1978; Heal, 1966; Troxell, 1976) have included the position of copywriter for the person trained in fashion. The copywriter may work with an advertising agency, in the advertising department of a magazine, or in the advertising department of a retail or store manufacturer's plant.

The copywriters are creative people, idea people, who are capable of originating campaign copy. Greenwood and Murphy (1978, p. 282) listed the following responsibilities and duties for a copywriter:

1. Creates promotional messages and makes fashion impression with word pictures.
2. Presents information about products and fashion ideas.
3. Writes copy about merchandise to be featured in advertising and promotion.
4. Prepares copy for any printed materials used in promotional activities.
5. May work with graphic artist in putting together ads.

Chambers (1946) noted that correct, grammatical use of English; the ability to write "selling copy"; and a knowledge of art, history, and current events; together with practical experience in selling, are essential

prerequisites for the job. Training in journalism, communication, fashion writing, and newspaper work are also beneficial for the copywriter.

Employment opportunities for fashion coordinators and fashion stylists are country-wide. Brenner (1964) noted the following places where employment as a fashion director could be found: fabric houses, knitting mills, accessory houses, department stores, advertising agencies, pattern companies, magazines, cosmetic companies, and buying houses.

Responsibilities and duties of a fashion director or fashion stylist include the following:

1. Directs efforts toward establishing total fashion programs.
2. Translates fashion information into promotional ideas.
3. Analyzes fashion directions for seasonal promotions.
4. Identifies style features, colors, and fabrics for promotional purposes.
5. Selects accessories to complete total fashion story.
6. Plans fashion shows and other fashion presentations.
7. Selects models and organizes merchandise groupings.
8. Supervises production and staging of fashion productions (Greenwood and Murphy, 1978, p. 284).

Chambers (1946) suggested that additional duties may include designing, publicity, advertising, and educational work.

Brenner (1964) stated that qualifications for stylists include fashion experience, flair, taste, business knowledge,

and organizational ability. Stylists also need fashion knowledge and promotional ability, sense or timing, understanding of design elements, decision-making ability, and fashion analysis skills.

A knowledge of consumer psychology and a general background of fashion are essential (Chambers, 1946). Training specifically in textiles, clothing, fashion arts, marketing, and promotional strategy is also beneficial to the fashion coordinator, fashion stylist, or fashion director.

There are a variety of consulting positions available in the field of textiles and clothing. Careers in manufacturing include positions such as an educational consultant and an industrial consultant. Bridal consultants, consumer consultants, fashion consultants, and clothing consultants are also positions available to the students of clothing and textiles.

Troxell (1976) noted that fiber producers and fabric houses usually maintain departments to convey product information to apparel producers, retailers, and consumers. Educational consultants answer inquiries, prepare exhibits, address groups of retailers and consumers, and stage demonstrations. A knowledge of technology and fashion is essential. The ability to talk and work with people of all educational levels is a must.

Industrial consultants can be found in fiber companies and fabric houses. They study the needs of the industries

in which their product is used. As consultants they act as a liaison between their firm and the industries they serve. They encourage the use of new products. Troxell (1976, p. 385) reported "the help these consultants give may also extend to the retail level, assisting retailers in launching fashions that employ the new product."

Chambers (1946) stated that, generally, a consultant has experience in sales, buying, merchandising, styling, and advertising. The consultant speaks with authority from a practical background.

A publicity director, as well as a publicity staff member, may be employed by major fiber and/or fabric companies or by small independent manufacturers. Troxell (1976) noted that those in public relation positions keep in close contact with technical and fashion matters; they make information about the company's products readily available to the trade and consumer press.

Greenwood and Murphy (1978, p. 284) listed specific responsibilities and duties of a publicity director:

1. Develops communication channels to promote fashion trends.
2. Generates fashion publicity in newspapers, magazines, and trade journals.
3. Prepares press releases, photographs, slide and videotapes to spread fashion news.
4. Works with fashion editors of magazines and other fashion publications to inform consumers about fashion products and fashion ideas.

The publicity director generally has an understanding of fashion and journalism, along with a pleasing personality and a good memory for names and faces. Troxell (1976) reported that these attributes are essential in preparing press releases, working with photographers who provide illustrative materials for press releases, and working with members of the press.

Writing and selling skills are necessary for the successful publicity director. An initiative and inquiring nature are also beneficial for those interested in a career in public relations. Training in journalism, fashion arts, fashion writing, and publicity procedures are beneficial for the publicity coordinator.

Troxell (1976) reported that career opportunities for fashion writers are immensely varied, ranging from editorial work to numerous behind-the-scenes activities that go into a fashion publication. Fashion writers can locate employment with local newspapers, advertising agencies, department stores, publicity offices, trade magazines, fashion magazines, mat services, and as free lance writers.

Specifically, the editor's job is to discover to what the reader responds, locate those fashions in the market, and illustrate examples of them at the right time. Greenwood and Murphy (1978, p. 283) listed several duties and responsibilities for a fashion editor:

1. Decides what will be shown on the pages of fashion publications.

2. Establishes the theme for each issue published.
3. Selects the fashion, the copy, the artwork, and the layouts to be used in each publication.
4. Makes decisions regarding locations for photography.
5. Covers the fashion markets and other fashion events.
6. Reviews press releases and fashion news from various sources in the fashion industry.

Fried (1970) discussed the requirements for entering the fashion publication field. A broad educational background is essential and a college education is preferred. Specialized courses in typography, art, fashion, history, and fabrics are beneficial. Knowledge of and interest in the fashion industry, along with an ability to express ideas clearly in writing, are prerequisites for employment as a fashion writer.

Troxell (1976, pp. 395, 396) stated: "Fashion know-how, the ability to meet deadlines, and the ability to work with people are vitally important--at times, even more important than writing or sketching skills." Brenner (1964) noted the following qualifications for work as a fashion writer: courses in journalism and advertising; flair for language; thorough knowledge of grammar, punctuation, good vocabulary; and knowledge of fashion and fashion terms.

Greenwood and Murphy (1978) reported additional personal characteristics essential for the fashion editor. Managerial abilities, self-sufficiency, flexibility, a

sense of timing, understanding of design elements, and an understanding of layout techniques are important characteristics for a fashion writer.

Researchers (Arnold and White, 1961; Chambers, 1946; Fried, 1970; Greenwood and Murphy, 1978; Hall, 1958) have identified the career opportunity of buying for the student of clothing, textiles, and related arts. Arnold and White (1961) reported that within an apparel manufacturing firm there are several positions for material buying which may include the following positions: woolen buyer, assistant woolen buyer, manager of woolen records, clerical assistant, assistant trim buyer, manager of trimming records, trimming department clerk, and laboratory chief.

Buying is a key function in the wholesale business due to the phenomenal changes and technological advancements within the textile and apparel industry. Fried (1970, p. 74) reported: "The good buyer uses taste and knowledge of fashion trends in selecting fabrics, imagination in considering new uses of established fabrics and in introducing new fabrics." A buyer's technical background enables him to identify fabric, to know grades and weights, to know the value and effect of the finishing processes, and to understand how the fabric will react in the cutting, sewing, and pressing operations of the manufacturing processes.

The piece-goods buyer purchases fabric six months to a year before it shows up in a store as a finished garment.

The first step of buying involves the selection of swatches and sample cuts which are shown to the merchandise manager and designer. The buyer is constantly aware of his buying sources, fabric prices, and delivery arrangements. His figures are also important, analyzing last year's sales returns and amount of fabric used, and predicting the amount to be needed in the future. Record keeping is an essential part of the buyer's responsibility. He also keeps detailed inventory records.

Fried (1970) noted the importance of buying trim, thread, buttons, and zippers, which all go into the manufacture of a garment. Frequently the braid or trim on a garment may sell the item.

Chambers (1946) noted that the knowledge of mathematics, merchandise, stock control, advertising, and selling are integral aspects of a buyer's job. Training in marketing, economics, business administration, and consumer behavior are important to the successful buyer.

A fashion representative may find employment in various segments of the fashion industry. At the manufacturing level jobs may be available in the promotion, advertising, marketing, or educational departments of textile and apparel manufacturing firms. The career of a fashion representative for a pattern company serves as an example of a professional career in the area of clothing and textiles.

Kupsinel (1974) specified some duties of the fashion representative include the following: coordinating fashions,

gathering consumer information, making up models of patterns, preparing and presenting fashion shows, and preparing graphics on technicalities. Additional responsibilities include the following: preparing kits for display, publicity, and promotion; effective public speaking; working with designers; and working with home demonstration clubs and extension services.

Greenwood and Murphy (1978) noted the importance of the following personal characteristics for a fashion representative: dramatic ability, relates to people effectively, sense of timing and flexibility, fashion sense, knowledge of consumer, promotional ability, and commenting ability. Training in clothing and textiles, fashion promotion, public speaking, and public relations are complementary to a successful career as a fashion representative.

A research specialist is a professional usually employed by universities, manufacturers, market researchers, women's magazines, sewing machine companies, dry cleaning establishments, or stores. A major purpose of textile research is to design new products and the manufacturing processes to produce them.

Textile researchers also look for ways to improve current manufacturing processes and machinery. Kupsinel (1974, p. 146) noted:

The work may involve testing of fibers for strength and durability; making chemical analyses of fibers; experimenting on dyes, detergents, and resistance to climate; studying the

social and psychological aspects of textiles and clothing; and determining what products will meet the needs of the consumer.

An understanding of business and economics is necessary for the textile researcher. He should also have the ability to communicate ideas effectively. He must be able to show what a particular project will mean to the company in order to obtain management support. The American Textile Manufacturers Institute publication, There's a Career for You in . . . Textile Research and Development (1978), stated that the most important qualities in a researcher are analytical ability and inventiveness. He must be able to find creative solutions to problems and devise ways to improve quality, reduce cost, or improve efficiency.

Sales representatives are usually employed by textile and apparel manufacturers. There are sales representatives which call upon retail stores as well as showroom sales representatives.

In the American Textile Manufacturers Institute's publication, There's a Career for You in . . . Textile Marketing and Merchandising (1978, p. 2), it was stated: "The sales person is a company's eyes and ears, constantly feeding back to merchandise managers and the marketing team information about customers' future requirements." The sales person is a company's primary source of intelligence about market conditions, fashion trends, and competition.

Troxell (1976) reported that an understanding of retail merchandising, promotion, and fashion coordination is

extremely helpful in all sales positions in the apparel field. When selling to retailers, it is important to understand their needs, problems, methods of operation, and what stage of the fashion cycle is of major interest to the customer.

A sales career requires a certain amount of stamina and the ability to withstand stress. The ability to get along well with people is essential. An intangible common quality of successful sales people is desire.

Textiles and Clothing Related Careers in Management/Supervision

Management and supervising careers constitute the highest level in textile and apparel manufacturing. Positions in management/supervision include personnel, employee relations, directors, managers, administrators, and inspectors.

Fried (1970) reported generalizations about traits and qualifications sought for persons seeking top level jobs. The top level executive is expected to have wide knowledge about the industry and a broad outlook to understand facets of the business in addition to his own specialization.

The employer also looks for evidence of the person's own quest for self-improvement and self-development. This may take the form of additional education, of extensive reading, or of experimentation with new ideas.

Maturity and emotional stability are qualities sought. The person has hopefully developed to the point where he or

she understands himself or herself well enough to use personal strengths fully and control personal weaknesses. Emotional stability is synonymous with emotional maturity.

Fried (1970, p. 169) stated: "Drive, the intangible quality that, almost more than any other, defies precise definition, is one of the demands for top executives."

It may be described as dynamic quality of leadership, the ability to work with others, or ambition and push to get a job done regardless of obstacles. Fried explained drive as the self-propelling force that keeps one motivated to work with consistency toward goals of high achievement.

Initiative, too, is extremely important. Successful management executives are self-starters who are able and ready to take action and start programs as required.

The ability to work well with others is a main factor in the development of an executive. It is imperative if one is to get along with one's subordinates, co-executives, and the chief executive officer.

Intellectual qualities are also sought in those seeking top level jobs. The manager or supervisor is frequently evaluated against his or her previous achievements.

The importance of an individual's character is another trait sought in people interested in pursuing a career in management or supervision within a textile or apparel manufacturing establishment. The executive should seek loyalty to oneself and the business.

Personnel specialists deal with employees from the initial interview through the payment of retirement benefits. Beginners may work as interviewers, recruiters, benefits' administrators, or training specialists.

The ability to get along with people is the most essential quality for personnel specialists. They must enjoy working with people and must be able to understand employee problems and to communicate with employees in a friendly and honest manner.

Another important people-oriented career is employee relations. This is treated as personnel in some companies, but it frequently is treated as a separate entity within many corporations. People in employee relations may be in charge of benefits, training, work incentives, award programs, grievance, management development programs, continuing education programs, and health and safety programs. Training for a career in employee relations or personnel is given by the company; however, a degree from a college or university is desired.

The career of a business planner is another aspect of textile and apparel administration. Business planners gather data on the entire operation of the company and use this information to formulate plans of action for the company or its divisions.

Educational backgrounds of business planners vary, but an understanding of business is important. The person who wants to become a planner will probably need to gain

experience in more than one aspect of the industry before entering planning.

In the American Textile Manufacturers Institute's publication, There's a Career for You in . . . Textile Marketing and Merchandising (1978), it was noted that the marketing manager is responsible for planning and directing the smooth flow of the business from the manufacturer to the ultimate consumer. He must know, understand, and be able to make productive use of each link in the merchandising chain.

The marketing manager must have an understanding of styling and design, manufacturing, market research, consumer behavior, advertising, sales promotion, and fashion and sales. Successful marketing managers have a good sense of fashion, style, and taste. They may create or borrow ideas from others on the marketing team, but they must have sound judgment about the customers' needs and desires. The marketing manager must relate easily to people. He must also be capable of organizing complex resources and making them productive.

A college degree is required for employment as a marketing manager. Extensive training within the company is commonly provided in a textile or apparel manufacturing plant.

The American Textile Manufacturers Institute's There's a Career for You in . . . Textile Manufacturing (1978) reported that many college graduates entering the textile

industry begin their careers as manufacturing supervisors. They have responsibility for yarn preparation, weaving, knitting, and finishing or printing in the plant. Working in production areas, they direct the activities of the employees and the operation of the machines.

The willingness to accept responsibility is necessary for this job. Responsibility implies leadership and is perhaps the most important quality for a production manager to possess. He must also have the ability to motivate others, to generate loyalty to the organization, to inspire others to give their best effort, and to keep them thinking toward the best possible results. The ability to organize work and solve problems is also important.

Specialized textile degrees are an advantage to those seeking a career in textile manufacturing. The student with a degree in clothing and textiles has learned to apply his college education in the sciences, mathematics, and humanities to textile industry operations.

Textiles and Clothing Related Careers in Design

Fashion design involves the coordinated planning and artistic creation of a product according to the specifications of the manufacturer. Careers are available for designers of apparel--men's wear, women's wear, children's clothing, theatrical costumes, millinery, accessories, and jewelry--as well as designers of fabrics.

Employment openings for designers are in apparel manufacturing firms, pattern companies, custom shops, stores, and textile manufacturing firms. Kolodny (1967) reported that the college graduate usually begins in the field of fashion design as an assistant designer.

The designer is an artist. Derby (1966, p. 17) stated:

The degree of artistic ability in the field of dress design varies, that is, as it influences success. Talent there must be, of course, and that talent must be trained somewhere along the line.

Research has stressed the importance of specialized training for those aspiring to the position of fashion designer (Brenner, 1964; Chambers, 1946; Heal, 1966). Training in the areas of art, construction, pattern-making, draping, sketching, tailoring, and flat pattern are indispensable for the designer. Chambers (1946) reported training in costume history, textiles, cost accounting, and principles determining fashion changes are preliminary studies for the designer.

Arnold and White (1961, p. 143) noted three characteristics that a designer must possess: "ability to draw well, technical knowledge of the capabilities of the machine which must produce his design, and imagination." Other personal characteristics for a successful designer to possess are innate creativity; the ability to visualize and produce an idea; strong fashion sense; a good sense of timing; knowledge of principles of art, fabric, and fit; and the ability to communicate and work with people.

Greenwood and Murphy (1978, p. 279) listed the following responsibilities and duties of a fashion designer:

1. Generates the idea for a product and develops it by sketching on paper or draping muslin.
2. Selects fabrics, trims, colors, and accessories.
3. Supervises the production of the original model.
4. Communicates with production personnel, fabric houses, models, the press and buyers.

Within a garment firm the designer, assistant, sample hands, tailors, and models are all part of the team in the development of a new collection.

An assistant designer has a highly technical job; he provides overall assistance to the designer by doing research in the markets, retail stores, textile areas, and fabric libraries for new ideas and resources. He cuts and supervises the making of samples and is the interpreter of the designer's ideas. He determines amounts of trim, fabrics, and accessories for production and assists the designer in model production.

The ability to work with people, creativity, fashion sense, and organizational abilities are personal characteristics of most assistant designers. Greenwood and Murphy (1978) stated that the importance of training in construction techniques are fit, human figure principles, and manufacturing processes for an assistant fashion designer.

Kupinsel (1974) reported that a textile or fabric designer requires similar abilities and skills to those of a fashion designer; however, a fabric designer is required to have both technical and artistic skills in order to produce a fabric. Troxell (1976, p. 384) stated:

Fabric companies employ designers who have both technical knowledge of the processes involved in producing a fabric as well as artistic ability and the ability to successfully anticipate fashion trends.

The textile designer may create special color combinations or special materials; he may work with textile finishes, fibers, and textures. Fried (1970) noted that the textile designer studies the market by shopping, reading trade publications, attending fashion shows, and discussing needs and ideas with garment designers. Research is also conducted through the study of museums, art galleries, libraries, and old publications from all countries for the origination of ideas for designs. The element of color is experimented with, and then the designer must plan the design for reproduction. The textile designer organizes and supervises the design studio. He also works with the merchandising and promotion departments. He selects colors and motifs in relation to cost of reproduction and to the fabric price line. Work with the production department to check on reproduction of design at the mill is the culminating function of the textile designer.

Requirements for entering the textile design field are a sense of color and the ability to draw. A broad

educational background in the arts, literature, history, psychology, and sociology provides a sound base. Specialized art training is also essential. Courses in fine arts, painting, flower painting, textile design, and fabric identification are recommended.

Summary

An internship is a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation (Meszaros, 1979). It assists the students in making career choices, in preparing for professional careers, and in making the transition to the world of work. The internship program assists individuals in adjusting to both personal and career goals. This goal is accomplished through the integration of course instruction with planned supervised experiences beyond the academic community.

Internship programs frequently are based on competencies which Meszaros and Baird (1979) defined as a general, study-oriented behavioral statement of a task requiring the mastery of performance objectives with no reference to conditions or criteria. Therefore, through competency based education, internship programs provide a major means of offering students the opportunity to develop occupational competence.

Career opportunities in the textile and apparel industry are many and varied. Textiles and clothing related

careers are abundant in sales, management/supervision, and design. Careers in sales can be established in the areas of advertising, promotion, consultation, and research. Textiles and clothing related careers in management/supervision are often identified by the position categories of personnel and administration. Careers in design include the fields of fashion design, as well as textile/fabric design.

CHAPTER III

METHOD AND PROCEDURE

The purpose of the study was to ascertain competencies needed by clothing and textiles college graduates for employment in the textile and apparel industry in order to develop an internship program. The first segment was the development of an instrument to identify competencies necessary for entry level management positions within the industry. The second segment was the development of guidelines for planning a textiles and clothing internship program.

The research was conducted in three phases. The first phase involved a pilot test among textile and apparel manufacturers in York County, Pennsylvania. Implications from phase one were drawn and utilized in refining the instrument for the second phase. Textile and apparel manufacturers throughout the state of Oklahoma comprised the population for phase two. Further revision and clarification of the instrument for phase three were made after assessment of the findings in phase two. Manufacturers of textile and apparel products in the Dallas-Fort Worth standard metropolitan statistical area comprised the population for the final phase of the study.

Participants in the study were drawn from a list of textile and apparel manufacturers. "The textile industry

is the primary supplier of fibers and fabrics for the apparel and accessory industries" (Greenwood and Murphy, 1978, p. 124). The business establishments involved in the various aspects of apparel production, from designing the garment to selling the finished product to the retail trade, comprise the apparel industry.

The Standard Industrial Classification System was used for the construction of the frame of textile and apparel manufacturers for each phase of the study. The classifications used were coded as Major Group 22, Textile Mill Products, and Major Group 23, Apparel and Other Textile Products. The product code numbers found within Major Groups 22 and 23 are listed in Appendix A.

Phase One

The information collected was based on the review of literature with the following areas of emphasis: internships, competency based education, textile and apparel manufacturing, and textiles and clothing related careers. Implications from phase one were utilized in the refinement of the instrument for phase two.

Deriving the Population

The participants in phase one were textile and apparel manufacturers in York County, Pennsylvania (Appendix B). The frame was constructed from the Industrial Directory of the Commonwealth of Pennsylvania (1979). The frame

was assumed to be complete because of its compilation by the Commonwealth of Pennsylvania under guidelines established by the United States Government. The 1979 edition was the most current listing of manufacturers in Pennsylvania.

There were 53 producers of Textile Mill Products and Apparel and Other Textile Products in York County, Pennsylvania. After eliminating duplicate listings there were 48 unique, individual enterprises. The duplicates resulted from the fact that several firms produce goods in more than one classification and were listed for each type of merchandise produced; several plants had one chief officer or main office but were listed for each location; and when one individual owned several different firms each firm was listed individually.

Development of the Instrument

After reviewing the related literature and deriving the population, the next step was the development of the instrument. A mail questionnaire was considered to be the most feasible method by which to solicit the opinions of textile and apparel manufacturers.

In order to develop a suitable questionnaire for this study, instruments used in similar studies were examined (Flaxman, 1973; Greenwood, 1972; Kuttruff, 1970; Peter, 1973; Waldron, 1975). The questionnaire items were based on these instruments and from research cited in the review

of literature. One hundred and nine competencies were identified which might be desired for employment in the industry. The number of competencies to be utilized in phase one was decreased from 109 to 50 by deleting and/or combining repetitious or similar competencies. Competencies were also reworded for a more accurate interpretation by the participant.

The questionnaire was organized into two sections. In the first section, the participants were asked to indicate the number of employees within each designated position category in their plant. The participants were also requested to state their opinions regarding the importance of a college degree and specifically of a degree in textiles and clothing for entry level management positions within the textile and apparel industry.

The second section of the questionnaire consisted of a list of competencies which might be desirable for employment in textiles and clothing related careers in sales, management/supervision, and design. Participants were requested to indicate the degree of importance they attributed to each competency within each position category.

Collection and Treatment of Data

The data were collected in July, 1980. On July 5, 1980, a cover letter, questionnaire, and prepaid self-addressed return envelope were mailed to the 48 textile and apparel manufacturers in York County, Pennsylvania.

Post cards were mailed to non-respondents on July 22, 1980. The questionnaire and correspondence used in phase one are presented in Appendix C.

Preparation of the correspondence involved typing and copying the cover letter; however, each letter was individually signed. The envelopes and prepaid self-addressed return envelopes were individually addressed, as was the post card to non-respondents. The questionnaire was typed and copied.

A hand tabulation of responses was made. The categorization of responses is shown in Table I. There were 48 elements in phase one; however, the three questionnaires returned through the post office to the sender were considered foreign elements and were subtracted from the original total of 48. Forty-five textile and apparel manufacturers, therefore, comprised the population in phase one.

Twelve manufacturers returned the questionnaire; four of which were hard core refusal. Seven of the respondents had only partially completed the questionnaire and only one had totally completed it.

Implications for Phase Two

Respondents offered no suggestions for improvement of the questionnaire as had been requested in the cover letter. Evaluation of statements as to relevance, clarity, and wording was not provided. No corrections, deletions, or additions were suggested by respondents.

TABLE I
CATEGORIZATION OF RESPONSES TO
QUESTIONNAIRE (PHASE ONE)

Responses	N	%
Totally Completed	1	2.1
Partially Completed	7	14.6
Returned--Declined to Respond	4	8.3
Returned to Sender	3	6.3
Non-Responses	33	68.8
Total	48	100.1 ^a

^aDoes not equal 100% due to rounding.

A major concern identified in phase one was that of non-response. It was decided, however, that the questionnaire was appropriate for identification of competencies desired for employment in the textile and apparel industry because no suggestions for improvement were received.

To enhance the response rate for phase two, changes were made in the cover letter and questionnaire. The method of data collection was also modified. The cover letter was typed on letterhead stationery from the Department of Clothing, Textiles and Merchandising at Oklahoma State University. The body of the letter more explicitly stated the reasons for conducting the study and proposed the concept of an internship network within the state of

Oklahoma. The Head of the Clothing, Textiles and Merchandising Department cosigned the letter. Each letter was individually signed.

The questionnaire remained three pages in length using both sides of the paper. It was professionally typed, reduced, and printed instead of being typed and copied as it has been in phase one.

The title of the questionnaire was changed from Survey of Textile and Apparel Manufacturers to Survey of Textile and Apparel Manufacturers in Oklahoma. The change was made to appeal to the manufacturers in Oklahoma concerning research being conducted within their state land grant institution.

Numerical criteria (2, 1, 0) were changed to letters representing the degree of importance associated with statements on the instrument. This was done to eliminate any possible bias that might have been previously associated with the numbers. The letters E, D, and U were implemented. They represented the first letter used to rate the importance of the responses: E for essential; D for desirable, and U for unimportant.

The position categories and competency statements remained the same. An addition was made at the end of the questionnaire to give the definition of the term internship, and inquire about the willingness of the manufacturers to work with a student in an internship program. An offer was

made to send each participant who requested it a summary of the results of the survey. This was added to enhance the interest of the participants in the research.

The method of data collection varied only slightly. Each envelope was addressed specifically to either the president or chief executive officer of the company. Stamps were placed on the envelopes; the mail was not metered.

Because of the small number of responses completely filled out in phase one, it was decided that partially completed responses would also be included in the analysis of the data. Utilization of all responses would facilitate the most effective use of information received.

Phase Two

Minor changes were made in the procedures and techniques for phase two of the study. The identification of variables pertinent to planning for a textiles and clothing program were incorporated. Implications from this phase of the study were utilized in the refinement of the instrument, and in the collection and treatment of data for the final phase of the study.

Deriving the Population

The participants in phase two were textiles and apparel manufacturers throughout the state of Oklahoma (Appendix D). The frame was constructed from the 1980 edition

of the Oklahoma Directory of Manufacturers and Products.

The frame was assumed to be complete and comprehensive because of its compilation by the Oklahoma Industrial Development Department under guidelines established by the United States government. The directory is up-dated every two years; therefore, the 1980 edition used in this study was the most recent listing of textile and apparel manufacturers in Oklahoma.

One hundred eighty-seven businesses were listed as producers of Textile Mill Products and Apparel and Other Textile Products; however, after eliminating the duplicates there were only 151 unique and individual business enterprises. Twenty businesses were listed as being producers of Textile Mill Products. No overlapping elements were found in this group. The total population in the corrected frame was 171 distinctly different business establishments.

Description of the Instrument

The questionnaire used in phase two was designed to identify executive level positions within Oklahoma's textile and apparel industry, to identify the importance of a degree for employment in executive level positions, and to identify potential employers and internship sponsors for clothing and textiles students. The questionnaire was also used to identify competencies needed for employment in

a textiles and clothing related career in sales, management/supervision, and/or design (Appendix E).

Collection of Data

The data were collected in November and December of 1980. A mail questionnaire and telephone follow-up were the methods used for data collection.

One hundred seventy-one questionnaires, cover letters, and prepaid self-addressed return envelopes were mailed to the textile and apparel manufacturers in Oklahoma on October 27, 1980. Post cards were mailed to the 144 non-respondents on November 11, 1980. Another copy of the questionnaire was mailed in December with a revised cover letter and prepaid self-addressed return envelope to the remaining non-respondents. Correspondence in phase two is presented in Appendix E.

Between December 2 and December 6, 1980, the 134 manufacturers who did not respond were telephoned and encouraged to respond to the questionnaire. They also were specifically asked if they would be willing to sponsor a student intern from Oklahoma State University. On December 10, 1980, eight questionnaires were forwarded to manufacturers who indicated that their questionnaire had been misplaced or not received. The format used in the telephone follow-up as well as the letter sent on the tenth of December are in Appendix E.

Treatment of Data

The responses were hand tabulated. Analysis of the data was based on the following objectives: 1) to identify positions within the textile and apparel industry in Oklahoma, 2) to identify potential internship sponsors for clothing and textiles students within the textile and apparel industry in Oklahoma, 3) to determine the importance of each competency associated with positions for clothing and textiles college graduates, 4) and to identify those competencies considered to be essential by 50% or more of the respondents.

The categorization of responses is shown in Table II. An additional category was implemented for identification of those firms who had no telephone listing with the phone company, as was evidenced in the telephone follow-up in this phase of the study. The assumption was made that they had gone out of business.

There were 171 elements in phase two; however, 11 questionnaires were returned to the sender and six manufacturers had no current telephone listing with the telephone company, so these 17 were considered foreign elements and were subtracted from the original total. One hundred fifty-four textile and apparel manufacturers comprised the population for phase two.

Fifty-six manufacturers returned the questionnaire, a 36% return rate. Twelve percent of the respondents, however, were hard core refusal or returned but declined to respond.

TABLE II
CATEGORIZATION OF RESPONSES TO
QUESTIONNAIRE (PHASE TWO)

Responses	N	%
Total Completed	21	12.3
Partially Completed	17	10.0
Returned--Declined to Respond	18	10.5
Returned to Sender	11	6.4
No Listed Telephone Number	6	3.5
Non-Responses	<u>98</u>	<u>57.3</u>
Total	171	100.0

Identification of Positions. The first objective was to identify positions within the textile and apparel industry of Oklahoma. Over half (55.5%) of the positions reported were in sales. Almost half (41.3%) of the positions held were careers in management and supervision. Fourteen (3.1%) positions were in fashion design, textile design, or fabric design. Positions in the textile and apparel industry in Oklahoma are recorded in Table III.

Potential Internship Sponsors. Twenty-three manufacturers in Oklahoma indicated that they would sponsor an undergraduate student in an internship program (Appendix F). Four of these manufacturers produced Textile Mill Products and 19 manufactured Apparel and other Textile Products.

TABLE III
RESPONSES OF PARTICIPANTS REGARDING
EMPLOYEE POSITIONS IN MANUFACTUR-
ING PLANTS (PHASE TWO)

Position Categories	N	%
<u>Sales</u>		
Sales	242	53.4
Advertising/Promotion	7	1.5
Consultants	1	.2
Research	2	.4
Total	252	55.5
<u>Management/Supervision</u>		
Personnel	67	14.8
Administration	120	26.5
Total	187	41.3
<u>Design</u>		
Fashion Design	10	2.2
Textile/Fabric Design	4	.9
Total	14	3.1
Grand Total	453	99.9 ^a

^aDoes not equal 100% due to rounding.

Importance of Each Competency. The third objective was to determine the importance of each competency. Each of the 50 competencies was analyzed in relation to careers in sales, management/supervision, and design.

The competencies were rated in each position category with the following key: essential - required for employment; desirable - recommended for employment; or unimportant - of no significance. A mean rating was obtained for

each competency by weighting the responses as follows:
essential = 3, desirable = 2, and unimportant = 1. The
competencies which were considered to be desirable or essential in all three areas of the textile and apparel industry were as follows:

Analyzes fashion trends, buying sources, fabric prices, and/or shipping arrangements.

Demonstrates sound judgment about consumer needs and desires in regard to the product.

Maintains an up-to-date knowledge of subject matter through reading, classes and interaction with technical and professional personnel.

Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.

Understands management systems and their suitability for particular operations.

Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.

Exhibits an understanding of social-psychological aspects of textiles and clothing.

Exhibits a broad understanding of individual and family consumption of clothing and other textile products.

Exhibits a broad understanding of the manufacturing and distribution processes relating to textiles and clothing.

Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.

Exhibits managerial ability.

The competencies considered to be desirable or essential for two areas of employment in the textile and apparel industry were as follows:

Designs advertisements, posters, programs, displays, and/or other promotional materials.

Directs efforts toward establishing total fashion programs.

Translates fashion information into copy for promotional messages.

Prepares press releases, photographs, slides, and/or videotapes to spread fashion news.

Understands how fabric will react in the cutting, sewing, and pressing operations of the manufacturing processes.

Knows the value and effect of the finishing processes on various fabrics.

Keeps detailed sales and inventory records.

Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.

Demonstrates effective human relations both with employees and the public served.

Participates in the evaluation of subordinates.

Selects and orders fabrics, trims, colors, and/or accessories.

Generates and/or supervises the production of a product

Communicates with production personnel, fabric houses, models, the press, and/or buyers.

Coordinates the planning and artistic creation of a product according to the specifications of the manufacturer.

Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.

Demonstrates a comprehensive knowledge of standard methods of textile testing.

Exhibits a broad understanding of clothing/construction techniques.

Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.

Demonstrates a comprehensive knowledge of journalism, communication, and/or fashion writing.

The 50 competencies were also evaluated for each career area: sales, management/supervision, and design. Competencies were ranked according to the mean score for each career related area.

For textiles and clothing related careers in sales, 21 competencies had a mean of two or above, which indicated that they were recommended or essential for employment in a sales position. These competencies are listed in Table IV.

For textiles and clothing related careers in management/supervision, 26 competencies had a mean of two or above, which indicated that they were desirable or required for employment in a management or supervision position. These competencies are listed in rank order in Table V.

For textiles and clothing related careers in design, 39 competencies had a mean score of two or above. These competencies are listed in rank order from 1 to 39 in Table VI.

Essential Competencies. The fourth objective was to identify those competencies considered to be essential by 50% or more of the respondents within any position category. Twenty-eight competencies were rated as essential by 50% of the respondents.

In the position category of sales, the only competency considered to be essential by 50% of the respondents was exhibits a broad understanding of business administration,

TABLE IV
 RESPONSES OF PARTICIPANTS REGARDING
 THE IMPORTANCE OF COMPETENCIES
 IN SALES RELATED CAREERS
 (PHASE TWO)

Competency	Mean	Rank
Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.	2.43	1
Demonstrates sound judgment about consumer needs and desires in regard to the product.	2.32	2
Exhibits an understanding of media and promotional strategies.	2.30	3
Exhibits a broad understanding of individual and family consumption of clothing and other textile products.	2.27	4
Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.	2.25	5
Demonstrates effective human relations both with employees and the public served.	2.23	6.5
Exhibits managerial ability.	2.23	6.5
Keeps detailed sales and inventory records.	2.17	8
Designs advertisements, posters, programs, displays, and/or other promotional materials.	2.14	9
Analyzes fashion trends, buying sources, fabric prices, and/or shipping arrangements.	2.09	11
Maintains an up-to-date knowledge of subject matter through reading, classes, and interaction with technical and professional personnel.	2.09	11

TABLE IV (Continued)

Competency	Mean	Rank
Demonstrates a comprehensive knowledge of journalism, communication, and/or fashion writing.	2.09	11
Commentates for demonstrations, fashion shows, and other promotional events.	2.05	13.5
Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.	2.05	13.5
Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.	2.04	15.5
Understands management systems and their suitability for particular operations.	2.04	15.5
Directs efforts toward establishing total fashion programs.	2.00	19
Translates fashion information into copy for promotional messages.	2.00	19
Prepares press releases, photographs, slides, and/or video-tapes to spread fashion news.	2.00	19
Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.	2.00	19
Exhibits an understanding of social-psychological aspects of textiles and clothing.	2.00	19

TABLE V
RESPONSES OF PARTICIPANTS REGARDING THE
IMPORTANCE OF COMPETENCIES IN
MANAGEMENT/SUPERVISION RE-
LATED CAREERS (PHASE TWO)

Competency	Mean	Rank
Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.	2.62	1
Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.	2.59	2.5
Exhibits managerial ability.	2.59	2.5
Recruits, interviews, hires, and/or dismisses personnel.	2.57	4.5
Understands personnel policies and union contracts.	2.57	4.5
Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.	2.50	6.5
Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.	2.50	6.5
Plans master schedule for selected personnel.	2.48	8
Understands management systems and their suitability for particular operations.	2.47	9
Exhibits a broad understanding of clothing construction techniques.	2.44	10
Participates in the evaluation of subordinates.	2.43	11
Generates and/or supervises the production of a product.	2.41	12

TABLE V (Continued)

Competency	Mean	Rank
Communicates with production personnel, fabric houses, models, the press, and/or buyers.	2.39	13
Demonstrates effective human relations both with employees and the public served.	2.37	14
Maintains an up-to-date knowledge of subject matter through reading, classes, and interaction with technical and professional personnel.	2.36	15
Keeps detailed sales and inventory records.	2.35	16
Demonstrates sound judgment about consumer needs and desires in regard to the product.	2.25	17.5
Coordinates the planning and artistic creation of a product according to the specifications of the manufacturer.	2.25	17.5
Keeps up-to-date on legislation concerning textile and/or related products.	2.22	19
Recruits, interviews, hires, and/or dismisses personnel.	2.21	20
Knows the value and effect of the finishing processes on various fabrics.	2.18	21
Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.	2.17	22
Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.	2.14	23
Understands how fabric will react in the cutting, sewing, and pressing operations of the manufacturing processes.	2.04	25

TABLE V (Continued)

Competency	Mean	Rank
Exhibits a broad understanding of individual and family consumption of clothing and other textile products.	2.04	25
Demonstrates a comprehensive knowledge of standard methods of textile testing.	2.04	25

economics, accounting, marketing, and/or consumer behavior. Thirteen competencies were considered to be essential for employment in management/supervision positions within the textile and apparel industry. They are as follows:

Recruits, interviews, hires, and/or dismisses personnel.

Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.

Demonstrates sound judgment about consumer needs and desires in regard to the product.

Participates in the evaluation of subordinates.

Plans master schedule for selected personnel.

Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.

Understands management systems and their suitability for particular operations.

Understands personnel policies and union contracts.

Generates and/or supervises the production of a product.

TABLE VI
 RESPONSES OF PARTICIPANTS REGARDING THE
 IMPORTANCE OF COMPETENCIES IN DESIGN
 RELATED CAREERS
 (PHASE TWO)

Competency	Mean	Rank
Exhibits an understanding of principles and techniques of sketching in the fashion field.	2.65	1
Designs new products.	2.61	2
Demonstrates a comprehensive knowledge of principles and elements of design as they are applied in clothing and textile products.	2.58	3
Exhibits a broad understanding of clothing construction techniques.	2.57	4.5
Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.	2.57	4.5
Coordinates the planning and artistic creation of a product according to the specifications of the manufacturers.	2.52	6
Understands how fabric will react in the cutting, sewing, and pressing operations of the manufacturing process.	2.50	7
Directs efforts toward establishing total fashion programs.	2.45	8.5
Demonstrates artistic ability and creative talent.	2.45	8.5
Applies specialized training in the areas of graphic art, commercial art, and the fashion arts.	2.43	10
Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.	2.42	11
Exhibits a broad understanding of individual and family consumption of clothing and other textile products.	2.41	12

TABLE VI (Continued)

Competency	Mean	Rank
Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.	2.39	13.5
Selects and orders fabrics, trims, colors, and/or accessories.	2.39	13.5
Translates fashion information into copy for promotional materials.	2.35	15.5
Knows the value and effect of the finishing processes on various fabrics.	2.35	15.5
Is innovative in the approach to selection and use of fabrics.	2.32	17
Demonstrates a comprehensive knowledge of standard methods of textile testing.	2.30	18
Selects the fashions, copy, artwork, and layouts to be used in each publication.	2.23	19
Communicates with production personnel, fabric houses, models, the press, and/or buyers.	2.22	20.5
Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.	2.22	20.5
Maintains an up-to-date knowledge of subject matter through reading, classes, and interaction with technical and professional personnel.	2.17	22
Designs advertisement, posters, programs, displays, and/or other promotional material.	2.14	24
Plans fashion shows and other fashion presentations.	2.14	24
Exhibits an understanding of social-psychological aspects of textiles and clothing.	2.14	24

TABLE VI (Continued)

Competency	Mean	Rank
Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.	2.13	26.5
Demonstrates a comprehensive knowledge of journalism, communication, and/or fashion writing.	2.13	26.5
Demonstrates sound judgment about consumer needs and desires in regard to the product.	2.09	30
Understands management systems and their suitability for particular operations.	2.09	30
Generates and/or supervises the production of a product.	2.09	30
Studies museums, art galleries, libraries, and old publications for the origination of ideas.	2.09	30
Exhibits managerial ability.	2.09	30
Prepares press releases, photographs, slides, and/or videotapes to spread fashion news.	2.05	33.5
Establishes the theme for each issue.	2.05	33.5
Exhibits a broad understanding of the historical development of textiles and clothing.	2.04	35
Provides news coverage of the fashion markets and other fashion events.	2.00	37.5
Analyzes fashion trends, buying sources, fabric prices, and/or shipping arrangements.	2.00	37.5
Participates in the evaluation of subordinates.	2.00	37.5
Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.	2.00	37.5

Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.

Exhibits a broad understanding of clothing construction techniques.

Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.

Exhibits managerial ability.

Sixteen competencies were considered to be essential for a career in fashion design or textile/fabric design.

They are as follows:

Directs efforts toward establishing total fashion programs.

Translates fashion information into copy for promotional messages.

Is innovative in the approach to selection and use of fabrics.

Knows the value and effect of the finishing processes on various fabrics.

Designs new products.

Selects and orders fabrics, trims, colors, and/or accessories.

Coordinates the planning and artistic creation of a product according to the specifications of the manufacturer.

Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.

Demonstrates a comprehensive knowledge of principles and elements of design as they are applied in clothing and other textile products.

Exhibits a broad understanding of individual and family consumption of clothing and other textile products.

Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.

Exhibits a broad understanding of clothing construction techniques.

Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.

Exhibits an understanding of principles and techniques of sketching in the fashion field.

Applies specialized training in the areas of graphic art, commercial art, and the fashion arts.

Demonstrates artistic ability and creative talent.

Interviews with Textile and Apparel

Manufacturers in Tulsa

Twenty-three textile and apparel manufacturers in the state of Oklahoma indicated a willingness to sponsor an undergraduate student in an internship program. Three of these manufacturers were located in Tulsa.

To obtain more detailed information concerning internships, three interviews were conducted with individuals who had responded positively to working with a student intern. The three manufacturers in Tulsa were selected due to their geographical locations and to the diversity of manufactured products.

A questionnaire (Appendix G) was developed to solicit information concerning preferred techniques for the selection of the student intern by the manufacturer and the educational level preferred for the student to begin an internship experience. Questions were also raised

concerning pay for the student or the opportunity to observe without pay. The length and time of the internship which could be provided by the manufacturer as well as the number of interns a business could sponsor simultaneously were questions of inquiry. The possibility of government restrictions regulating the activities of an intern was another question discussed with the manufacturers.

The three manufacturers were asked to identify specific activities and experiences in which an intern could participate in their business establishment. Their responses are listed in Appendix H. The position categories where experiences could be provided were also discussed with the manufacturers.

Implications for Phase Three

Non-response, a major concern in phase one, was also prevalent in phase two. To improve the response rate, revisions were made for phase three of the study. In the final phase of the study, the cover letters and questionnaire were revised and the method of data collection varied slightly.

The changes in the cover letter were in content and length. The length of the body of the letter was considerably shortened. The questionnaire was also streamlined in order for the respondent to provide answers more quickly and efficiently. The last section of the questionnaire on

internships was augmented in order to obtain more specific information.

The purpose of the instrument was not modified; however, several aspects of the questionnaire were changed. The major transformation was the decrease in the length of the instrument. The questionnaire used in phase three was only one page in length printed on both sides.

Identification of positions within the textile and apparel industry remained as an important component of phase three. The general instructions in phase three were identical to those used previously, except that the words "of Oklahoma" were deleted. The following specific positions: advertising/promotion, consultants, research, personnel, administration, fashion design, and textile/fabric design were deleted from the instrument. The major position categories of sales, management/supervision, and design were employed for the identification of management level positions found within the textile and apparel industry. The category for other positions was not included in phase three due to the sparse number of answers provided in previous phases of the study.

The title of the second part of the questionnaire was changed from Competencies for Management Level Positions in the Textile and Apparel Industries of Oklahoma to Competencies for Entry Level Management Positions in the Textile and Apparel Industry. The definition of a competency was modified for a more accurate understanding by

the manufacturers who might not be familiar with educational terminology. The general instructions were simplified.

Major changes in phase three were in the number and the statement of the competencies for entry level management positions in the textile and apparel industry. The number of competencies was decreased from 50 to 32.

The 32 competencies utilized in phase three were selected after review and evaluation of the data collected in phase two. Competencies with a mean score above two, for two or three textiles and clothing related career areas, were employed in this phase. Competencies considered to be essential by 50% or more of the respondents in any of the three position categories were also retained in phase three.

The competency statements were simplified and shortened in length. Each of the 32 competencies was studied and then simplified into terminology thought to be more familiar to the participants. The content of the competencies was not altered.

The last part of the questionnaire was further developed to ascertain more specific information on internships. Seven questions were directed to the topic of internships. The definition of an internship again was included. Participants were asked whether they would be willing to work with a student in an internship program. Additional questions adapted from the case studies of textile and apparel

manufacturers in Tulsa were employed in phase three. Two questions were related to the feasibility of a student working with pay or without pay in the manufacturing firm. Inquiries were also made about the length of the internship that could be provided by the sponsor. The question of whether more than one intern could be sponsored simultaneously within the same business establishment was also asked. The name and location of the company, as well as the person to contact for an internship, was requested from each participant.

The method of data collection varied slightly. Stamps were not placed on the envelopes; the mail was metered and sent through a central mailing service as bulk mail. Each envelope was also stamped with the instructions for any mail not deliverable to be returned to the sender. The months of data collection were April and May of 1981.

Phase Three

The purpose of phase three remained the same: to ascertain competencies needed by clothing and textiles college graduates for employment in the textile and apparel industry in order to develop an internship program. Phase three was the culminating stage of the research.

Deriving the Population

The participants in phase three were textile and apparel manufacturers in the Dallas-Fort Worth standard

metropolitan statistical area (Appendix I). The frame was construction from the Directory of Texas Manufacturers (1980).

The Dallas-Fort Worth area was chosen because of its prime location as a midwestern fashion center. The large number of textile and apparel manufacturers located in this area was of prime interest. Due to its close proximity to Oklahoma State University, many clothing, textiles, and merchandising graduates begin their careers in the Dallas-Fort Worth area.

There were 441 manufacturers of products in Major Groups 22 and 23. After eliminating duplicates, there were 276 unique and individual business establishments producing textile and apparel products.

Description of the Instrument

The questionnaire used in phase three was entitled Survey of Textile and Apparel Manufacturers (Appendix J). It was designed to identify management level positions within the textile and apparel industry. The importance placed on a degree for a position in sales, management/supervision, and/or design were items of concern on the instrument.

The definition of a competency as an outcome that an individual should attain in a given course of study was stated. Thirty-two competencies for entry level management positions in the textile and apparel industry were

identified as related to textiles and clothing related careers in sales, management/supervision, and design.

The definition of an internship as a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation was stated. Questions pertinent to the development and implementation of an internship program for clothing and textiles students completed the instrument.

Collection of Data

The data were collected in April and May of 1981. The method of data collection was a mail questionnaire and interview follow-up of non-respondents in Dallas, Texas.

On April 1, 1981, a cover letter, questionnaire, and prepaid self-addressed return envelope were mailed to the 276 textile and apparel manufacturers in the Dallas-Fort Worth standard metropolitan statistical area, as identified in the Directory of Texas Manufacturers (1980). The questionnaire, self-addressed prepaid return envelope, and updated cover letter were mailed again to the non-respondents on April 14, 1981. Correspondence used in phase three is located in Appendix J.

A follow-up study, in the form of personal visits, was conducted from May 26 through May 29, 1981. Manufacturers of textile and apparel products who had not responded to the questionnaire and were located in Dallas served as the frame of elements. The Dallas area was chosen because of

its ease of accessibility and the large concentration of manufacturers in a centralized geographical area.

To limit the elements for the follow-up study, six centrally located zip code areas were selected for construction of the frame. The following zip code areas were utilized in phase three: 75201, 75202, 75207, 75226, and 75247.

Approximately 80 telephone calls were made to 50 different business establishments to arrange an interview schedule. Twenty-two textile and apparel manufacturers were visited. Manufacturers who could not schedule an interview were either too busy, out of town, at market, no longer in business, going out of business, or moving.

Each visit was conducted on a one-to-one basis with the president or a chief executive officer of the firm. The questions asked in each interview were verbatim from the mail questionnaire. Information provided by the respondent was usually in an oral form with the researcher recording the responses.

Categorization of Competencies

The 32 competencies used in phase three of the research represented four subject matter areas. The subject matter areas were: (1) design and construction, (2) clothing and textiles, (3) marketing, and (4) management and personnel.

Graduate students in clothing, textiles, and merchandising reviewed a tentative format for categorization of the competencies. Their input and ideas were utilized for clarification of the categorization system. Faculty members in the Clothing, Textiles, and Merchandising Department at Oklahoma State University in the spring of 1981 provided suggestions for categorization of the competencies into subject matter areas. Each competency was placed in the subject matter area in which each faculty member felt it could be taught most effectively within a textiles and clothing curriculum. Each competency was placed in only one subject matter area.

Categorization of the competencies into subject matter areas was determined from suggestions provided by a majority of the faculty members. In general, there was common agreement among faculty members as to the subject matter area in which each competency could most effectively be taught. Slightly over one-half of the competencies were placed in the same subject matter area by all of the faculty members. The other competencies were placed into the same subject matter areas by the majority of the faculty members.

Competencies representative of the subject matter area of design and construction were the following:

- Coordinates fabric and design.

- Designs new products.

- Selects and orders fabrics.

Creates products for special orders.

Applies principles and elements of design.

Knows clothing construction techniques.

Knows pattern making techniques.

The seven competencies included in the textiles and clothing area were the following:

Directs fashion programs.

Knows effect of fabric finishes.

Knows current textiles/clothing information.

Knows socio-psychological aspects of textiles/clothing.

Knows textile properties.

Knows textile testing procedures.

Exhibits skill in fashion writing.

Eight competencies were designated to be taught in the subject matter area of marketing. They were the following:

Prepares promotional materials.

Coordinates fabric and design.

Keeps sales and inventory records.

Coordinates flow of merchandise.

Knows consumer behavior.

Studies the market.

Knows manufacturing and distribution processes.

Knows business principles.

Management and personnel related competencies were as follows:

Recruits, hires, fires personnel.

Demonstrates effective human relations.

- Evaluates personnel.
- Schedules personnel.
- Trains personnel.
- Knows personnel policies.
- Knows management systems.
- Communicates with business associates.
- Supervises production.
- Exhibits managerial ability.

Method of Data Analysis.

A frequency distribution of responses was made in order to analyze and describe data from the instrument. Frequencies and percentages were calculated for the following: (1) the identification of textiles and clothing related careers in sales, management/supervision, and design; (2) the importance attributed to a college degree and to a degree in textiles and clothing for employment in the industry; (3) demographic variables of respondents; (4) the importance of each competency associated with positions for clothing and textiles graduates; and (5) information concerning implementation of an internship program.

Rationale for Statistical Analysis. Statistical analysis of competencies for entry level management positions in the textile and apparel industry involved the computation of chi-square values. The chi-square analysis of frequencies is a nonparametric test. It can be described

as a test of association between two variables with two or more levels of either variable (Linton and Gallo, 1975).

The basic formula for chi-square used was:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

$$df = (K - 1) (R - 1)$$

where:

O = the observed frequency for a particular cell of the contingency table, and

E = the expected frequency for a cell, based on marginal totals.

df = degrees of freedom.

K = columns.

R = rows.

Chi-square tests were used to identify agreement among manufacturers' perceptions of the degree of importance of competencies for entry level management positions in the textile and apparel industry. A chi-square test of association was conducted between the following three sets of variables: (1) sales and management/supervision, (2) sales and design, and (3) management/supervision and design. Each variable had the same three levels for analysis. A rating was obtained for each level by weighting the responses as follows: 1 = unimportant; 2 = desirable; and 4 = essential.

There were four degrees of freedom for each chi-square table. The level of significance set by the researcher was

$\alpha = .05$; therefore, a computed chi-square value greater than 9.48773 would be significant.

Comparison of Demographic Variables of Manufacturers to Internship Information Responses. A chi-square test was used to determine whether a significant association existed between the responses of the textile and apparel manufacturers to information pertinent to an internship program based on demographic variables. A chi-square was calculated for each item on the instrument related to internships for each of the four demographic variables: area of distribution of products, form of organization of company, production employee size group, and years of establishment of plant.

CHAPTER IV

ANALYSIS OF DATA

The findings from phase three of the study are described in this chapter. The purpose of the study was to ascertain competencies needed by clothing and textiles college graduates for employment in the textile and apparel industry in order to develop an internship program.

A frequency distribution of responses was made in order to analyze data from the instrument. Frequencies and percentages were calculated for the following: (1) identification of textiles and clothing related careers in sales, management/supervision, and design; (2) importance attributed to a college degree and to a degree in textiles and clothing for employment in the industry; (3) demographic variables of respondents; (4) importance of each competency associated with positions for clothing and textiles graduates; and (5) information concerning implementation of an internship program.

Chi-square tests were used to identify agreement among manufacturers' perceptions of the degree of importance of competencies for entry level management positions in the textile and apparel industry. A chi-square test was also used to determine whether a significant association

existed between the responses of textile and apparel manufacturers to information pertinent to an internship program based on demographic variables.

Responses to Questionnaire

There were 276 elements comprising phase three of the study; however, 36 questionnaires returned through the post office to the sender were considered foreign elements and were subtracted from the original total. Two hundred forty textile and apparel manufacturers, therefore, comprised the population.

Eighty-five manufacturers returned the questionnaire; however, 25 of these respondents were hard core refusal. The categorization of responses to the questionnaire in phase three is recorded in Table VII.

TABLE VII
CATEGORIZATION OF RESPONSES TO
QUESTIONNAIRE (PHASE THREE)

Responses	N	%
Totally Completed	43	15.6
Partially Completed	17	6.2
Returned--Declined to Respond	25	9.1
Returned to Sender	36	13.0
Non-Responses	<u>155</u>	<u>56.2</u>
Total	276	100.1 ^a

^aDoes not equal 100% due to rounding.

Identification of Positions

Participants identified the number of employees in the position categories of sales, management/supervision, and design within their textile or apparel manufacturing firm (Table VIII). Over half (52.0%) of the positions reported were in sales. Respondents indicated that 39.3 percent of their employees held clothing and textiles related careers in management and supervision. Eighty-eight positions (8.7%) were in fashion design, textile design, or fabric design. The number of employees per firm in each of the three positions categories is listed in Appendix K.

TABLE VIII
RESPONSES OF PARTICIPANTS REGARDING
EMPLOYEE POSITIONS IN MANU-
FACTURING PLANTS
(PHASE THREE)

Position Categories	N	%
Sales	527	52.0
Management/Supervision	398	39.3
Design	88	8.7
Total	1013	100.0

Importance of a College Degree and of
a Degree in Textiles and Clothing

Respondents indicated the importance placed on a college degree and specifically on a degree in textiles and clothing as preparation for employment in the position of sales, management/supervision, and design within the textile and apparel industry. Participants could rate the degrees as being essential, desirable, or unimportant. The responses were rated with the following key: essential = 4; desirable = 2; and unimportant = 1.

For textiles and clothing related careers in sales, management/supervision, and design a college degree was considered desirable by the majority of the respondents (Table IX). Eight (14.0%) respondents thought a college degree was essential for a position in sales. Seven (12.1%) respondents believed a college degree was essential for a position in management/supervision. Fourteen (32.6%) of the respondents considered a college degree to be essential for a position in design in the textile and apparel industry.

The degree of importance placed on a degree in textiles and clothing was also solicited from the participants (Table X). Over one-fourth of the respondents considered a textiles and clothing degree to be desirable for positions in sales. Over one-third of the respondents considered a textiles and clothing degree to be desirable for

positions in management/supervision. Almost three-fourths of the respondents considered a textiles and clothing degree to be desirable or essential for positions in design; 14 (32.6%) of those respondents stated that a textiles and clothing degree was essential for employment as a designer within the industry. A textiles and clothing degree was not deemed to be essential for management level positions in sales or management/supervision.

TABLE IX
IMPORTANCE OF A COLLEGE DEGREE FOR
POSITIONS IN SALES, MANAGEMENT/
SUPERVISION, AND DESIGN
(PHASE THREE)

College Degree	N	%
<u>Sales</u>		
Essential	8	14.0
Desirable	30	52.6
Unimportant	19	33.3
Total	57	99.9 ^a
<u>Management/Supervision</u>		
Essential	7	12.1
Desirable	35	60.3
Unimportant	16	27.6
Total	58	100.0
<u>Design</u>		
Essential	14	32.6
Desirable	22	51.2
Unimportant	7	16.3
Total	43	100.1 ^a

^aDoes not always equal 100% due to rounding.

TABLE X
IMPORTANCE OF A DEGREE IN TEXTILES AND
CLOTHING FOR POSITIONS IN SALES,
MANAGEMENT/SUPERVISION, AND
DESIGN (PHASE THREE)

Textiles and Clothing Degree	N	%
<u>Sales</u>		
Essential	0	0
Desirable	15	27.3
Unimportant	40	72.7
Total	55	100.0
<u>Management/Supervision</u>		
Essential	0	0
Desirable	22	39.3
Unimportant	34	60.7
Total	56	100.0
<u>Design</u>		
Essential	14	32.6
Desirable	17	39.5
Unimportant	12	28.0
Total	43	100.1 ^a

^aDoes not equal 100% due to rounding.

Therefore, a college degree was considered to be desirable by 50 percent or more of the respondents for management level positions within the textile and apparel industry. Between one-fourth and one-half of the manufacturers considered a degree in textiles and clothing desirable for employment in the industry.

Demographic Variables of Respondents

Respondents in phase three were coded according to

demographic variables given in the Directory of Texas Manufacturers (1980). The area of distribution of products, form of organization of company, production employee size group, and years of establishment of plant were the demographic variables utilized (Table XI).

TABLE XI
DEMOGRAPHIC VARIABLES OF RESPONDENTS
(PHASE THREE)

Variables	N	%
<u>Area of Distribution of Products</u>		
National	29	48.3
Regional	23	38.3
State	8	13.3
Total	60	99.9 ^a
<u>Form of Organization of Company</u>		
Corporation	57	95.0
Partnership/Sole Proprietorship	3	5.0
Total	60	100.0
<u>Production Employee Size Group</u>		
Under 8	7	11.7
9 - 24	8	13.3
25 - 49	15	25.0
50 - 99	13	21.7
Over 100	17	28.3
Total	60	100.0
<u>Years of Establishment of Plant</u>		
1 - 10	14	23.3
11 - 20	12	20.0
21 - 30	9	15.0
31 - 40	11	18.3
41 - 50	7	11.7
Over 50	7	11.7
Total	60	100.0

^aDoes not equal 100% due to rounding.

Almost half (48.3%) of the respondents distributed their products nationwide. Twenty-three (38.3%) marketed their products regionally and eight (13.3%) limited distribution to the state of Texas.

Almost all (95.0%) of the businesses were organized as corporations; only three (5.0%) were partnerships or sole proprietorships. Size of production employee groups were somewhat evenly divided among the following: 1 to 24 employees; 25 to 49 employees; 50 to 99 employees, and over 100 employees. The length of time each manufacturer was in business varied. The largest percentage had been in business under ten years (23.3%). Twelve (20.2%) had been in business from 11 to 20 years. Nine (15.0%) had been in business from 21 to 30 years, and 11 (18.3%) had been in business from 31 to 40 years. Seven (11.7%) manufacturers had established their plants 41 to 50 years ago and another seven had been in business over 50 years.

Internship Information

Several items pertaining to the development of an internship program were included in phase three of the study. Almost two-thirds of the respondents indicated a willingness to work with a student in an internship program (Table XII). Potential internship sponsors in the Dallas-Fort Worth area are listed in Appendix L. Of these potential internship sponsors, one-fourth could sponsor from two to four interns in the same time period.

TABLE XII
INTERNSHIP INFORMATION (PHASE THREE)

Questions	N	%
Would you be willing to work with a student in an internship program?		
Yes	36	61.0
No	23	39.0
Total	59	100.0
Could you sponsor more than one intern within the same time period?		
Yes	9	24.3
No	28	75.7
Total	37	100.0
If yes, how many?		
1	0	0
2	1	25.0
3	2	50.0
4	1	25.0
Total	4	100.0
Would the intern be working without pay?		
Yes	11	30.6
No	25	69.4
Total	36	100.0
Would the intern be working for pay?		
Yes	30	85.7
No	5	14.3
Total	35	100.0
What length internship could you best provide?		
Full-time during summer	9	25.7
Part-time during school year	6	17.1
Other	20	57.1
Total	35	99.9 ^a

^aDoes not equal 100% due to rounding.

The vast majority (85.7%) of the respondents would pay the students for their work; however, students may have the opportunity to work without pay in the internship program. Nine (25.7%) manufacturers indicated that they could best provide a full-time internship during the summer months. Six (17.1%) manufacturers could provide a part-time internship during the school year. Twenty manufacturers indicated that an internship could be arranged to accommodate the schedule of the student as well as the production schedule of the manufacturer.

Chi-Square Analysis of Demographic Variables of Manufacturers to Internship Information Responses

The researcher believed that demographic variables might have some relationship to responses to the questions concerning internships. Variables considered were the area of distribution, form of organization, production employee size group, and years of establishment of plant.

A calculated chi-square showed a significant association only between area of distribution and the willingness of the manufacturers to sponsor more than one student intern within the same time period. This analysis is presented in Table XIII. None of the other associations were significant.

TABLE XIII
CHI-SQUARE ANALYSIS BETWEEN AREA OF
PRODUCT DISTRIBUTION AND MANU-
FACTURERS' WILLINGNESS TO
SPONSOR MORE THAN ONE
STUDENT INTERN
(PHASE THREE)

Area of Distribution	Willingness to Sponsor More Than One Student Intern			Total Responses
	No Response	Yes	No	
Frequency Expected Cell Chi 2 Percent				
National	13	6	10	16
	.	3.9	12.1	
	.	1.1	0.4	
	.	16.22	27.03	43.24
Regional	7	0	16	16
	.	3.9	12.1	
	.	3.9	1.3	
	.	0	43.24	43.24
State	3	3	2	5
	.	1.2	3.8	
	.	2.6	0.8	
	.	8.11	5.41	13.51
Total	.	9	28	37
	.	24.32	75.68	100.00

Note: Chi-square = 10.109; df = 2; prob. = .01.

Importance of Individual Competencies

Competencies for entry level management positions in the textile and apparel industry were a focal point in phase three of this study. The definition of a competency

was stated as an outcome that an individual should attain in a given course of study.

The respondent was requested to indicate the importance attributed to each competency for entry level management positions in sales, management/supervision, and design. The 32 competencies were to be rated in each position category with the following key: essential - required for employment, desirable - recommended for employment, or unimportant - of no significance. A mean rating was obtained for each competency by weighting the responses as follows: essential = 4, desirable = 2, and unimportant = 1. Table XIV presents the frequency and percentages of the responses for each competency for entry level management positions in sales, management/supervision, and design within the textile and apparel industry.

The majority of the respondents indicated that 25 of the 32 competencies were desirable or essential for entry level management positions in all three areas of sales, management/supervision, and design. Approximately 75 percent of the respondents denoted the following nine competencies as being required or recommended for employment in all of the three positions categories:

Knows personnel policies.

Communicates with business associates.

Selects and orders fabrics.

Studies the market.

Knows socio-psychological aspects of textiles/clothing.

TABLE XIV
IMPORTANCE OF EACH COMPETENCY FOR ENTRY LEVEL
MANAGEMENT POSITIONS (PHASE THREE)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
1. Directs fashion programs						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.6
Unimportant	30	57.7	32	61.5	18	38.3
2. Prepares promotional materials						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	25.9	17	37.8
3. Coordinates fabric and design						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
4. Analyzes fashion trends						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	25.9	17	37.8

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
5. Knows effect of fabric finishes						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
6. Keeps sales and inventory records						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	26.0	17	37.8
7. Designs new products						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
8. Recruits, hires, fires personnel						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	26.0	17	37.8

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
9. Coordinates flow of merchandise						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
10. Knows consumer behavior						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	26.0	17	37.8
11. Demonstrates effective human relations						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
12. Knows current textiles/ clothing information						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	26.0	17	37.8

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
13. Evaluates personnel						
Essential	6	11.5	7	13.5	17	36.2
Desirable	16	30.8	13	25.0	12	25.5
Unimportant	30	57.7	32	61.5	18	38.3
14. Schedules personnel						
Essential	12	23.5	12	22.2	8	17.8
Desirable	21	41.2	28	51.9	20	44.4
Unimportant	18	35.3	14	26.0	17	37.8
15. Trains personnel						
Essential	11	21.1	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.8
Unimportant	24	46.1	4	6.9	27	39.5
16. Knows personnel policies						
Essential	23	44.4	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9
17. Knows management systems						
Essential	11	21.1	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.6

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
18. Communicates with business associates						
Essential	23	44.4	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9
19. Supervises production						
Essential	11	21.1	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	30.6
20. Selects and orders fabrics						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9
21. Creates products for special orders						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
22. Studies the market						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	19	19.2	2	3.4	9	20.9

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
23. Applies principles and elements of design						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
24. Knows socio-psychological aspects of textiles/clothing						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9
25. Knows manufacturing and distribution processes						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
26. Knows textile properties						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
27. Knows textile procedures						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
28. Knows clothing construction techniques						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9
29. Knows pattern making techniques						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
30. Exhibits skill in fashion writing						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9

TABLE XIV (Continued)

Competency	Sales		Management/ Supervision		Design	
	N	%	N	%	N	%
31. Knows business principles						
Essential	11	21.2	38	65.5	11	25.6
Desirable	17	32.7	16	27.6	15	34.9
Unimportant	24	46.2	4	6.9	17	39.5
32. Exhibits managerial ability						
Essential	23	44.2	39	67.2	18	41.9
Desirable	19	36.5	17	29.3	16	37.2
Unimportant	10	19.2	2	3.4	9	20.9

Knows textile properties.

Knows clothing construction techniques.

Exhibits skill in fashion writing.

Exhibits managerial ability.

Competencies considered desirable or essential for entry level management positions in the textile and apparel industry by one-half to three-fourths of the respondents were the following:

Prepares promotional materials.

Analyzes fashion trends.

Keeps sales and inventory records.

Recruits, hires, fires personnel.

Knows consumer behavior.

Knows current textiles/clothing information.

Schedules personnel.

Trains personnel.

Knows management systems.

Supervises production.

Creates products for special orders.

Applies principles and elements of design.

Knows manufacturing and distribution processes.

Knows textile testing procedures.

Knows pattern making techniques.

Knows business principles.

The 32 competencies were also evaluated separately for textiles and clothing related careers in sales,

management/supervision, and design. The means of each competency were ranked for each career related sales.

For textiles and clothing related careers in sales, 25 of the competencies had a mean of two or above and were therefore recommended for employment. The competencies are listed in Table XV.

For textiles and clothing related careers in management/supervision, 25 competencies had a mean score of two or above. These competencies are listed in rank order in Table XVI.

For textiles and clothing related careers in design all 32 competencies were recommended for employment. These competencies are listed in Table XVII in order of assigned ranks.

Chi-Square Analysis of Competencies

Ninety-six chi-square tests were calculated to determine agreement among the manufacturers' perceptions of the importance of the 32 competencies for entry level management positions in specified position categories. Seventy-three of the 96 chi-square values were significant, at or beyond the .05 level of confidence. The chi-square values for each competency are listed in Table XVIII.

All of the chi-square values calculated for the variables sales and management/supervision were significant. Therefore, among the responding textile and apparel manufacturers, there was agreement as to the importance of

TABLE XV
 RESPONSES OF PARTICIPANTS REGARDING THE
 IMPORTANCE OF COMPETENCIES IN
 SALES RELATED CAREERS
 (PHASE THREE)

Competency	Mean	Rank
Knows personnel policies	2.7	4.5
Communicates with business associates	2.7	4.5
Selects and orders fabrics	2.7	4.5
Studies the market	2.7	4.5
Knows socio-psychological aspects of textiles/clothing	2.7	4.5
Knows textile properties	2.7	4.5
Knows clothing construction techniques	2.7	4.5
Exhibits skill in fashion writing	2.7	4.5
Exhibits managerial ability	2.7	4.5
Prepares promotional materials	2.1	13
Analyzed fashion trends	2.1	13
Keeps sales and inventory records	2.1	13
Recruits, hires, fires personnel	2.1	13
Knows consumer behavior	2.1	13
Knows current textiles/clothing information	2.1	13
Schedules personnel	2.1	13
Trains personnel	2.0	21
Knows management systems	2.0	21
Supervises production	2.0	21
Creates products for special orders	2.0	21
Applies principles and elements of design	2.0	21
Knows manufacturing and distribution processes	2.0	21
Knows textile testing procedures	2.0	21
Knows pattern making techniques	2.0	21
Knows business principles	2.0	21

TABLE XVI
 RESPONSES OF PARTICIPANTS REGARDING THE
 IMPORTANCE OF COMPETENCIES IN
 MANAGEMENT/SUPERVISION
 RELATED CAREERS
 (PHASE THREE)

Competency	Mean	Rank
Knows textile properties	3.6	1
Knows personnel policies	3.3	5.5
Communicates with business associates	3.3	5.5
Selects and orders fabrics	3.3	5.5
Studies the market	3.3	5.5
Knows socio-psychological aspects of textiles/clothing	3.3	5.5
Knows clothing construction techniques	3.3	5.5
Exhibits skill in fashion writing	3.3	5.5
Exhibits managerial ability	3.3	5.5
Trains personnel	3.2	14
Knows management systems	3.2	14
Supervises production	3.2	14
Creates products for special orders	3.2	14
Applies principles and elements of design	3.2	14
Knows manufacturing and distribution processes	3.2	14
Knows textile testing procedures	3.2	14
Knows pattern making techniques	3.2	14
Knows business principles	3.2	14
Prepares promotional materials	2.2	22
Analyzes fashion trends	2.2	22
Keeps sales and inventory records	2.2	22
Recruits, hires, fires personnel	2.2	22
Knows consumer behavior	2.2	22
Knows current textiles/clothing information	2.2	22
Schedules personnel	2.2	22

TABLE XVII
 RESPONSES OF PARTICIPANTS REGARDING THE
 IMPORTANCE OF COMPETENCIES IN
 DESIGN RELATED CAREERS
 (PHASE THREE)

Competency	Mean	Rank
Knows personnel policies	2.6	4.5
Communicates with business associates	2.6	4.5
Selects and orders fabrics	2.6	4.5
Studies the market	2.6	4.5
Knows socio-psychological aspects of textiles and clothing	2.6	4.5
Knows textile properties	2.6	4.5
Knows clothing construction techniques	2.6	4.5
Exhibits skill in fashion writing	2.6	4.5
Exhibits managerial ability	2.6	4.5
Directs fashion programs	2.3	13
Coordinates fabric and design	2.3	13
Knows effect of fabric finishes	2.3	13
Designs new products	2.3	13
Coordinates flow of merchandise	2.3	13
Demonstrates effective human relations	2.3	13
Evaluates personnel	2.1	13
Trains personnel	2.3	21
Knows management systems	2.1	21
Supervises production	2.1	21
Creates products for special orders	2.1	21
Applies principles and elements of design	2.1	21
Knows manufacturing and distribution processes	2.1	21
Knows textile testing procedures	2.1	21
Knows pattern making techniques	2.1	21
Knows business principles	2.1	21
Prepares promotional materials	2.0	29

TABLE XVII (Continued)

Competency	Mean	Rank
Analyzes fashion trends	2.0	29
Keeps sales and inventory records	2.0	29
Recruits, hires, fires personnel	2.0	29
Knows consumer behavior	2.0	29
Knows current textiles/clothing information	2.0	29
Schedules personnel	2.0	29

each of the 32 competencies for textiles and clothing related careers in both sales and management/supervision.

Chi-square values calculated for the variables sales and design were significant for 25 of the competencies.

TABLE XVIII
CHI-SQUARE VALUES FOR EACH COMPETENCY
(PHASE THREE)

Competency	Sales, Management/Supervision	Sales, Design	Management/ Supervision, Design
1. Directs fashion programs	21.354**	16.844**	18.640**
2. Prepares promotional materials	15.652**	7.897	3.035
3. Coordinates fabric and design	21.354**	16.844**	18.640**
4. Analyzes fashion trends	15.652**	7.897	3.035
5. Knows effect of fabric finishes	21.354**	16.844**	18.640**
6. Keeps sales and inventory records	15.652**	7.897	3.035
7. Designs new products	21.354**	16.844**	18.640**
8. Recruits, hires, fires personnel	15.652**	7.897	3.035
9. Coordinates flow of merchandise	21.354**	16.844**	18.640**
10. Knows consumer behavior	15.652**	7.897	3.035
11. Demonstrates effective human relations	21.354**	16.844**	18.640**

TABLE XVIII (Continued)

Competency	Sales, Management/Supervision	Sales, Design	Management/ Supervision, Design
12. Knows current textiles/ clothing information	15.652**	7.897	3.035
13. Evaluates personnel	21.354**	16.844**	18.640**
14. Schedules personnel	15.652**	7.897	3.035
15. Trains personnel	10.638*	20.534**	1.865
16. Knows personnel policies	22.308**	31.177**	10.849*
17. Knows management systems	10.638*	20.534**	1.865
18. Communicates with busi- ness associates	22.308**	37.177**	10.849*
19. Supervises production	10.638*	20.543**	1.865
20. Selects and orders fabrics	22.308**	37.177**	10.849*
21. Creates products for special orders	10.638*	20.534**	1.865
22. Studies the market	22.308**	37.177**	10.849*
23. Applies principles and elements of design	10.638*	20.534**	1.865
24. Knows socio-psychological aspects of textiles/ clothing	22.308**	37.177**	10.849*
25. Knows manufacturing and distribution processes	10.638*	20.534**	1.865

TABLE XVIII (Continued)

Competency	Sales, Management/Supervision	Sales, Design	Management/ Supervision, Design
26. Knows textile properties	22.308**	37.177**	10.849*
27. Knows textile testing procedures	10.638*	20.534**	1.865
28. Knows clothing construction techniques	22.308**	37.177**	10.849*
29. Knows pattern making techniques	10.638*	20.534**	1.865
30. Exhibits skill in fashion writing	22.308**	37.177**	10.849*
31. Knows business principles	10.638*	20.534**	1.865
32. Exhibits managerial ability	22.308**	37.177**	10.849*

Note: *p = .05; **p = .01; df = 4.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The findings of the study designed to ascertain competencies for entry level management positions in the textile and apparel industry in order to develop an internship program were summarized in this chapter. A review of literature in areas which would aid the researcher in conducting the study included internships, competency based education, textile and apparel manufacturing, and textiles and clothing related careers.

The first segment in the research was the development of an instrument to identify competencies necessary for entry level management positions within the industry. The second segment was the identification of variables pertinent to planning a textiles and clothing internship program.

The research was conducted in three phases. The first phase involved pilot testing the questionnaire among textile and apparel manufacturers in York County, Pennsylvania. Implications from phase one were utilized in refining the instrument for phase two. The population in phase two consisted of textile and apparel manufacturers throughout the state of Oklahoma. Modification and clarification of the instrument for the third and final phase of the research

were made after the assessment of the findings in phase two. Manufacturers of textile and apparel products in Dallas-Fort Worth comprised the population for phase three.

The Standard Industrial Classification System was used for construction of the frame in each phase of the study. Producers of Textile Mill Products were those identified in Major Group 22 of this classification system established by the United States Government for businesses in the wholesale and retail trades. Apparel manufacturers were those classified in Major Group 23, Apparel and Other Textile Products.

Summary of Findings

Textile and apparel manufacturers who responded to the questionnaire indicated that many entry level management positions in textiles and clothing related careers were in sales and several of the related positions were in management/supervision.

A college degree was deemed to be desirable, if not essential, for textiles and clothing related careers in sales, management/supervision, and design by the majority of the respondents. Between one-fourth and one-half of the manufacturers considered a degree in textiles and clothing to be desirable for employment in the industry.

Most of the respondents in this study distributed their products on a national basis, followed by regional and then limited state marketing of their goods. Almost all of the

companies were corporations. Production employee size groups varied from one to more than one hundred employees. More than one-half of the plants had been established within the past three decades, with several having been established within the past ten years.

Thirty-six textile and apparel manufacturers from Dallas-Fort Worth and 23 textile and apparel manufacturers from Oklahoma indicated a willingness to work with a student in an internship program. The intern, as suggested by the vast majority of the responding manufacturers, would be working for pay during a time period arranged between the manufacturer and the student. Some manufacturers could sponsor more than one intern within the same time period.

A chi-square test indicated significant agreement among manufacturers regarding the importance attributed to competencies for entry level management positions within the industry. A chi-square analysis of demographic variables from the manufacturers' responses on internship information revealed only one statistically significant association. Area of distribution of products was associated with the manufacturers' willingness to sponsor more than one student intern within the same time period.

A mean rating of responses was calculated for each of the 32 competencies for positions in sales, management/supervision, and design. Twenty-five of the 32 competencies were rated desirable or essential for entry level

management positions within the textile and apparel industry by the majority of the respondents.

The mean of each competency was also ranked according to the importance of the competency for textiles and clothing related careers specifically in sales, management/supervision, and design. Twenty-five of the 32 competencies were recommended for employment in sales. Twenty-five competencies were also rated as desirable or essential for entry level management positions in management/supervision. All 32 competencies were considered desirable for a career in design within the textile and apparel industry.

Guidelines for an internship program in clothing and textiles were formulated. Findings from the study and a review of the present internship manual for the fashion merchandising internship at Oklahoma State University were utilized. These guidelines may be found in Appendix O.

Recommendations

On the basis of the findings of this study, the following recommendations were proposed by the researcher:

1. Conduct case studies of students who participated in the internship program to obtain detailed and specific information which could be utilized in future planning and evaluating the internship program.
2. Compare the competencies of individuals with degrees and without degrees employed in managerial

level positions in the textile and apparel industry.

3. Compare the speed of career advancement of individuals who have participated in internship programs with the speed of those who have not.
4. Thoroughly analyze clothing and textiles internships at other universities.
5. Study other employers of textiles and clothing graduates such as retail stores, consulting firms, advertising agencies, fashion and trade publications, pattern companies, and newspapers to ascertain additional competencies for entry level management positions in the fashion industry.
6. Compare and contrast the competencies for entry level management positions in other geographical locations of the textile and apparel industry by replicating this study.

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APPENDIXES

APPENDIX A

CODED CLASSIFICATIONS OF TEXTILE MILL
PRODUCTS AND APPAREL AND OTHER
TEXTILE PRODUCTS

TEXTILE MILL PRODUCTS

MAJOR GROUP 22

Code	Standard Industrial Classification
221	Weaving Mills, Cotton
2211	Weaving mills, cotton
222	Weaving Mills, Synthetic
2221	Weaving mills, synthetics
223	Weaving and Finishing Mills, Wool
2231	Weaving and finishing mills, wool
224	Narrow Fabric Mills
2241	Narrow fabric mills
225	Knitting Mills
2251	Women's hosiery, except socks
2252	Hosiery, nec.
2253	Knit outerwear mills
2254	Knit underwear mills
2257	Circular knit fabric mills
2258	Warp knit fabric mills
2259	Knitting mills, nec.
226	Textile Finishing, Except Wool
2261	Finishing plants, cotton
2262	Finishing plants, synthetics
2269	Finishing plants, nec.
227	Floor Covering Mills
2271	Woven carpets and rugs
2272	Tufted carpets and rugs
2279	Carpets and rugs, nec.
228	Yarn and Thread Mills
2281	Yarn mills, except wool
2282	Throwing and winding mills
2283	Wool yarn mills
2284	Thread mills
229	Miscellaneous Textile Goods
2291	Felt goods, exc. woven felts and hats
2292	Lace goods
2293	Paddings and upholstery filling
2294	Processed textile waste
2295	Coated fabrics, not rubberized
2296	Tire cord and fabric
2297	Nonwoven fabrics
2298	Cordage and twine
2299	Textile goods, nec.

Source: Standard Industrial Classification Manual.
The Statistical Policy Division (Superintendent
of Documents). Washington, D.C.: U.S. Govern-
ment Printing Office, 1972.

APPAREL AND OTHER TEXTILE PRODUCTS

MAJOR GROUP 23

Code	Standard Industrial Classification
231	Men's and Boys' Suits and Coats
2311	Men's and boys' suits and coats
232	Men's and Boys' Furnishings
2321	Men's and boys' shirts and nightwear
2322	Men's and boys' underwear
2323	Men's and boys' neckwear
2327	Men's and boys' separate trousers
2328	Men's and boys' work clothing
2329	Men's and boys' clothing, nec.
233	Women's and Misses' Outerwear
2331	Women's and misses' blouses and waists
2335	Women's and misses' dresses
2337	Women's and misses' suits and coats
2339	Women's and misses' outerwear, nec.
234	Women's and Children's Undergarments
2341	Women's and children's underwear
2342	Brassieres and allied garments
235	Hats, Caps, and Millinery
2351	Millinery
2352	Hats and caps, except millinery
236	Children's Outerwear
2361	Children's dresses and blouses
2363	Children's coats and suits
2369	Children's outerwear, nec.
237	Fur Goods
2371	Fur goods
238	Miscellaneous Apparel and Accessories
2381	Fabric dress and work gloves
2384	Robes and dressing gowns
2385	Waterproof outer garments
2386	Leather and sheep lined clothing
2387	Apparel belts
2389	Apparel and accessories, nec.
239	Miscellaneous Fabricated Textile Products
2391	Curtains and draperies
2392	House furnishings, nec.
2393	Textile bags
2394	Canvas and related products
2395	Pleating and stitching
2396	Automotive and apparel trimmings
2397	Schiffli machine embroideries
2399	Fabricated textile products, nec.

Source: Standard Industrial Classification Manual.
The Statistical Policy Division (Superintendent
of Documents). Washington, D.C.: U.S. Govern-
ment Printing Office, 1972.

APPENDIX B

MANUFACTURERS IN YORK COUNTY,
PENNSYLVANIA (PHASE ONE)

MANUFACTURERS IN YORK COUNTY

Company	Location
Orinoka Mills	York
Blue Bird Fabrics Corp.	York
Herculite Protective Fabrics, Inc.	Emigsville
Keystone Weaving Mills, Inc.	York
Loma Weaving Co., Inc.	Hellam
Mil-mor Products Co.	Seven Valleys
Penn Textile Corp.	York
York Brain Mills, Inc.	York
York Narrow Fabrics Co.	York
Danskin, Inc.	York
Doe Spun, Inc.	Emigsville
Hellam Hosiery Co., Inc.	Hellam
York Bleachery & Dye Works	York
Revonah Spinning Mills	Hanover
Ace Jute Packing Co.	Hanover
Leeray Sportswear Co.	Dover
Sleepwear, Inc.	York
Bair Shirt Co., Inc.	York
Barry Sportswear Co.	Dover
Bern Haven, Inc.	Mount Wolf
Marcy Mfg. Co.	York
My Lisa, Inc.	Hanover
Salo, Inc.	York
Bonnie Ann Sportswear Corp.	York
Dillsburg Dress Co., Inc.	Dillsburg
Jomax Garment Co., Inc.	York
R R House, Inc.	Railroad
Thimbelinna, Inc.	York
York Dress - Div. Jonathon Logan	York
York Garment Co., Inc.	Windsor
York Garment Co., Inc.	York
Fawn Grove Mfg. Co., Inc.	Fawn Grove
D & D Sewing Co.	York
Glen Rock Industries, Inc.	Glen Rock
JLM Sportswear	Red Lion
Shrewsbury Mfg. Co., Inc.	Shrewsbury
Associated Spts., Inc.	Spring Grove
Dallmeyer C. E.	York
Goldsboro Garment Co.	Etters
Harold Wohl & Co., Inc.	York
Hollis Mfg. Co., Inc.	Wrightsville
Libby Sportswear	York
Seven Valleys Garment Co., Inc.	Seven Valleys
Sipkin Hellam Corp.	Hellam
Superior Sewing Co.	York
Superior Finishing	York
Wits Garment Co., Inc.	Mount Wolf
Kings Sportswear	East Prospect

MANUFACTURERS IN YORK COUNTY (Cont.)

Company	Location
Curtain Call Costumes	East Prospect
Hanover Industries	Hanover
Hoffmaster Awning Co.	York
Valley Canvas, Inc.	York
York Tent & Awning Co., Inc.	York

APPENDIX C

QUESTIONNAIRE AND CORRESPONDENCE

(PHASE ONE)

SURVEY OF TEXTILE AND APPAREL MANUFACTURES

Below is a list of management level position categories found within the textile and apparel industries.

Indicate the approximate number of employees with these positions in your plant.

Please read the following rating criteria:

- 2 - ESSENTIAL, REQUIRED FOR EMPLOYMENT
- 1 - DESIRABLE, RECOMMENDED FOR EMPLOYMENT
- 0 - UNIMPORTANT, OF NO SIGNIFICANCE

Circle the number that represents the degree of importance you place on a college degree as preparation for employment in these positions.

Circle the number that represents the degree of importance you place on a degree in clothing and textiles as preparation for employment in these areas.

Position Categories	Number of employees with this position	Importance of a college degree for this job			Importance of a degree in textiles & clothing		
<u>SALES</u>							
Sales	_____	2	1	0	2	1	0
Advertising/Promotion	_____	2	1	0	2	1	0
Consultants	_____	2	1	0	2	1	0
Research	_____	2	1	0	2	1	0
<u>MANAGEMENT/SUPERVISION</u>							
Personnel	_____	2	1	0	2	1	0
Administration	_____	2	1	0	2	1	0

SURVEY OF TEXTILE AND APPAREL MANUFACTURERS (Cont.)

Position Categories	Number of employees with this position	Importance of a college degree for this job			Importance of a degree in textiles & clothing		
<u>DESIGN</u>							
Fashion Design	_____	2	1	0	2	1	0
Textile/Fabric Design	_____	2	1	0	2	1	0
<u>OTHER</u>							
_____	_____	2	1	0	2	1	0
_____	_____	2	1	0	2	1	0
_____	_____	2	1	0	2	1	0
_____	_____	2	1	0	2	1	0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES

Please read the following rating criteria carefully.

- 2 - ESSENTIAL, REQUIRED FOR EMPLOYMENT
- 1 - DESIRABLE, RECOMMENDED FOR EMPLOYMENT
- 0 - UNIMPORTANT, OF NO SIGNIFICANCE

Circle the number that represents the degree of importance you attribute to a particular competency in the categories listed below, for employment in the textile and apparel industries.

Competency	Sales	Management & Supervision	Design
1. Designs advertisements, posters, programs, displays, and/or other promotional materials.	2 1 0	2 1 0	2 1 0
2. Directs efforts toward establishing total fashion programs.	2 1 0	2 1 0	2 1 0
3. Plans fashion shows and other fashion presentations.	2 1 0	2 1 0	2 1 0
4. Translates fashion information into copy for promotional messages.	2 1 0	2 1 0	2 1 0
5. Generates fashion publicity for the company in newspapers, magazines, and/or trade journals.	2 1 0	2 1 0	2 1 0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency	Sales	Management & Supervision	Design
6. Prepares press releases, photographs, slides, and/or videotapes to spread fashion news.	2 1 0	2 1 0	2 1 0
7. Establishes the theme for each issue.	2 1 0	2 1 0	2 1 0
8. Selects the fashions, copy, artwork, and layouts to be used in each publication.	2 1 0	2 1 0	2 1 0
9. Provides news coverage of the fashion markets and other fashion events.	2 1 0	2 1 0	2 1 0
10. Is innovative in the approach to selection and use of fabrics.	2 1 0	2 1 0	2 1 0
11. Understands how fabric will react in the cutting, sewing, and pressing operations of the manufacturing processes.	2 1 0	2 1 0	2 1 0
12. Analyzes fashion trends, buying sources, fabric prices, and/or shipping arrangements.	2 1 0	2 1 0	2 1 0
13. Knows the value and effect of the finishing processes on various fabrics.	2 1 0	2 1 0	2 1 0
14. Keeps detailed sales and inventory records.	2 1 0	2 1 0	2 1 0
15. Commentates for demonstrations, fashion shows, and other promotional events.	2 1 0	2 1 0	2 1 0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency	Sales	Management & Supervision	Design
16. Designs new products.	2 1 0	2 1 0	2 1 0
17. Keeps up-to-date on legislation concerning textile and/or related products.	2 1 0	2 1 0	2 1 0
18. Provides information concerning packaging and labeling of textile related products.	2 1 0	2 1 0	2 1 0
19. Recruits, interviews, hires, and/or dismisses personnel.	2 1 0	2 1 0	2 1 0
20. Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.	2 1 0	2 1 0	2 1 0
21. Demonstrates sound judgment about consumer needs and desires in regard to the product.	2 1 0	2 1 0	2 1 0
22. Demonstrates effective human relations both with employees and the public served.	2 1 0	2 1 0	2 1 0
23. Maintains an up-to-date knowledge of subject matter through reading, classes, and interaction with technical and professional personnel.	2 1 0	2 1 0	2 1 0
24. Participates in the evaluation of subordinates.	2 1 0	2 1 0	2 1 0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency		Sales			Management & Supervision			Design		
25.	Plans master schedule for selected personnel.	2	1	0	2	1	0	2	1	0
26.	Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.	2	1	0	2	1	0	2	1	0
27.	Understands management systems and their suitability for particular operations.	2	1	0	2	1	0	2	1	0
28.	Understands personnel policies and union contracts.	2	1	0	2	1	0	2	1	0
29.	Selects and orders fabrics, trims, colors, and/or accessories.	2	1	0	2	1	0	2	1	0
30.	Generates and/or supervises the production of a product.	2	1	0	2	1	0	2	1	0
31.	Communicates with production personnel, fabric houses, models, the press, and/or buyers.	2	1	0	2	1	0	2	1	0
32.	Coordinates the planning and artistic creation of a product according to the specifications of the manufacturer.	2	1	0	2	1	0	2	1	0
33.	Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.	2	1	0	2	1	0	2	1	0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency	Sales	Management & Supervision	Design
34. Studies museums, art galleries, libraries, and old publications for the origination of ideas for designs.	2 1 0	2 1 0	2 1 0
35. Exhibits an understanding of social-psychological aspects of textiles and clothing.	2 1 0	2 1 0	2 1 0
36. Demonstrates a comprehensive knowledge of principles and elements of design as they are applied in clothing and other textile products.	2 1 0	2 1 0	2 1 0
37. Exhibits a broad understanding of individual and family consumption of clothing and other textile products.	2 1 0	2 1 0	2 1 0
38. Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.	2 1 0	2 1 0	2 1 0
39. Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.	2 1 0	2 1 0	2 1 0
40. Exhibits a broad understanding of the historical development of textiles and clothing.	2 1 0	2 1 0	2 1 0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency	Sales	Management & Supervision	Design
41. Demonstrates a comprehensive knowledge of standard methods of textile testing.	2 1 0	2 1 0	2 1 0
42. Exhibits a broad understanding of clothing construction techniques.	2 1 0	2 1 0	2 1 0
43. Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.	2 1 0	2 1 0	2 1 0
44. Exhibits an understanding of principles and techniques of sketching in the fashion field.	2 1 0	2 1 0	2 1 0
45. Applies specialized training in the areas of graphic art, commercial art, and the fashion arts.	2 1 0	2 1 0	2 1 0
46. Exhibits an understanding of media and promotional strategies.	2 1 0	2 1 0	2 1 0
47. Demonstrates a comprehensive knowledge of journalism, communication, and/or fashion writing.	2 1 0	2 1 0	2 1 0
48. Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.	2 1 0	2 1 0	2 1 0

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS
IN THE TEXTILE AND APPAREL INDUSTRIES
(Cont.)

Competency	Sales	Management & Supervision	Design
49. Demonstrates artistic ability and creative talent.	2 1 0	2 1 0	2 1 0
50. Exhibits managerial ability.	2 1 0	2 1 0	2 1 0

31 Crestview Drive
York, PA 17402
July 5, 1980

Gentlemen:

As part of my doctoral research at Oklahoma State University, I am conducting a study to ascertain competencies needed by clothing and textile college graduates for employment in the textile and apparel industries. The enclosed statements will be utilized to develop and implement internship programs for students majoring in clothing and textiles.

Will you please react to the enclosed list of competencies? If you will accept this responsibility, please evaluate the statements as to relevance, clarity, and wording. Make any corrections, additions, or deletions in the competency column.

Your suggestions will be most valuable because of your professional training and experience. Also, please rate the competencies using the scale 2, 1, 0. Enclosed is a self-addressed, stamped envelope for your convenience in returning the completed questionnaire.

Thank you for your thoughtful reactions to the statements.

May I please hear from you by July 18?

Sincerely yours,

Lila Emenheiser

POST CARD

Dear Sir:

On July 5, 1980, you were sent a questionnaire and a return envelope regarding the employment of college graduates in the textile and apparel industries. At this moment your reply has not been received. Your contribution to this research project is most valuable.

Will you please return the completed questionnaire at your earliest convenience?

Thank you for your time and effort.

Sincerely,

Lila Emenheiser

APPENDIX D
MANUFACTURERS IN OKLAHOMA
(PHASE TWO)

MANUFACTURERS IN OKLAHOMA

Company	Location
Blue Bell, Inc.	Ada
Green's Glass & Decorating	Ada
Wheat's Western Store	Alva
Caddo Bag	Anadarko
Hollytex Carpet Mill Inc.	Anadarko
Peddlers II of Oklahoma Inc.	Antlers
Diaper Jeans Inc.	Atoka
Maxey Custom Draperies	Barnsdale
Eileen's Draperies	Blackwell
Southwest Corset Co.	Blackwell
Busy B Mfg., W., Inc.	Boswell
Miss Elaine Inc.	Bristow
Athlon	Broken Arrow
Janesville Products	Burns Flat
Wolff Mfg., Co.	Caddo
Garan Inc. Chandler Div.	Chandler
White Stag Mfg., Co.	Checotah
Brook Industries	Chelsea
Ripple Industries	Claremore
Collins & Aikman	Clinton
Kellwood Co.	Clinton
Blue Bell, Inc.	Colgate
Comanche Contract Sewing Co.	Comanche
Elizabeth Burial Garment Co.	Commerce
Glenn Berry Mgrs., Inc.	Commerce
Booster Bags, Unlimited	Cordell
Robertson Factories Inc.	Cordell
Rayson, Awning & Uphol., Co.	Cushing
Duncan Mfg., Co.	Duncan
Durant Dress Mfg., Co.	Durant
Adams Millis Corp.	Edmond
Lyntone Belts, Inc.	Edmond
Mallory Mop Co.	Edmond
Rolynns Enterprises Inc.	Edmond
J C Seat Cover Shop	El Reno
Elk City Mfg., Co.	Elk City
C. R. Asfahl Co.	Enid
Berry Drapery & Slipcover	Enid
Clark Canvas Co.	Enid
Eufaula Mfg., Co.	Eufaula
Frybrant Inc.	Frederick
Turnkey Interiors Inc.	Guthrie
Healdton Mfg., Co.	Healdton
Fashion Craft Industries	Henryetta
Paxton's Fashions	Hobart
Komar, Charles & Sons Inc.	Holdenville
Munsingwear Inc.	Hominy
Hugo Dress Co., Inc.	Hugo
Kellwood Co.	Pauls Valley
Woollee Boogger Mfg., Co.	Kingfisher

Company	Location
Michael Casuals	Konawa
Zeta Burns Inc.	Konawa
Home Decor & Air Cond. Inc.	Lawton
Lawton Mfg., Co.	Lawton
Madill Mfg., Co.	Madill
S & S Mfg., Co.	Madill
Paxton's Fashions	Mangum
Marietta Sportswear Co.	Marietta
Elsing Mfg., Co.	McAlester
Henson Kickernick	McAlester
Komar, Charles & Son Seamprufe	McAlester
Haywood Co.	Miami
Pettett Mfg., Co., Inc.	Miami
H. B. Egan Mfg., Co.	Muskogee
Muskogee Broom Co.	Muskogee
Mantle Upholstery	Commerce
Bob's Seat Cover Shop	Norman
Buffington & Associates Inc.	Norman
Marcus Mfg., Co.	Nowata
Blue Bell Inc.	Okemah
ABC Upholstery Co.	Oklahoma City
Advance Interiors Inc.	Oklahoma City
American Impacts Corps.	Oklahoma City
Arrow Bag Co.	Oklahoma City
Artistic Weave Shop	Oklahoma City
Beam's Industries Inc.	Oklahoma City
J. B. Battle Uniform Co., Inc.	Oklahoma City
Best Sales Co.	Oklahoma City
Capitol Bag Co.	Oklahoma City
Capitol Stage Equip Co., Inc.	Oklahoma City
Collegiate Cap & Gown Co.	Oklahoma City
Drapery Mfg., Co.	Oklahoma City
Florelei Hand Braided Rug Co.	Oklahoma City
Myrtle Gordon Lettering Inc.	Oklahoma City
J. Hoaglin Auto Trim	Oklahoma City
John Hobbs & Co.	Oklahoma City
The Monogram & Linen Cottage Inc.	Oklahoma City
Nips Auto Trim	Oklahoma City
Oklahoma City Mfg., Co.	Oklahoma City
Oklahoma Waste & Wiping Rag Co.	Oklahoma City
Penn Industries	Oklahoma City
Rainbow Pennant Mfg., Co.	Oklahoma City
Southwest Canvas Mfg., Inc.	Oklahoma City
Southwest Furniture & Mattress Co.	Oklahoma City
Walker Stamp & Seal Co.	Oklahoma City
Edwards Industries	Pauls Valley
Kellwood Co.	Pauls Valley
Pawhuska Mfg., Co.	Pawhuska
Venture Carpets USA	Pawhuska
Munsingwear Inc.	Pawnee
R. H. Ferguson Inc.	Okemah
G. H. R. Mfg., Co., Inc.	Ponca City
Zuber Mfg.	Ponca City

Company	Location
Blue Bell Mfg., Co.	Prague
Hamlin Mfg., Co.	Poteau
Modern Carpet Inc., Inc.	Poteau
Fabricut Mfg., Co.	Pryor
Mid-America Yarn Mills Inc.	Pryor
Sherri Classics Mfg., Co., Inc.	Purcell
Ringling Mfg., Co.	Ringling
Kenleon	Sand Springs
Midwest Textiles Inc.	Sand Springs
Blue Bell Inc.	Seminole
Shawnee Garment Mfg., Co.	Shawnee
The Lee Co.	Stillwater
Sulphur Sportswear	Sulphur
Cherokee Indian Weavers	Tahlequah
Midwest Industries	Tahlequah
Midwestern Industries Ind.	Tulsa
P. M. Mfg., Co.	Tahlequah
Temple Mfg., Co.	Temple
Green's Mfg., Co., Inc.	Terral
Dee Mfg., Co.	Tishomingo
American Canvas Mfg., Co.	Tulsa
Bryans Infants Wear	Tulsa
Cameron Corp.	Tulsa
City Tent & Awning Co.	Tulsa
Clark's Auto Trim	Tulsa
Commercial Awning Co.	Tulsa
Costumes Inc.	Tulsa
Joel W. Crain Displays	Tulsa
Dennis Mfg., Co.	Tulsa
Eagle Fabco	Tulsa
Economy Auto Top Co.	Tulsa
Elgin Street Auto Trim Shop	Tulsa
Excello Mfg., Co.	Tulsa
Gorrell's Big G	Tulsa
Howards Auto Top & Body Shop	Tulsa
Insta-Box & Supply Co., Inc.	Tulsa
Juno Co.	Tulsa
Lews Auto Trim Shop	Tulsa
Massey's Trim Shop	Tulsa
Scarves by Barbara	Tulsa
John Townsend Graphics Unlimited	Tulsa
Tulsa Shade & Drapery Co.	Tulsa
Two Worlds Interior Design	Tulsa
Whole Sale Hatters	Tulsa
Vinita Flag & Apron Co., Inc.	Vinita
Hollytex Spinning Mill	Watonga
Wilson Mfg., Co.	Wayne
Ennis Enterprises Inc.	Wellston
Capitola's Draperies	Westville
Big Yank Corp.	Wewoka
Custom Sizes Inc.	Wewoka
Lillian Russell Inc.	Wewoka
L. J. & S. Co., Inc.	Wewoka

Company	Location
Tregos Westwear Inc.	Woodward
Woodward Mfg., Co.	Woodward
Lindsay Mfg., Co.	Lindsay
Grade Sports Inc.	Duncan
Rodman Mfg., Co.	Oklahoma City
Guy H. James Inc.	Midwest City
Reed's World for Girls, Inc.	Tulsa
Kellwood Co.	Altus
Channel Inc.	Bixby
E. H. Slosky Interiors	Oklahoma City
Reds Tent & Awning	Bartlesville
Bur-Lane Marking Equip. Co., Inc.	Oklahoma City
Rogers Auto Upholsteries	Oklahoma City
Steinmetz Auto Top Shop	Oklahoma City
Moss Seat Cover Co., Inc.	Tulsa

APPENDIX E

QUESTIONNAIRE AND CORRESPONDENCE

(PHASE TWO)

Please return by _____

SURVEY OF TEXTILE AND APPAREL MANUFACTURERS IN OKLAHOMA

General Directions: Below is a list of management level positions found within the textile and apparel industries of Oklahoma. Indicate the approximate number of employees with these positions in your plant. Also, circle the letter that represents the importance you place on a college degree and specifically the importance you place on a degree in textiles and clothing as preparation for employment in these positions.

KEY: E - Essential, required for employment
D - Desirable, recommended for employment
U - Unimportant, of no significance

Position Categories	Number of employees with this position	Importance of a college degree for this job	Importance of a degree in textiles and clothing
<u>SALES</u>			
Sales	_____	E D U	E D U
Advertising/Promotion	_____	E D U	E D U
Consultants	_____	E D U	E D U
Research	_____	E D U	E D U
<u>MANAGEMENT/SUPERVISION</u>			
Personnel	_____	E D U	E D U
Administration	_____	E D U	E D U
<u>DESIGN</u>			
Fashion Design	_____	E D U	E D U
Textile/Fabric Design	_____	E D U	E D U

Position Categories	Number of employees with this position	Importance of a college degree for this job	Importance of a degree in textiles and clothing
<u>OTHER</u>			
_____	_____	E D U	E D U
_____	_____	E D U	E D U
_____	_____	E D U	E D U
_____	_____	E D U	E D U

COMPETENCIES FOR MANAGEMENT LEVEL POSITIONS IN THE
TEXTILE AND APPAREL INDUSTRIES OF OKLAHOMA

Definition: A COMPETENCY is an outcome of education that the individual should attain in a given curriculum.

General Directions: Circle the letter that represents the importance you attribute to a particular competency in each of the three categories listed below, for employment in the textile and apparel industries. If there are cases where you feel unsure about the accuracy of your answer, please estimate to the best of your ability.

KEY: E - Essential, required for employment
D - Desirable, recommended for employment
U - Unimportant, of no significance

Competency	Sales			Management & Supervision			Design		
1. Designs advertisements, posters, programs, displays, and/or other promotional material.	E	D	U	E	D	U	E	D	U
2. Directs efforts toward establishing total fashion programs.	E	D	U	E	D	U	E	D	U
3. Plans fashion shows and other fashion presentations.	E	D	U	E	D	U	E	D	U
4. Translates fashion information into copy for promotional messages.	E	D	U	E	D	U	E	D	U
5. Generates fashion publicity for the company in newspapers, magazines, and/or trade journals.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
6. Prepares press releases, photographs, slides, and/or videotapes to spread fashion news.	E	D	U	E	D	U	E	D	U
7. Establishes the theme for each issue.	E	D	U	E	D	U	E	D	U
8. Selects the fashions, copy, artwork, and layouts to be used in each publication.	E	D	U	E	D	U	E	D	U
9. Provides news coverage of the fashion markets and other fashion events.	E	D	U	E	D	U	E	D	U
10. Is innovative in the approach to selection and use of fabrics.	E	D	U	E	D	U	E	D	U
11. Understands how fabric will react in the cutting, sewing, and pressing operations of the manufacturing processes.	E	D	U	E	D	U	E	D	U
12. Analyzes fashion trends, buying sources, fabric prices, and/or shipping arrangements.	E	D	U	E	D	U	E	D	U
13. Knows the value and effect of the finishing processes on various fabrics.	E	D	U	E	D	U	E	D	U
14. Keeps detailed sales and inventory records.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
15. Commentates for demonstrations, fashion shows, and other promotional events.	E	D	U	E	D	U	E	D	U
16. Designs new products.	E	D	U	E	D	U	E	D	U
17. Keeps up-to-date on legislation concerning textile and/or related products.	E	D	U	E	D	U	E	D	U
18. Provides information concerning packaging and labeling of textile related products.	E	D	U	E	D	U	E	D	U
19. Recruits, interviews, hires, and/or dismisses personnel.	E	D	U	E	D	U	E	D	U
20. Plans and directs the smooth flow of business from the manufacturer to the ultimate consumer.	E	D	U	E	D	U	E	D	U
21. Demonstrates sound judgment about consumer needs and desires in regard to the product.	E	D	U	E	D	U	E	D	U
22. Demonstrates effective human relations both with employees and the public served.	E	D	U	E	D	U	E	D	U
23. Maintains an up-to-date knowledge of subject matter through reading, classes, and interaction with technical and professional personnel.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
24. Participates in the evaluation of subordinates.	E	D	U	E	D	U	E	D	U
25. Plans master schedule for selected personnel.	E	D	U	E	D	U	E	D	U
26. Trains employees in order to achieve a predetermined goal of job satisfaction to both self and employees.	E	D	U	E	D	U	E	D	U
27. Understands management systems and their suitability for particular operations.	E	D	U	E	D	U	E	D	U
28. Understands personnel policies and union contracts.	E	D	U	E	D	U	E	D	U
29. Selects and orders fabrics, trims, colors, and/or accessories.	E	D	U	E	D	U	E	D	U
30. Generates and/or supervises the production of a product.	E	D	U	E	D	U	E	D	U
31. Communicates with production personnel, fabric houses, models, the press, and/or buyers.	E	D	U	E	D	U	E	D	U
32. Coordinates the planning and artistic creation of a product according to the specifications of the manufacturer.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
33. Studies the market by shopping, reading trade publications, attending fashion shows, and/or discussing needs and ideas with garment designers.	E	D	U	E	D	U	E	D	U
34. Studies museums, art galleries, libraries, and old publications for the origination of ideas for designs.	E	D	U	E	D	U	E	D	U
35. Exhibits an understanding of social-psychological aspects of textiles and clothing.	E	D	U	E	D	U	E	D	U
36. Demonstrates a comprehensive knowledge of principles and elements of design as they are applied in clothing and other textile products.	E	D	U	E	D	U	E	D	U
37. Exhibits a broad understanding of individual and family consumption of clothing and other textile products.	E	D	U	E	D	U	E	D	U
38. Exhibits an understanding of the manufacturing and distribution processes relating to textiles and clothing.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
39. Exhibits a broad understanding of the characteristics and properties of fibers, yarns, fabrics, and finishes.	E	D	U	E	D	U	E	D	U
40. Exhibits a broad understanding of the historical development of textiles and clothing.	E	D	U	E	D	U	E	D	U
41. Demonstrates a comprehensive knowledge of standard methods of textile testing.	E	D	U	E	D	U	E	D	U
42. Exhibits a broad understanding of clothing construction techniques.	E	D	U	E	D	U	E	D	U
43. Demonstrates knowledge of pattern making, flat pattern techniques, and/or draping.	E	D	U	E	D	U	E	D	U
44. Exhibits an understanding of principles and techniques of sketching in the fashion field.	E	D	U	E	D	U	E	D	U
45. Applies specialized training in the areas of graphic art, commercial art, and the fashion arts.	E	D	U	E	D	U	E	D	U
46. Exhibits an understanding of media and promotional strategies.	E	D	U	E	D	U	E	D	U
47. Demonstrates a comprehensive knowledge of journalism, communication, and/or fashion writing.	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
48. Exhibits a broad understanding of business administration, economics, accounting, marketing, and/or consumer behavior.	E	D	U	E	D	U	E	D	U
49. Demonstrates artistic ability and creative talent.	E	D	U	E	D	U	E	D	U
50. Exhibits managerial ability.	E	D	U	E	D	U	E	D	U

Definition: An INTERNSHIP is a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation.

Would you be willing to work with a student in an internship program?

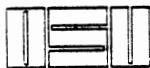
Yes _____ No _____

Comments:

Name and location of your company _____

Person to contact for an internship _____

Would you like a copy of the summary of this survey? Yes _____ No _____



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

October 27, 1980

Dear Manufacturer,

The Clothing, Textiles and Merchandising Department of Oklahoma State University is conducting a study to: 1) determine specific competencies (duties) for management level positions needed by clothing and textiles college graduates for employment in the textile and apparel industries; and 2) develop internship opportunities to help the student apply theoretical principles to practical work situations. The identification of these competencies will enable the department to review and revise its curriculum. It is hoped that the revision of curriculum might include an internship for students interested in the textile and apparel industries.

Enclosed is a questionnaire listing suggested competencies. Your opinions are valuable because of your training and experience. Please mark the appropriate response for each item and include any comments that you would like to express. We estimate that it should take only 20 minutes of your time.

We hope to complete the study this fall and your thoughtful reactions to the statements will be greatly appreciated. Enclose the completed questionnaire in the self-addressed envelope and return by November 10 if possible. If you would like a copy of the response summary please indicate on the questionnaire.

Sincerely yours,

Lila Sue Emenheiser
Graduate Assistant

Grovalynn Sisler, Professor and Head
Clothing, Textiles and Merchandising Department

Encs. 2

POST CARD

November 1980

Two weeks ago you received a questionnaire regarding textile and apparel manufacturing in Oklahoma.

Your responses are urgently needed to enable us to develop a relevant curriculum in the Clothing, Textiles and Merchandising Department at Oklahoma State University . . . and to enable us to organize a network of intern experiences.

Will you take about 20 minutes of your time to fill in the questionnaire and return to us?

Thank you!

Lila Emenheiser
Graduate Assistant
Oklahoma State University



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

December 1980

Dear Manufacturer,

Fall is a busy time of year and we are sure you put the questionnaire we sent you aside until you could find time to complete it. Your response is vital to the study.

The information we are compiling will benefit you as well as the Clothing, Textiles and Merchandising Department at Oklahoma State University. For you, the research may lead to a supply of potential employees at the management level who have received training in the areas needed in your establishment. For us, this is an important step toward the establishment of a sound, relevant program to attract your professionals into the textile and apparel industries.

Enclosed is another copy of the questionnaire. We hope you will find a few minutes to fill it in and return to us in the prepaid return envelope.

Thank you for your time and your invaluable assistance.

Sincerely,

Lila Sue Emenheiser
Graduate Assistant

Grovalynn Sisler, Professor
and Head of Department

TELEPHONE FOLLOW-UP
(PHASE TWO)

Hello:

This is Lila Emenheiser, a graduate student at Oklahoma State University.

I am calling to inquire if you have received the Survey of Textile and Apparel Manufacturers in Oklahoma.

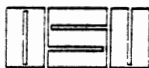
YES Will you please take about 20 minutes to complete the survey and then send it to me in the enclosed business reply envelope?

Also:

Would you be willing to work with a student in an internship program?

Thank you!

I'll be looking forward to receiving your reply in the mail.



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST 312
(405) 624-5034

December 10, 1980

Dear Manufacturer,

The Clothing, Textiles, and Merchandising Department at Oklahoma State University is conducting a study to: 1) determine specific competencies (duties) for management level positions needed by clothing and textile college graduates for employment in the textile and apparel industries; and 2) develop internship opportunities to help the student apply theoretical principles to practical work situations. The identification of these competencies will enable the department to review and revise its curriculum. It is hoped that the revision of curriculum might include an internship for students interested in the textile and apparel industries.

Enclosed is a questionnaire listing suggested competencies. Your opinions are valuable because of your training and experiences. Please mark the appropriate response for each item and include any comments that you would like to express. We estimate that it should take only 20 minutes of your time.

Thank you for your time and invaluable assistance.

Sincerely,

Lila Sue Emenheiser
Graduate Assistant

Grovalynn Sisler
Professor and Head
of Department

Enclosure

APPENDIX F

POTENTIAL INTERNSHIP SPONSORS IN

OKLAHOMA (PHASE TWO)

POTENTIAL INTERNSHIP SPONSORS IN OKLAHOMA

<u>Company</u>	<u>Location</u>	<u>Person to Contact</u>
Wheat's Western Store	Alva	Paul Wheat
Hollytex Carpets	Anadarko	Marvin Elrod
Peddler's II of Oklahoma	Antlers	Mike Winningham
Janesville Products	Burns Flat	Ms. Hansen
White Stag Mfg., Co.	Checotah	DeWitt Short
Robertson Factories	Cordell	Asst. Manager
Adams Millis Hosiery Co.	Edmond	Don Moore
Clark Canvas	Enid	C. G. Clark
Healdton Mfg., Co.	Healdton	Gene Burton
Fashion Craft Inc., Inc.	Henryetta	J. P. Morris
S & S Mfg., Co.	Madill	Raymond Scott
Charles Komar & Sons	McAlester	Joe D. King
Penn Industries Inc.	Oklahoma City	----
Munsingwear, Inc.	Pawnee	Malcolm Taylor
G. H. R. Mfg., Co.	Ponca City	George Rahme
Hamlin Mfg., Co.	Poteau	C. G. Hamlin
Fabricut Mfg., Co.	Pryor	Millet O'Connor
Sherri Classics Inc.	Purcell	Bob Perigo
Bryans Infants Wear	Tulsa	Tom Koors
Dennis Mfg., Co., Inc.	Tulsa	Mrs. Dennis
Eagle Fabco	Tulsa	Mrs. Balfour
Big Yank Corp.	Wewoka	James Kisner
Woodward Mfg., Co.	Woodward	Kent Farmer

APPENDIX G

QUESTIONNAIRE FOR INTERVIEWS WITH
TEXTILE AND APPAREL MANUFAC-
TURERS IN TULSA
(PHASE TWO)

SURVEY OF TEXTILE AND APPAREL
MANUFACTURERS IN OKLAHOMA

Definition: An INTERNSHIP is a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation.

How would you prefer the selection of the student intern to be made?

By resume and letter of application?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
By personal interview?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
By faculty at Oklahoma State University?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Other (please explain):		

At what educational level would you prefer the student to begin his or her internship experience in your business?

After completion of the sophomore year?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
After completion of the junior year?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Other (please explain):		

Would the intern be working for pay?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Would the intern be observing without pay?	<input type="checkbox"/> YES	<input type="checkbox"/> NO

What length of internship could you best provide?

Full time (320 hours): two months - 40 hour week; eight weeks in the summer	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Part time (320 hours): four months - 20 hour week; 16 weeks during the summer/school year	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Other (please explain):		

Could your business sponsor more than one intern within the same time period?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
---	------------------------------	-----------------------------

Are there any government restrictions regulating the activities of a student intern within your business?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
---	------------------------------	-----------------------------

Please explain:

Check the position categories in which you could provide experiences for a student intern. Then identify specific activities in which an intern could participate at your business.

___ SALES

___ MANAGEMENT/SUPERVISION

___ DESIGN

APPENDIX H

SUGGESTED LEARNING ACTIVITIES FOR
A STUDENT INTERN

Suggested Learning Activities for a
Student Intern

Preparing the sample garment or product
Observing how the garment is cut
Making the pattern
Sewing the product on a domestic machine
Sewing the product on an industrial machine
Estimating the cost of fabric and trimmings
Estimating the number of operations to produce a garment
Working with the production department
Planning the production according to established specifications
Shopping the fabric and garment markets
Reading trade publications and fashion magazines
Discussing needs and ideas with designers
Utilizing a knowledge of fabrics, colors, and textures
Organizing the design studio
Organizing the trim room
Coordinating fabric and design
Selecting fabric, trims, and accessories for the product
Developing good relationships with supervisors and co-workers
Willingly accept suggestions and advice
Volunteering for duties
Planning and directing the smooth flow of business from
production to the ultimate consumer
Evaluating buying sources
Completing necessary paperwork
Coordinating plans for a market trip
Travelling to market centers
Ordering sample cuts for sample products
Seeing fabric, textile, and trim salesmen at home office
Illustrating designs with workroom sketches
Using principles and elements of design
Assisting designer
Designing textile products
Designing apparel products
Drafting a flat pattern
Grading a flat pattern
Designing through flat pattern
Designing through draping
Dressmaking/tailoring techniques
Fitting textile or apparel product
Finishing a textile or apparel product
Observing mass production of a product
Producing custom-designed products
Analyzing product performance
Developing organizational ability
Developing leadership ability
Developing decision-making ability
Cutting fabric
Assisting with bookkeeping duties

Assisting the sample line coordinator
Typing invoices
Communicating with the customer
Responding to consumer inquiries
Determining the customer wants
Selling the product to the customer
Answering letters of inquiry
Willingly accepts responsibility
Working with the customer on an individual basis
Ordering materials
Spreading fabric
Making markers
Determining the amount of materials needed for production
Determining consumer buying trends and patterns
Maintaining proper procedures for orders
Explaining company products or services to customers
Assisting in stock work
Assisting in office work
Attending meetings

APPENDIX I

MANUFACTURERS IN DALLAS-FORT WORTH

(PHASE THREE)

MANUFACTURERS IN DALLAS-FORT WORTH

Company	Location
Becton Dickinson & Co.	Arlington
Petsche A. E. Co., Inc.	Arlington
LaVerne's Handbags	Azle
Sue-Ann Inc.	Bridgeport
Carney's Contract Cutting	Cedar Hill
Ruse-Rouge Mfg., Co.	Dallas
Durafab Inc.	Cleburne
Industrial Textile Mills	Cleburne
J & M Lettering Co.	Cleburne
The Lorch Co.	Cleburne
Walls Industries, Inc.	Cleburne
A & B Bag Co., Inc.	Dallas
Action Line Inc.	Dallas
Adam Belt Mfg., Co., Inc.	Dallas
All Color Press, Inc.	Dallas
Allied Fabrics Inc.	Dallas
American Foam Rubber Products Corp.	Dallas
Andria Kay Mfg., Co.	Dallas
Aquashade Marine Prod.	Dallas
Asbury Hat Corp.	Dallas
Athena Corp.	Dallas
Atkinson Sales Co.	Dallas
Banner Co.	Dallas
Bemel Co.	Dallas
Bernstein Hat Co.	Dallas
Bierner & Son Inc.	Dallas
Bifano Fur Co.	Dallas
Burk Mfg., Co., Inc.	Dallas
Bylo Corp.	Dallas
Byn-Mar Inc.	Dallas
Cactus Flower	Dallas
Cali Ann Co.	Dallas
Campbell Mfg., Co., Inc.	Dallas
Cannon Ball Mfg., Co.	Dallas
Capp Tent & Awning Co.	Dallas
CBF Industries Inc.	Dallas
Chaney Louis Sportswear	Dallas
Charles Curtain Co.	Dallas
Charming Belt & Novelty Co.	Dallas
Chase Bag Co.	Dallas
Clanton's Quality Awning	Dallas
Clear-Tex Inc.	Dallas
Clock-Wise Fashions Inc.	Dallas
Corley Mfg., Co.	Dallas
Costa Victor Inc.	Dallas
Cotton Wiper Sales Inc.	Dallas
Creative Neckwear Inc.	Dallas
Dallas Bias Fabrics Inc.	Dallas
Dallas Bag & Burlap Co.	Dallas
Dallas Cap & Emblem Mfg.	Dallas
Dallas Embroidery Co.	Dallas
Dallas Sportswear Co., Inc.	Dallas

<u>Company</u>	<u>Location</u>
Dallas Stage Scenery Co.	Dallas
Dallas Tent & Awning Co.	Dallas
Daniels C. R., Inc.	Dallas
Dart Mfg., Co., Inc.	Dallas
Day Glo Pennant & Flag	Dallas
DeVille Cravats	Dallas
Direct Mattress Co., Inc.	Dallas
Donovan-Galvani of Dallas	Dallas
Donovan Uniform Co., Inc.	Dallas
Enterprise Inc.	Dallas
Facho Inc.	Dallas
Fortune Designs	Dallas
Fox Signs Inc.	Dallas
Fulco Pad Co., Inc.	Dallas
Funtasia Too Inc.	Dallas
Gillie Corp.	Dallas
Gordan-Baron Sportswear	Dallas
Green Bros. Mfg., Co.	Dallas
Gruber Ellen Embroidery	Dallas
H & F Cotton Co.	Dallas
Hardcast Inc.	Dallas
Hardin Jo Originals	Dallas
Hewlett Knitting Mills	Dallas
Hirsch James Fur Mfg., Co.	Dallas
Hogg Walter Cotton Ind.	Dallas
Jenkins E. G. Co.	Dallas
Johnson Textile & Plastic	Dallas
Joint-Pak Co.	Dallas
Jones of Dallas Mfg., Co.	Dallas
Julian Noa Co.	Dallas
L & L Mfg., Co., Inc.	Dallas
Label Groups Inc.	Dallas
Laura of Dallas Inc.	Dallas
Legends of Dallas	Dallas
Lighthouse for the Blind	Dallas
Load Holder	Dallas
London Handbags	Dallas
Lone Star Quilting Inc.	Dallas
The Lorch Co.	Dallas
Lumar Quilting Inc.	Dallas
Malouf Co.	Dallas
Malour Co.	Dallas
Marcus Herman Inc.	Dallas
Marilyn Belt Mfg., Co.	Dallas
Marilyn Embroidery Corp.	Dallas
Marilyn Miss of Dallas	Dallas
Mar Jac of Dallas	Dallas
Matthews Knitting Mills	Dallas
McElfish Parachute Service	Dallas
Modern Packaging Co.	Dallas
Mr. Fine Inc.	Dallas
Mr. Jack	Dallas
Nardis of Dallas	Dallas

<u>Company</u>	<u>Location</u>
National Banner Co., Inc.	Dallas
National Embroidery Co.	Dallas
Page Boy Co., Inc.	Dallas
P & H Industries	Dallas
Peddlers II Inc.	Dallas
Pillowtex Corp.	Dallas
Potts Longhorn Leather Co.	Dallas
Princess Belt & Novelty	Dallas
Pritchett W. D. Co.	Dallas
Prophecy Corp.	Dallas
Quality Quilting Inc.	Dallas
Quiltcrafters Inc.	Dallas
RCH Designs Inc.	Dallas
Regina Mfg., Co., Inc.	Dallas
Ripley Shirt Co.	Dallas
Riveria Textiles Inc.	Dallas
Rose Mel Mfg., Co.	Dallas
Royal Park Inc.	Dallas
Schoellkopf Buddy Prod	Dallas
Sidran Sportswear Inc.	Dallas
Sonntag Ribbon Printing	Dallas
Southern Waste Material	Dallas
Southland Fashions Inc.	Dallas
Stockton Mfg., Co., Inc.	Dallas
Sue-Ann Inc.	Dallas
Sue-Ellen Hat Co., Inc.	Dallas
Suede Originals	Dallas
Sunbeater Mfg., Co.	Dallas
Sunny Isle Inc.	Dallas
Sunny South Fashions	Dallas
Sweet Mfg., Co.	Dallas
Szor Diener Co., Inc.	Dallas
Teasley E. H. & Co., Inc.	Dallas
Table Togs	Dallas
Tribute Dress Company	Dallas
Trophies Inc.	Dallas
Tucker Industrial Rubber	Dallas
Veripure Products Inc.	Dallas
Weaver Badge & Novelty	Dallas
Well Made Novelty Co., Inc.	Dallas
Western Textiles Products of Texas	Dallas
Wilhite Clifton Co.	Dallas
Wilk Les Inc.	Dallas
Wolf Howard B. Inc.	Dallas
Wolff Manufacturing Co.	Dallas
Capital Industries Inc.	De Soto
The Lorch Co.	Decatur
M & B Mfg., Co., Inc.	Denton
Ra Von Inc.	Denton
Russell-Newman Mfg., Co.	Denton
Donovan Galvani of Dallas	Dallas
Lone Star Trophy Mfg., Co.	Ennis
Royal Park Inc.	Dallas

Company	Location
Storey Mfg., Co.	Ennis
F & H Ribbon Co.	Hurst
Scott Products Inc.	Eules
Thermalloy Inc.	Farmers Branch
Ro-Le Mfg., Co.	Dallas
Dal-Bac Mfg., Co., Inc.	Forney
ABC Flag Mfg., Co.	Fort Worth
Acme Tent & Awning Co.	Fort Worth
Bandera Hat Co.	Fort Worth
Bogart Industries Inc.	Fort Worth
CBF Industries Inc.	Fort Worth
Clark Ray C. Co.	Fort Worth
Compadre Graphics	Fort Worth
Cornelius Drapery Shop	Fort Worth
Darmel Corp.	Fort Worth
Dickson-Jenkins Mfg., Co.	Fort Worth
Ed's Dog Supply	Fort Worth
Fort Worth Tent & Awning	Fort Worth
Glenn Bros. Mattress Co.	Fort Worth
Hardin Bag & Burlap Co.	Fort Worth
Herzfeld S. Sportswear	Fort Worth
Hudson Robe Co.	Fort Worth
Imperial Fabrics/Decor	Fort Worth
Justin Belt Co., Inc.	Fort Worth
Justin Boot Co.	Fort Worth
Keeton Industries Inc.	Fort Worth
Kid's Creation Co.	Fort Worth
Lama Tony Leather Prod.	Fort Worth
Lettering Inc.	Fort Worth
M. B. Uniform & Tailoring	Fort Worth
M & L Lettering Co.	Fort Worth
M P I Inc.	Fort Worth
McClure's Monogram & Emblem Co.	Fort Worth
Miller Mfg., Co.	Fort Worth
Niver Western Wear Inc.	Fort Worth
Peters Bros. Inc.	Fort Worth
S & W Tent & Awning Co.	Fort Worth
Saltys Caps & Apparel	Fort Worth
Sanitary Leather Works	Fort Worth
Smith Forrest & Co.	Fort Worth
Stitch'N Stuff & Happy Things	Fort Worth
Sunshine Set Sportswear	Fort Worth
Texas Leather Trim Co.	Fort Worth
3-D Emblem Corp.	Fort Worth
Travel-Mate Inc.	Fort Worth
Vera Lee Garment Co.	Fort Worth
Westmoor Mfg., Co.	Fort Worth
Williams Belt Co.	Fort Worth
Williamson-Dickie Mfg., Co.	Fort Worth
Yates Monogram Corp.	Fort Worth
Holman Co., Inc.	Frisco
Action Line Inc.	Garland
Artwear Inc.	Garland

Company	Location
Byer-Rolnick	Garland
Color Capers Inc.	Garland
Decor-Aid Inc.	Garland
Gayle Fashions Inc.	Garland
Koleaco Inc.	Garland
Loom Treasures Inc.	Garland
Master Hatters of Texas	Garland
Southwestern Apparel Inc.	Garland
Varo Inc.	Garland
Marilyn Embroidery Corp.	Granbury
Maybelle Sportswear	Granbury
Elam Elmo Corp.	Grand Prairie
Emmons Pete Rope Co.	Grand Prairie
Love 2 Inc.	Dallas
Sportset Inc.	Grand Prairie
Tres Petite of Grand Prairie	Grand Prairie
United Broom Co.	Grand Prairie
Westgate Fabric	Grand Prairie
Adams Mattress Co.	Haltom City
Andy Lou of Dallas Inc.	Haltom City
Sloate's Aircraft Trim Shop Inc.	Haltom City
James Contract Draperies	Hurst
Corinth Street	Irving
Loter Enterprises	Irving
Tectol Co., Inc.	Irving
Green Bros.Mfg., Co.	Italy
B-Bar-J Productions Inc.	Joshua
Aberdeen Mfg., Corp.	Kaufman
Fuller Uniform Co.	Dallas
Marilyn Miss R M S	Kaufman
Birdwell E. K. Broom & Mop	Cleburne
Flowers Mfg., Inc.	Keene
Nu Cushion Products Co.	Keene
Tate Jackie Baby Wear	Kemp
Cowen Bros., Inc.	Kennedale
Perfect Tinning & Chemical Co.	Lancaster
Rose Mel Mfg., Co.	Lancaster
Trio Sportswear of Dallas	Lewisville
Action Co.	McKinney
Alliance Products Co., Inc.	McKinney
McKinney Dress Mfg., Co.	McKinney
McKinney Pants Mfg., Co.	McKinney
Marcus Herman Inc.	Mesquite
O'Briens of Texas Inc.	Mesquite
Brandt A Sleepworks	Midlothian
DFW International Inc.	Duncanville
R & I Manufacturing Co.	Midlothian
Russell-Newman Mfg., Co., Inc.	Pilot Point
Alden Mills Inc.	Plano
Percept Inc.	Fort Worth
Checkmate Casuals	Rockwall
Sue-Ann Inc.	Rockwall
Bishop Mattress Factory	Terrell

<u>Company</u>	<u>Location</u>
Lorch Co.	Terrell
Southland Athletic Mfg., Co.	Terrell
Terrell Sportswear Co.	Terrell
Tillinghast Enterprises	Venus
Jan Mfg., Co.	Waxahachie
Mr. G of Dallas	Waxahachie
Waxahachie Garment Co.	Waxahachie
Royal Park Inc.	Weatherford
Weatherford Cushion Co.	Weatherford
Johnston Inc.	Dallas
Harris Costumes	Fort Worth
Wolff Manufacturing Co.	Fort Worth

APPENDIX J

QUESTIONNAIRE AND CORRESPONDENCE

(PHASE THREE)

SURVEY OF TEXTILE AND APPAREL MANUFACTURERS

GENERAL DIRECTIONS: Below is a list of management level positions found within the textile and apparel industry. Indicate the approximate number of employees with these positions in your firm. Also, circle the letter that represents the importance you place on a college degree and specifically a degree in textiles and clothing as preparation for employment in these positions.

KEY: E - Essential, required for employment
D - Desirable, recommended for employment
U - Unimportant, of no significance

Position Categories	Number of employees with this position	Importance of a college degree for this job			Importance of a degree in textiles and clothing		
SALES	_____	E	D	U	E	D	U
MANAGEMENT/SUPERVISION	_____	E	D	U	E	D	U
DESIGN	_____	E	D	U	E	D	U

COMPETENCIES FOR ENTRY LEVEL MANAGEMENT POSITIONS IN THE TEXTILE AND APPAREL INDUSTRY

DEFINITION: A COMPETENCY is an outcome that an individual should attain in a given course of study.

GENERAL DIRECTIONS: Circle the letter that represents the importance you attribute to a particular competency for entry level management positions in each of the three categories below.

KEY: E - Essential, required for employment
D - Desirable, recommended for employment
U - Unimportant, of no significance

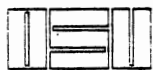
Competency	Sales			Management & Supervision			Design		
1. Directs fashion programs	E	D	U	E	D	U	E	D	U
2. Prepares promotional materials	E	D	U	E	D	U	E	D	U
3. Coordinates fabric and design	E	D	U	E	D	U	E	D	U
4. Analyzes fashion trends	E	D	U	E	D	U	E	D	U
5. Knows effect of fabric finishes	E	D	U	E	D	U	E	D	U
6. Keeps sales and inventory records	E	D	U	E	D	U	E	D	U
7. Designs new products	E	D	U	E	D	U	E	D	U
8. Recruits, hires, fires personnel	E	D	U	E	D	U	E	D	U
9. Coordinates flow of merchandise	E	D	U	E	D	U	E	D	U
10. Knows consumer behavior	E	D	U	E	D	U	E	D	U
11. Demonstrates effective human relations	E	D	U	E	D	U	E	D	U
12. Knows current textiles/clothing information	E	D	U	E	D	U	E	D	U
13. Evaluates personnel	E	D	U	E	D	U	E	D	U
14. Schedules personnel	E	D	U	E	D	U	E	D	U

Competency	Sales			Management & Supervision			Design		
15. Trains personnel	E	D	U	E	D	U	E	D	U
16. Knows personnel policies	E	D	U	E	D	U	E	D	U
17. Knows management systems	E	D	U	E	D	U	E	D	U
18. Communicates with business associates	E	D	U	E	D	U	E	D	U
19. Supervises production	E	D	U	E	D	U	E	D	U
20. Selects and orders fabrics	E	D	U	E	D	U	E	D	U
21. Creates products for special orders	E	D	U	E	D	U	E	D	U
22. Studies the market	E	D	U	E	D	U	E	D	U
23. Applies principles and elements of design	E	D	U	E	D	U	E	D	U
24. Knows socio-psychological aspects of textiles/clothing	E	D	U	E	D	U	E	D	U
25. Knows manufacturing and distribution processes	E	D	U	E	D	U	E	D	U
26. Knows textile properties	E	D	U	E	D	U	E	D	U
27. Knows textile testing procedures	E	D	U	E	D	U	E	D	U
28. Knows clothing construction techniques	E	D	U	E	D	U	E	D	U
29. Knows pattern making techniques	E	D	U	E	D	U	E	D	U
30. Exhibits skill in fashion writing	E	D	U	E	D	U	E	D	U
31. Knows business principles	E	D	U	E	D	U	E	D	U
32. Exhibits managerial ability	E	D	U	E	D	U	E	D	U

DEFINITION: An INTERNSHIP is a temporary period of supervised work experience which provides the student an opportunity to apply theoretical principles to a practical work situation.

1. Would you be willing to work with a student in an internship program? ____ Yes ____ No
2. Would the intern be working without pay? ____ Yes ____ No
3. Would the intern be working for pay? ____ Yes ____ No
4. What length internship could you best provide:
Full-time during summer ____
Part-time during school year ____
Other (please explain): _____
5. Could your business sponsor more than one intern with the same time period?
____ Yes ____ No (If yes, how many? _____)
6. Name and location of your company _____
7. Person to contact for internship _____

Thank you for your valuable assistance in this research project.



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST 312
(405) 624-5034

April 1, 1981

Dear Manufacturer,

The Clothing, Textiles and Merchandising Department at Oklahoma State University is conducting a study of textile and apparel manufacturing. For you, the research may lead to a supply of potential employees at the management level who have received training in the areas needed in your establishment. For us, this is an important step toward the establishment of a sound, relevant program to attract young professionals into the textile and apparel industries.

Your response is vital to the study. We hope you will complete the enclosed questionnaire and return it promptly to us in the prepaid return envelope. We anticipate that it will take only 15 or 20 minutes of your time.

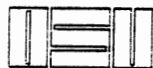
Thank you for your time and your invaluable assistance.

Sincerely,

Lila Sue Emenheiser
Graduate Assistant

Grovalynn Sisler, Professor
and Head of Department

Enc.



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING

STILLWATER, OKLAHOMA 74078
HOME ECONOMICS WEST 312
(405) 624-5034

April 13, 1981

Dear Manufacturer:

HELP!!!

The survey of textile and apparel manufacturers I mailed to you on April 1, 1981 may have been lost on your desk! Your response is vital to this study.

Will you please take 15 to 20 minutes of your time to respond to the enclosed questionnaire and return to us immediately in the enclosed prepaid return envelope.

Thank you for your time and invaluable assistance.

Sincerely,

Lila Sue Emenheiser
Graduate Assistant

Grovalynn Sisler, Professor
and Head of Department

APPENDIX K

NUMBER OF EMPLOYEES PER FIRM IN
SALES, MANAGEMENT/SUPERVISION,
AND DESIGN POSITIONS
(PHASE THREE)

TABLE XIX
NUMBER OF EMPLOYEES PER FIRM IN SALES
POSITIONS (PHASE THREE)

Number of Employees	Frequency	Percent
0	2	3.7
1	4	7.4
2	7	13.0
3	12	22.0
4	4	7.4
5	4	7.4
6	1	1.9
7	1	1.9
9	2	3.7
10	2	3.7
12	1	1.9
14	1	1.9
15	3	5.6
16	1	1.9
20	4	7.4
23	1	1.9
30	1	1.9
36	1	1.9
60	1	1.9
70	1	1.9

TABLE XX
NUMBER OF EMPLOYEES PER FIRM IN
MANAGEMENT/SUPERVISION
POSITIONS (PHASE
THREE)

Number of Employees	Frequency	Percent
1	5	9.4
2	10	18.9
3	8	15.1
4	7	13.2
5	4	7.5
6	5	9.4
7	2	3.8
8	3	5.7
10	2	3.8
12	1	1.9
20	2	3.8
21	1	1.9
30	1	1.9
40	1	1.9
70	1	1.9

TABLE XXI
NUMBER OF EMPLOYEES PER FIRM IN
DESIGN POSITIONS (PHASE THREE)

Number of Employees	Frequency	Percent
0	16	32.0
1	10	20.0
2	10	20.0
3	6	12.0
4	3	6.0
5	4	8.0
8	1	2.0

APPENDIX L

POTENTIAL INTERNSHIP SPONSORS

IN DALLAS-FORT WORTH

(PHASE THREE)

POTENTIAL INTERNSHIP SPONSORS IN DALLAS-FORT WORTH

Company	Location	Person to Contact
Texel Industries	Cleburne	Lynn Goldstein
Adam Belt Mfg., Co.	Dallas	Maury Levy
Allied Fabrics	Dallas	Cy Cohen
CBF Industries Inc.	Dallas	C. B. Franklin
Charming Belt Co.	Dallas	Ray Carlson
Victor Costa Inc.	Dallas	---
Cotton Wiper Sales	Dallas	Gail Plume
Creative Neckwear Inc.	Dallas	---
Direct Mattress Co.	Dallas	William Autrey
Funtasia Too	Dallas	Mary Woaks
Gillie Corp.	Dallas	Paula Gilmore
Hewlett Knitting Mills	Dallas	Sy Bloom
Jones of Dallas	Dallas	Gerald Lofland
Julian Noa Co.	Dallas	Noa Wasserman
Lighthouse for the Blind	Dallas	Terry Burleson
Malouf Co.	Dallas	Larry Perry
Princess Belt & Novelty	Dallas	Irving Marks
Quality Quilting Co.	Dallas	W. E. Bishop
Quilt Crafters Inc.	Dallas	Dan Johnson
RCH Designs	Dallas	Nancy Bowman
Riveria Textiles	Dallas	Robert Spitz
Stockton	Dallas	Jo Hodge
Sunny South Fashion Inc.	Dallas	Sam Lipsie
Szor Denier	Dallas	Sam Szor
Sunny Isle Inc.	Dallas	Larry Cox
Russell-Newman Mfg., Co., Inc	Denton	David Martino
Bandera Hat Co.	Fort Worth	John Ward
Justin Boot Co.	Fort Worth	H.D. McMahan
Tony Lama Leather Prod. Inc.	Fort Worth	Tom Ponds
McClure's of Texas	Fort Worth	Terry Jones
Westmoor Mfg., Co.	Fort Worth	Jeffrey Hochster
Yates Monogram	Fort Worth	Jim Yates

POTENTIAL INTERNSHIP SPONSORS IN DALLAS-FORT WORTH
(Cont.)

Company	Location	Person to Contact
Resistol Hats	Garland	David Hobbs
Southwestern Apparel Inc.	Garland	Carol Munselle
Westgate Fabrics Inc.	Grand Prairie	Andy Singleton
A. Brandt	Midlothian	Douglas Gatton

APPENDIX M

REQUIRED PROFESSIONAL COURSES FOR A
TEXTILE AND CLOTHING MAJOR IN
WHICH THE COMPETENCIES COULD
BE ATTAINED BY THE STUDENT

COMPETENCY	COURSE a	CTM 1103	CTM 2323	CTM 2433	CTM 2573	CTM 3102	CTM 3213	CTM 3533	CTM 3572	CTM 4013	CTM 4052	CTM 4153	CTM 4243	CTM 4512
Directs fashion programs														
Prepares promotional materials														
Coordinates fabric and design			x						x	x	x		x	
Analyzes fashion trends			x	x			x							
Knows effect of fabric finishes					x									
Keeps sales and inventory records														
Designs new products										x			x	
Recruits, hires, fires personnel														
Coordinates flow of merchandise				x										
Knows consumer behavior							x					x		
Demonstrates effective human relations														x
Knows current textiles/clothing information			x	x			x		x			x		
Evaluates personnel														
Schedules personnel														
Trains personnel														
Knows personnel policies														
Knows management systems			x											

COMPETENCY	COURSE ^a	CTM 1103	CTM 2323	CTM 2433	CTM 2573	CTM 3102	CTM 3213	CTM 3533	CTM 3572	CTM 4013	CTM 4052	CTM 4153	CTM 4243	CTM 4512
Communicates with business associates				x										x
Supervises production											x			
Selects and orders fabrics			x									x		
Creates products for special orders											x		x	
Studies the market				x										
Applies principles and elements of design		x	x			x		x				x		
Knows socio-psychological aspects of textiles/clothing			x				x					x	x	
Knows manufacturing and distribution processes				x										

COMPETENCY	COURSE ^a	CTM 1103	CTM 2323	CTM 2433	CTM 2573	CTM 3102	CTM 3213	CTM 3533	CTM 3572	CTM 4013	CTM 4052	CTM 4153	CTM 4243	CTM 4512
Knows textile properties					x			x	x					
Knows textile testing procedures					x				x					
Knows clothing construction techniques		x	x							x	x			
Knows pattern making techniques			x							x			x	
Exhibits skill in fashion writing														
Knows business principles														x
Exhibits managerial ability														x

^aCTM 1103 Basic Clothing Construction

CTM 2323 Intermediate Clothing Construction

CTM 2433 Fashion Innovation and Marketing Processes

CTM 2573 Textiles for Consumers

CTM 3102 Fashion Sketching

CTM 3213 Heritage of Dress

CTM 3533 Decorative Tiles

CTM 3572 Analysis and Comparative Study of Fabrics

CTM 4013 Flat Pattern Design

CTM 4052 Dressmaker Tailoring

CTM 4153 Family Clothing

CTM 4243 Draping

CTM 4512 Seminar in Clothing, Textiles and Merchandising

APPENDIX N

ADDITIONAL CLOTHING, TEXTILES AND
MERCHANDISING COURSES IN WHICH
THE COMPETENCIES COULD BE
ATTAINED BY THE STUDENT

COMPETENCY	COURSE ^a CTM 2113	CTM 3113	CTM 3432	CTM 3643	CTM 3853	CTM 4363	CTM 4453
Directs fashion programs				x		x	x
Prepares promotional materials				x	x	x	x
Coordinates fabric and design							
Analyzes fashion trends						x	
Knows effect of fabric finishes							
Keeps sales and inventory records			x				x
Designs new products							
Recruits, hires, fires personnel			x				
Coordinates flow of merchandise			x				
Knows consumer behavior		x	x			x	
Demonstrates effective human relations			x				
Knows current textiles/clothing information							
Evaluates personnel			x		x		
Schedules personnel			x				
Trains personnel			x	x			
Knows personnel policies			x				
Knows management systems			x			x	
Communicates with business associates							
Supervises production			x				
Selects and orders fabrics							
Creates products for special orders							
Studies the market							
Applies principles and elements of design	x				x		
Knows socio-psychological aspects of textiles/clothing		x					
Knows manufacturing and distribution processes			x				

COMPETENCY	COURSE ^a	CTM 2113	CTM 3113	CTM 3432	CTM 3643	CTM 3853	CTM 4363	CTM 4453
Knows textile properties								
Knows textile testing procedures								
Knows clothing construction techniques								
Knows pattern making techniques								
Exhibits skill in fashion writing							x	
Knows business principles				x				x
Exhibits managerial ability				x				x

^aCTM 2113 - Applied Design in Clothing

CTM 3113 - Clothing in an Ecological Framework

CTM 3432 - Fashion Retailing

CTM 3643 - Fashion Accessories Sales Techniques

CTM 3853 - Merchandising Display Essentials

CTM 4363 - Fashion Promotion Media

CTM 4453 - Apparel Shop Entrepreneurship

APPENDIX O

GUIDELINES FOR AN INTERNSHIP PROGRAM
IN CLOTHING AND TEXTILES

Guidelines for an Internship Program in Clothing and Textiles

Fashion oriented careers within the textile and apparel industry demand persons with a college degree as well as with specialized training. An individual holding a degree in clothing and textiles should be prepared for entry level management positions in the textile and apparel industry.

Actual work experience within any aspect of the industry is an effective method of learning for those aspiring to a career in the textile and apparel industry. Textile and apparel manufacturers have indicated their willingness to allow students to observe and participate in activities relevant to entry level management positions within the industry. Findings from the study and a review of the present internship manual for the fashion merchandising internship at Oklahoma State University were utilized in formulating guidelines for an internship program in clothing and textiles.

Curriculum Planning for a Textiles and Clothing Internship Program

A course of study in a textiles and clothing program at the undergraduate level should provide preparation for a variety of textiles and clothing related careers. Required professional courses for a clothing and textiles major, general requirements in clothing, textiles and merchandising, and elective courses allow students to attain

competencies for entry level management positions within the textile and apparel industry.

Competencies desired for employment, as identified by respondents in this study, in textiles and clothing related careers in sales, management/supervision, and design can be implemented into a given clothing and textiles college curriculum. All of the 32 competencies identified are included in courses in the Clothing, Textiles and Merchandising Department at Oklahoma State University. Presented in Appendix M are the 32 competencies considered by respondents of this study to be desirable for employment in the industry in relation to required professional courses for the textiles and clothing major in which the competencies could be attained by the student. Appendix N presents the 32 competencies in relation to additional clothing, textiles and merchandising courses currently in the plan of study for a clothing and textile major at Oklahoma State University.

Criteria for the Internship

The internship should be coordinated with a textile manufacturer or apparel manufacturer. Names and locations of manufacturers are listed in manuals utilizing the Standard Industrial Classification System. These manuals are prepared by each state under guidelines established by the United States Government. Potential internship sponsors identified in this study are listed in Appendix F, Potential

Internship Sponsors in Oklahoma; and Appendix L, Potential Internship Sponors in Dallas-Fort Worth.

The student could arrange for an internship in the same manner that one secures employment. The selection of the intern will probably be made after the manufacturer (potential internship sponsor) has reviewed a resume and letter of application submitted to him by the student. A personal interview may enhance the selection of the student intern.

Terms and conditions of employment should be established between the sponsoring manufacturer and the student, with approval by the faculty supervisor. The length of the internship provided will probably depend upon the particular circumstances for each student and manufacturer. The time period suggested for internships would be full-time during the summer or part-time during the school year. More than one intern may work for the same manufacturer within the same time period. This usually facilitates housing for the students if the internship is off campus.

Credit Requirements

The intern should be an upper level student who is willing to assume an instrumental role within the textile and apparel industry. It would be desirable for the intern to have participated as an observer and/or volunteer in analyzing and reporting on various aspects and situations

within the industry prior to his or her internship experience.

Since the internship is considered to be an important part of the student's professional preparation, the student would be expected to adhere to the same standards as an employee of the textile or apparel manufacturer. The student should meet the job requirements of dress standards, code of conduct, and other professional obligations.

Based on the requirements for the fashion merchandising internship, it is suggested that for one hour of internship credit, the student work a minimum of 80 hours within the fashion industry. The total amount of internship credit required for the degree will be determined by the departmental faculty. Four to six credit hours may be an appropriate requirement.

Desired Student Competencies

An internship provides the opportunity for a student to develop an awareness and understanding of the competencies associated with positions in the textile and apparel industry. The competencies for entry level management positions can be related to three position categories: (1) sales, (2) management/supervision, and (3) design.

Thirty-two competencies were evaluated as to their importance for entry level management positions in each of the three position categories by textile and apparel

manufacturers. Nine of the 32 competencies were considered to be desirable or essential for textiles and clothing related careers in sales, management/supervision, and design by more than 75 percent of the responding manufacturers to this survey. Another 16 of the 32 competencies were deemed to be required or recommended for employment in all three position categories by 50 percent to 75 percent of the responding manufacturers.

Students can attain these competencies by integrating course instruction with planned supervised experiences outside the academic community. For example, required courses for a clothing and textiles major in which the competencies could be attained by the student at Oklahoma State University are identified in Appendix M. These competencies could also be achieved through the elective courses and general requirements in home economics currently in the plan of study for a textiles and clothing major at Oklahoma State University.

Actual on-the-job experience provides an excellent method of achieving competence for the world of work. Learning activities and experiences in which the student as an intern could participate in the fashion industry to develop occupational competence were suggested by textile and apparel manufacturers in Tulsa.

The nine competencies identified as desirable or essential for all three career areas are listed below with proposed learning activities and experiences for the student

intern. The learning experiences were based on suggestions from the Tulsa manufacturers.

<u>COMPETENCY</u>	<u>ACTIVITIES</u>
Exhibits managerial ability	<ul style="list-style-type: none"> - Completing necessary paper-work - Willingly accepting responsibility - Assisting in office work - Developing organizational ability - Developing leadership ability - Developing decision-making ability - Volunteering for duties
Knows textile properties	<ul style="list-style-type: none"> - Utilizing a knowledge of fabrics, colors, textures
Selects and orders fabrics	<ul style="list-style-type: none"> - Ordering sample cuts for sample products - Seeing fabric, textile, and trim salesmen at home office - Ordering materials - Selecting fabric, trims, and accessories for the product - Estimating the cost of fabric and trimmings
Knows personnel policies	<ul style="list-style-type: none"> - None suggested
Studies the market	<ul style="list-style-type: none"> - Coordinating plans for a market trip - Travelling to market centers - Evaluating buying sources - Shopping the fabric and garment markets
Knows clothing construction techniques	<ul style="list-style-type: none"> - Cutting fabric - Sewing a product on a domestic machine - Fitting textile or apparel product
Exhibits skill in fashion writing	<ul style="list-style-type: none"> - None suggested

<u>COMPETENCY</u>	<u>ACTIVITIES</u>
Exhibits skill in fashion writing	- None suggested
Knows socio-psychological aspects of textiles/clothing	- Determining the customer's wants
Communicates with business associates	- Attending meetings - Developing good relationships with supervisors and co-workers

The following competencies are those deemed to be desirable or essential by 50 percent to 75 percent of the responding textile and apparel manufacturers for employment in the industry:

<u>COMPETENCY</u>	<u>ACTIVITIES</u>
Knows current textiles and clothing information	- Reading trade publications and fashion magazines - Discussing needs and ideas with designers
Keeps sales and inventory records	- Assisting in stock work - Assisting with bookkeeping duties - Typing invoices
Knows pattern making techniques	- Designing through flat pattern - Designing through draping - Developing dressmaker/tailoring techniques - Making markers - Drafting a flat pattern - Grading a flat pattern - Making the pattern
Knows management systems	- Planning and directing the smooth flow of business from production to the ultimate consumer

<u>COMPETENCY</u>	<u>ACTIVITIES</u>
Knows business principles	<ul style="list-style-type: none"> - Maintaining proper procedures for orders - Processing orders
Recruits, hires, fires personnel	<ul style="list-style-type: none"> - None suggested
Schedules personnel	<ul style="list-style-type: none"> - None suggested
Trains personnel	<ul style="list-style-type: none"> - Organizing the trim room - Organizing the design studio
Analyzes fashion trends	<ul style="list-style-type: none"> - Determining consumer buying trends and patterns
Applies principles and elements of design	<ul style="list-style-type: none"> - Using principles and elements of design - Coordinating fabric and design - Assisting the sample line coordinator
Knows textile testing procedures	<ul style="list-style-type: none"> - Analyzing product performance
Prepares promotional materials	<ul style="list-style-type: none"> - None suggested
Knows manufacturing and distribution processes	<ul style="list-style-type: none"> - Determining the amount of materials needed for production of a product - Estimating the number of operations to produce a garment - Spreading fabric - Observing how the garment is cut - Observing mass production of a product - Sewing the product on an industrial machine - Finishing a textile or apparel product
Supervises production	<ul style="list-style-type: none"> - Planning the production according to established specifications - Working with the production department

<u>COMPETENCY</u>	<u>ACTIVITIES</u>
Creates products for special orders	<ul style="list-style-type: none"> - Assisting designer - Illustrating designs with workroom sketches - Designing textile products - Designing apparel products - Preparing the sample garment or product - Producing custom-designed products
Knows consumer behavior	<ul style="list-style-type: none"> - Communicating with the customer - Working with the customer on an individual basis - Responding to consumer - Responding to consumer inquiries - Answering letters of inquiry - Selling the product to the customer - Explaining company products or services to customers

Compensation

The internship is intended primarily to serve the academic needs of the student. The intern may be working for pay as determined by the particular textile or apparel manufacturer. If a stipend or salary is part of the experience, the manufacturer will determine how much compensation will be paid to the intern. Some students, however, may have the opportunity to observe and/or work without pay for a textile or apparel manufacturer for their internship experience. The policies regarding acceptance of volunteer work (observation or work without pay) should be determined by the departmental faculty. Although volunteer work may

provide good experience, the degree of responsibility developed may be quite different from that developed on the job.

Evaluation

Supervision is the key to the success of the internship program. It should be understood that the manufacturer (internship sponsor) is expected to assume responsibility for an evaluation of the intern.

For the purpose of evaluation, it is suggested that the student submit to the faculty adviser a weekly log of his or her activities signed by the internship sponsor. Included in the log should be the number of hours worked and the type of activities in which the intern observed and participated during the week. An evaluation of the performance of the intern should be submitted by the manufacturer at the conclusion of the internship to be utilized in determining the grade of the student.

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VITA

Lila Sue Emenheiser

Candidate for the Degree of

Doctor of Philosophy

Thesis: GUIDELINES FOR AN INTERNSHIP PROGRAM BASED ON
COMPETENCIES FOR ENTRY LEVEL MANAGEMENT POSITIONS
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