

SYSTEMATIC APPROACH TO THE EVALUATION OF A
FASHION MERCHANDISING PROGRAM WITH
GUIDELINES FOR STUDENT WORK
EXPERIENCES

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Purpose	2
Significance of the Study	3
Background of the Study	6
Scope, Limitations and Procedures	8
Assumptions of the Study	12
Definitions of Terms	13
First Group of Definitions of Terms	13
Second Group of Definitions of Terms	14
Summary	15
II. REVIEW OF LITERATURE	16
Curriculum Development Concepts	17
Learning and Instructional Systems	24
Educational Objectives and Competencies	33
Studies Related to Areas of Home Economics	42
National Level Progress	43
Local Level Progress	53
Summary	63
III. DEPARTMENTAL COURSE OBJECTIVES	67
Procedural System for Stage One	67
The Development of the Instruments	69
The Collection of the Data	70
The Treatment of the Data	71
Analysis of Findings for Stage One	71
Course Objectives Identified by Faculty	72
Terminal Behaviors Revised by Faculty	79
Terminal Behaviors Identified by Students	80
Summary of Findings for Stage One	80
IV. RETAIL JOB DESCRIPTIONS FOR BUYERS AND ASSISTANT BUYERS	82
Procedural System for Stage Two	82
The Selection of the Sample	83
The Development of the Instrument	83
The Collection of the Data	84
The Treatment of the Data	85

Chapter	Page
Analysis of Findings for Stage Two	90
Background Characteristics of the Respondents	90
Job Titles and Hierarchy of Positions	96
Responsibilities and Duties Related to	
Buying Functions	99
Requisites to Successful Performance of	
Buying Functions	120
Academic Preparation for Positions	
in Merchandising	129
Summary of Findings for Stage Two	133
V. SPECIFIC OBJECTIVES FOR STUDENT WORK EXPERIENCES	135
Procedural System and Findings for Stage Three	136
Translating Performance Goals Into	
Specific Objectives	136
Selecting Specific Objectives for Student	
Work Experiences	139
Summary of Findings for Stage Three	143
VI. RECOMMENDATIONS FOR PROGRAM IMPROVEMENTS	144
Procedural System and Findings for Stage Four	144
Development of Specific Guidelines for	
Student Work Experiences	146
Development of Suggestions for Departmental	
Course Revisions	152
Suggested Procedures for Improvement of	
Fashion Merchandising Program	159
Summary of Findings for Stage Four	163
VII. SUMMARY, CONCLUSIONS AND IMPLICATIONS	164
Summary and Conclusions	165
Implications	171
SELECTED BIBLIOGRAPHY	174
APPENDIX A - STAGE ONE	179
APPENDIX B - STAGE TWO	196
APPENDIX C - STAGE THREE	215
APPENDIX D - STAGE FOUR	235

LIST OF TABLES

Table	Page
I. Departmental Courses, Faculty and Majors Involved in Stage One	73
II. Reaction of Faculty to Instructional Objectives for Required Departmental Courses	74
III. Background Characteristics of Respondents	93
IV. Job Titles and Hierarchy of Positions in Retail Stores	98
V. Competencies Requisite to Effective Performance of Buying Functions One and Two	123
VI. Competencies Requisite to Effective Performance of Buying Functions, Three, Four and Five	126
VII. Academic Preparation for Positions in Merchandising	132
VIII. Performance Goals Selected to be Considered for Specific Objectives for Student Work Experiences	141
IX. Career Oriented Competencies Not Supported by Departmental Course Objectives	154
X. Responsibilities Related to Buying Functions	207
XI. Duties Related to Buying Functions	210
XII. Requisites for Successful Performance of Buying Functions One and Two	212
XIII. Requisites for Successful Performance of Buying Functions Three, Four and Five	213
XIV. Academic Preparation for Positions in Merchandising	214

LIST OF FIGURES

Figure	Page
1. Developmental Stages of the Study	10
2. Buying Function 1: Planning and Evaluating Merchandise . . .	102
3. Buying Function 2: Procuring Merchandise	104
4. Buying Function 3: Promoting Sales	106
5. Buying Function 4: Merchandising Department	108
6. Buying Function 5: Supervising Personnel	110
7. Duty 1: Maintenance of Records	115
8. Duty 2: Maintenance of Stock	117
9. Duty 3: Miscellaneous Activities	118
10. Structural Framework for Program Improvements	145

CHAPTER I

INTRODUCTION

The adequacy of the preparation of home economists for positions in business has long been a concern of both educators and students. This concern has intensified in the past few years, partially due to the initiation of an accreditation program by the American Home Economics Association. One of the purposes, or hoped for results, of the accreditation process in education is the improvement of the quality of professional programs.

The evaluation of existing home economics programs is one of the primary activities in the accreditation process. Although the accrediting movement is still in its pilot stages, the attention and efforts of home economists throughout the nation have been focused on curriculum evaluation. Home economics units in several institutions have already completed self-evaluation studies as a part of this initial stage in the accreditation process.

Innovative home economics programs for the 1970's and 1980's, no doubt, will be the outgrowth of these on-going self-evaluation studies involving today's faculty, students and representatives from related professional areas. Such self-evaluation studies are not new to education, but radical changes in the character of college age youth and pressures from the professions employing college graduates have generated a sense of urgency on the part of today's educators.

Whenever educational programs are evaluated in terms of student outcomes, the improvement of the quality of such programs can be directed with greater clarity and appropriate revisions can be structured in the curriculum. The age of accountability appears to be descending upon the field of education. President Nixon, in his Education Message, March 3, 1970, stated:

From these considerations we derive another new concept: accountability. School administrators and school teachers alike are responsible for their performance, and it is in their interest as well as in the interest of their pupils that they are held accountable.¹

Emphasis on the assessment of results in education can lead to more precise evaluation of professional programs.

Statement of Purpose

The over-all purposes of this study were: 1) to develop and carry out a systematic, controlled approach to the evaluation of the adequacy of the preparation of the present fashion merchandising majors for selected positions in business; and 2) to make recommendations for maximizing the development of competencies associated with the related career area with implications for optional contribution of student work experiences.

There are approximately 150 majors in the Fashion Merchandising Program at Oklahoma State University. In the past fifteen years, the majority of those students seeking careers in retailing have accepted positions with one of the major department stores in the Southwest.

¹Leon M. Lessinger, "Focus on the Learner: Central Concern of Accountability in Education," Audiovisual Instruction, Vol. 15, No. 6 (June/July, 1970), p. 42.

Many of these students are presently in buying level positions in retailing.

The present Fashion Merchandising curriculum requires that each major have a work experience in retailing or a related area prior to graduation. Although this work experience is considered valuable by students and the faculty as well as by many retailers, the educational contributions of such learning activities remain rather nebulous. Students work in a variety of retail stores with a minimum of faculty supervision and report their learning experiences in an individualized manner.

The researcher has been involved with the coordination of the Fashion Merchandising Program for nearly two decades and believes that the quality of the program can be greatly improved by the development of a system to maximize the contribution of the required work experience.

In order to accomplish the major purposes of this study it was necessary 1) to clarify the present contribution of required departmental courses to the development of competencies associated with the related career area; 2) to determine the nature of the competencies which can be developed during the required work experience; and 3) to formulate recommendations for improving the present curriculum requirements for fashion merchandising majors, with specific guidelines for the revision of the required work experience.

Significance of the Study

The significance of this study focuses on three educational concerns of professional home economists today: the prevailing concern of

the American Home Economics Association (AHEA) with the implementation of the accreditation process; the continuing concern among members of the Home Economists in Business (HEIB) section of AHEA as to the adequacy of the preparation of graduates for positions in business; and the increasing concern in education for the accountability of instructional programs.

First, the AHEA is in the midst of initiating an accreditation program. The present stage of accreditation in home economics "represents the results of three years of intensive work and several years of considering the need for an accrediting program."² Criteria and guidelines to be used in assessing the quality of programs were developed by home economists selected to participate in a series of national workshops. Presently the materials and procedures to be used in evaluating programs are being revised and progress is being made toward the final stage of this accreditation movement by the AHEA.

This process of accreditation should ultimately lead to the evaluation of existing home economics units in the United States and to the recognition of quality professional programs. This investigation was designed to make a systematic, controlled evaluation of an existing professional program in one of the major home economics units in the country. Thus, prior to an official accreditation of the Home Economics unit at Oklahoma State University by the national organization, plans can be made to improve the quality of the present Fashion Merchandising Program at Oklahoma State University.

²Gladys E. Vail, "Accreditation 1970," Journal of Home Economics, Vol. 62, No. 6 (June, 1970), p. 416.

Second, the HEIB section comprises "twelve percent of the total membership of the American Home Economics Association."³ Concern about the adequacy of preparation of home economists for positions in business led this group to appoint a "committee to establish competencies for HEIB," in the spring of 1968. After a detailed study was completed the following spring, the members of this committee recommended that further study was necessary before this goal could be achieved.⁴ The present investigation was designed to identify competencies associated with selected positions in retailing which could be used in evaluating the adequacy of the preparation of fashion merchandising majors at Oklahoma State University.

Third, improvement in the quality of professional programs can be expected as a result of the pursuit of accountability in education. The concept of accountability moves the emphasis in education from process to results. When a student is

. . . able to demonstrate in concrete terms what he has or has not learned, educators will be in a better position to judge where or why a program succeeds or fails and make the necessary changes to achieve success."⁵

It is recognized that "in the main, educators have not developed performance criteria for measuring the effectiveness of instructional programs."⁶ The specific objectives supportive of competencies which

³Robert W. Strain, "Business Values the Home Economists," Journal of Home Economics, Vol. 62, No. 1 (June, 1970), p. 49.

⁴Betty J. Sanholtz, "Interim Report of the Committee to Establish Competencies for Home Economists in Business" (paper presented to the Home Economists in Business Section of the American Home Economics Association, June 20, 1969), p. 1.

⁵Lessinger, p. 44.

⁶Ibid.

can be developed by fashion merchandising majors during the required work experience period were identified in this study.

The researcher believes that the methods and results of this investigation may stimulate faculty involvement in self-evaluation studies of other business oriented home economics programs, and may set in motion studies concerned with the systems approach to the development of instructional strategy for programs which prepare home economists for positions in business.

Background of the Study

Historically, evaluation can be identified with accrediting type procedures in higher education. The responsibility for these types of activities has been assumed by home economists as well as by faculty in other fields of professional education. An intensive curriculum development study was initiated nearly two decades ago in the Division of Home Economics at Oklahoma State University. Several faculty members have participated in various evaluation studies, partially due to interest generated by this curriculum development process and, to some extent, influenced by the concurrent efforts to establish an accreditation program for home economics at the national level.

The researcher participated in the beginning study of the curriculum requirements in the Home Economics Programs at Oklahoma State University. Following several years of involvement with this study, she served as chairman of the faculty sub-committee which developed some guidelines for evaluating and developing professional programs in home economics.

During the latter period of these curriculum studies, the researcher assumed responsibility for finalizing the proposals for revising the course requirements in the Clothing, Textiles and Merchandising Department. These activities involved interaction between faculty within the department, with faculty from other departments in home economics, and with faculty from other departments in the university which offered supportive courses in related root disciplines.

These involvements in curriculum development led the researcher to attempt an independent study in the spring of 1968.⁷ This study under the direction of Dr. June Cozine, then Head of the Home Economics Education Department at Oklahoma State University, was concerned with the examination of the content of the departmental courses required for fashion merchandising majors. Concurrent course work with Dr. John Hampton of the Educational Psychology Department enabled the researcher to formulate terminal behaviors related to the tentative statements of objectives for each departmental course required in the fashion merchandising curriculum.

During the series of accreditation workshops initiated by the AHEA, the researcher served as chairman of the committee assigned to develop criteria and guidelines to be used in the evaluation of home economics programs which prepare students for positions in business. The final recommendations from this committee were incorporated into the materials and procedures which are being tested during the present pilot study stage of the national accrediting movement in home economics.

⁷Kathryn M. Greenwood, "Departmental Course Objectives and Terminal Behaviors" (a graduate study under the direction of Dr. June Cozine, Oklahoma State University, Spring, 1968).

Encouraged by these varied efforts aimed toward improving the quality of professional programs, the researcher investigated the competencies related to certain job descriptions in retailing. The results of this study, completed during the summer of 1969, provided information concerning job descriptions and performance evaluation in ten major retail stores in the New York City area.⁸

In the latter part of the 1960's a project was designed to develop an audio-tutorial laboratory for one of the courses required in the home economics core. The researcher assisted in the development of this research proposal which obtained two substantial federal grants. As a partial result of this involvement, she was appointed by the President of Oklahoma State University to the original university-wide faculty committee on educational innovations. This group initiated a series of workshops and seminars which the researcher participated in along with several faculty members from the Division of Home Economics and faculty members from other colleges in the university.

These varied educational experiences have provided a wealth of information which served as background material for this study; and in addition, the researcher has developed an understanding of some effective procedures in curriculum evaluation and development.

Scope, Limitations and Procedures

For the purpose of organization and implementation, this study was designed to evaluate a particular business oriented home economics

⁸Kathryn M. Greewood, "Retail Job Descriptions and Job Evaluation" (a graduate study under the direction of Dr. Karen Gillespie, New York University, Spring, 1969).

program. The evaluation process focused on the use of career oriented competencies in assessing the adequacy of the Fashion Merchandising Program at Oklahoma State University. The technique employed might be applicable in evaluating other business oriented programs within this institution or in other institutions.

The developmental procedures for this systems approach to evaluation are outlined in the following four stages:

Stage One. Clarification and updating of the major objectives for the departmental courses required for fashion merchandising majors.

Stage Two. Identification of job descriptions--responsibilities, duties and competencies--associated with entry level positions which cluster around the retail buying functions.

Stage Three. Formulation of specific objectives supportive of selected performance goals associated with entry level positions which cluster around the retail buying functions.

Stage Four. Development of recommendations for the improvement of the existing Fashion Merchandising Program.

The interrelation of these four stages is depicted in the schematic form presented in Figure 1.

The methodology for the study involved separate samples for each stage and certain limitations were imposed in terms of the evaluation variables. Stage One provided for input from both faculty and students in the clarification and updating of major objectives for the departmental courses required in the fashion merchandising curriculum. The major objectives developed in this stage of the study were limited to those statements of instructional objectives and related terminal

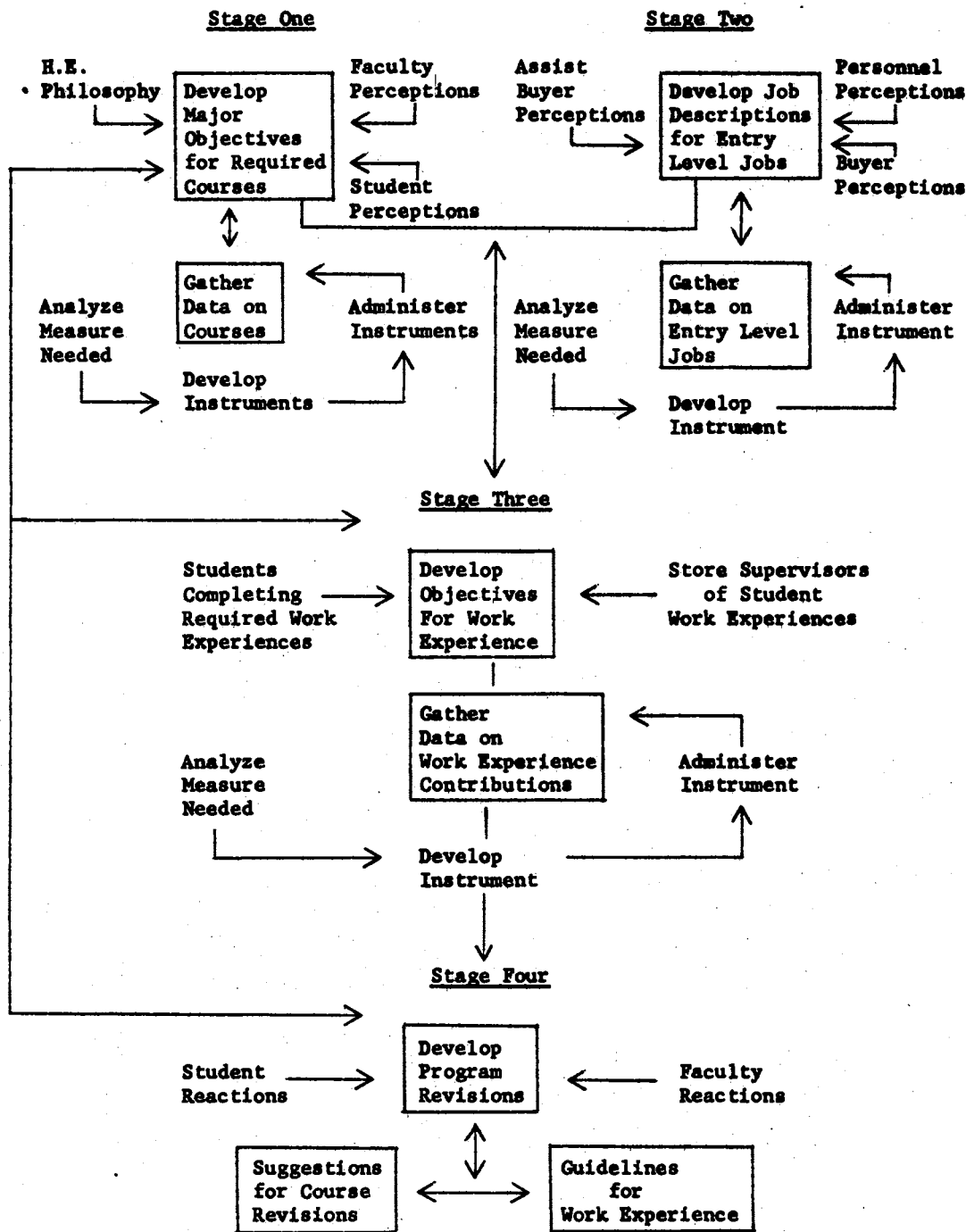


Figure 1. Developmental Stages of the Study

behaviors identified in an earlier study⁹ and confirmed or revised by the faculty and students presently involved in the ten departmental courses required in the Fashion Merchandising Program. No attempt was made to identify objectives in the general education courses, the home economics core course or the elective courses which fashion merchandising majors take to complete the 124 hours required for graduation.

Stage Two integrated input from personnel executives, buyers and assistant buyers in order to develop desired competencies for selected entry level positions in retailing. The statements developed in this stage were limited to those responsibilities, duties and competencies related to buying functions identified in an earlier study¹⁰ and confirmed or revised by personnel in retail firms where fashion merchandising graduates have been employed in one of the entry level positions.

Stage Three involved a jury of merchants from stores where students have been employed for the required work experience, and it included the input from fashion merchandising students who had completed the work experience requirement. The specific objectives developed in this stage were limited to those related to the responsibilities and duties associated with entry level positions which cluster around the buying functions.

Stage Four provided an opportunity for faculty and students involved in the fashion merchandising curriculum to react to the suggested program revisions. The recommendations developed in this stage were

⁹ Greenwood, 1968.

¹⁰ Greenwood, 1969.

limited to those which were supportive of the career oriented competencies associated with positions which cluster around the buying functions in retailing. Guidelines were proposed for student work experiences and implications were concluded in the form of suggested revisions for other departmental courses required for fashion merchandising majors.

Assumptions of the Study

The developmental process of curriculum study used in this evaluation of the existing Fashion Merchandising Program was based on the acceptance of the following assumptions.

1. Curriculum evaluation of a continuous nature is necessary in maintaining viable, relevant programs in education in any field.
2. A career oriented approach to the evaluation process used in assessing the adequacy of the Fashion Merchandising Program will provide valuable objective data on which to base curriculum revisions.
3. A comparative study of a) the instructional objectives and terminal behaviors for courses required for majors, and b) the job descriptions for positions which cluster around the retail buying functions, will provide a basis by which it is possible to evaluate the adequacy of the preparation of the present fashion merchandising majors.
4. An analysis of the responsibilities, duties and competencies associated with entry-level positions which cluster around the retail buying functions will provide relevance for the selection and formulation of specific objectives for student work experiences required for the Fashion Merchandising Program.

5. In curriculum evaluation, the involvement of departmental faculty, students and employers representing the related career area will provide the elements of balance and currency needed to improve the fashion merchandising curriculum.

Definitions of Terms

The operational definitions used in organizing, executing and reporting this study were formulated from terms and concepts presented in the review of literature. The first group of definitions was developed from terms used by McAshan, Popham, Gagné, Tyler, Mager and Beach. The second group of terms was defined on the basis of concepts found in the literature, but they were formulated for a unique use in this particular study. It is hoped that the following definitions will serve to minimize the communication problem often created between the researcher and the reader by the use of technical terms.

First Group of Definitions of Terms

1. Competency.--The kind of ability or quality requisite to performance.
2. Objective.--An intent communicated by a statement describing a proposed change in a learner.
3. Instructional Objective.--An educational outcome or the instructional intent of a course.
4. Terminal Behavior.--The kind of performance that will be accepted as evidence that the learner has achieved the objective.
5. Specific Objective.--An identifiable goal which specifies some type of performance that will furnish evidence of the achievement of

the intended outcomes of the goal.

6. Performance Expectations:--The evaluation activities which evidence the achievements of the learner in terms of the identified goal.

Second Group of Definitions of Terms

1. Performance Goals.--Short range, entry level job descriptions which describe the responsibilities and duties associated with the position of assistant buyer, as perceived by 50 percent or more of the respondents in Stage Two of this study.

2. Competency Goals.--Long range, buyer level competencies which describe abilities, in terms of knowledge and skills, associated with the successful performance of the five buying functions, as perceived by 50 percent or more of the respondents in Stage Two of this study.

3. Career Oriented Goals.--The short range entry level performance goals and the long range, buyer level competency goals identified in Stage Two of this study.

4. Job Profile.--The responsibilities and duties associated with the five buying functions performed by buyers and assistant buyers, as depicted in the bar graphs presented in Stage Two of this study.

5. Entry-Level Positions.--The positions which cluster around the retail buying functions as designated by the performance goals associated with the assistant buyer's responsibilities and responsibilities identified in Stage Two of this study.

6. Student Work Experiences.--The learning activities which are related to the responsibilities and duties associated with entry-level

positions which cluster around the retail buying functions, and which are required for fashion merchandising majors.

Summary

The purposes and significance of the study, the background, scope limitations and procedures of the study, the assumptions and the definitions have been reviewed in this chapter. The literature related to the theoretical framework for the problem and the studies which have pertinence to this study are presented in Chapter II. The procedures and findings for each of the four stages of the study are described in the following order: Chapter III--Departmental Course Objectives clarified in Stage One; Chapter IV--Job Descriptions for Buyers and Assistant Buyers established in Stage Two; Chapter V--Specific Objectives for Student Work Experiences formulated in Stage Three; and Chapter VI--Recommendations for Program Revisions developed in Stage Four. The summary of the study and conclusions are included in the final chapter.

CHAPTER II

REVIEW OF LITERATURE

This study, developmental by nature, is based on certain concepts, principles and approaches in curriculum development and evaluation selected from the literature reviewed. In the past two decades emphasis on educational research and development has generated the study of various aspects of curriculum. Terms that are used increasingly in the educational field are accountability, measurable objectives, performance objectives, behavioral domains, instructional systems, formative evaluation and student-centered curriculum. Some dichotomies have appeared, as leaders in the specialized fields of education take authoritative positions concerning various innovative concepts in curriculum development. Many authors have examined these controversial issues in recent years.

The first section of this chapter will present selected literature pertaining to curriculum study which was useful to the investigator in organizing the procedures and in selecting the concepts used in the development of recommendations for curriculum revision. This section will include the discussion of curriculum development concepts, the learning and instructional systems, and the objectives and competencies. Special note will be made of those concepts which reflect a concern for curriculum planning with emphasis on occupational training.

Studies in the area of home economics which are pertinent to this investigation will be reviewed in the second section of this chapter. Literature concerned with curriculum development in home economics, vocational and technical education, and other career oriented programs will be included. Particular attention was given during this study to the progress being made in the accreditation movement in home economics, and these activities under the direction of the AHEA will be summarized in this chapter.

Curriculum Development Concepts

Definitive statements concerning curriculum are numerous and are often diverse or conflicting in nature. As cited in the literature, a curriculum may refer to a set of courses or to the total range of educational experiences. The word "curriculum" is also used to refer to a course of study, a specific program leading to a degree, a certificate, or a diploma. It is in this sense that the term is used in this study concerned with the improvement of the fashion merchandising curriculum. Dressel suggests that this rather limited sense of the word should be extended to include more than just an array of independent courses in order to provide a unified experience.¹

Another point of view is expressed by Taba who considers the curriculum as essentially a plan for learning, consisting of goals for learning and ways of attaining these goals.² She suggests that the

¹Paul Dressel, College and University Curriculum (Berkeley: McGutcheon Publishing Corp., 1968), p. 193.

²Hilda Taba, Curriculum Development (New York: Harcourt, Brace and World, Inc., 1962), p. 76.

curriculum is a way of preparing young people to participate as productive members of society in our culture.

The term curriculum was defined as "the sum of the experiences that a student has under the guidance of the school" at a National Conference on Curriculum Development in Vocational and Technical Education in 1969.³ At this same conference Louise L. Tyler presented a paper pertaining to current trends in curriculum, and she commented that "to give a precise definition of curriculum (to which there would be little agreement) is not very useful."⁴

Much of the discussion concerning curriculum centers around the purposes, the essential elements, the basis and the process used in designing curriculum. Ralph W. Tyler listed three elements in curriculum design in his works in the early 1950's.⁵ These elements included concepts which recur in sequence of learning experiences, skills which take time to master, and values and ideas. He voiced the following questions relative to curriculum decisions: What educational purposes should the school seek to obtain? What educational experiences can be provided to attain these purposes? How can these educational experiences be effectively organized? How can we determine whether these purposes are being met?

³Melvin L. Barlow, ed., A Guide for the Development of Curriculum in Vocational and Technical Education (Los Angeles: Division of Vocational Education, University of California, June, 1969), p. 6.

⁴Louis L. Tyler, "Current Trends in Curriculum Theory and Development" (paper presented at the National Conference for the Study of Curriculum Development in Vocational and Technical Education, Dallas, Texas, March, 1969), p. 1.

⁵Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1950), p. 10.

Taba describes the elements of curriculum design as the statement of aims and specific objectives, the selection and organization of content, and the implied patterns of learning and teaching.⁶ She stresses the inclusion of a program of evaluation of outcomes and points out her agreement with Tyler's process of curriculum development. This rather widely acclaimed process of Tyler's involves the diagnosis of needs for a given population, the formulation of objectives, the selection of content and learning experiences, the organization of learning experiences and the plan for the evaluation of objectives. Popham gives particular attention to the Tyler rationale in his discussion of educational objectives.⁷

McAshan indicates that at the curriculum development level, the initial decision of the teacher or program director is to select and define the problem area in meaningful terms, with the scope and final delineation of the selected problem depending, at least in part, on the specific objectives that are later identified in performance statements.⁸ Dressel simplifies these curriculum concepts by emphasizing the fact that a curriculum must provide for a unified experience "based on clearly defined objectives, competencies, or knowledge."⁹

A more recent concern in curriculum development is pointed out by Tuckman in his article "The Student-Centered Curriculum: A Concept in

⁶Taba, Chapter 6.

⁷W. James Popham and Eva L. Baker, Establishing Instructional Goals (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), pp. 87-100.

⁸H. H. McAshan, Writing Behavioral Objectives (New York: Harper and Row Publishers, Inc., 1970), p. 16.

⁹Dressel, p. 195.

Curriculum Innovation."¹⁰ He states that a curriculum must be defined in terms of the educational goals of students, and he contends that its purpose ostensibly is to provide students with experiences that will lead them to attain certain desired outcomes.

Various references were made in the literature to the continuous nature of curriculum study. Dressel describes the phases in curriculum development as the selection and formulation of objectives, the selection and organization of learning experiences and evaluation. He points out that these phases are "interrelated rather than sequential."¹¹ He concurs with others in the field in perceiving the curriculum process as continuous.

Hancock and Bell, both professors of marketing, point out that viable, relevant programs of education in any field require continuous curriculum study. However, they stress that "keeping the business curriculum tuned to student needs and employer expectations is particularly critical."¹² They refer to total curricula involvement as necessitating the participation of three distinct publics: the buyers, the users, and the providers of education. The authors' model for changing a curriculum reflects an involvement of faculty with students and business representatives from the related career area.

Career education literature emphasizes that the curriculum is

¹⁰Bruce Tuckman, "The Student-Centered Curriculum: A Concept in Curriculum Innovation," Educational Technology, Vol. 9, No. 10 (October, 1969), pp. 26-29.

¹¹Dressel, p. 185.

¹²William O. Hancock and James E. Bell, Jr., "An Effective Model for Changing Curriculum," Collegiate News and Views, Vol. 23, No. 3 (March, 1970), p. 7.

based on an analysis of the requirements of the occupation and that periodic analysis of the occupations for which the training is being given is paramount to the curriculum development.¹³ Leaders in vocational programs stress that the curriculum is developed, maintained and evaluated with the advice and cooperation of representatives of the occupational area. New leaders adhere to the concept that curriculum development must be based on preparation for entry into and successful advancement in employment on a career-ladder basis. The first step in the process of curriculum development is an occupational analysis to determine the knowledge required for a successful worker, the abilities he must possess, and the behavioral characteristics he must display.

This concept is appropriately stated by Dressel: "The success of a curriculum depends heavily on the developmental process itself."¹⁴ He recognizes that revising old curricula or planning new ones requires detailed analysis of needs and desired competencies. He contends that flexibility and continuing adaptation is the goal of curriculum change. He warns that in professional and technical fields, the goals of preparation for a reasonably well-defined career encourages a rigid and highly-organized curriculum.

Dressel declares that "the role and method of evaluation in a program have a profound impact on students and on the effectiveness of the curriculum."¹⁵ This concept of evaluation as a continuous process and as an integral part of the curriculum development and of

¹³Barlow, p. 14.

¹⁴Dressel, p. 186.

¹⁵Ibid., p. 178.

instruction has been widely purported in the literature. Taba describes a comprehensive evaluation program and singles out that determination of objectives of the curriculum is the basic and the first step. She cautions that

One of the most difficult obstacles to adequate curriculum as well as adequate evaluation is the tendency to establish objectives which are vague, diffuse, and general and therefore bear little relationship to what the actual outcomes of curriculum and instruction are and have no resemblance to recognizable student behavior.¹⁶

Evaluation as a cooperative effort in which the entire staff participates is encouraged by Taba.

This cooperation is necessary in order to see the specialized lines of growth in a proper perspective, but it is especially important in formulating and clarifying those objectives which can be fully achieved only through a combined emphasis in various subject areas and in various realms of activity in the school.¹⁷

Cozine, in her comments on the meaning of the term evaluation, points to Ralph W. Tyler's assumption that evaluation should be a cooperative process. She suggests that

Home Economists are convinced that it is desirable for students to assist in formulating objectives and in planning learning experiences so it would seem logical that the students should cooperate with the teacher in developing methods of evaluation.¹⁸

Thus, the concept of a continuous process of evaluation is interlaced with the concept of a continuous process of curriculum development and change. Dressel contends that evaluation must be involved

¹⁶Taba, p. 325.

¹⁷Ibid., p. 338.

¹⁸June Cozine, "Evaluation--Meaning of the Term" (paper presented to graduates in Home Economics Education courses at Oklahoma State University, 1968).

with every stage of planning and executing an educational program.¹⁹ As a point of emphasis, his statement quoted earlier in this chapter is repeated: "Flexibility and continuing adaptation is the goal of curriculum change and evaluation will play a vital role only if it is viewed as the basis for such change."²⁰

Dressel sees the task of evaluation as one of finding out not only what happens to the student but also why, when, and where it happens. He asks the question: "Does a desired change require the elimination of a course, the revision of a course, the introduction of new courses, or the reorganization of a sequence?"²¹ Evaluation emphasizes end-results rather than daily experiences of students; however, it recognizes that these results are fostered by courses and other daily experiences. Thus, Dressel suggests that within the evaluation program for total curriculum, smaller evaluation projects must be planned to assess the impact of a particular course experience on both immediate and long-term objectives.

The complete cycle of the development of a curriculum followed by a comprehensive evaluation of that curriculum is seldom accomplished, according to Dressel. Courses, experiences, and even specific goals of a curriculum rarely remain constant for any length of time. He states that the implicit assumption in evaluation is that

If changes observed are not in accord with reasonable expectations or if they are unanticipated and undesirable, the program of experiences and the instructional practices must

¹⁹Dressel, p. 177.

²⁰Ibid., p. 187.

²¹Ibid., p. 181.

be modified to bring about a harmony between expectations and results.²²

These concepts in curriculum development point up differing views as to the nature of the term "curriculum" and the varying elements in curriculum design and evaluation. Basically, the curriculum is viewed as a learning system with specific aims and objectives, selected learning experiences and a program of evaluation of outcomes. The purpose and process of evaluation are viewed as an integral part of the concept of continuous curriculum development and change. The ideas presented here served as guide lines for the researcher in the development and execution of this study.

Learning and Instructional Systems

Literature concerned with learning theories and instructional systems was reviewed in order to clarify the procedures in formulating a systems approach to curriculum revision. Many of the references incorporated some of the original theories purported by Skinner, Thorndike and other noted writers of an earlier period.

Concern with theories of learning has resulted in investigations by many researchers and educators for several generations. American psychologists are credited with numerous theories of learning. Gagné notes that learning experimentation introduced by Thorndike at the turn of the century has led to considerable knowledge about the learner and conditions of learning.²³

²²Ibid., p. 180.

²³Robert M. Gagne, The Conditions of Learning (2nd ed.; New York: Holt, Rinehart and Winston, Inc., 1970), p. 3.

Block refers to Morrison's ideas on mastery learning in the 1930's, noting the relation to the programmed instruction innovations in the 1950's and 1960's. Skinner was credited with the underlying principle of programmed instruction in 1954. Block states that "mastery had been defined in terms of the particular educational objectives each student is expected to achieve."²⁴ He points out that instruction is organized into well-defined learning units in the mastery concept, and feedback and correction procedures provide a means to achieve optimal quality for each student.

Gagné depicts the learning event as taking place when the "stimulus situation affects the learner in such a way that his performance changes from a time before being in that situation to a time after being in it."²⁵ He explains that the change in performance is what leads to the conclusion that learning has occurred. Gagné's definitive statements about the conditions of learning reflect previous research in this field as illustrated by the following concept: "The occurrence of learning is inferred from a difference in a human being's performance as exhibited before and after being placed in a 'learning situation'."²⁶ Basic to Gagné's ideas about the conditions of learning is his concern with the necessity to show that there had been a change in performance. He places emphasis on a knowledge of the prior capabilities of the learner in order to determine the conditions required for subsequent learning. Gagné's theories about the conditions of learning

²⁴James H. Block, ed., Mastery Learning Theory and Practice (New York: Holt, Rinehart and Winston, Inc., 1971), p. 3.

²⁵Gagné, p. 3.

²⁶Ibid., p. 22.

are further emphasized by the following question posed in his writings:
"What capability of the learner exists following the event of learning that was not there before?"²⁷

Dressel recognizes the role of educational technology as seeking to provide solutions to one of the questions essential in the broader concept of instruction: "What specific kinds of stimuli are needed to produce the types of responses and ultimate competencies desired?"²⁸ Based on this broader concept of instruction, he warns against defining teaching in the limited sense which focuses on teacher activities and characteristics rather than on student learning and achievement. In this broader sense, instruction focuses on all the opportunities for response provided by an instructional staff. In terms of a total curriculum, he sees instruction pertaining to the combined efforts of the entire faculty to plan and execute a program which achieves certain objectives. He contends that "student learning results from the efforts of many individuals, including the students themselves," and thus represents the interrelationship of various efforts.²⁹

The concept of a systems approach to instruction is evidenced by numerous writers in the various areas of specialization within education. Banathy's definitive statements about the term "systems" give focus to various concepts in this area.

The special meaning of the term 'systems' and such related terms as 'systems concept' and 'systems approach' emerged during and after World War II as a result of research and

²⁷Gagne, p. 35.

²⁸Dressel, p. 161.

²⁹Ibid., p. 154.

development in problem solving, efficiency analysis and most significantly, the development of complex man-machine systems. . . . It is the system as a whole--and not its parts separately--that must be planned, designed, developed, installed, and managed. What is really significant is not how the individual components function separately, but the way they interact and are integrated into the system for the purpose of achieving the goal of the system Systems can be defined as deliberately designed synthetic organisms, comprised of interrelated and interacting components which are employed to function in an integrated fashion to attain predetermined purposes. Therefore, the best way to identify a system is to reveal its specific purpose.³⁰

Banathy identifies the three main aspects of systems as the sequence of purpose, the process and the content. He stresses the importance of each because of the priorities implied. According to Banathy, the purpose gives direction to the whole system; it determines the process, and suggests the kinds of components which make up the content of the system. Banathy points out that "the key criterion by which the effectiveness or adequacy of the performance of a system can be evaluated is how closely the output of the system satisfies the purpose for which it exists."³¹ He insists that the systems approach to the development of systems offers a decision-making structure and a set of decision-making strategies. It makes available for the designer a self-correcting, logical process for planning, development, and implementation of man-made entities. It provides a procedural framework within which the purpose of the system is first specified and then analyzed in order to find the best way to achieve it. The application of the systems approach to the development and maintenance of systems makes it possible to insure that the performance specifications

³⁰ Bela H. Banathy, Instructional Systems (Palo Alto: Fearon Publishers, 1968), pp. 2, 3.

³¹ Ibid., p. 13.

prescribed for the output of the system will be met. Banathy acknowledges that "systems analysis, systems approach, and systems development are high-frequency terms in educational circles."³² He recognizes "the unique potential that the systems approach can bring to the treatment of complex problems and the design of education programs."³³

Ullmer establishes a functional definition of instruction technology based on concepts presented by several of his cohorts, Glasser, Corey, Finn, Heinich and Nadler. Based on the assumption that instruction is a process that can be approached in a systematic or technological manner, Ullmer defines instructional technology as "the systematic body of information and the process and communications capabilities available to accomplish instructional functions."³⁴ He further clarifies the meaning of instructional design by denoting that it is the process of developing instructional specifications, materials and strategies for the achieving of instructional functions. Ullmer explains that the instructional system is the vehicle for implementing instruction, and he states "that the term developmental system has been applied to the unit that performs the instructional design work."³⁵ He identifies the function or purpose of the instructional system as the achievement of student learning within the framework of instructional objectives. The developmental system is related to the instructional

³²Ibid., p. 16.

³³Ibid.

³⁴Eldon J. Ullmer, "The Meaning of Instructional Technology: An Operational Analysis," Educational Technology, Vol. 8, No. 12 (December 15, 1968), p. 11.

³⁵Ibid.

system in that the input is simply the identification of an instructional task which, before the initiation of design work, will likely be described in very general terms. The output is the materials and specifications for execution of the task. He explains that this output of the developmental system serves as the input to the instructional system and thus interrelates the two systems. This leads to Ullmer's statement that "the output of the instructional system is the sum of learning events comprising the instruction for a particular course or sequence of lessons."³⁶

With these definitive statements clearly presented, Ullmer points out that "instructional technology has a distinct contribution to make in terms of providing for more systematic curriculum designs."³⁷ He further specifies that curriculum developmental systems should adopt approaches to instructional design that incorporate adequate quality control or value assurance.

Ullmer notes that the term "systematic" is a key word in describing the nature of instructional design or instructional technology. It is often used in definitions but rarely, if ever, is it explained in operational terms. The quality of "systematicness" implies that the products or processes of instructional design meet certain requirements or possess certain characteristics. To insure that these requirements are met, instructional design models should incorporate guiding criteria or standards in the sense of a quality control or value assurance

³⁶ Ibid., p. 12.

³⁷ Ibid.

³⁸ Ibid., p. 13.

program.³⁸

Ullmer concludes by prescribing some essential characteristics for any instructional design system. He contends that the outcomes of instruction must be specified in a manner that precludes arbitrary interpretation; provides for uniform understanding among teachers, students, and other educational personnel; and enables various educational specialists to translate the objectives into instructional and evaluation instruments. Adequate specification exists when statements of objectives provide a clear indication of the type of performance expected of students, the acceptable level of performance, and the conditions under which testing will occur.³⁹

A "Systems Approach to Curriculum Development" is the title of an article by Doney in which he summarizes that the systems approach is a way of focusing on the totality of a problem and the interrelationships of the elements as they relate to the problem as a whole.⁴⁰ He applies this concept of the systems approach to curriculum development and suggests that the initial point of departure is the establishment of a set of precise program or curriculum objectives.

Morgan in his comments on "A Systematic Approach to Educational Change" stresses that, in curriculum development, priority should be given to the setting of educational goals and the defining of

³⁸ Ibid., p. 13.

³⁹ Ibid.

⁴⁰ Lloyd Doney, "A Systems Approach to Curriculum Development," Collegiate News and Views, Vol. 23, No. 1 (January, 1970), pp. 7-10.

performance objectives in an operational manner.⁴¹ He points out that performance objectives must precede the design of the system since they define the output specifications for the system. He contends that unless one knows the behavior attainments of students, there is little basis for relating success in the adult world back to their school experiences. The output objectives should be tangible, demonstrable and replicable.

In addition to instructional objectives, the primary emphasis of instructional design, as noted by Moore, is placed on the classification, organization and evaluation procedures which increase the probability that learning will occur. The specification of behavioral objectives provides a sound basis for making decisions as to whether the desired changes have actually occurred in the learner's behavior.⁴²

The strategy of instructional development is described by Mager and Beach in the publication "Developing Vocational Instruction." They contend that the systematic development of instruction is initially concerned with detailed specification of desired results in terms of the learner's achievements.⁴³ They state that regardless of subject matter the object of vocational instruction is to send the student away improving his skills through further practice. They believe that

⁴¹Robert Morgan, "ES'70--A Systematic Approach to Educational Change," Educational Technology, Vol. 9, No. 9 (September, 1969), pp. 49-54.

⁴²J. William Moore, "Instructional Design: After Behavioral Objectives What?" Educational Technology, Vol. 9, No. 9 (September, 1969), pp. 45-48.

⁴³Ralph F. Mager and Kenneth M. Beach, Jr., Developing Vocational Instruction (Belmont, California: Fearon Publishers, 1967), pp. 1-6.

performance orientation rather than subject matter orientation provides the strategy for developing effective instruction. The job description is considered the initial step in the development of instructional strategy. This step insures that the learner will be able to perform the job and, thus, the systematic derivation of course objectives begin with the job itself rather than with content.

Carter, in his discussion of "The Systems Approach to Education: Mystique and Reality," emphasizes the importance of understanding that systems analysis involves a systematic, procedural approach to educational problems; he believes that it will lead to the development of better conceived and more successful programs.⁴⁴

The systems approach to instructional strategy was incorporated into a booklet published by Oklahoma State University, January, 1972. Roble, Anderson and Kurtz cooperatively wrote this manual, Preparing Instruction to Implement Objectives.⁴⁵ They propose that the total program, course or curriculum is a system divided into a number of sub-units such as learning activity packages, or minicourses.

To summarize, these selected concepts pertaining to learning and instructional systems give support to the principle of continuous curriculum development presented in this study. Learning is recognized as the change in the performance of the learner after he has been exposed to a "learning situation." The mastery learning concept is aimed

⁴⁴Launor F. Carter, "The Systems Approach to Education: Mystique or Reality," Educational Technology, Vol. IX, No. 4 (April, 1969), pp. 22-31.

⁴⁵Richard M. Robl, Carl R. Anderson and Edwin B. Kurtz, Preparing Instruction to Implement Objectives. (A manual published by Oklahoma State University, January, 1972.)

toward insuring the achievement of an optimal quality learning for each student. The instructional system defines the educational objectives which students are expected to achieve within a specified curriculum or program.

Instructional systems should be developed in terms of the achievements of the goal of the system through the integration of the individual components or elements; therefore, the system can be identified best by revealing its specific purpose. The development of instructional systems involves a procedural framework within which the purpose of the system is specified and analyzed so as to formulate the process and content which will achieve the purpose.

Instructional strategy of a vocational nature is concerned with the ultimate competencies desired in order for the learner to perform a specific job.

Educational Objectives and Competencies

The use and meaning of the term "objectives" has been the focus of much controversy in the educational field in the past two decades. Tyler's work in the 1930's, 1940's and 1950's was supportive of some of the major developments in the use of objective in curriculum planning. The "Tyler Rationale" is referred to by Popham as a "system which arrives at precise objectives which serve as the ends for which the teacher designs effective instructional means."⁴⁶ Popham adheres to the belief that only behaviorally stated educational objectives allow for the precise selection of learning activities and evaluation

⁴⁶Popham, p. 88.

procedures.

McAshan suggests that in the past "the goals of educational objectives have been stated in terms of learnings that were either too vague or could not be measured adequately."⁴⁷ This concurs with Taba's comments presented earlier in this chapter. He perceives that the term "behavioral objective" identifies a particular type of performance objective. This performance objective has an identifiable goal which identifies the learner and the program variable; it implies some type of learner behavioral change that can be evaluated as a direct outcome of the goal. He further defines a performance objective as any specifically stated objective with two components: first, it identifies a goal; and second, it specifies the outcome or evaluation of the goal. McAshan uses the term "goal" to identify the exact aim, purpose or end that is to be obtained from any course of action or in any behavioral situation.

Two classifications, minimum level and desired level behavioral objectives, are used by McAshan. The minimum level does not require the specifics of the criterion or expected success level required for the desired level. In this sense, behavioral objectives written at the minimum level are most often used to develop over-all program guides for curriculum development activities.

Several of the reasons McAshan discusses for writing behavioral objectives at the minimum level are inherent in the nature of the purposes of this present study.⁴⁸ These reasons are the following:

⁴⁷McAshan, p. 17.

⁴⁸Ibid., p. 18.

1. to denote exact program goals without specifying individual classroom specifics or evaluation criterions;
2. to prevent the evaluation activities and criterions from becoming too restrictive, particularly in the higher level cognitive areas as well as in many affective domain areas;
3. to allow for individual differences based upon the idea that individual students should not be expected to react the same way in all situations or toward all common phenomena;
4. to prevent the error of placing too much emphasis upon measurement when there is substantial reason to question its appropriateness, validity or reliability;
5. to encourage free-response creative type of evaluation activities in instances where no standards are available for the type of information that is desired;
6. to reduce the chances of requiring too much specificity, which in some instances may produce triviality rather than appropriate evaluation of the intended goal;
7. to increase teacher flexibility both in statement of goals and in planning of strategies for carrying out activities to obtain these goals.

McAshan comments on the flexibility of the minimum level behavioral objective which adds substantially to the meaningfulness of many objectives with a particular group of students. He specifies that the evaluation of goal achievement in behavioral objectives at minimum level has one primary concern: it must identify some behavior or instrumentation that the learner will perform that will supply data for evaluation of the achievement of the intended goal. According to

McAshan, this question must be answered in writing objectives: "What behavioral observation can be used as valid indication of change?"⁴⁹

There are differing views as to the desirability of objectives stated for short-term versus long-range results and concerned with individual skills versus large units of instruction. However, McAshan stresses that in either case, the type of data appropriate for evaluating the specific goal of each objective must be evident.

Harmon, who was concerned with developing performance objectives for job training programs, describes a performance objective as "a clear and precise statement of a single meaningful unit of behavior that will satisfy an instructor that a student can perform a task which is a desired outcome of a course of instruction."⁵⁰ In a later article, he commented that there were many ways of uniting performance objective statements, and the differences may reflect the style of the author or may represent the different types of behavior that various performance objectives are attempting to describe. Three classifications were designated for his purpose relative to the job training programs: verbal performance objectives, physical performance objectives, and attitudinal performance objectives.⁵¹ He cautions that some objectives may not fall into any of these categories, and some objectives may involve more than one category. However, he recommends the use of a

⁴⁹Ibid., p. 22.

⁵⁰Paul Harmon, "Developing Performance Objectives in Job Training Programs," Educational Technology, Vol. 10, No. 11 (November 30, 1968), pp. 11-16.

⁵¹Paul Harmon, "Classification of Performance Objective Behaviors in Job Training Programs," Educational Technology, Vol. 9, No. 1 (January, 1969), pp. 5-12.

classification system which allows the writer of performance objectives to clarify his intentions as to type of behavior with which the learning is really concerned, and allows the reader to devise convenient ways to analyze and catalog the performance objectives for a particular program.

In reference to the use of an implied behavioral domain in writing objectives, McAshan notes that program planners need not utilize the educational objective taxonomies; it is important to recognize, however, in checking the basic goal statement, whether the statement implies or infers one or more of the three domains described by Bloom and others. This information indicates not only the type of objective which has been communicated to the reader but also the type of evaluation activity which should be selected.⁵²

Block in his mastery learning strategy refers to objectives at several levels: major objectives which the student is expected to exhibit by the subject's completion; and unit objectives which the student must achieve for mastery of the major objectives.⁵³ He describes a two step process in planning for mastery learning: first, specify the objective of instruction in terms of skills (content as well as cognitive processes) the student is expected to learn; and, then, translate the objective into specific summative evaluation procedures whereby evidence required to judge and grade each student's learning at a subject's completion can be gathered.

⁵²McAshan, p. 31.

⁵³Block, p. 7.

Banathy in his systems approach recognized that objectives are deduced from the purpose of the system; he describes the process for formulating objectives as a gradual unfolding of specifications, refinement, and description of expected output performance of the learner.⁵⁴

Yarger defines a behavioral objective briefly as a specific statement of expected learning behavior and presents some controversial points concerning use of objectives. He neither promotes nor impugns the use but rather discusses the application of the principles in one area of educational endeavor, the instruction of attitudes and values. He refers to behavior objectives as "one of the few operational contributions psychology has made to the field of education," and suggests that the behavioral objective has a place in education but at this time that place is limited.⁵⁵ He further cautions that unless one recognizes these limitations and restricts the application accordingly, the miseducation of America's children will continue and the potentially helpful concept will disintegrate or will be discarded.⁵⁶

Raths, Harmin and Simon introduce some alternative methods of dealing with values in an operationalized manner, but they do not commend the use of a formal format for writing behavioral objectives. Among the critics of the use of behavior objectives in instruction, Kneller is well known for his position that the behavioral objective

⁵⁴Banathy, p. 57.

⁵⁵Sam J. Yarger, "Behavioral Objectives: Where and Where Not," Kappa Delta Pi Record, Vol. 7, No. 4 (April, 1971), p. 99.

⁵⁶Ibid, p. 102.

has little contribution to make to education in its finest sense. He advocates the view that "learning is self-directed, unstructured and, in large part, unpredictable."⁵⁷ He insists that "learning, knowing, and behaving are the same process" is a false assumption upon which the teacher must act in using behavioral objectives.

An advocate of behavioral objectives, Gagné, along with Taba and McAshan, argues for clarity in the description of what has been learned as including more than observable human actions. "Complete instructional objectives need to identify the capability learned, as well as the performance which such a capability makes possible."⁵⁸

Kneller states,

There appears to me to be no alternative to the use of behavioral objectives . . . in terms of performing the essential functions of communication which schools need to carry out if they are engaged in systematically promoting learning.⁵⁹

Mager is another advocate of objectives stated in a behavioral manner; however, he speaks of instructional rather than behavioral objectives.⁶⁰ He also points out the ambiguity of certain terms, such as "knowledge" and "understanding" as well as the lack of reliability of communications in which they are used.

Gilbert defines ultimate performance goals as concerned only with

⁵⁷George F. Kneller, "Behavioral Objectives? No!" Educational Leadership, Vol. 29, No. 2 (February, 1972), pp. 398-400.

⁵⁸Robert M. Gagné, "Behavioral Objectives? Yes!" Educational Leadership, Vol. 29, No. 2 (February, 1972), p. 395.

⁵⁹Kneller, p. 396.

⁶⁰Robert M. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, Inc., 1962), p. 11.

the students' accomplishments.⁶¹ He further differentiates between the term "acquirement," which is achievement produced by learning, and "accomplishment," which is acquirement that is useful in social intercourse.

Competency-based instructional systems are resulting from the recent emphasis placed on career education. Defined in terms of one of the vocational programs at Wayne State University, "Competency is a skill which the student will demonstrate at a predetermined proficiency level before initial and/or continuing certification."⁶² Also, when a person is competent, he has the necessary knowledge, skills, and judgment to perform a task effectively as measured by a given standard of performance. Based on this concept, the analysis of each competency and the identification of its component parts then become the specific performance objectives or performance goals.

In a much broadened sense, Dressel defines competencies in proposing his seven competencies of the undergraduate curriculum in higher education. He clarifies his educational philosophy by stating that in his writings the end results of education have been defined as competencies to be acquired by students. He views these seven competencies as objectives of education but contends that by stating them as student competencies, their inferred operational role is clarified.⁶³ Thus, by

⁶¹Thomas F. Gilbert, "Praxeonomy: A Systematic Approach to Identifying Training Needs," Management of Personnel Quarterly, Vol. 6 (Fall, 1967), p. 21.

⁶²Fred Cook, "A Competency-Based Instructional System" (paper prepared by the Director of the Vocational and Applied Arts Education Project, Wayne State University, June, 1971.)

⁶³Dressel, p. 209.

using a precise statement of what the student must be able to do, Dressel is able to clearly indicate what experiences are necessary to provide practice. It is noted that one of the seven competencies identified by Dressel is career oriented.

The recipient of the baccalaureate degree should be qualified for some type of work. He should be aware of what it is and he should have confidence in his ability to perform adequately.⁶⁴

Still another connotation was given to the term "competencies" by the Committee to Establish Competencies appointed by the Home Economists in Business section of the American Home Economics Association. These committee members indicated that their primary objective was to determine the standards and professional competencies needed by the Home Economist in Business. It was hoped that this would result in the establishing of criteria for professional preparation for professional programs.⁶⁵

Popham refers to competencies based on Tyler's rationale. He contends that the reason for studying the society is to determine more accurately the kinds of competencies needed by today's citizens.⁶⁶ With this knowledge of the kinds of competencies needed, he implies that the educational objectives can thus be designed to produce these competencies. He believes it is reasonable to consider educational objectives based on societal analysis since the very existence of our school system is supported by the society.

The literature reviewed points up the varied nature of educational

⁶⁴Ibid.

⁶⁵Sanholtz, p. 1.

⁶⁶Popham, p. 92.

objectives as viewed by the different writers. There are, at least, two common concerns in writing objectives reflected in the various concepts. One is the concern for specificity and preciseness in stating the goal of the objective, and the other is the concern for evaluation activities which provide evidence that the learner has or has not achieved the explicitly stated goal. The terms "behavioral" and "performance objectives" appear to be accepted as somewhat interchangeable.

There are numerous implications as to the relationship between competencies, outcomes and performance goals. However, the term "competencies" appears to be interpreted in the broader sense of overall educational outcomes by both Dressel and Popham; this point of view seems to be supported by Tyler's curricular rationale for arriving at precise instructional objectives.

These concepts presented relative to educational objectives and competencies give direction to this investigation which focuses on the development of specific objectives based on selected career oriented competencies.

Studies Related to Areas of Home Economics

Curriculum development efforts in various areas of home economics have been influenced and accelerated by the accreditation movement at the national level. One of the first evidences of this movement was the publication entitled Home Economics in Higher Education in 1949. Other signs of the growing concern for evaluation of curricula in undergraduate home economics programs are reflected in the American Home Economics Association pamphlet known as "New Directions" printed in 1959, the various publications associated with the McGrath report

dated in 1968, and several other national level reports.

National Level Progress

Curriculum development activities in home economics were evidenced in the 1949 publication Home Economics in Higher Education.⁶⁷ This was a report of the Committee on Criteria for Evaluating College Home Economics Programs. The group was appointed in 1944 by action of the American Home Economics Association. The purpose of the report was to stimulate a greater interest by colleges and universities in the continuous evaluation of their home economics departments and to provide material for evaluating and strengthening their programs. It was the committee's belief that "progress in improving home economics programs would be stimulated by evaluation studies."⁶⁸ Ralph Tyler's statement in the foreword of the publication supports this belief: "The maintenance of high standards in college departments of home economics and the improvement of these departments depend upon continuing evaluation."⁶⁹ Tyler led the group in one of the workshops held by the committee prior to the publication of this report. He contended that the process through which the faculty used the criteria should help to build a greater community of purpose among staff members.

The criteria for evaluating college programs in home economics, presented in the 1949 publication, were used throughout the country to

⁶⁷ Ivol Spafford, ed., Home Economics in Higher Education (Washington, D. C.: American Home Economics Association, 1949), p. xi.

⁶⁸ Ibid., p. xii.

⁶⁹ Ibid., p. v.

appraise programs in existence in the 1950's. These criteria consisted of a checklist of the characteristics of good home economics programs, including the following categories:⁷⁰

1. Philosophy and Purpose of the Department
2. Home Economics Students
3. The Home Economics Curriculum
4. Professional Curricula in Home Economics
5. Home Economics Teaching
6. Home Economics Staff
7. Physical Facilities
8. The Administration of Home Economics

Concepts from this publication of particular importance to the present study are summarized in the following statements.

- Evaluation studies will be successful only to the degree that all staff members recognize the need for it and are willing to give time and thought to it and to accept its findings and make the changes they suggest.
- Curriculum building in a good department is a continuous process carried out under trained leadership and participated in by both staff and students.
- It is desirable that curriculum goals be clearly understood by students and accepted by them, that evaluation of learning take place continuously, and that student self-evaluation be provided for and encouraged.
- The general objectives of a good curriculum grow out of the philosophy and purposes of the home economics department and these objectives are translated into specific objectives and thus provide guides for planning special curricula and specific courses and for putting them into effect.
- The variety and scope of the learning experiences selected are such as to make possible the achievement of the objectives and they should take into account individual variations among students in background, needs, and interests.
- The objectives in a retailing and merchandising curriculum should include an opportunity for on-the-job training.
- Evaluation of the professional curricula should include the satisfactions of students with their training, both while

⁷⁰Ibid., pp. 142-177.

in college and when employed, and the success of the graduates from the employer's point of view.

The 1959 New Directions

A statement of philosophy and objectives in the form of new directions for home economics was published by the American Home Economics Association in 1959. The 50th anniversary of the Association was acknowledged in the foreword which was written by Dorothy Scott, former Director, School of Home Economics at Ohio State University.⁷¹ This publication pointed up the primary concerns of home economics as improving the services and goals used by families. It was stated that home economics must establish clear objectives and must re-evaluate them continually in order to meet the challenge of better education for its professional workers. The responsibility of home economics in many areas of business and commerce was recognized and described specifically as providing the link through which consumer needs are interpreted to industry and through which, in turn, families are assisted in the efficient use of products and services. The publication refers to the need for home economics "to open up opportunities for professional home economists in business."⁷²

The 1968 McGrath Report

The Changing Mission of Home Economics, a report prepared by

⁷¹American Home Economics Association, "Home Economics--New Directions--A Statement of Philosophy and Objectives" (booklet prepared by the Committee on Philosophy and Objectives of the AHEA, Washington, D. C., 1959).

⁷²Ibid., p. 13.

McGrath and Johnson, signaled another step in the progress toward the improvement of home economics programs throughout the country.⁷³ The adequacy of preparation of professionals was questioned in the area of home economics, as well as in other professional areas. It was pointed out that the inadequacy of preparation had deterred the various professions in responding to new demands and changing needs of society. Curriculum evaluation studies and improvements in home economics units in the past few years reflect the impact of this 1968 report by McGrath and Johnson.

The 1969 Accreditation Report

At the AHEA Convention in Boston in June, 1969, initial plans for an accreditation program for home economics were presented by members of the existing committees concerned with accreditation.⁷⁴ Numerous activities prior to this date had fueled the momentum needed to culminate the efforts of leaders in the accreditation movement in home economics. In 1961, a committee was appointed by AHEA to make specific proposals for criteria and machinery for the accrediting procedures.

In 1964 Horn commented on the accreditation activities in home economics in her article "Accreditation: A Second Progress Report of

⁷³Earl McGrath and Jack T. Johnson, The Changing Mission of Home Economics, Report on Home Economics in the Land Grant Colleges and Universities (Columbia University: Teachers College Press, 1968).

⁷⁴American Home Economics Association, "Accreditation Policies and Procedures" (report prepared by the Committee on Accreditation, AHEA, Washington, D. C., 1968).

the AHEA Accreditation Committee."⁷⁵ The diligent work of this dedicated group led to the accreditation proposal which was presented to the membership of the national organization (AHEA) in June, 1967, at the annual convention. It was the decision of the delegates at that convention that the association should establish minimum standards for professional education, and accreditation was the preferable method to be used.

During the succeeding year the document on accreditation was presented to home economics administrators. The issues involved in accreditation were discussed at local level by home economists in education and in other professions. Six regional sessions were held in the spring of 1968. These sounding sessions evaluated the reactions at local and state levels and resulted in the modification of the original document. Thus, in 1968, the revised proposal of policies and procedures became the final directive for the development of accrediting practices for home economics programs.

The final document issued by the American Home Economics Association set forth the primary purpose of accreditation in home economics and pointed out that the major objective was to provide students with an opportunity to receive quality professional education and to identify institutions offering programs which achieve this objective.

As a result of this document on policies and procedures, the several committees, the commissions, the council, and the agency unit were initiated for the purpose of implementing the accreditation

⁷⁵Marilyn J. Horn, "Accreditation: Second Progress Report of the AHEA Accreditation Committee," Journal of Home Economics, Vol. 56, No. 9 (November, 1964), pp. 659-662.

activities. Two workshops were scheduled and the various commissions were charged with the responsibility for the development of guidelines to be used by institutions in self-evaluation programs and by the professional association for the evaluation of programs requesting accreditation.

Following these workshops, progress moved laboriously toward the final goal: the actual accreditation of home economics units. The final revision of the criteria was presented in a progress report at the AHEA Convention in June, 1970.⁷⁶ Pilot studies were completed during the ensuing year, and accreditation was discussed again at the national convention in June, 1971. Many details and problems remain to be dealt with by the Council on Professional Development, the group designated by AHEA to carry out the policies at administrative level. However, accrediting of home economics units is actually taking place at this time and thus the goal of accreditation has been reached. The influence of this accrediting movement on curriculum development and evaluation in home economics has been felt during the past two decades. The magnitude of future ramifications is a matter of speculation.

The 1969 HEIB Interim Report

The Home Economists in Business (HEIB) section of American Home Economics Association undertook a study referred to in the introduction of this study. Betty J. Saneholtz was chairman of the HEIB Committee responsible for establishing competencies for home economists in business.

⁷⁶Vail, p. 416.

An Interim Report was presented to the HEIB Executive Board in June, 1969, summarizing the results of a questionnaire devised "to determine the on-the-job activities of home economists working for profit making organizations."⁷⁷ A total of 1,153 responses were tabulated, representing 31.5 percent of the sample selected from the official HEIB's Directory. These findings depicted the job categories of the respondents (35 of the respondents were in merchandising positions and 39 were in textiles positions), and the time spend in activities by the respondents (retailing including activities such as merchandising 11.4 percent, selling 7.7 percent, advertising and promotion 31.7 percent).⁷⁸ The conclusions stated that in training home economists for positions in business and industry, "Equal stress should be placed on food, clothing, textiles, equipment, household product evaluation, merchandising, food service and marketing research."⁷⁹ These findings support the inclusion of retailing as one of the career opportunity areas for which home economics students should be prepared.

It is also noted that a current brochure was prepared under the auspices of the HEIB National Executive Board as a result of the findings of the Committee on Establishing Competencies for Home Economists in Business. The brochure, "A Suggested Curriculum for Home Economists in Business Majors," lists a field experience in merchandising as one of the components of the professional concentration requirements.

⁷⁷Saneholtz, p. 8.

⁷⁸Ibid., pp. 2-7.

⁷⁹Ibid., p. 8.

The 1970 National Survey

An article by Johnson and Swope in the February, 1972, Journal of Home Economics reports one of the most recent and inclusive curriculum studies in home economics in institutions of higher education.⁸⁰ The writers refer to works of McGrath and the study by Farrar in presenting the historical perspective of the development of curriculum in home economics, and they stress the present concern in America with the question of the education of girls. The data were collected from a representative sample of four-year home economics programs in the United States. Some of the findings of particular interest to this researcher are listed in the following summary.⁸¹

- Fashion Merchandising was offered as a major in 25% of the institutions.
- Clothing, Textiles and Merchandising majors represented 12% of the graduating group.
- Specialists were prepared in 25% of the home economics units versus 58% generalists.
- Home Economics administrators in 67% of the units reported no changes in curricula in past 3-5 years.

The conclusions of the study stated that there was little evidence of curricular innovations in terms of new courses or new methods and techniques. It was apparent that current home economics curricula were tightly prescribed and were traditional by nature. Few institutions

⁸⁰ Lydia Johnson and Mary Ruth Swope, "Facts About Curricula in Home Economics, Journal of Home Economics, Vol. 64, No. 2 (February, 1972), pp. 11-17.

⁸¹ Lydia Johnson and Mary Ruth Swope, "Facts About Curricula in Home Economics in Higher Education, A National Survey," School of Home Economics, Eastern Illinois University, Charleston, Illinois, 1970, pp. 49-89. (Duplicated.)

reported offerings in field experiences, directed work experiences or internships. Johnson and Swope stressed the need for these types of educational experiences as a part of the curriculum requirements for every home economics major today. Based on the present emphasis in secondary home economics programs on preparation for occupations, "It would seem almost imperative for every home economics education major (college) to have some occupational work experience to augment the classroom study of home economics occupations."⁸² They point out that administrators should anticipate students' pleas for greater flexibility in program requirements and should consider more opportunity for pre-professional experiences, more opportunity for independent study, and more opportunities for individualized programs.

This national survey by Johnson and Swope is available for review by faculty in home economics units across the country; no doubt, future actions in curriculum development will reflect the use of the findings.

Reports Concerned With
Vocational Education

Numerous papers and reports of studies have been presented on the subject of vocational and technical education. Curriculum development for vocational programs has been encouraged at state, regional and national levels in the past two decades; also, the 1968 amendments to the Vocational Education Act of 1963 have spurred activity. The newer concept of career education has been vigorously promoted by the former U. S. Commissioner of Education, Dr. Sidney P. Marland, Jr. He sees

⁸²Ibid., p. 89.

this new term as embracing vocational education, but he explains that it goes much further.⁸³

Swanson reviewed the concepts germane to career education in his presentation to the Vocational Education Research Special Interest Group at the annual meeting in Chicago, April 4, 1972. He described the essential features of career education as: 1) not exclusive, for all students, compatible with the goal of equality of opportunity in education; 2) instructional objectives at all levels of education, kindergarten through adult and continuing education, integrated with regular curriculum, enriching the traditional disciplines; 3) intended to provide job-entry skills needed at some stage in career progress, job-entry skills are an essential feature of career education; and 4) placement is both a feature and a goal of career education, insures that career education is goal oriented for all students, placement provides the most important basis for accountability.⁸⁴

The important considerations in planning vocational curriculum goals were pointed out by Swanson in an earlier article entitled "A Conceptual Framework for Vocational Curriculum," 1969.⁸⁵ These two considerations are the individual needs and motives of leaders, and the occupational requisites of employment. He suggests that the "goals of

⁸³ Sidney P. Marland, Jr. "Marland on Career Education," American Education, Vol. 7, No. 11 (November, 1971), p. 25.

⁸⁴ Gordon I. Swanson, "Facts and Fantasies of Career Education" (paper presented to the Vocational Research Special Interest Group, AERA, Annual Meeting, Chicago, Illinois, April 4, 1972), pp. 2, 3.

⁸⁵ Gordon I. Swanson, "A Conceptual Framework for Vocational Curriculum," American Vocational Association Journal, Vol. 44, No. 3 (March, 1969), pp. 22-26.

vocational education exist as a network of reciprocal obligations involving the individual, the school, and the community and society."⁸⁶ He emphasizes that "competence to do the job" constitutes the logical termination of training rather than a specified number of hours or months of work. Swanson urges that this time-frame concept be replaced with a new concept of "competency performance standards."

Another effort in the development of curriculum in the area of vocational and technical education is the publication prepared under the supervision of Melvin L. Barlow, Director of the Division of Vocational Education, University of California, Los Angeles, June 1, 1969.⁸⁷ This guide for curriculum development was prepared following a national conference held in Dallas, Texas, March 5-9, 1969. It includes a brief history of vocational education, concepts and assumptions pertaining to vocational education, curriculum procedures and materials, and evaluation procedures and materials; it concludes with professional development of personnel in curriculum activities.

Work in curriculum development at post high school level has been done by several other professional home economics groups, including at least one in the area of food service and one in the area of child care.

Local Level Progress

In the Division of Home Economics at Oklahoma State University, impetus was given to the curriculum evaluation process in the 1950's. No doubt, these actions were influenced, in part, by the AHEA curriculum

⁸⁶Ibid.

⁸⁷Barlow, pp. 1-36.

committee report. Under the leadership of Dr. Lela O'Toole, Dean, Dr. Rebecca Pate, Vice Dean, and Dr. June Cozine, Head of the Department of Home Economics Education, curriculum evaluation efforts by the faculty led to significant revisions in the curricula of the various departments. The February, 1966, Progress Report on the New Undergraduate Curriculum gave the proposed general education requirements and the home economics common requirements, and the curriculum revisions at that date were summarized.⁸⁸

A sub-committee report made in the latter part of 1966 reflected additional curriculum development activities of the faculty.⁸⁹ This committee was concerned with evaluation and strengthening of the professional programs which prepare home economics students for positions in business and industry. As indicated in the introduction of this study, the researcher was chairman of this committee. The summary report of this committee included guidelines recommended for use in the evaluation and the development of professional curricula. The following statements summarize these guidelines:

It was suggested that departments which prepare home economics students for careers in specialized areas of business and industry should:

- Clarify the specific objectives of professional program(s) which aim toward the preparation of students interested in careers in specialized areas of business and industry.

⁸⁸"Progress Report on the New Undergraduate Curriculum" (report prepared by the Division of Home Economics, Oklahoma State University, February, 1966).

⁸⁹"Curriculum Sub-Committee Recommendations of Professional Curricula Guidelines" (report prepared by the Curriculum Sub-Committee, Division of Home Economics, Oklahoma State University, 1966).

- Identify the competencies which students need to develop in preparation for careers in specialized areas of business and industry.
- Identify courses in root discipline areas which contribute to the development of the competencies the department has identified as important for students interested in careers in specialized areas of business and industry.
- Consider the contribution of work experiences in specialized areas of business and industry related to professional programs.

The 1967 Faculty Session

In September, 1967, Dr. Dorothy D. Scott, former Director, School of Home Economics at Ohio State University, directed the faculty in the Division of Home Economics at Oklahoma State University in a two-day curriculum study session. She presented ideas from a paper entitled "Factors Influencing Professional Components of Undergraduate Curricula in Areas of Home Economics."⁹⁰ She stated some assumptions based on the progress reports concerning the curriculum development activities of the faculty. Of particular significance to the researcher in the present study are the following two assumptions made by Dr. Scott:

- 1) the home economics faculty have identified the areas of specialization they consider appropriate at the undergraduate level; and 2) they have accepted the responsibility for adequate professional preparation for first jobs within a four-year program.

She concluded by contending that, among other concerns in home

⁹⁰Dorothy D. Scott, "Factors Influencing Professional Components of the Undergraduate Curricula in Areas of Home Economics" (paper presented to the faculty of the Division of Home Economics, Oklahoma State University, September, 1967), p. 2

economics, the time had come to increase emphasis in teaching so as to develop in the student a commitment to on-the-job and continuous education; and she suggested that the faculty, as they design a professional component, ask how many as well as what will be needed to inculcate the knowledge, the complement of skills and traits of personality and character distinctive to the specialization.⁹¹ Dr. Scott cited supporting comments made by Dr. Earl McGrath in connection with his work with professional education.

In-service training of this type was provided for the faculty of the Division of Home Economics at Oklahoma State University during the past decade, and this stimulated further curriculum study actions on the part of various faculty members. Following are reviews of two studies undertaken by this researcher which were used in the development of the structure and procedures for this present curriculum study.

The 1968 Departmental Study

The purpose of this study was to investigate the specific nature of the major objectives associated with the departmental courses required for fashion merchandising majors in order that the evaluation of this program could be more effective in the future.⁹² Two terms were designated to describe the objectives identified in the study: 1) educational objectives--refers to knowledge of facts, concepts, principles

⁹¹Ibid., p. 9.

⁹²Kathryn M. Greenwood, "Departmental Course Objectives and Terminal Behaviors" (a graduate study under the direction of Dr. June Cozine, Oklahoma State University, Spring, 1968).

and psycho-motor skills; and 2) terminal behaviors--refers to the behavior one would like his learner to be able to demonstrate at the time the educational influence over the learner ends.

References used in developing the study included: DeCecco, Ahmann, Krathwohl and Bloom. The procedures for achieving the purposes of the study were first, to identify from the available materials the general objectives which reflected the course content. Outlines and content materials, textbooks, unit tests and final examinations were examined in order to achieve this purpose. The second purpose was to formulate tentative statements in terms of educational objectives which described desired student outcomes. These statements were reviewed and revised in light of comments made by faculty involved in the courses. The third purpose was to devise statements of terminal behaviors which specified kinds of performance expected of the learner who achieved each of the educational objectives.

The findings of this 1968 Departmental Study included: 18 statements of educational objectives for the five core courses required for all departmental majors; and 17 statements of educational objectives for the five specialized courses required for all fashion merchandising majors. Each of these educational objectives had a corresponding set of terminal behaviors.

The study was concluded with a listing of a total of 35 statements of educational objectives, and 128 statements of terminal behaviors. The conclusions of the study stated:⁹³

It is noted again for clarity that this study is an effort to summarize formally the present objectives of

⁹³ Ibid.

existing courses required for fashion merchandising majors. This is not a proposal for what should be done. It is hoped that this attempt to list specific educational objectives and desired student terminal behaviors will make possible an effective evaluation of the fashion merchandising program in the future.

Suggestions were made as to the additional stages in the evaluation and revision of the course content and requirements for the Fashion Merchandising Program: 1) present the educational objectives and terminal behaviors identified in the study to the departmental faculty for final suggestions and revisions so that the statements will more accurately depict the course preparation for fashion merchandising majors; 2) devise a plan by which to ascertain the desired professional competencies as identified by representatives of the areas of business and industry in which fashion merchandising majors are employed; and 3) develop a tentative proposal for revisions of the departmental courses in light of the suggestions obtained from the preceding actions.

Attention is called to the fact that the 1968 Departmental Study and the concluding recommendations were focused on concerns related specifically to one of the four over-all departmental objectives which were developed as a result of previous curriculum activities of the faculty.

Clothing, Textiles and Merchandising Department objectives are the following:

1. Develop greater skill in using problem-solving procedures in each phase of clothing, textiles and merchandising.
2. Clarify attitudes, beliefs and values in the area of clothing, textiles and merchandising.
3. Stimulate interest in problems relating to clothing, textiles and merchandising.

4. Prepare students for career areas related to clothing, textiles and merchandising.

1969 Retail Study

The major purpose of this study was to clarify job descriptions and job evaluation procedures for selected retail positions.⁹⁴ Literature concerned with job analysis and performance evaluation was reviewed, and current job descriptions and performance evaluation data were gathered from personnel interviewed in ten prominent retail stores in the New York City area. Three terms were clarified in reporting the study: 1) selected jobs in retailing referred to those positions which were supportive of the buying functions; 2) job descriptions included the responsibilities and duties associated with the buying functions; 3) job evaluation related to the measurement or appraisal of performance levels for the selected jobs in retailing.

The procedures used in achieving the purposes of the study involved the examination of literature in order to discover the nature of job analysis and job evaluation, the factual requirements for job descriptions, and the methods used in making job appraisals. The in-depth interview technique was used in obtaining the data for this study. Tentative job descriptions were devised from interviews with representatives in the personnel division of each store, and these job descriptions were clarified and revised by a second series of interviews with store buyers and assistant buyers performing the buying

⁹⁴Kathryn M. Greenwood, "Retail Job Descriptions and Job Evaluations" (study under the direction of Dr. Karen Gillespie, Head, Business Education Department, New York University, 1969).

functions in one of the departments included in the fashion division of each store. The findings, summarized in an article appearing in the Business Education Forum, March 1971, reported the job titles and hierarchy of positions established; the buying functions identified; the retail job evaluation policies and some statements concerning requisites for successful performance of the buying functions.⁹⁵

It is noted that job analysis has been more recently reported by Sutherland as "a new approach to writing result-oriented managerial job descriptions."⁹⁶ The article appearing in the Journal of Retailing, Fall, 1971, concluded with the following statement: "The job description is the tool for communicating position goals, position decision-power, and management's performance evaluation system."⁹⁷ Sutherland is hopeful that this approach to description content and format will revive managerial job description as a useful and meaningful tool in the retailing industry.

Background information relative to job descriptions for buyers and assistant buyers has been drawn from several sources which are used as text in the Fashion Merchandising Program. Following are several examples of authors of particular note in the retail field:

⁹⁵Kathryn M. Greenwood, "Retail Job Descriptions and Performance Evaluation," Business Education Forum, Vol. 25, No. 6 (March, 1971), p. 29.

⁹⁶Dennis J. Sutherland, "Managing by Objectives in Retailing," Journal of Retailing, Vol. 47, No. 3 (Fall, 1971), p. 15.

⁹⁷*Ibid.*, p. 26.

Gillespie,⁹⁸ Troxell and Judelle,⁹⁹ Wingate,¹⁰⁰ and Duncan and Phillips.¹⁰¹ These references have served as resources for the researcher during the development, execution and reporting of this study.

Other Home Economics Curriculum Studies

Several other curriculum studies in home economics contributed ideas used in formulating the proposal and completing this investigation. A 1968 study under the direction of Elizabeth Jane Simpson, acting chairman of the Department of Vocational and Technical Education at the University of Illinois, was reported to have the following major purpose: to provide a basis for communicating between colleges preparing home economists for foods in business positions and in the food industries that hire them.¹⁰² One of the specific objectives identified in the report was to determine the extent to which college home economics departments offering majors in food and nutrition educate students with respect to competencies and qualities needed by home

⁹⁸Karen R. Gillespie and Joseph C. Hecht, Retail Business Management (New York: McGraw-Hill, Inc., 1970).

⁹⁹Mary D. Troxell and Beatrice Judelle, Fashion Merchandising (New York: McGraw-Hill, Inc., 1971).

¹⁰⁰John W. Wingate and Joseph S. Freidlander, The Management of Retail Buying (Englewood Cliffs, N. J.: Prentice Hall, 1963).

¹⁰¹Delbert J. Duncan and Charles F. Phillips, Retailing Principles and Methods (7th ed.; Homewood, Ill.: Richard D. Irwin, Inc., 1967).

¹⁰²Julia Broome, "Preparation of Home Economists for Food in Business Positions" (study under the direction of Elizabeth Jane Simpson, Acting Chairman, Department of Vocational and Technical Education, College of Education, University of Illinois, Urbana, Illinois, 1968), p. 1.

economists in the foods industry. Simpson points up some of the "Challenges in Curriculum Development in Home Economics" in her article published in the Journal of Home Economics in 1968.¹⁰³

Personal qualities identified by representatives of business and industry were of a general nature, such as dependability, resourcefulness, maturity, cooperativeness, poise, and other descriptive terms of this type. It was stated in the conclusion that the idea for the study was rooted in the belief that communication would be facilitated through increased understanding of what colleges are doing to prepare students for foods in business positions and the extent to which the preparation meets the training needs as perceived by the business concerns.

Implications for curriculum change in the area of food and nutrition were drawn from the findings of a study completed by Dr. Bernice H. Kopel in July, 1970.¹⁰⁴ Two assumptions were made which focused on curriculum evaluation and revision: 1) college food and nutrition curriculum could more effectively prepare students to work with food and needs of low income individuals and families; 2) on-the-job concerns of home economists who work with food and nutrition needs of low income families can provide some basis for implementing food and nutrition course(s) in colleges and universities. Kopel concluded and

¹⁰³Elizabeth J. Simpson, "Challenges in Curriculum Development in Home Economics," Journal of Home Economics, Vol. 50, No. 10 (December, 1968), pp. 767-773.

¹⁰⁴Bernice Helene Kopel, "Home Economists Working With Low-Income Families and Implications for College Food and Nutrition Curriculum" (unpublished Ed.D. dissertation, Oklahoma State University, 1970).

proposed in her final recommendations that faculty and administrators in the department area represented,

accept and adopt the dimension in curriculum of better preparing students to work with food and nutrition needs of low income families; . . . and further study the job in which home economists are engaged in work with low income families to identify competencies which are needed by home economists on the job.¹⁰⁵

Summary

The selected concepts relative to curriculum development point up the continuous nature of the process involved in evaluating and revising the curriculum, whether it be a course of study or a program leading to a degree, a certificate or a diploma. The total curriculum concept is viewed as an integrated learning system incorporating specific aims and objectives, selected learning experiences and evaluation activities.

Learning perceived as a change in the performance or behavior of the learner is a concept reflected in many of the ideas about instructional systems and strategy. A procedural framework provides for the purpose of the instructional system to be achieved through a process of analysis and the formulation of content and evaluation activities.

The instructional system defines the educational objectives which students are expected to achieve within a specific curriculum or program. This concept further describes the nature of educational objectives and competencies. Specificity and preciseness are stressed in writing objectives in much of the literature; however, there are

¹⁰⁵ Ibid.

several recognized writers in this area who do not advocate this type of behavioral approach. Competencies, outcomes and performance goals are terms which appear to have some similarity in meaning. They are used in the literature in relation to selecting goals and objectives, and in evaluating progress toward desired end-results.

In the past two decades, progress has been made in curriculum development in the area of home economics as evidenced by the national activities reported in this chapter. Philosophies and objectives have been revised and disseminated through the 1959 publication of "New Directions in Home Economics." A recognized responsibility of home economists is in the area of business and commerce. The McGrath report points out the deterring effects of certain inadequacies of preparation in professional areas such as home economics. The HEIB Committee on Competencies has been actively working on the improvement of preparation in the area of business. Curriculum development activities in vocational and technical education are numerous.

At the local level, curriculum development activities in the Division of Home Economics at Oklahoma State University are reflected by the progress reports and studies reviewed in this chapter.

On the basis of the literature reviewed, the following summary of curriculum concepts was made to serve as a theoretical background to be used throughout the four developmental stages of this study.

1. A curriculum is essentially a plan for learning, consisting of goals for learning, ways of attaining these goals and methods of evaluating achievements in the learning process.

2. A curriculum should be more than an array of courses; it should be a unified experience based on clearly defined objectives, competencies and knowledge.
3. The curriculum development process should include methods of achieving understanding and commitment to the program by students, faculty and business representatives from related career areas.
4. The curriculum development process should provide opportunities for students to assume responsibility for evaluating and improving their own activities.
5. The total curriculum evaluation program should include smaller evaluation projects to assess the impact of particular course experiences.
6. Curriculum changes should be an outgrowth of a continuing process or system of evaluation, comprehensive and accumulative in nature.
7. Curriculum changes should reflect an accepted set of objectives and selected learning experiences which emphasize or interpret these objectives.
8. Curriculum changes should evidence that needs and desired competencies have been analyzed in detail.
9. Curriculum changes should allow for choice in instructional methods and practices in order to vary with the objectives and disciplines and also, with the students and the teachers.
10. The stature and value of a department depends on its

concern for the relationship of its offerings to the total undergraduate curriculum.

CHAPTER III

DEPARTMENTAL COURSE OBJECTIVES

Stage One: Clarification and updating of the major objectives and terminal behaviors for the departmental courses required for fashion merchandising majors.

This initial stage of the study was designed to determine the major objectives and terminal behaviors of the required departmental courses in order to implement the evaluation process involved in the various stages of this study. The procedural system and an analysis of findings for this developmental stage are presented in this chapter.

Procedural System for Stage One

The faculty in the Clothing, Textiles and Merchandising Department were involved during the past decade in the curriculum development and evaluation process undertaken by the Division of Home Economics at Oklahoma State University. Major revisions were made in most of the courses which were a part of the home economics core requirements for majors in each department.

During the latter part of the decade of the 1960's, the home economics faculty were encouraged to give consideration to the requirements within the professional options of each department. Some efforts were made in this direction as was reported in the 1968 Departmental

Study.¹

The present investigation was designed to give impetus to the curriculum development and evaluation process at the departmental level. The Fashion Merchandising Program has a career oriented curriculum and over three-fourths of the majors in the department complete the requirements for this option.

The following plan for clarifying and updating the objectives and terminal behaviors in the required departmental courses was presented during a regularly scheduled departmental meeting in the early Spring of 1971.

1. Faculty members responsible for the ten departmental courses would be asked to react to a questionnaire including the 35 statements of instructional objectives formulated in the 1968 Departmental Study.²
2. Faculty members would be asked to associate selected instructional objectives with the 128 related terminal behavior statements formulated in the 1968 Departmental Study.³
3. Departmental majors completing each of the ten courses would be asked to react to a questionnaire including the terminal behaviors selected by the faculty responsible for each course.

The head of the department and the faculty approved the plan, and

¹Kathryn M. Greenwood, "Departmental Course Objectives and Terminal Behaviors" (a graduate study under the direction of Dr. June Cozine, Oklahoma State University, Spring, 1968).

²Ibid.

³Ibid.

the ten faculty members responsible for the courses agreed to review and react to the statements tentatively identified in the 1968 Departmental Study.⁴ The faculty agreed to set aside one of the class periods at the end of the semester in order to obtain reactions of the students in the ten required courses. Twenty or more departmental majors were enrolled in each of the ten courses required for fashion merchandising majors. A number of these students were enrolled in two or more of the courses simultaneously.

The Development of the Instruments

Initially an instrument was prepared to include only the tentative statements of the instructional objectives which were formulated in the 1968 Departmental Study.⁵ Faculty members responsible for each of the ten courses were asked to review each statement and indicate on a continuum the degree of emphasis as perceived for one or more of the courses. Below is an example of the response form:

Degree of Emphasis in Course

Much Some Little None

More than one teacher was responsible for the sections in five of the courses. Each teacher was asked to respond and the results were averaged for the purpose of this study. This instrument and a cover letter with instructions are included in Appendix A.

As a result of the data collected from the instrument, a second instrument was designed for individual faculty interviews. Each

⁴Ibid.

⁵Ibid.

faculty member was given an opportunity to review and revise the list of objectives previously identified with the course(s), and additions and deletions were solicited. A set of terminal behaviors was presented with each of the objectives, and faculty members were asked to confirm or revise the terminal behaviors. They were asked to delete those statements which did not represent learning levels which students were expected to achieve during the course.

The learning levels which students were expected to achieve during each course were used to design the third instrument. The students in each required departmental course were instructed to indicate on a continuum the extent to which they felt they had achieved each learning level during the semester. An example of the range of choices is presented below:

Do you feel that you achieved this
learning level this semester?

Yes To some extent No

This instrument and the cover letter are included in Appendix A.

The Collection of the Data

The data for this stage of the study were collected during the latter part of the spring semester, 1971. The first faculty questionnaire with a cover letter was given to the ten faculty members who were responsible for the departmental courses required for fashion merchandising majors. Each questionnaire was collected within a one-week period and the data were compiled in order to design the second instrument for the faculty.

The second faculty instrument was in the form of a check sheet and the data were obtained by a scheduled interview with each faculty member who was responsible for one or more of the ten departmental courses. These data were compiled in order that the third instrument could be designed for use in obtaining student reactions.

The third questionnaire was administered to the students in each of the ten departmental courses during the last week of the spring semester, 1971.

The Treatment of the Data

The data collected from the three instruments were hand tabulated and analyzed by the researcher. Objectives identified by the faculty were listed with the degree of emphasis in each course as indicated by the sample. Frequency distributions were established from the data obtained from the student questionnaires.

The data were studied and compiled according to the following categories:

1. Statements related to one or more of the ten required departmental courses as revised by departmental faculty and confirmed by departmental majors.
2. Statements not related to one of the required departmental courses as perceived by faculty or students.

A summary was prepared, presenting the objectives and related terminal behaviors as revised for each of the ten departmental courses.

Analysis of Findings for Stage One

The purpose of Stage One was to clarify and update the objectives

and terminal behaviors for the departmental courses required for fashion merchandising majors. The sample for this stage of the study included two groups: 1) departmental faculty responsible for one or more of the courses required for fashion merchandising majors, and 2) students enrolled in one or more of the departmental courses required for fashion merchandising majors. Presented in Table I are the number of faculty members and students involved in the collection of data pertaining to each of the ten departmental courses. Ten departmental faculty were involved in the study; however, several were responsible for more than one course. Although 265 questionnaires were completed by departmental majors, a number of these students were enrolled concurrently in two or more of the ten courses. Some non-majors were enrolled in the courses; however, only data from the questionnaires completed by departmental majors were analyzed for this study.

Course Objectives Identified by Faculty

Thirty-five instructional objectives were formulated for the ten departmental courses in the 1968 Departmental Study.⁶ The ten faculty members identified 34 statements which represented objectives currently associated with the ten departmental courses. The summary of these findings are presented in Table II. A number of these objectives were related to more than one course. Three objectives were perceived as related to one course only.

⁶Ibid.

TABLE I
DEPARTMENTAL COURSES, FACULTY AND MAJORS INVOLVED IN STAGE ONE

Departmental Course Number	Descriptive Title	Faculty Responding *	Majors Responding
CTM 1103	Basic Clothing Construction	3	26
CTM 2213	Clothing Selection	5	25
CTM 2323	Intermediate Clothing Construction	3	34
CTM 2433	Fashion Innovation & Marketing Processes	1	22
CTM 2572	Fabrics	2	32
CTM 3432	Fashion Work Experience	1	26
CTM 3572	Textile Selection	2	28
CTM 4303	Fashion Merchandising	1	21
CTM 4453	Fashion Promotion	1	18
CTM 4552	Retail Mathematics	1	33
Total		<u>20</u>	<u>265</u>

*The total number of faculty was 10, however several faculty members were responsible for more than one course.

TABLE II

REACTIONS OF FACULTY TO INSTRUCTIONAL OBJECTIVES
FOR REQUIRED DEPARTMENTAL COURSES

Tentative Statements of Instructional Objectives	Degree Emphasized in Course		
	Much	Some	Little
1. To develop some skill in the use of various flat pattern methods in achieving changes in basic dress designs.		2323	
2. To acquire information about the textile industry and the problems which affect the consumer.	2572	2213, 2433, 3572	
3. To acquire basic knowledge of fashion terminology.	2433	2213	1103, 2323, 3432, 4303
4. To acquire basic knowledge pertinent to the acquisition and use of textile products.	2572, 3572	2213	1103, 2323, 2433, 4303
5. To develop creativity in anticipating and solving problems relative to pattern and fabric selection.		1103, 2213, 2323, 3572	2572
6. To develop an understanding of the structure of the fashion industry.	2433	2213, 2432 4303	4552
7. To develop an understanding of the personal qualities needed in obtaining a job in retailing.	3432	2433, 4303	2213, 4552
8. To develop an understanding of some of the socio-psychological aspects of clothing as an expression of roles and status in various cultures.		2213	2433

TABLE II (Continued)

Tentative Statements of Instructional Objectives	Degree Emphasized in Course		
	Much	Some	Little
9. To acquire basic skill in applying the principles of fitting garments.	1103, 2323	2213	
10. To acquire basic information relative to maximum performance in the use of the machine and other sewing equipment.	1103	2323	2572
11. To develop an understanding of the nature of fashion innovation relative to the marketing process.	2433	4303, 4453	2213, 3432, 3572
12. To acquire basic knowledge of the profit structure at production and retail levels.	4552	3432, 4303	
13. To acquire information about the structure of distribution for fashion merchandise at wholesale and retail levels.	3432, 4303	2433	2213, 2572
14. To acquire basic knowledge about inventory control methods.	4303, 4552		
15. To develop some ability to evaluate sales performance.	3432		3572
16. To become aware of the importance of the economics of fashion in our present-day society.		2213, 2433	1103, 2323, 2572, 3432, 3572, 4452
17. To develop the ability to relate merchandising policies with store image and consumer market potential.	4303	4453	2213, 2433, 4552

TABLE II (Continued)

Tentative Statements of Instructional Objectives	Degree Emphasized in Course		
	Much	Some	Little
18. To develop some skill in applying the art principles to the creative and aesthetic aspects of clothing.		1103, 2213, 2323	
19. To become aware of the consumer's responsibility for intelligent decision making in the selection and maintenance of products made of textile fibers.	2572, 3572	1103, 2213	2323, 2433
20. To become aware of current trends in consumer buying habits which affect the retailer and the methods of distributing fashion goods.	4303	2433, 2572, 3432, 3572, 4453	2213, 4552
21. To develop skill in the use of fiber and fabric facts in solving problems relative to selection and construction of garments.	1103, 2572, 3572	2323	2213
22. To become aware of the contributions of various types of media to the optimum success of retail promotional efforts.	4453		2433
23. To develop an awareness of various kinds of research which contribute to effective promotional efforts in the marketing of consumer goods.		2572, 4453	3572
24. To develop some skill in interpreting and using information about fibers, yarns, fabric construction, and finishes which effect performance and consumer satisfaction with textile products.	2572, 3572	1103, 2213	2323, 2433

TABLE II (Continued)

Tentative Statements of Instructional Objectives	Degree Emphasized in Course		
	Much	Some	Little
25. To develop an understanding of the duties and responsibilities involved in the profitable distribution of fashion goods.	4303	3432	2433, 4453, 4552
26. To develop some skill in the use of principles involved in executing various design details in constructing garments.		1103, 2323	2572
27. To develop ability to solve problems concerned with profit and markup of fashion goods.	4552	4303	3432
28. To develop some skill in planning and directing promotional events involving the creative use of various media appropriate in promoting fashion goods.	4453		
29. To acquire information concerning pattern alteration and modification.	1103, 2323		
30. To be able to understand changes in the marketing process related to mass production and mass consumption of fashion goods.	2433, 3432	4303	2213, 3572, 4453, 4552
31. To develop an understanding of the total concept of promotion in the marketing of fashion goods.	4453	4303	2433
32. To develop an understanding of the changes in consumer role today which affect merchandising procedures.		4453, 2433, 2572, 3432, 4303	2213, 3572

TABLE II (Continued)

Tentative Statements of Instructional Objectives	Degree Emphasized in Course		
	Much	Some	Little
33. To acquire basic knowledge about retail pricing and markdown policies.	4552	4303	3432
34. To develop some skill in the planning and preparing of effective advertisements for fashion goods.			4453

Each faculty member indicated on a continuum the degree to which the objective was emphasized in the course(s) for which she was responsible. Twenty-five of the objectives were perceived as being emphasized "much" in one or more courses. Each course had one or more objectives which were perceived as emphasized "much." Four objectives were perceived as being emphasized "much" in more than one course; however, these courses were sequenced and to some extent the knowledge in the second course is considered by the faculty to build on the previous course.

When the degree of emphasis was considered as less than "much" by the faculty, it was evident that there was an increase in the number of objectives which were associated with more than one course. This overlapping of objectives would seem to have some merit as an integrative technique, if it was systematically planned for the purpose of unifying the departmental course required in the Fashion Merchandising Program. Dressel suggests that every effort be made to attain integration within a curriculum.⁷

Terminal Behaviors Revised by Faculty

Faculty members reviewed and revised the 128 tentative statements of terminal behaviors associated with the 34 objectives formulated in the 1968 Departmental Study.⁸ Nine terminal behaviors were restated and 18 new statements were formulated by the faculty. Ten terminal behaviors were deleted from those stated in the previous study. A

⁷Dressel, p. 165.

⁸Greenwood, 1968.

total number of 146 terminal behaviors were selected by the faculty.

Terminal Behaviors Identified by Students

The number of terminal behaviors included in the student questionnaire for each of the ten departmental courses varied as determined by the faculty responsible for the course. These terminal behaviors were not mutually exclusive in each course since there was an overlapping of the objectives that the faculty identified. A frequency distribution was used to analyze data provided by the questionnaire completed by departmental majors in each of the ten required courses. With the exception of five of the terminal behaviors, over 85 percent of the students indicated that they had achieved to some extent in one or more of the courses the learning levels represented in the questionnaire. Those five were achieved to some extent by 65 percent or more of the students. Thus, over 50 percent of the students confirmed the terminal behaviors identified by the faculty.

Summary of Findings for Stage One

Based on this analysis of data a summary of the 34 objectives and the 146 terminal behaviors clarified and updated in this study is presented in Appendix A. This summary represents a composite overview of the educational contributions made by the present departmental courses required in the Fashion Merchandising Program. These objectives listed with the set of related terminal behaviors identified by both faculty and students were designated for further use in Stage Two and Stage Three of this study.

A summary of the revised objectives and terminal behaviors for each course was provided for each faculty member. In this summary for each course, the instructional objectives were listed in the order of importance as they were perceived by the faculty. A copy of these summaries for each course was provided for each departmental faculty member for further consideration and the findings were used for reference in the final stages of this study. The data depicting the faculty's and students' reactions to the objectives and terminal behaviors in each of the ten required courses ~~have been placed on file~~ in the departmental office for future reference. A copy of the 1968 Departmental Study⁹ is also on file in the departmental office since it was used as a basis for the development of the faculty and student questionnaire.

⁹Ibid.

CHAPTER IV

RETAIL JOB DESCRIPTIONS FOR BUYERS AND ASSISTANT BUYERS

Stage Two: Identification of job descriptions--responsibilities, duties and competencies--associated with entry level positions which cluster around the retail buying functions.

The second stage of this study was designed to identify job descriptions for the positions which cluster around the buying functions in retailing and to determine the competencies associated with the responsibilities and duties performed at entry level. The procedural system and an analysis of the findings for Stage Two are presented in this chapter.

Procedural System for Stage Two

Buyers and assistant buyers in the Central part of the United States were asked to identify responsibilities, duties and competencies associated with the buying functions in retailing. Tentative job descriptions developed by the researcher in the 1969 Retail Study¹ were used in designing the instrument to obtain current data from buying

¹Kathryn M. Greenwood, "Retail Job Descriptions and Job Evaluations (study under the direction of Dr. Karen Gillespie, Head, Business Education Department, New York University, 1969).

personnel in selected retail stores.

The Selection of the Sample

The population for this stage of the study was identified as buyers and assistant buyers in major retail stores in the Central part of the United States where fashion merchandising graduates have obtained employment.

To select the sample for this stage, a letter of inquiry was sent to personnel directors of twelve department stores in August, 1971. The stores selected have training programs for college graduates who are interested in pursuing careers in the merchandising area. Each personnel director was asked to recommend two or more buyers or assistant buyers to participate in the study. The following criteria were specified to be used in selecting the participants: 1) employed one year or more in the fashion division of the selected store; 2) graduated from a four-year college or university; 3) indicated an interest in participating in the study. Of the twelve personnel directors contacted, nine responded positively, and a total of 93 names of buyers and assistant buyers was submitted. Thus, 44 buyers and 49 assistant buyers were identified as the sample for this stage.

The Development of the Instrument

A questionnaire was developed by the researcher for the collection of the data needed in this stage of the study. This instrument was designed to include the following sections:

Part I - Background Information

Part II - Job Titles and Hierarchy of Positions

Part III - Responsibilities and Duties Related to Buying Functions

Part IV - Requisites to Successful Performance of Buying Functions

Part V - Academic Preparation for Positions in Merchandising

Statements developed in the 1969 Retail Study² were used as a basis for designing Parts II, III, IV and V of this questionnaire. These statements were revised, stated in concise terms and presented in a format to minimize the time required for the respondent to react to the questionnaire. Selected retail employees were used to pretest the tentative questionnaire, and the final revision incorporated suggestions and comments relative to the wording and the format. At the end of each section of the questionnaire, the respondents were given an opportunity to list additional statements or to comment freely. A copy of the questionnaire is in Appendix B.

The Collection of the Data

In October, 1971, the questionnaires were mailed to 93 buyers and assistant buyers employed in the nine retail stores participating in the study. A cover letter was included as a part of the questionnaire. A brief memorandum was attached, calling attention to the minimum time required to complete the questionnaire; a self-addressed, stamped envelope was included.

The questionnaires were color coded to facilitate the analysis of the data. The return envelopes were numbered so that the returns could be recorded, but the questionnaire itself was completely anonymous and

²Ibid.

was separated from the envelope for analysis. In compiling the data no identification was made of persons or stores.

Although over one-third of the respondents had returned the completed questionnaire at the end of a two weeks' period, a follow-up letter was sent to the participants. This letter included a statement thanking the respondents who had returned the questionnaire and restating the date that the final returns were due. Attention was called to the fact that a composite job profile of the buying positions was to be sent to each respondent as soon as the data from the study were analyzed.

As a result of this follow-up letter, a total of 58 respondents returned the completed questionnaire. This represented over 62 percent of the sample selected for the purpose of collecting data for this stage of the study.

The Treatment of the Data

The questionnaires were sorted by color code for the analysis of certain items. The data were compiled and the findings were studied according to the categories used in the five parts of the questionnaire.

1. Background characteristics of the respondents
2. Job titles and hierarchy of positions
3. Responsibilities and duties of respondents
4. Competencies requisite for successful job performance
5. Academic preparation for positions in merchandising

The data from Part I were hand tabulated and analyzed to obtain the description of the background characteristics of the 28 buyers and the 30 assistant buyers. These items indicated the respondent's present job title, departments and merchandise classifications, length of

time in present position, nature of highest academic degree earned, age and sex.

The responses were also hand tabulated for Part II of the questionnaire and the findings were studied to ascertain the job titles and the hierarchy for the cluster of positions supporting the buying functions.

The frequency of response and the response percent were obtained by the computer method for each item in Part III of the questionnaire. These items pertained to the responsibilities associated with the five buying functions, and the activities related to the three categories of duties performed by buyers and by assistant buyers.

The first 45 items include a set of related responsibilities for each of the five buying functions. The respondents were asked to indicate their reactions to each statement using the following code:

Total: 1 - entirely responsible

Partial: 2 - major responsibility, some minor assistance

3 - minor responsibility, with major assistance

None: 4 - no responsibility

These findings were studied to determine the statements considered to represent total or major responsibilities of buyers and of assistant buyers. The responses for choice 1 and choice 2 were combined and one score represents either total (1) or major (2) responsibilities of the buyer and of the assistant buyer; for example:

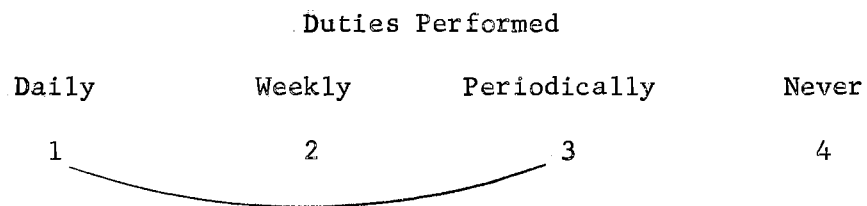
Column 1				Column 2			
Buyer's Responsibility				Assistant's Responsibility			
Total	Partial	None		Total	Partial	None	
	Major	Minor			Major	Minor	
1	2	3	4	1	2	3	4
└───┘		└───┘		└───┘		└───┘	

On the basis of this analysis the selected response percentages for each item were hand tabulated to determine the total or major responsibilities for the buyers and the total or major responsibilities for the assistant buyers. These percentages were presented in the form of bar graphs for each of the buying functions. Thus, the total and major responsibilities of the buyer and of the assistant buyer were profiled by the bars in each of the graphs. The response percentages indicating minor responsibility (3) or no responsibility (4) were considered to indicate those statements which were not representative of the buying functions performed by buyers and assistant buyers.

The duties related to the buying functions are presented in three categories containing 39 items. The buyers and the assistant buyers were asked to base their responses on the activities they presently perform, using the following code:

- 1 - Daily, requires some time each day
- 2 - Weekly, performed regularly once each week
- 3 - Periodically, performed as needed and/or annually
- 4 - Never, duty delegated or not performed

These response percentages for the buyers and for the assistant buyers were studied in order to identify the activities which were performed regularly or as needed. One score was hand tabulated to include those responses to activities performed daily (1), weekly (2) and periodically (3) by the buyers and by the assistant buyers, for example:



These percentages were presented in the form of bar graphs for each of the three categories of duties; and thus, the activities performed regularly, or as needed, by buyers and assistant buyers were profiled by the bars in each of the graphs.

These findings presented in the eight bar graphs established in this manner were designated to represent the job profiles of the buyer and the assistant buyer as determined by the analysis of the data from Part III of the retail questionnaire. In the following stages of this study, the term "job profile" will refer to the findings depicted in these bar graphs pertaining to the responsibilities and duties related to the buying functions. These job profiles as revealed in the eight bar graphs were analyzed relative to each of the five buying functions and to activities related to the three categories of duties.

The responses of the buyers and assistants to Part IV of the questionnaire were computerized, and the findings were studied to determine the kinds of knowledge and skills considered as requisites to the successful performance of buying functions. The following code was used to obtain the reactions of the buyers and assistant buyers to each item:

- Code: 1 - Vital to job performance
- 2 - Contributes to job performance
- 3 - Not necessary to job performance

These findings were analyzed to identify the statements which represented knowledge or skills considered as vital to job performance by the 58 respondents.

The job profiles determined in Part III of the questionnaire and the knowledge and skills identified as vital to job performance in

Part IV were analyzed for the purpose of defining the responsibilities, duties and competencies associated with entry level positions. On the basis of this analysis, the term "Career Oriented Goals" was designated to denote the following two classifications of goals:

1. Short Range Performance Goals: Statements of responsibilities and duties associated with entry level positions which cluster around the retail buying functions. Statements classified in this category were considered to be the total or major responsibilities of assistant buyers by 50 percent or more of the respondents, and duties performed regularly or performed as needed by 50 percent or more of the assistant buyers as determined by the data from Part III of the Retail Questionnaire.
2. Long Range Competency Goals: Statements of knowledge and skills associated with the successful performance of the buying functions in retailing. Statements classified in this category were considered as vital to the performance of the retail buying functions by 50 percent or more of the buyers and assistant buyers as determined by the data from Part IV of the Retail Questionnaire.

Thus, statements which represented career oriented goals were classified, using these two categories. The short range performance goals were used in Stage Three in the formulation of specific objectives for the student work experience, and the long range competency goals were used in Stage Four in the preparation of recommendations for the improvement of the Fashion Merchandising Program.

Analysis of Findings for Stage Two

The purpose of Stage Two was to identify job descriptions in terms of responsibilities, duties and competencies relative to entry positions which cluster around the buying functions in retailing.

The sample for this stage of the study included two retail groups: 44 buyers in the fashion division of the selected department stores; and 49 assistant buyers in the fashion division of the selected department stores. The analysis was based on data obtained from 28 questionnaires completed by buyers, 64 percent response; and 30 questionnaires completed by assistant buyers, 61 percent response.

Background Characteristics of the Respondents

The data tabulated from Part I of the retail questionnaire and the background information relative to the sample are presented in the following discussion. The criteria used in selecting the sample specified that each participant should be a college graduate, should have been employed in the store one year or more and should be presently assigned to the position of buyer or assistant buyer in one of the fashion divisions of the store.

The descriptive background of the setting pertinent to this study depicts the characteristics of the respondents, 28 buyers and 30 assistant buyers, from nine participating stores. The findings were analyzed with relation to: job titles and merchandise classifications; present positions and previous positions; highest academic degree received and nature of degree; and age and sex of the respondents.

Job Titles and Merchandise Classifications

The responses to the first three items in Part I of the retail questionnaire were tabulated and findings are summarized in the following discussion. The respondents were asked to check one of the two statements which represented their present job title or position or to list their correct job title or position. One of two statements below was checked by all except four of the respondents.

Buyer - responsible for one or more departments

Assistant buyer - responsible for duties in one or more
departments

The 28 buyers checked the first statement above; none listed any other job title for their present position. Although 26 of the assistant buyers indicated that the second statement above represented their correct job title, four listed the following job titles: associate buyer, assistant department manager, group sales manager and senior assistant buyer. The terms "buyer" and "assistant buyer", thus, represented the majority of the job titles of the respondents participating in this study.

A review of the departments and merchandise classification for which the respondents were responsible indicated that the largest number of respondents were responsible for junior and misses apparel. Some of the terms used by the buyers and the assistant buyers to further describe these merchandise classifications included: coats, suits, dresses, sportswear, accessories, budget, moderate priced, better, and contemporary. Several buyers and assistant buyers were responsible for departments including such classifications as pre-teens,

girls, children, infants, toddlers, and half-sizes. There were three buyers and three assistant buyers who were responsible for men and boys' departments. One or more respondents listed other merchandise classifications such as: fabrics, patterns, needle work, cosmetics, wigs, millinery, handbags, jewelry, luggage, bridal gowns, lingerie, furs, skiwear and swimwear. Two of the infant departments carried classifications of merchandise which included baby furniture.

This listing of departments and classifications is indicative of the variety and range of merchandise included in the fashion divisions of the nine stores which participated in this study. There was no consistent pattern of merchandise classifications within the departments represented by the respondents.

Present Position and Previous Positions

An examination of the findings presented in Table III reveals that 91 percent of the respondents had been in their present positions less than four years. Although all of these buyers and assistant buyers had been employed one year or longer in the store (in accord with the criteria noted in the procedures for this chapter), 50 percent of the buyers and 80 percent of the assistant buyers had been in their present position one year or less. Only one respondent, a buyer, had been in the present position longer than six years.

A majority of the buyers, 71 percent, had been assistant buyers in their store prior to their present position. Half of the assistant buyers had been an assistant buyer in some other department within the store prior to their present position. Other previous positions listed were trainee, salesperson, sales manager, assistant department manager

TABLE III
BACKGROUND CHARACTERISTICS OF RESPONDENTS

Background Characteristics	Buyers (N=28)		Assistant Buyers (N=30)		Total (N=58)	
	N	%	N	%	N	%
1. Length of time in present position						
6 months or less	8	29	10	33	18	31
6 months to 1 year	6	21	14	47	20	34
1 - 3 years	9	32	6	20	15	26
4 - 6 years	4	14	0	0	4	7
7 - 9 years	1	4	0	0	1	2
10 years or longer	0	0	0	0	0	0
2. Length of time since last academic degree						
1 - 3 years	10	36	25	83	35	60
4 - 6 years	7	25	3	10	10	17
7 - 9 years	6	21	2	7	8	14
10 - 12 years	3	11	0	0	3	5
13 - 15 years	0	0	0	0	0	0
15 years or longer	2	7	0	0	2	3
3. Nature of degrees earned						
a. Bachelors	26	93	27	90	53	91
Masters	2	7	1	3	3	5
Other	0	0	2	7	2	3
b. Arts and Science	7	25	5	17	12	21
Business Administration	15	54	13	43	28	47
Education	0	0	1	3	1	2
Home Economics	5	18	11	37	16	27
Other	1	4	0	0	1	2
4. Age group						
under 23 years old	0	0	9	30	9	16
23 - 26 years old	11	29	19	63	30	51
27 - 30 years old	8	29	2	7	10	17
31 - 34 years old	7	25	0	0	7	12
35 - 40 years old	1	4	0	0	1	2
over 40 years old	1	4	0	0	1	2
5. Sex						
male	8	29	10	33	18	31
female	20	71	20	66	40	69

and floor supervisor. Eight of the 28 buyers previously had been buyers in other departments in the present store. Six of the buyers indicated that they had advanced through some hierarchy of the positions which cluster around the buying functions, such as trainee, assistant buyer, branch store department manager or group sales manager, associate or senior buyer and then buyer. However, the responses to this question were not necessarily ordered as listed nor were they completely detailed by each respondent. Further study of the advancement through this promotional hierarchy in retailing would probably provide information needed in career development programs.

In response to the question concerning positions held prior to joining the present store, 71 percent of the buyers indicated that they had been students previously. Only half of the assistant buyers indicated they had joined the store immediately after graduation from college. Previously, five of the assistant buyers had been in sales positions. Three had been assistant buyers and one had been a buyer before being employed by their present stores. Seven had been employed in various positions, such as traveling salesmen, truck drivers, manufacturing, and part-time work.

Highest Academic Degree Earned
and Nature of Degree

In regard to the academic background of the respondents as presented in Table III, 91 percent had completed their last degree within the past nine years. A majority of the assistant buyers, 83 percent, had completed their last degree within the past three years. Of the buyers ten had received their degree during the past three years; however, only two buyers had completed degrees 15 years ago or longer.

A bachelor's degree had been earned by 91 percent of the 58 respondents. Two assistant buyers indicated that they had earned some other degree, but they did not list the degree as instructed in the questionnaire. A degree in Business Administration had been earned by 48 percent of the respondents, 15 buyers and 13 assistant buyers. Of the total group of 58 respondents, 28 percent indicated that their degrees were in Home Economics; this included 11 assistant buyers and five buyers. One of the buyers listed music as the degree earned. A more detailed study of the nature of the degree earned could probably provide additional information relative to specific academic preparation for positions that cluster around the buying functions.

Age and Sex of Respondents

The information in relation to age groups presented in Table III indicates that among the college graduates selected to participate in this study, fewer than 15 percent were over 30 years of age. Only two of the 28 buyers were 35 years old or older, and only two of the 30 assistant buyers were over 26 years of age.

In this study 69 percent of the total group were female. There were 20 female buyers and 20 female assistant buyers, thus, less than one-third of the 58 respondents were men.

To summarize the background characteristics of the respondents, it would seem that the traditional job titles of buyer and assistant buyer are presently used in the stores participating in this study to identify two of the positions which cluster around the buying functions. The evidence of other terminology was negligible. There was no consistent pattern to the merchandise classifications included in the departments

represented by the respondents who were selected from the fashion divisions of the stores. A majority of the buyers, as well as the assistant buyers, had been in their present positions less than four years. A majority of the buyers had progressed to their present position after having been assistant buyers. Nearly three-fourths of the buyers had joined the stores immediately after graduating from college. Half of the assistant buyers had been in miscellaneous types of jobs prior to joining the stores. Less than 10 percent of the respondents had graduated from college over nine years ago. Nearly half of the respondents had graduated in Business Administration, and less than one-third were Home Economics graduates. Two-thirds of the respondents were female.

In reviewing the background characteristics of the respondents participating in this part of the study, it should be noted that the data analyzed represented only the information obtained from buyers and assistant buyers who were college graduates. No information was obtained relative to the characteristics of non-college graduates among the total number of buyers and assistant buyers in the stores selected for the purpose of this study. The background characteristics revealed in this study suggest other variables which might be used in future research, specifically in studies concerned with academic preparation and advancement or promotion within the cluster of positions associated with the buying functions.

Job Titles and Hierarchy of Positions

The responses to the items in Part II of the retail questionnaire were hand tabulated. The job titles and the hierarchy of positions as

indicated by the respondents are presented in Table IV. Of the three patterns of hierarchy of positions, the first appeared to be the least representative of the one used by stores in this study. Variations from the three patterns were listed by over one-third of the 58 respondents; however, the modifications were minor in terms of the hierarchy. The principal difference evident to the researcher was in the terminology used for job titles. Some of these variations in job title were department manager, branch sales manager, associate buyer, merchandise manager, merchandise administrator, divisional buyer, branch merchandise divisional and branch supervisor. Some of these titles were listed previously in the discussion of the respondents' present job title or position. The additional comments by the respondents suggested the following three variations from the patterns of hierarchy of positions identified by a majority of the 58 respondents.

Merchandise Administrator	Buyer
Divisional Buyer	Branch Merchandise Divisional
Assistant Buyer	Branch Department Manager
Sales Manager	Assistant Buyer
	Buyer
	Associate Buyer
	Branch Supervisor
	Sales Service Manager

These variations in job titles and patterns of hierarchy for positions which cluster around the buying functions reflect some of the organizational changes which have taken place in retail stores. These trends as pointed out by Gillespie are due, in part, to the development of

TABLE IV
 JOB TITLES AND HIERARCHY OF POSITIONS
 IN RETAIL STORES

Hierarchy of Positions in Respondent's Department	Buyers (N=28)	Assistants (N=30)
a. Buyer	3	3
Sr. Assistant		
Jr. Assistant		
b. Buyer	10	6
Assistant		
Branch Assistant		
c. Buyer	3	10
Group Buyer		
Sales Manager		
d. None of these represent the cluster of positions in the respondent's department	12	11

various branch store concepts in multi-unit operations.³ Further investigations relative to trends in retail job titles and hierarchy of positions would seem to be merited by these findings. The responses to Part II of the questionnaire indicate that over 50 percent of the buyers and assistant buyers perceived the job titles and hierarchy of positions which cluster around the buying functions to be similar to those identified in the 1969 Retail Study.⁴

Responsibilities and Duties Related to Buying Functions

Part III of the retail questionnaire was computerized in order to facilitate the analysis of the data collected from the 28 buyers and 30 assistant buyers. The responsibilities and duties associated with the buying functions were analyzed, and the findings were used to establish the job profiles for the buyer and for the assistant buyer by the process described in the procedure in this chapter. These findings are discussed as to the responsibilities of the buyer and the assistant buyer, and the duties of the buyer and the assistant buyer.

Responsibilities of the Buyer and Assistant Buyer

Even though a differing organization of the buying functions may exist in particular stores, the responsibilities of the buying functions were organized into the five major categories identified in the

³Gillespie, Karen R., and Joseph C. Hecht, Retail Business Management (New York: McGraw-Hill, Inc., 1970), p. 108.

⁴Greenwood, 1969.

1969 Retail Study.⁵ These categories included:

1. Planning and Evaluating Merchandise
2. Procuring Merchandise
3. Promoting Sales
4. Merchandising Departments
5. Supervising Personnel

Each of the five buying functions and a set of corresponding responsibilities were listed in the retail questionnaire. The respondents were instructed to base their responses on their knowledge of each of the buying functions and to indicate the degree to which each statement represented a responsibility of a buyer and of an assistant buyer. The continuum for the responses ranged from "Total" responsibility to "None" in each of the two columns, one denoting the buyer's responsibility and one denoting the assistant's responsibility. The response percentages for these ratings are presented in Appendix B.

The techniques used in analyzing these frequency distributions for the 58 respondents are described in the procedure for this chapter. These findings were used to establish the job profiles for the buyer and the assistant buyer. The job profile for the assistant buyer was analyzed relative to each of the five buying functions. Those statements perceived by 50 percent or more of the respondents as to the total or major responsibility of the assistant buyers were designated as short range performance goals, associated with entry level positions which cluster around the buying functions as previously defined.

Each of the five buying functions is presented with a set of

⁵Ibid.

corresponding responsibilities in the bar graphs in this chapter. The degree to which each statement was perceived by the respondents to be the total or major responsibility of the buyer and of the assistant buyer is profiled in these bar graphs.

Buying Function 1, Planning and Evaluating Merchandise. The responsibilities related to the planning and evaluating of merchandise classifications in retail stores are presented in Figure 2. The bars on the graph indicate that these statements describe the responsibilities of buyers more than assistant buyers.

This buying function includes responsibilities pertaining to the development and revision of seasonal merchandise and promotion plans. These plans are concerned with projecting sales figures, determining consumer buying trends, initiating ideas for merchandise space and merchandising ideas with manufacturers. The respondents indicated that buyers had slightly less responsibility relative to the projection of seasonal sales figures and the initiation of ideas for layout of merchandise space. Gillespie points out the trend in recent years to computer analysis of sales data, and this perhaps accounts for the buyer having less responsibility for the projection of seasonal sales figures.⁶ The responsibilities for remodeling older facilities and building new branch stores are currently considered as the specialized functions of a store planner. Arrangement of merchandise space is increasingly designed from a total store layout concept, rather than department by department; thus, the buyers' involvement with this responsibility may be decreased.

⁶Gillespie, p. 276.

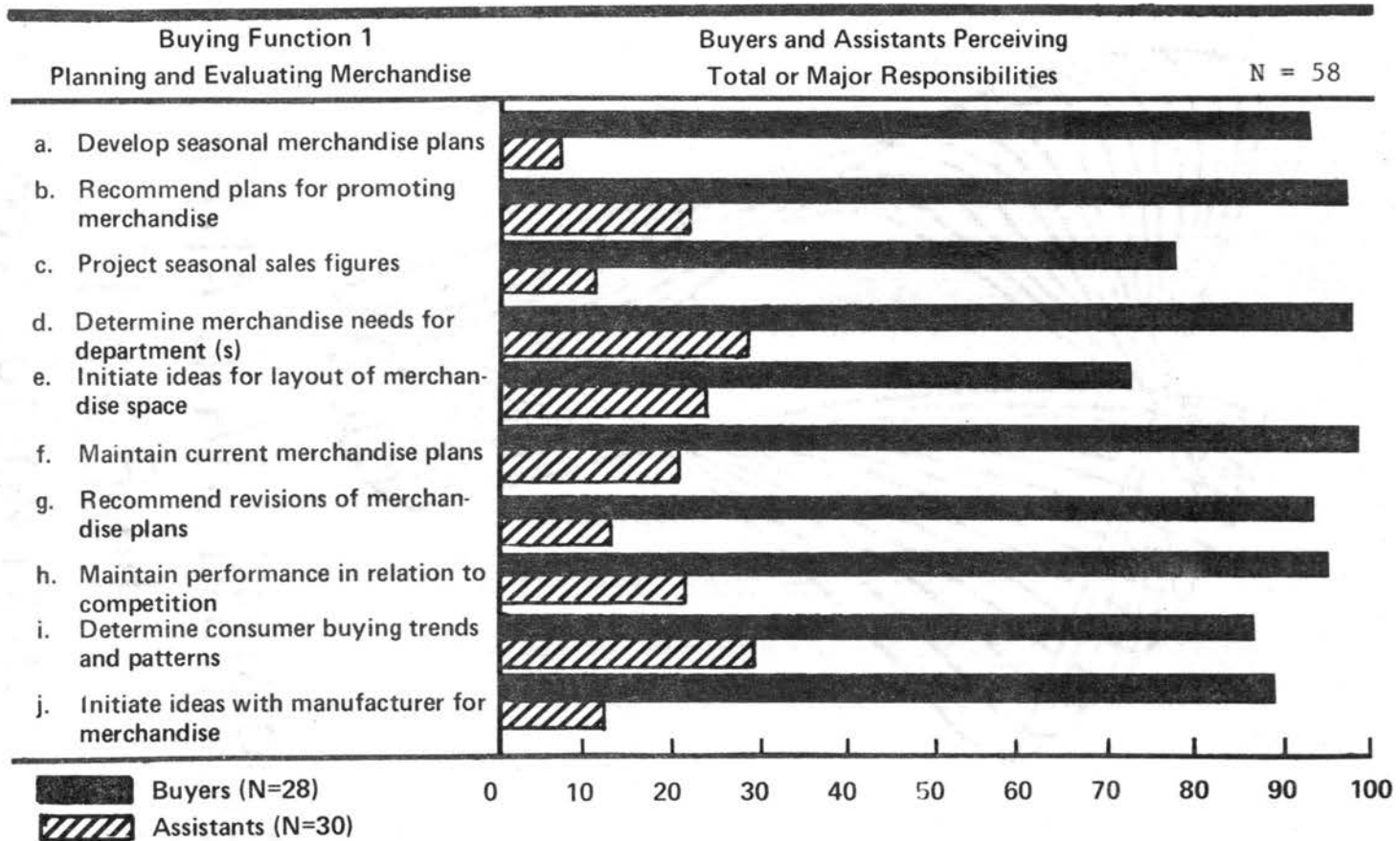


Figure 2. Buying Function 1: Planning and Evaluating Merchandise

Less than a third, 30 percent, of the respondents perceived any one of these statements as representing a total or major responsibility of the assistant buyers. None of these statements met the criteria defined in the procedures relative to performance goals for entry level positions.

Buying Function 2, Procuring Merchandise. The statements presented in Figure 3 describe certain responsibilities associated with the procurement of merchandise in retail stores. These profiles reveal that over 90 percent of the respondents perceived the buyer as having total or major responsibility relative to this function with the exception of two statements.

This buying function includes responsibilities concerned with performing buying activities and maintaining proper relations with manufacturers, referred to in the trade as resources or vendors. These statements represent responsibilities of buyers more than assistant buyers and reflect the centralized concept of merchandise procurement which is increasingly adhered to by multi-unit store operations.⁷ The buyer, more than the assistant buyer, is considered responsible for the merchandise reviews presented to management and for the coordination of the flow of merchandise from vendors.

Over 50 percent of the respondents considered the maintaining of proper procedures for orders and the transferring of merchandise between stores as total or major responsibilities of the assistant buyer. The latter statement is applicable in branch store operations, and it was perceived by the respondents as the responsibility of the assistant

⁷Ibid., p. 108.

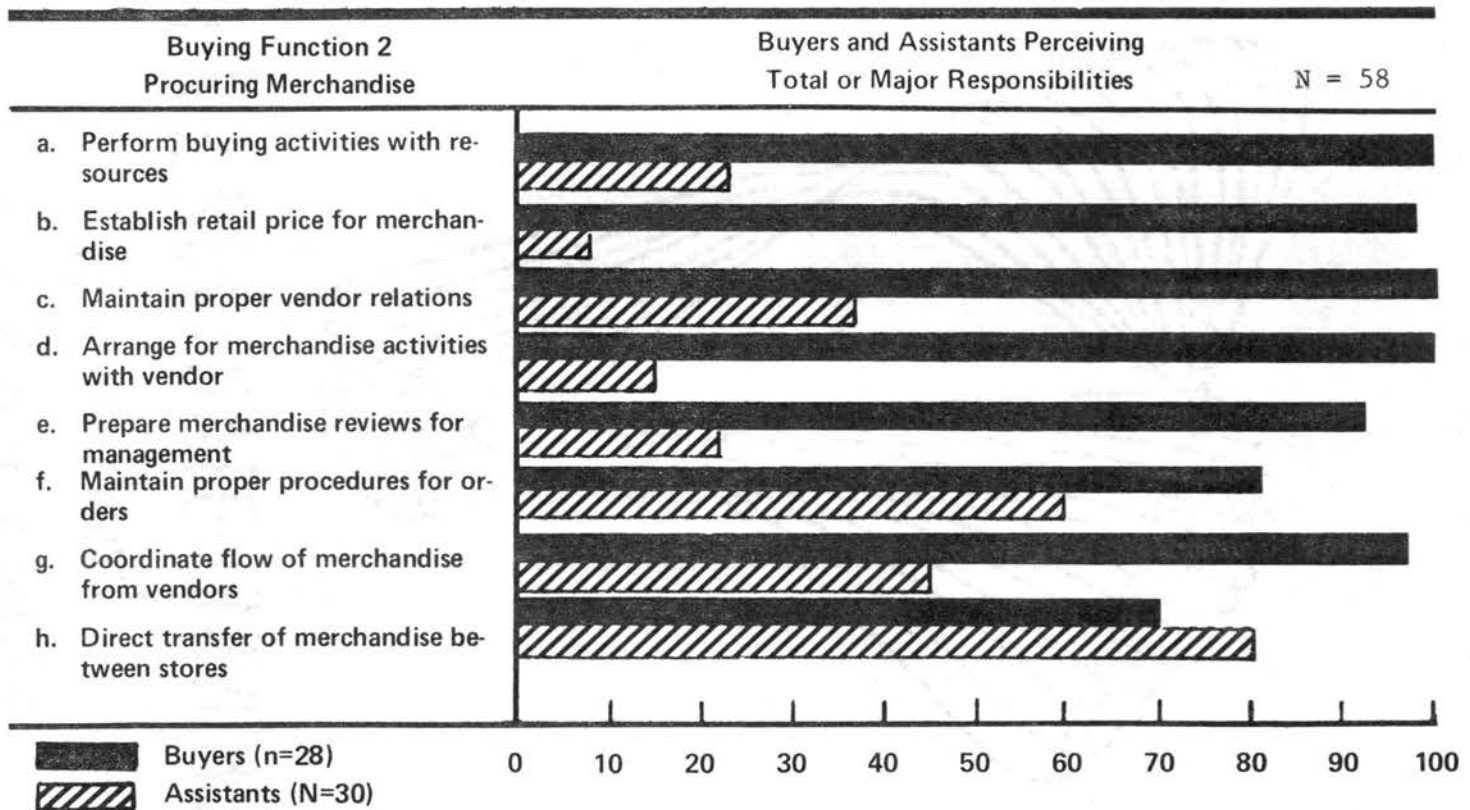


Figure 3. Buying Function 2: Procuring Merchandise

buyer more than the buyer. This responsibility suggests the decentralized concept in store organization which is one of the trends in the retail management of branch stores, according to Gillespie.⁸ On the basis of this analysis, these two statements, (f and h in Figure 3), were identified as performance goals for entry level positions, according to the criteria as stated in the procedures.

Buying Function 3, Promoting Sales. The related statements of responsibility for this buying function are incorporated in Figure 4. These statements represent responsibilities concerned with promoting sales of merchandise in retail stores. Fewer respondents considered that buyers have total or major responsibility for this buying function.

These statements pertaining to the promotion of sales describe responsibilities for scheduling the use of advertising media, participating in special events, preparing accurate ads and measuring sales response to ads. Fewer than 90 percent of the respondents perceived the buyer as having total or major responsibility relative to any one of these eight statements associated with this buying function. Since major department stores have advertising departments, this could indicate that total and major responsibility for promoting sales was assumed by management personnel other than buyers in the retail stores represented in this stage of the study.

Three of the statements concerned with the accuracy of ads and sales response to ads were considered by 50 percent or more of the respondents to be the total or major responsibility of assistant buyers. These three statements, (c, d, and e, Figure 4), were

⁸Ibid.

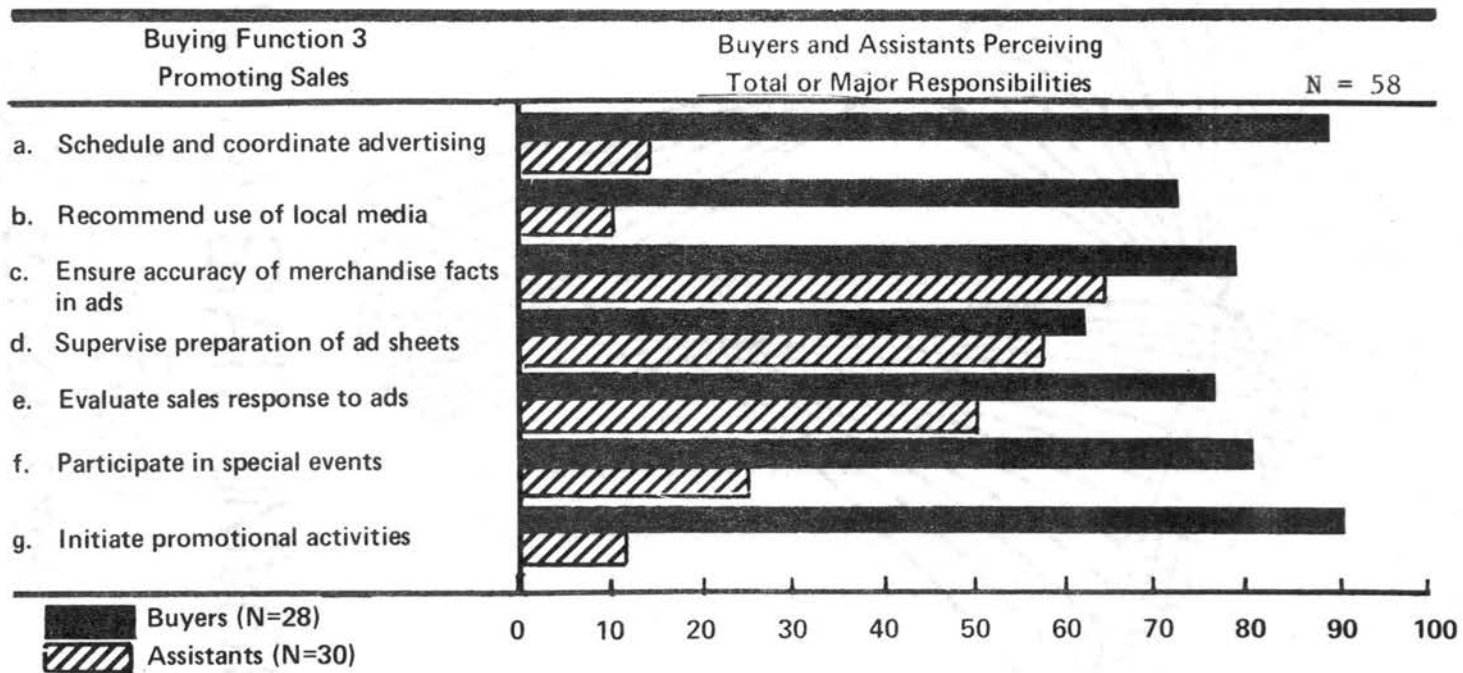


Figure 4. Buying Function 3: Promoting Sales

designated as performance goals for entry level positions.

Buying Function 4, Merchandising Departments. Described in Figure 5 are ten responsibilities associated with this buying function. Although a majority of these statements represent total or major responsibilities of the buyer, it is readily noted that the assistant buyer was perceived by over 50 percent of the respondents to have total or major responsibility pertaining to eight out of ten of the statements relating to this buying function.

The function of merchandising departments includes responsibility for effective presentation of merchandise and actions to insure maximum sales; for the maintenance of proper systems and proper merchandise assortments; and for the transmitting of merchandise information to others and advising with authorities on special problems. Two of these responsibilities were not associated with the assistant buyer's position by a majority of the respondents. These two statements pertained to maintaining merchandise assortments and advising with authorities about special problems. In department stores, a divisional merchandise manager traditionally works with the buyer on special problems, and usually the buyer is held responsible for maintaining proper merchandise assortments. However, the assistant buyer may be asked to make recommendations based on trends in customer purchases and stock counts.⁹

The assistant buyer, more than the buyer, was perceived to be responsible for maintaining proper systems and procedures in merchandising the department. Other statements which 50 percent or more of

⁹ Beatrice Judelle, The Fashion Buyer's Job (New York: Merchandising Division, National Retail Merchants Association, 1971).

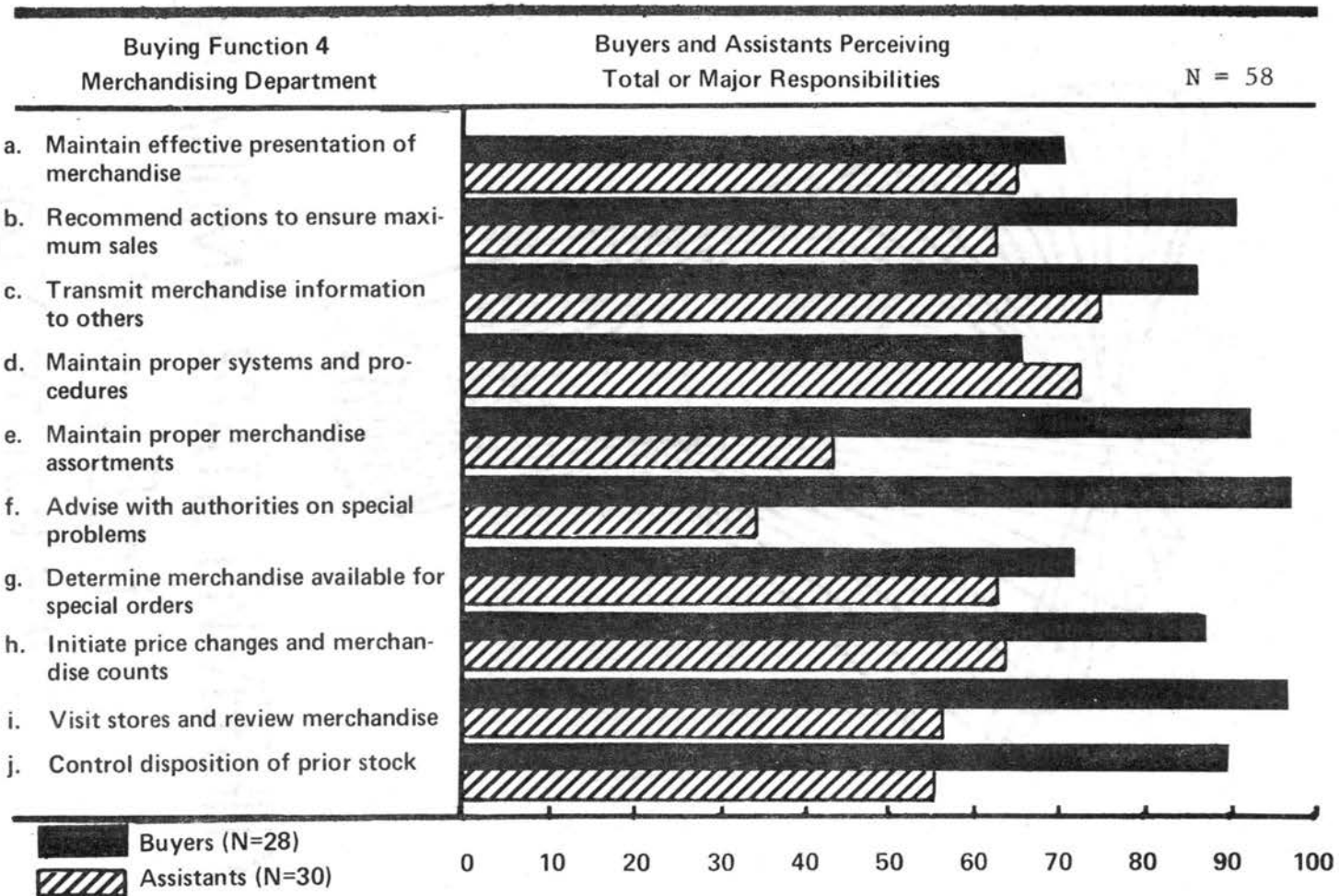


Figure 5. Buying Function 4: Merchandising Department

respondents perceived as representing total or major responsibilities of the assistant buyer included determining merchandise available for special orders, initiating price changes and merchandise counts, visiting stores and reviewing of merchandise, and controlling the disposition of prior stocks. Eight of these statements, (a, b, c, d, g, h, i, and j, Figure 5), were designated as performance goals according to the criteria in the procedures.

Buying Function 5, Supervising Personnel. The bar graph in Figure 6 is used to depict the job profiles of the buyer and the assistant buyer in relation to the responsibilities associated with this buying function. The supervision of personnel involves certain responsibilities for communicating both with management and with subordinates, and for providing strong leadership and training for subordinates in order to maximize the quality of their performance. A majority of the respondents perceived the buyer as having total or major responsibility for this buying function. However, one exception, statement j, the insuring of proper physical facilities for others, was not considered by the majority of the respondents to be a responsibility of the buyer or the assistant buyer. This reaction of the respondents might indicate that this responsibility was assumed by another division of the store organization, and this concept is supported by Gillespie's description of the functions of the store operations manager.¹⁰

Six of the statements, (a, b, c, e, f, and i, Figure 6), associated with the supervision of personnel were considered to be the total or major responsibility of the assistant buyer by over 50 percent of the

¹⁰Gillespie, p. 106.

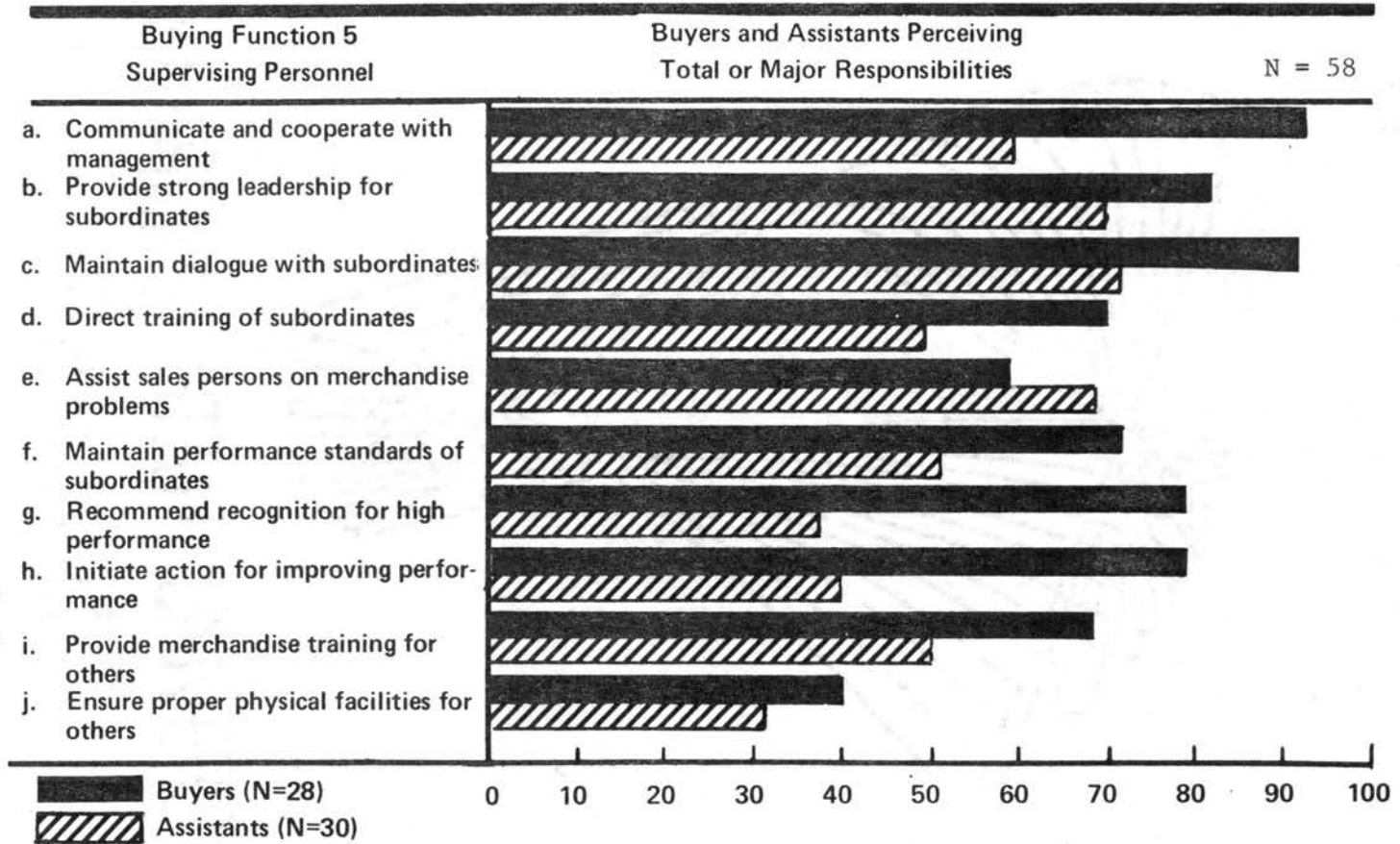


Figure 6. Buying Function 5: Supervising Personnel

respondents. One of these statements, the assisting of sales persons on merchandise problems, was perceived by a larger percentage of the respondents to be the responsibility of assistant buyers rather than buyers. Judelle recognizes this as one of the assistant buyer's responsibilities in her chapter on "Developing an Assistant."¹¹

An examination of the findings from Part III of the retail questionnaire evidences the shared nature of these responsibilities which are associated with the positions which cluster around the buying functions, as revealed by these job profiles. The assistant buyer appears to be more involved in certain of these responsibilities; the nature of these, as revealed by a study of the statements, seems to indicate that buyers delegate responsibilities for appropriate actions in carrying out the myriad of detailed duties which cluster around the buying functions. Further study of the nature of these responsibilities might provide valuable information for career training programs.

For the purpose of this study, those statements which represented a total or major responsibility of the assistant buyer as perceived by 50 percent or more of the respondents were considered to be descriptive of the responsibilities of entry level positions. These statements were designated as short range performance goals according to the classification defined in the procedures for this chapter. Nineteen statements, thus, were identified for use in formulating specific objectives for the student work experience in Stage Three of this study.

Nine of the respondents made additional comments concerning the responsibilities associated with the buying functions. These

¹¹Judelle, p. 44.

statements were compared with each of the statements in the questionnaire. The following comments did not appear elsewhere in the questionnaires: (1) Federal Trade Commission evaluations - this was considered as the total responsibility of the assistant buyer; 2) determining needs for extra sales help - this was considered a major responsibility of the assistant buyer; 3) interviewing and hiring sales personnel - this was considered as the total responsibility of the buyer. Of these comments, the first one has been enacted due to a recent government regulation. The other two statements refer to responsibilities concerned with the employment of sales people, and, normally, the personnel division would be involved in final actions of this nature. However, these three responsibilities should be considered for the purpose of future revisions of the retail questionnaire.

This analysis of the data indicated that the five buying functions were similar from store to store, although the degree of responsibility perceived by the buyers and the assistant buyers varied. These data obtained from the respondents participating in this study evidenced that 44 of the 45 statements presented with the five buying functions were representative of the responsibilities of buyers and assistant buyers. As was indicated in the findings, over 50 percent of the respondents perceived the buyer and the assistant buyer as having minor or no responsibility for insuring proper physical facilities for others.

These statements of responsibility associated with the retail buying functions were based on the 1969 Retail Study,¹² and it would

¹²Greenwood, 1969.

seem that they accurately describe the current responsibilities of retail buyers and assistant buyers in the nine major department stores in the Central part of the United States.

Duties Performed by Buyers
and Assistant Buyers

A variety of duties are performed in carrying out the responsibilities of the buying functions in particular stores. However, based on the 1969 Retail Study,¹³ certain duties are indicative of the kinds of activities performed regularly and can be grouped into the three major categories listed below:

1. Maintenance of Records
2. Maintenance of Stock
3. Miscellaneous Activities

Each of the specific categories of duties and a set of corresponding activities were listed in the retail questionnaire. The buyers and the assistant buyers participating in this retail study were instructed to check the activities they perform daily, weekly and periodically, based on their present position. The continuum for the responses ranged from performed "Daily" to "Never" as described in the procedure. Thus, each buyer and each assistant buyer was asked to react to the set of statements representing duties related to the buying functions and to indicate which activities he performed in his present position.

The procedure used to analyze the frequency distribution for the 28 buyers and for the 30 assistant buyers is discussed in the procedure.

¹³Ibid.

These findings were used in establishing the job profiles relative to duties performed by the buyers and by the assistant buyers. A study was made of the response percentages for each activity stated in these three job profiles. Those statements which were perceived as activities performed by 50 percent or more of the buyers and the assistant buyers were designated as short range performance goals associated with entry level positions which cluster around the buying functions.

The duties performed by the 28 buyers are compared with the duties performed by the 30 assistant buyers in the bar graphs on the following pages. A set of corresponding activities is presented with each of the three categories of duties. The profile indicated the percentage of buyers and assistant buyers who perform each activity regularly (daily or weekly) or as needed (periodically). The response percentages for these ratings are presented in Appendix B.

Duty 1, Maintenance of Records. Ten activities related to the maintenance of records are presented in Figure 7. This duty involved activities concerned with the maintenance of the various records required to perform the buying functions. Accurate records must be kept relative to sales, stock, purchases, orders, inventory, transfers, loans and merchandise received. With the exception of statement f, each of these activities was performed regularly, or as needed, by 50 percent or more of the buyers or the assistant buyers. However, statement f, the keeping of credit records, appears to be considered by the respondents as a duty of other management personnel in the organization of the stores represented in this retail study. This reaction of the respondents would concur with Gillespie's description of the credit

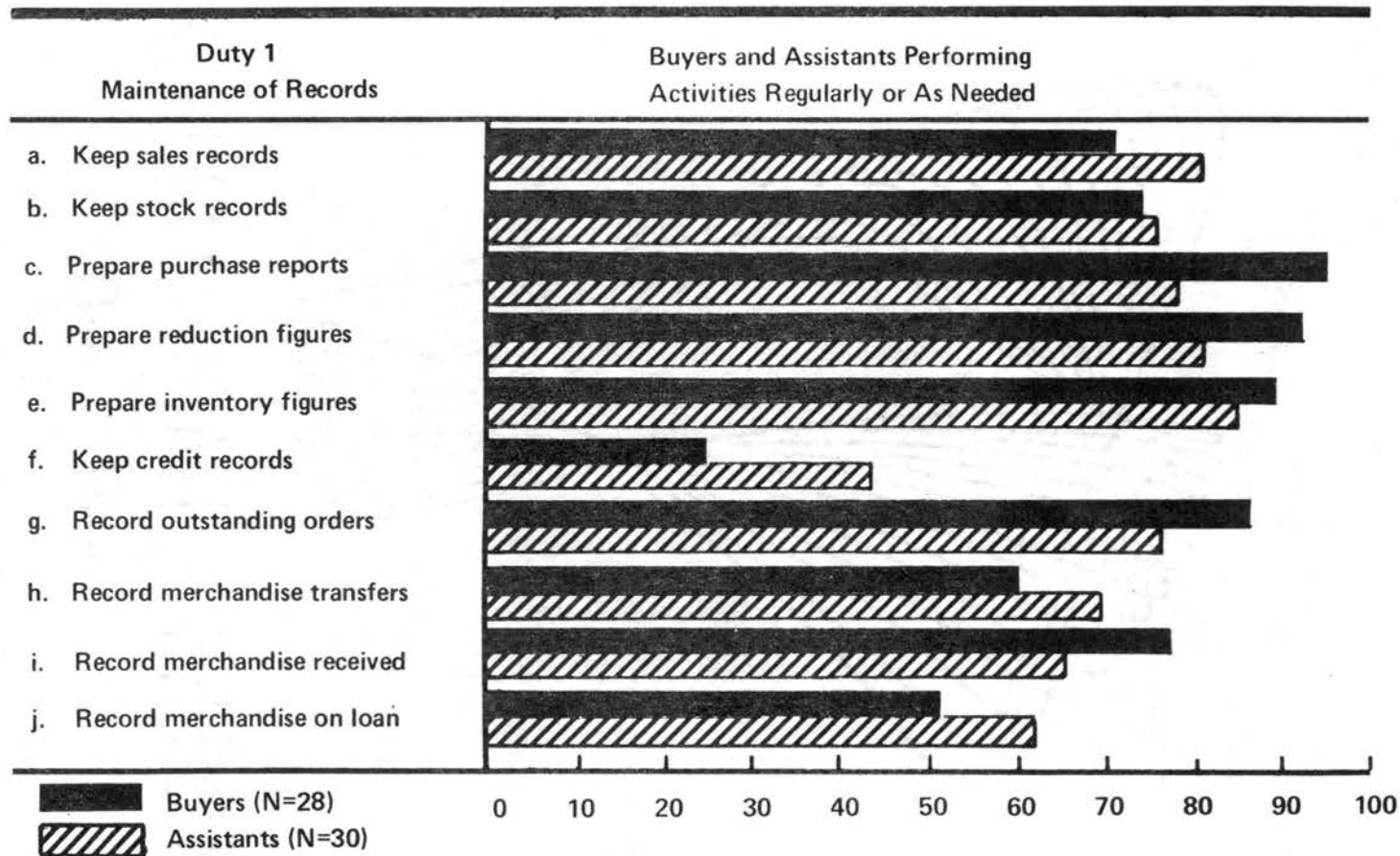


Figure 7. Duty 1: Maintenance of Records

managers' functions.¹⁴

More assistant buyers than buyers perform the activities described by five of the statements. The reactions of the respondents indicate that these activities are delegated and performed by those in positions below the buyer level in the hierarchy of positions that cluster around the buying functions. All of these statements except one (f, Figure 7), were considered as performance goals associated with entry level positions as designated by the criteria in the procedures.

Duty 2, Maintenance of Stock. Each of the 15 statements in Figure 8 represents an activity performed by 50 percent or more of the buyers and assistant buyers. More assistant buyers than buyers performed 13 of these activities regularly, or as needed.

The maintenance of stock includes those activities which are concerned with the organization and arrangement of stock on the selling floor, as well as in the receiving areas and stock rooms. This duty requires the performance of other activities such as stock counts, checking stock for security purposes and for soilage, and arranging for special orders, mail orders and hold and sold items.

These 15 activities were designated as performance goals according to the definition in the procedure for this chapter.

Duty 3, Miscellaneous Activities. The statements presented in Figure 9 are of a miscellaneous nature. Three of these statements represent activities which less than 50 percent of the buyers perform regularly, or as needed. However, over 50 percent of the assistant buyers perform each of the activities.

¹⁴Gillespie, p. 105.

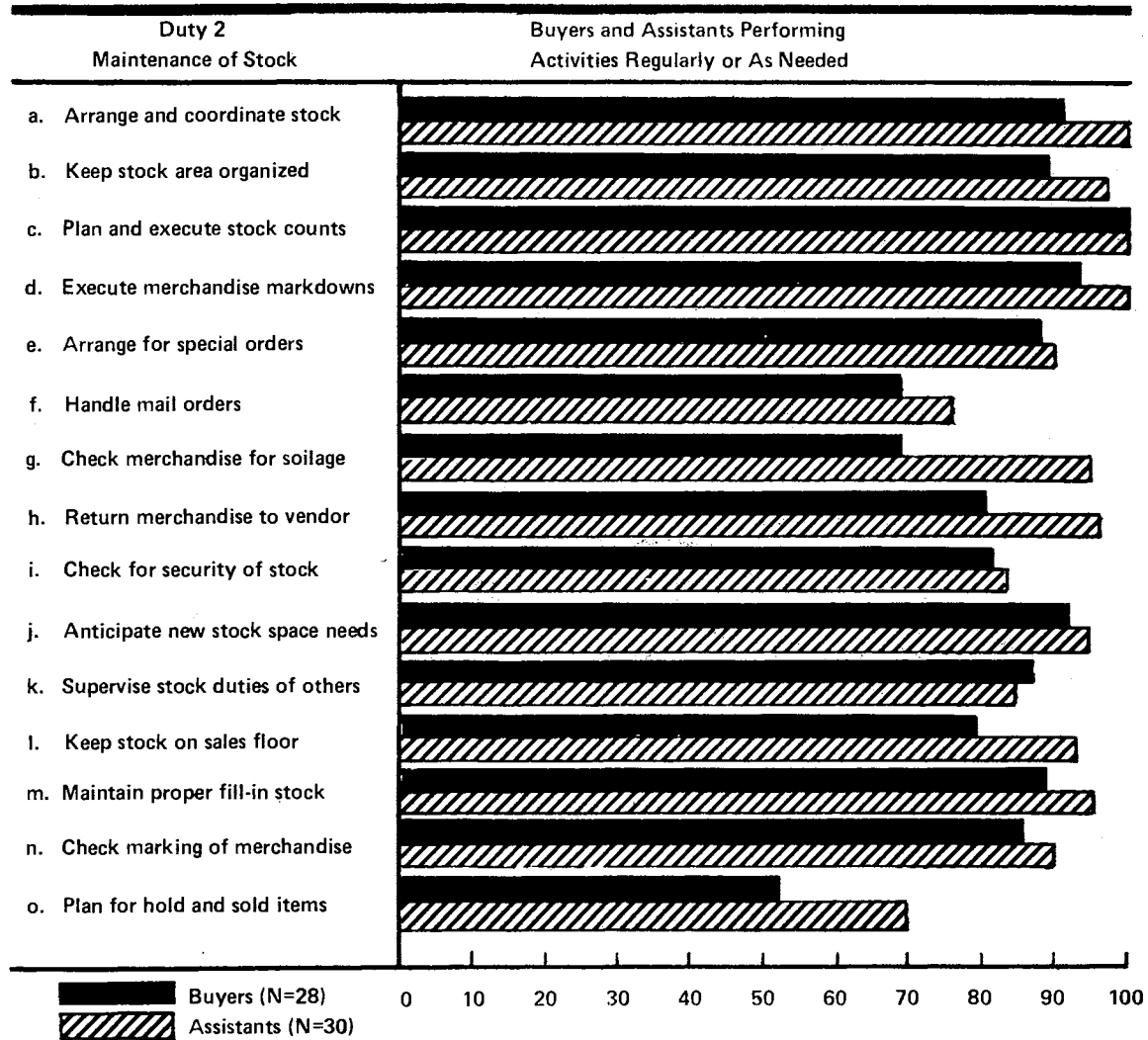


Figure 8. Duty 2: Maintenance of Stock

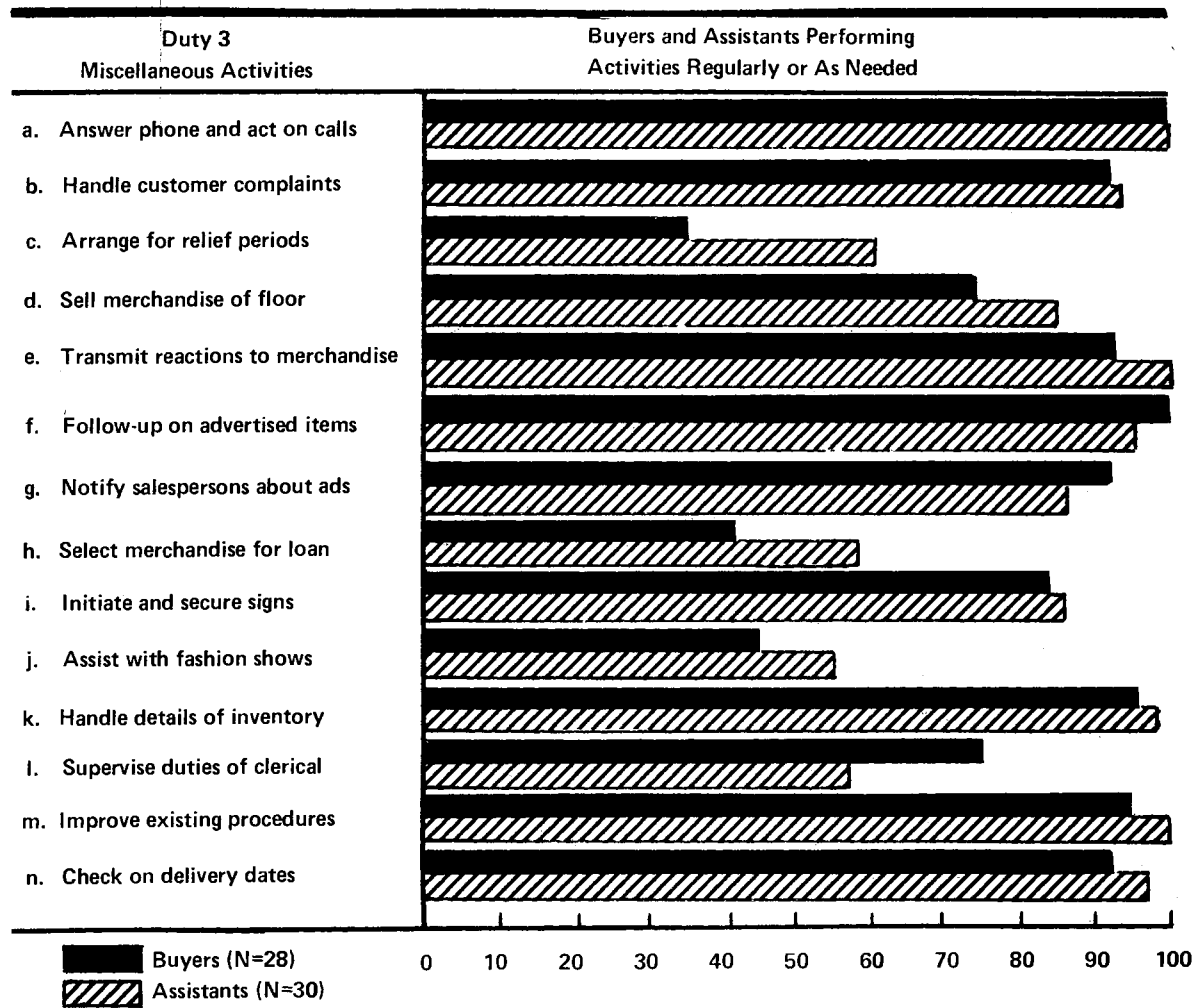


Figure 9. Duty 3: Miscellaneous Activities

Duty 3, as the category indicates, is composed of a variety of activities. These are routine activities which buyers and assistant buyers perform regularly, or as needed, in carrying out the responsibilities of the buying functions. They pertain to selling, customer complaints, ads, fashion shows, clerical duties, delivery dates and other details related to the buying functions. Although miscellaneous by nature, according to Judelle, the importance of these activities should not be underestimated in training assistant buyers.¹⁵

These 14 statements were designated as performance goals in accordance with the criteria in the procedures.

The findings evidence the shared nature of these duties which relate to the performance of the buying functions. Both the buyer and the assistant buyer appear to be involved with the performance of these activities daily, weekly or periodically, as needed. For the purpose of this study, those statements which represent activities performed by the 50 percent or more of the assistant buyers were considered to describe duties associated with the entry level positions which cluster around the buying functions. These three categories of duties were designated as short range performance goals according to the classification defined in the procedure for this chapter. All but one of the 39 activities were identified for further use in formulating specific objectives for the student work experience in Stage Three of this study.

Ten of the buyers and assistant buyers made additional comments relative to the duties associated with the buying functions. These statements were compared with each of the statements in the

¹⁵Judelle, p. 45.

questionnaire. The following duties did not appear among those listed previously: 1) Cancellation of back ordered merchandise - this was performed on a weekly basis; 2) Check accounts payable - this was performed on a daily basis; 3) Solve receiving problems - this was performed periodically, as needed; 4) Write trend reports - this was performed weekly; 5) Plan work hours for personnel - this was performed periodically, as needed. These statements should be considered in the revision of the questionnaire for future use.

These findings suggest that the 39 statements of activities identified in the 1969 Retail Study¹⁶ were representative of the kinds of duties currently performed by the buyers and assistant buyers in the nine retail stores included in this study.

Based on the responses to Part III of the retail questionnaire, responsibilities and duties were identified which relate to the buying functions, and job profiles were established for retail buyers and assistant buyers. The findings were analyzed and 22 short range performance goals were designated for entry level positions. These statements represent the responsibilities and the duties of assistant buyers as perceived by 50 percent or more of the respondents. The 22 performance goals were compiled for consideration in formulating the specific objectives for the student work experience in Stage Three.

Requisites to Successful Performance of Buying Functions

Part IV of the retail questionnaire was analyzed by frequency distributions of the data collected from the 28 buyers and 30 assistant

¹⁶Greenwood, 1969.

buyers. The competency statements associated with the buying functions were studied, and the findings were used to identify the long range competency goals as defined in the procedures presented in this chapter.

A variety of competencies and abilities have been recognized by retail executives as requisite to the effective performance of the buying functions. Based on the 1969 Retail Study¹⁷ competency statements were grouped into the following categories of knowledge and skills related to the buying functions:

Planning, Evaluating, and Procuring Merchandise

(Buying Functions 1 and 2)

1. Production of Maximum Profits
2. Prediction of Consumer Demand

Promoting, Merchandising, and Supervising Departments

(Buying Functions 3, 4, and 5)

3. Presentation of Merchandise
4. Coordination of Services

Each of the 58 respondents was instructed in the questionnaire to indicate the extent to which he felt that the following statements represented knowledge and/or skills needed to successfully perform the buying functions. The continuum for the responses was coded as follows: Vital to job performance (1), Contributes to job performance (2), and Not necessary to job performance (3). The response percentages for each of these ratings are presented in Appendix B.

For the purpose of this study, the knowledge and skills statements perceived as vital to job performance by 50 percent or more of the

¹⁷Ibid.

respondents were designated as long range competency goals as defined in the procedure for this chapter.

The four competency areas and a corresponding set of statements which represent certain kinds of knowledge and skills are presented in the tables on the following pages. The percentages indicate the degree to which the respondents perceived each statement as a knowledge or skill which was vital to the performance of the buying functions.

Production of Maximum Profits. The knowledge and skills related to this competency area are presented in Table V. The data indicated that 55 of the 58 respondents recognized the ability to make judgments based on facts at hand as vital to job performance in planning, evaluating and procuring merchandise for retail stores. Other kinds of knowledge and skills recognized by three-fourths of the respondents as vital to the performance of these buying functions were concerned with understanding the total retail operation, analyzing operation figures, making necessary mathematical computations, organizing and delegating intelligently, anticipating merchandising problems and controlling achievement of merchandise goals.

Only 37 of the 58 respondents perceived the ability to respond to competitive pressure as vital to job performance. This reaction of the buyers and assistant buyers to the retail questionnaire was not consistent with the concept of the competitive nature of merchandising which is stressed by authorities in the retail field.¹⁸ The response percentages indicate that 50 percent or more of the buyers and assistant buyers perceived each of these statements as representative of the

¹⁸John W. Wingate and Joseph S. Freedlander, The Management of Retail Buying (Englewood Cliffs, New Jersey: Prentice Hall, 1963).

TABLE V
 COMPETENCIES REQUISITE TO EFFECTIVE PERFORMANCE
 OF BUYING FUNCTIONS ONE AND TWO

Planning, Evaluating, and Procuring Merchandise	Knowledge and Skills Vital to Job Performance	
	N*	%
1. Production of maximum profits requires ability to:		
a. Understand the total retail operation	44	75
b. Analyze operating figures appropriately	44	75
c. Make necessary mathematical computations	47	81
d. Make judgments based on facts at hand	55	94
e. Organize and delegate intelligently	52	89
f. Anticipate merchandising problems	47	81
g. Respond to competitive pressures	37	63
h. Control achievement of merchandising goals	47	81
2. Prediction of consumer demand requires ability to:		
a. Perceive the nature of merchandise trends	52	89
b. Recognize limitations of predictive techniques	36	62
c. Select resources based on knowledge of products	44	75
d. Utilize appropriate marketing strategies	36	62
e. Detect changes in cultural norms and value systems	17	29
f. Recognize buying habits of various market segments	35	60
g. Interpret consumer demand and anticipate markets	48	82

*Buyers and Assistants, N=58

kinds of knowledge and skills which are vital to job performance. These eight statements were designated as long range competency goals, according to the criteria stated in the procedure for this chapter.

Prediction of Consumer Demand. Presented in Table V are the knowledge and skills statements which were associated with this competency area. In regard to the successful planning, evaluating and procuring merchandise for retail stores, more than three-fourths of the respondents indicated that the following abilities were vital to job performance: perceiving the nature of merchandise trends; selecting resources based on knowledge of producers; and interpreting consumer demand and anticipating markets. These reactions concur with the factors Judelle points out as vital to successful performance of the buyer's job.¹⁹

Less than two-thirds of the respondents considered the abilities to recognize limitations of predictive techniques and to utilize appropriate marketing strategies as vital to job performance. It is pointed out by the researcher that only recently have marketing practices of this nature been stressed at the retail level. Judelle discusses this approach to creative merchandising in one of the chapters of her 1971 publication.²⁰ Fewer than one-third of the respondents recognized the importance of detecting changes in cultural norms and value systems in terms of predicting consumer demand. The element of cultural change is averred to by Troxell and Judelle in their discussion of the nature of

¹⁹Judelle, p. 2.

²⁰Ibid., pp. 99-106.

fashion.²¹

Over 50 percent of the buyers and assistant buyers indicated that six of the seven statements represented knowledge and skills which were vital to the performance of the buying functions.

Presentation of Merchandise. In Table VI, the knowledge and skills related to this competency area are presented. Abilities required in the successful presentation of merchandise are associated with merchandising, promoting and supervising departments in retail stores. Knowledge and skills which the majority of the respondents considered as vital in the successful performance of these buying functions were the coordination of promotional events, the effective arrangement of merchandise space and the anticipation of seasonal merchandise assortments.

Two abilities were perceived by less than half of the respondents as vital to job performance: the creative use of media in presenting products; and the imaginative use of consumer motivation. This low rating by the respondents may indicate that buyers and assistant buyers consider creative use of media as skills related more to personnel in the advertising and display departments. At the retail level it is possible that the use of consumer motivation techniques has not yet received emphasis, although marketers have adopted many of these tools which have come to be known as motivation research.²² The respondents, both buyers and assistants, perceived three of these statements, (b, c,

²¹Mary D. Troxell and Beatrice Judelle, Fashion Merchandising (New York: McGraw-Hill, Inc., 1971).

²²Jo Kent Kerby, Essentials of Marketing Management (Cincinnati: Southwestern Publishing Co., 1970), p. 246.

TABLE VI
 COMPETENCIES REQUISITE TO EFFECTIVE PERFORMANCE
 OF BUYING FUNCTIONS THREE, FOUR, AND FIVE

Promoting, Merchandising, and Supervising Department(s)	Knowledge and Skills Vital to Job Performance	
	N*	%
1. Presentation of merchandise requires ability to:		
a. Use media creatively in presenting products	22	37
b. Coordinate promotional events for maximum impact	36	62
c. Arrange space effectively for merchandise sales	39	67
d. Anticipate seasonal merchandise assortments	51	87
e. Make imaginative use of consumer motivation	27	46
2. Coordination of services requires ability to:		
a. Maintain acceptance and respect of subordinates	50	86
b. Follow-through and control of results	49	84
c. Project a sense of urgency in achieving goals	44	75
d. Train others to assume responsibilities	41	70
e. Promote the flexibility in attitude of subordinates	39	67

*Buyers and Assistants, N=58

and d, Table VI), as vital to job performance at the 50 percent level or above. Two statements, (a and e, Table VI), were felt to be vital to job performance by less than half of the respondents.

Coordination of Services. Abilities relative to this competency area are presented in Table VI. The importance of coordinating services was recognized by over two-thirds of the respondents. Two of the abilities considered vital to the merchandising, promoting and supervising of departments in retail stores were: maintaining acceptance and respect of subordinates; and following-through and controlling achievement of goals. In the researcher's experience both of these abilities have been pointed out consistently as necessary qualities by personnel representatives of retail stores who interview college students.

Other abilities which the respondents felt were vital to job performance relative to the coordination of services were concerned with a sense of urgency in achieving goals, the training of others to assume responsibility and promoting flexibility in the attitudes of subordinates. Similar abilities were identified by Judelle in her chapter entitled "Developing Assistant Buyers."²³

Twenty-two of the 25 statements were considered by 50 percent or more of the respondents as vital to job performance. These 22 statements were designated as long range competency goals according to the criteria in the procedure for this chapter. These competency goals will be given further consideration in developing the departmental course revisions in Stage Four of this study.

²³Judelle, pp. 43-49.

The following statements were perceived by fewer than 50 percent of the respondents to represent knowledge and skills vital to job performance.

1. Detect changes in cultural norms and value systems
2. Use media creatively in presenting products
3. Make imaginative use of consumer motivation

These three statements were not identified as long range competency goals, according to the classification defined in the procedures for this stage of the study. However, these statements will be reviewed in Stage Four as the suggestions for course revisions are finalized.

Several comments were made by eight of the respondents regarding additional kinds of knowledge and skills needed to perform the buying functions. These have been summarized in the following statements:

1) ability to plan actions and follow-up; 2) ability to motivate others and communicate; 3) ability to anticipate results based on judgments and react quickly in making decisions; and 4) other brief comments, such as, "keep your cool," "good common sense," "aggressiveness," "want-to-win attitude," "accept criticism," "good physical strength."

Most of these ideas were not considered mutually exclusive of the statements in Part IV of the questionnaire. However, they should be considered in the revision of the retail survey at a future date.

These 27 statements represented competencies and abilities identified in the 1969 Retail Study.²⁴ It was apparent that the majority of the respondents participating in the present study recognized that knowledge and skills of a similar nature were vital to the performance of

²⁴Greenwood, 1969.

the retail buying functions.

Academic Preparation for Positions
in Merchandising

Part V of the retail questionnaire was computerized and the frequency distributions for the responses of buyers and assistant buyers were analyzed. The findings present the reactions of the respondents to the kinds of learning experiences which should be included as classroom activities and as extended classroom activities in academic programs.

Some academic programs which emphasize careers in merchandising exist at the college and university levels. The relevancy of these programs depends upon the competencies developed in classroom and extended classroom experiences of the students. Based on the 1969 Retail Study,²⁵ learning experiences were grouped into two categories: classroom activities and extended classroom activities. Each respondent was instructed to indicate the extent to which he felt the statements represented kinds of learning experiences which should be included in the academic preparation of students, based on his educational background and retail experiences. The continuum for the responses was coded as follows: Very important to include (1), Include if possible (2), and Not necessary to include (3). The response percentages for each of these ratings are presented in Appendix B.

Classroom Activities. The reactions of a majority of the buyers and the assistant buyers indicated that they thought five of the learning experiences were very important classroom activities (Table VII).

²⁵ Ibid.

These five learning experiences pertained to merchandising operations and analysis, decision-making processes and techniques, management of goal-directed activities, consumer motivation and behavior, and social and economic influences on retailing. The latter two statements are concerned with areas of marketing research which have not been stressed at the retail level until recent years. The researcher calls attention to the comparatively young age of the respondents, the relatively short length of time since their last academic degree and the fact that the 58 respondents had college degrees. These background factors could be reflected in the respondents' reactions to these classroom activities.

Slightly less than half of the respondents felt that four other learning experiences were important and should be included in college level classroom activities. These learning experiences involved creative means of presenting merchandise, responsibilities of retail organizations, analysis of fashion variables, and research activities in marketing and retailing.

Few respondents felt that classroom activities should include learning experience pertaining to aesthetic qualities in product design and performance factors of products and materials. Both of these factors are emphasized in the recent books on fashion merchandising and in the earlier works of pioneers in this phase of retailing, such as Nystrom, Wingate, Chambers and others. Current activities relative to consumer protection in the market place appear to be generating concern about performance factors of products and materials. It seems reasonable to predict that future buyers may find it necessary to be more adequately informed about product performance and to communicate this knowledge more effectively to the consumer.

Over three-fourths of the respondents felt that each of the statements represented learning experiences which were very important to include, or which should be included if possible in the classroom activities for students.

Extended Classroom Activities. As shown in Table VII three of the four learning experiences describing extended classroom activities were felt to be very important by the majority of the respondents. These learning experiences included forums and seminars with retail speakers, field trips to retail stores and work experiences in retailing during college. Of particular note for this study is the percentage indicating that 84 percent of the respondents perceived retail work experiences as very important to be included during the college period.

Over three-fourths of the respondents indicated that each of these learning experiences was very important to include or should be included if possible. Therefore, each of the statements in both the classroom and extended classroom categories was designated for further study in making the final recommendations for improving the Fashion Merchandising Program.

At the end of the questionnaire the respondents were encouraged to make comments or suggestions based on ideas they had developed, pertinent to the training of young people for retailing. This final statement motivated numerous and varied comments by half of the respondents. The following summary conveys the nature of these comments.

Over one-third of the respondents referred to the value of learning on the job during college, the need for practical work experience to develop a concept of what the job involved, and the importance of assuming responsibility so as to learn and to relate principles and

TABLE VII
ACADEMIC PREPARATION FOR POSITIONS
IN MERCHANDISING

College and University Levels	<u>Learning Experiences Included</u>			
	<u>Very Important</u>		<u>If Possible</u>	
	N	%	N	%
<u>Classroom Activities</u>				
Merchandising operations and analysis	43	74	15	26
Decision-making process and techniques	40	69	17	29
Management of goal-directed activities	30	52	25	43
Creative means of presenting merchandise	28	48	27	47
Responsibilities of retail organizations	28	48	25	43
Consumer motivation and behavior	35	60	22	38
Social and economic influences on retailing	29	50	25	43
Analysis of fashion variables	25	43	30	52
Aesthetic qualities in product design	13	22	31	53
Performance factors of products and materials	18	31	32	55
Research activities in marketing and retailing	25	43	27	47
<u>Extended Classroom Activities</u>				
Forums and seminars with retail speakers	36	62	21	36
Field trips to major retail stores	31	53	24	41
Field trips to major market centers	24	41	32	55
Retail work experiences during college program	45	84	8	14

N = 58

theories presented in an academic setting. However, several comments pointed out the varying needs of individual students due to the differences in background experiences and abilities.

Other suggestions stressed analytical and mathematical skills, intelligent decision making and problem solving techniques, stock and sales analysis procedures and communication and motivation skills in maintaining working relationships and rapport. Repeated often in the comments were remarks such as: emphasis on "whys" and not "hows," "open minded," "flexible," "willing to face problems as personal challenge," "aggressive," "want to win attitude," and "classroom no substitute for experience." Selling as the primary goal of retailing was stressed by the respondents.

These ideas were compiled for review in Stage Three and Stage Four of this study in the development of specific objectives for the student work experience and revisions for departmental course requirements.

Summary of Findings for Stage Two

The major purpose of Stage Two was to identify the responsibilities, duties, and competencies associated with entry level positions in retail merchandising. To achieve this purpose, data were collected by a retail questionnaire. An analysis was made of the background characteristics of the 58 respondents who represented college graduates and who were buyers or assistant buyers in the nine stores participating in this study.

The job profiles for buyers and assistant buyers were established by the data obtained from the 58 respondents. Based on an analysis of responsibilities and duties of the assistant buyer, short range

performance goals were identified relative to the entry level positions which cluster around the buying functions. Nineteen responsibilities and three categories of duties were designated as performance goals as summarized in this chapter. Long range competency goals were designated based on requisites for successful performance of the buying functions, and important classroom and extended classroom activities were identified. These findings will be used to accomplish the purposes of Stage Three and Stage Four of this study.

The items included in the retail questionnaire developed for this study were based on the findings of the 1969 Retail Study²⁶ which involved ten major retail stores in the New York City area. The sample for the present study included nine major department stores in the Central part of the United States. The findings in Stage Two indicate that there were no substantial changes in the job descriptions--responsibilities, duties and competencies--for the buyer and the assistant buyer, although the 58 respondents represented retail stores in a different area, and a period of three years had elapsed since the first study.

²⁶Ibid.

CHAPTER V

SPECIFIC OBJECTIVES FOR STUDENT WORK EXPERIENCES

Stage Three: Formulation of specific objectives supportive of selected performance goals associated with entry level positions which cluster around the retail buying functions.

The purpose of Stage Three was to translate selected performance goals into statements of specific objectives which could be used in developing guidelines for student work experiences. Concepts presented in the literature support the researcher's belief that objectives should be specified in order to provide direction for planning and evaluating educational activities, and to communicate the intent of the educational activities to the learner. The following statements summarize selected concepts which were used as a guide in this stage of the study.

1. The objective forms a basis for selection of material and organization of a course and the basis for student evaluation.
2. The objective serves as a basis for the development of instructional systems and the selection of learning experiences.
3. The objective helps the student assess his own progress toward stated competencies and goals.
4. The objective identifies goals and describes desired outcomes

or performances learners should have as a result of participation in an activity.

The procedural system and findings for Stage Three are presented in this chapter.

Procedural System and Findings for Stage Three

To achieve the purpose of this stage of the study the short range performance goals identified in Stage Two were utilized to develop specific objectives. These performance goals represented certain responsibilities and duties associated with entry level positions as determined by the job profile of the assistant buyer.

Two sub-purposes were used in organizing the procedures for this stage. It was necessary, first, to translate designated performance goals into statements of specific objectives, and then to select specific objectives which could be achieved by student work experiences. The following discussion describes this process and presents the specific objectives selected for student work experiences.

Translating Performance Goals Into Specific Objectives

In order to translate the performance goals into statements of specific objectives, it was necessary to develop a set of criteria to guide the researcher in formulating the statements. The definitive concepts pertaining to the development of objectives were presented in the literature and aided in the establishment of the following criteria for use in this stage of the study:

1. Statements of specific objectives should be based on one of the performance goals associated with the entry level positions as determined by the job profile of the assistant buyer established in Stage Two.
2. Statements of specific objectives should contain the following elements:
 - a. the goal the learner is to attain in relation to the performance goals for student work experiences
 - b. the evaluation activities in relation to the suggested evidences of the achievement of performance expectations for student work experiences

Dressel stresses the importance of establishing objectives which are relevant to the student's occupational interests.¹ Among the competencies he identifies with the curriculum for undergraduate programs, he stresses that first and foremost, the student should be qualified for some type of work. The criteria above provide for the use of performance goals based on the responsibilities and duties associated with entry level positions which cluster around the buying functions in retailing.

The two elements included in the statement of specific objectives are in accord with McAshan's description of minimum level objectives.² They also concur with some of the concepts purported by Banathy³ and

¹Paul Dressel, College and University Curriculum (Berkeley: McCutcheon Publishing Corp., 1968), p. 210.

²H. H. McAshan, Writing Behavioral Objectives (New York: Harper and Row Publishers, Inc., 1970), p. 16.

³Bela H. Banathy, Instructional Systems (Palo Alto: Fearon Publishers, 1968), p. 33.

Popham⁴ concerning objectives. Reference is made by the latter two authors to the earlier works of Tyler which are supportive of these ideas relative to writing objectives. Using the designated criteria as a guide, the performance goals identified in Stage Two were translated into 22 tentative statements of specific objectives. These statements represented 19 responsibilities and three categories of duties associated with entry level positions which cluster around the retail buying functions.

The following format was used to present the tentative statements of specific objectives formulated in this stage of the study.

Performance Goal: a statement of one of the selected responsibilities or duties related to the buying functions as determined by the job profile for assistant buyers established in Stage Two.

Performance Expectations: statements of evidence which the student might provide in order to indicate the extent to which the performance goal was reached during the required work experiences.

Performance expectations were specified for each of the 22 performance goals. A set of suggested evidences was prepared to be used in evaluating the extent to which the student had achieved each performance goal.

The resulting list of specific objectives are considered tentative and are subjected to the definitive statements which were developed from concepts presented in the related literature and summarized in this chapter. Thus, a basic group of 22 specific objectives was

⁴W. James Popham and Eva L. Baker, Establishing Instructional Goals (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 87.

formulated to be considered in developing guidelines for student work experiences. These statements of specific objectives are included in Appendix C in the form of a questionnaire which was constructed for use in the selection process discussed next.

Selecting Specific Objectives for Student Work Experiences

The 22 statements based on the performance goals identified in Stage Two of this study were designated for the purpose of selecting specific objectives which could be achieved during student work experiences. This selection process involved the reactions of two groups:

- 1) a jury of 15 merchants representing stores where fashion merchandising majors had been employed for the required work experience; and
- 2) a group of 25 students who had completed the work experience required in the fashion merchandising curriculum.

The statements of specific objectives related to the performance goals were incorporated into an instrument which was used to obtain reactions from these two groups. Each group was asked to indicate the extent to which the statements represented activities which might be performed during designated work experience periods. A copy of this questionnaire and the findings are included in Appendix C.

Originally, a one-day workshop was scheduled on the Oklahoma State University campus for the jury of merchants comprised of 15 management representatives from selected stores in Oklahoma City, Tulsa and Stillwater. However, two separate luncheon seminars, one in Oklahoma City and one in Tulsa, seemed more feasible for the merchants. The reactions of the Stillwater merchants were obtained by individual

contacts. In the future it would seem advisable to keep in mind the business schedule of the jury of merchants and to continue to minimize the time and distance factors involved in meetings of this nature. The jury of merchants were most responsive to the data pertaining to job profiles presented at these seminars, and they were most cooperative in returning the questionnaires relative to the specific objectives for student work experiences.

The 25 students who had completed the required work experiences were asked to react to the 22 statements of specific objectives associated with the buying functions in retailing. These students met as a group and the job profiles were presented in a similar manner as in the seminar for the jury of merchants. The students completed the same questionnaire at the close of the meeting.

The data obtained from the responses of these two groups were analyzed and the findings pertaining to the achievement of performance goals are summarized in Table VIII. Of the 19 statements of responsibilities associated with retail buying functions, seven were considered by the two reaction groups to represent activities which could be performed during student work experiences.

An analysis of the findings relative to the three categories of duties revealed that the jury of merchants felt that work experiences could provide opportunities for students to assist with the performance of a majority of the activities associated with each duty. There was a similar reaction from the student group which had completed a work experience.

The seven statements of responsibilities and three statements of duties were designated for consideration in establishing achievement

TABLE VIII
 PERFORMANCE GOALS SELECTED TO BE CONSIDERED
 FOR SPECIFIC OBJECTIVES FOR STUDENT
 WORK EXPERIENCES

Performance Goals Based on Responsibilities Associated With Retail Buying Functions	Reactions*	
	Student Group N=25	Jury of Merchants N=15
1. maintain proper procedures for orders		X
2. direct transfer of merchandise between stores		X
3. insure accuracy of merchandise facts in ads		
4. supervise preparation of ads		
5. evaluate sales response to ads		
6. maintain effective presentation of merchandise	X	X
7. recommend actions to insure maximum sales	X	X
8. transmit merchandise information to others	X	X
9. maintain proper systems and procedures	X	X
10. determine merchandise available for special orders		X
11. initiate price changes and merchandise counts	X	X
12. visit stores and review merchandise		X
13. control disposition of prior stock		
14. communicate and cooperate with management	X	X
15. provide strong leadership for subordinates		X
16. maintain dialogue with subordinates		X
17. assist salespersons on merchandise problems	X	X
18. maintain performance standards of subordinates		X
19. provide merchandise training for others		X
20. perform maintenance of records duty	X	X
21. perform maintenance of stock duty	X	X
22. perform miscellaneous activities	X	X

*Reactions of 50 percent or more of each of the two groups of respondents indicated that opportunities to achieve the performance goal were feasible during student work experiences.

standards in Stage Four. The reactions of the two groups as to the number of weeks necessary to achieve each of the performance expectations were analyzed and presented with the questionnaire in Appendix C.

The statements of specific objectives for student work experiences provide examples of the process approach described by McAshan.⁵ The specific objectives were based on needs detected by a survey, from the needs the goals were stated, from the goals performance expectations (objectives) were stated, and from the performance expectations evaluation activities were established.

Thus, by the preceding developing and selection processes ten statements of specific objectives were formulated to be considered in developing guidelines for student work experiences. Each specific objective incorporated one of the responsibilities or duties associated with entry level positions which cluster around the retail buying functions.

The statements formulated for these ten specific objectives are presented in Appendix C. Following is an example of the model used in specifying the objectives for student work experiences developed in this stage of the study.

Specific Objective Model

Performance Goal: Maintain effective presentation of merchandise

Performance Expectations: To improve the student's ability to use creative skills in maintaining effective presentations of merchandise in one or more departments of a retail store.
Suggested evidences of the student's attainment of this goal:

⁵McAshan, p. 92.

1. list of activities pertaining to the effective presentation of merchandise
2. sketches of effective presentations of merchandise
3. summary of suggestions which might be used in improving the effectiveness of presentations of merchandise

Summary of Findings for Stage Three

The procedure for this stage discussed the two sub-purposes:

1) to translate designated performance goals into statements of specific objectives; and 2) to select specific objectives which could be achieved by student work experiences. Criteria were stated and specific objectives were formulated for each of the 22 performance goals designated in Stage Two of this study. The jury of merchants and the group of students who had completed the required work experiences reacted to these 22 specific objectives. Based on these reactions ten specific objectives were designated to be considered in establishing achievement levels for student work experiences in the fourth stage. The findings pertaining to the period of time considered necessary to provide evidence of the achievement of the performance expectations during student work experiences were analyzed. These data provided the background information to be used in the final stage of this study.

CHAPTER VI

RECOMMENDATIONS FOR PROGRAM IMPROVEMENTS

Stage Four: Development of recommendations for the improvement of the existing Fashion Merchandising Program.

The major purpose of this final stage of the study was to formulate recommendations for the improvement of the existing Fashion Merchandising Program. Emphasis was given to the achievement of career oriented goals as determined in Stage Two by the analysis of job descriptions for positions which cluster around the retail buying functions. In addition to guidelines proposed for student work experiences, this chapter includes suggestions for the revision of the departmental courses required for fashion merchandising majors and a summary of recommendations for improving the existing curriculum.

Procedural System and Findings for Stage Four

A structural framework was established in order to accomplish the major purposes of this final stage. The performance goals and the competency goals determined by the job descriptions in Stage Two were used to further define the career oriented goals in this structural framework which is depicted in the schematic presentation in Figure 10. Selected learning experiences led to the construction of guidelines for student work experiences and the suggestion of departmental course revisions which focused on achieving the career oriented goals

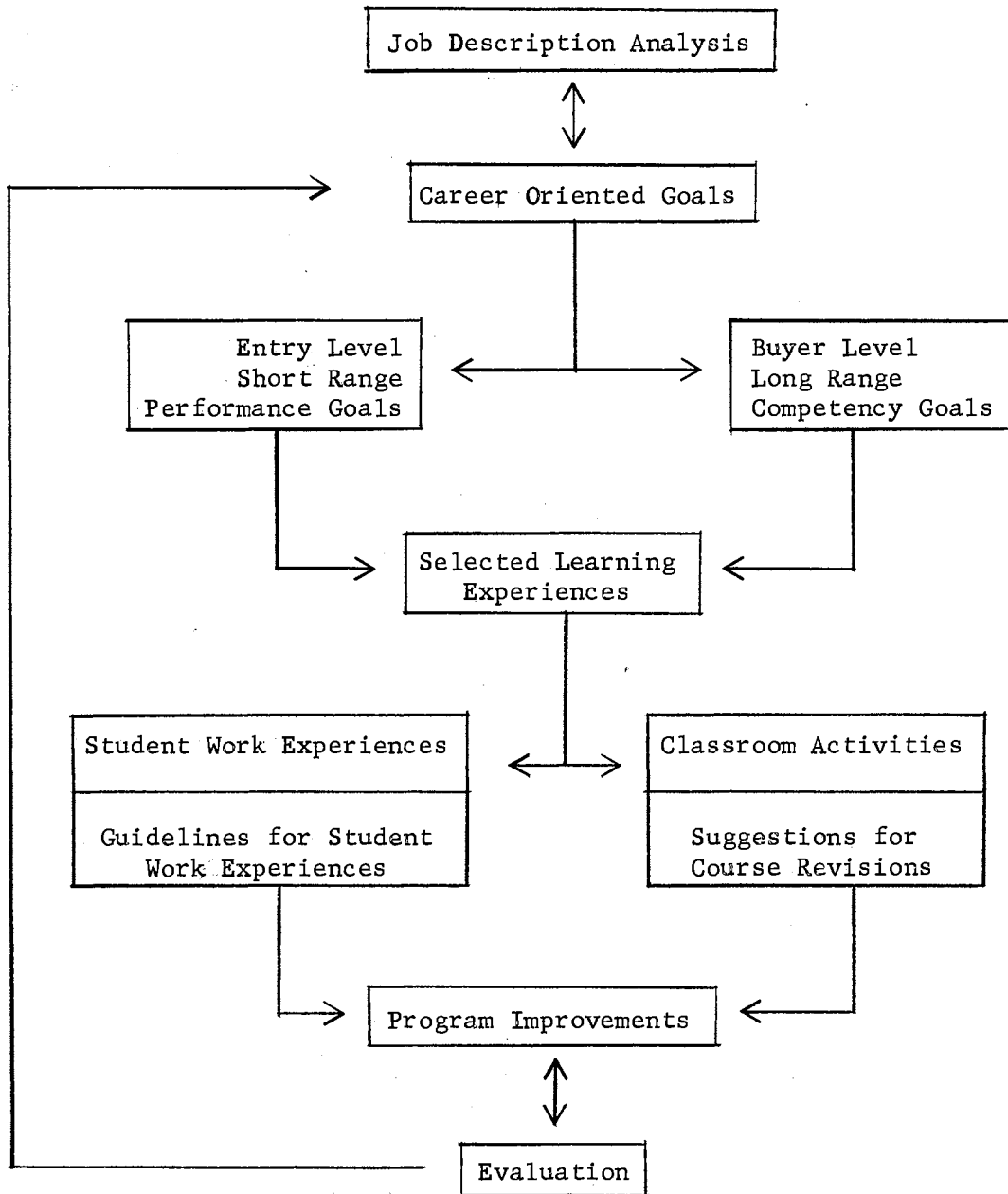


Figure 10. Structural Framework for Program Improvements

identified in this study.

Data from each of the preceding stages of this study were reviewed and considered in the process of formulating the guidelines and suggesting the revisions. In the development of the recommendations for curriculum improvement, the researcher adhered to recognized principles represented by the selected concepts presented in the related literature. These concepts, summarized on pages 64 and 65 in the review of the literature, were considered as guides in the process of decision-making used by the researcher to accomplish the following sub-purposes for Stage Four: 1) to develop guidelines for student work experiences; and 2) to develop suggestions for departmental course revisions. The procedures and findings for each sub-purpose are presented in the following discussion.

Development of Specific Guidelines for Student Work Experiences

To achieve the first sub-purpose a review was made of the findings in the preceding stages of this study. The behavioral concepts reflected in the specific objectives for student work experiences were considered as the basic elements to be incorporated into the guidelines.

First, consideration was given to the stating of major purposes for student work experiences with respect to the development of selected career oriented goals. Next, the performance goals were listed as designated in the 22 specific objectives for student work experiences. Attention was given to the findings obtained by the questionnaire used in Stage Three (Appendix C). The feasibility of achieving the performance goals and evidencing the performance expectations during student

work experiences was indicated by the reactions of two groups, a jury of merchants and a group of students who had completed the required work experiences. Ten performance goals were noted in view of these findings and the kinds of performance expectations which might be evidenced during the first month of student work experiences were suggested.

Three levels of standards were recommended to be used in guiding student work experiences and some evaluation procedures were suggested to be used in establishing academic credit for required student work experiences. The following guidelines were prepared in order to direct the learning activities and to maximize the development of selected career oriented goals during the work experience required for fashion merchandising majors.

Guidelines for Student Work Experiences

The existing fashion merchandising curriculum was designated to provide an academic program for students preparing for careers in merchandising. Thus, the relevancy of the program depends upon the emphasis given to the development of career oriented competencies. These recommendations are based on the analysis of data obtained from 28 buyers and 30 assistant buyers representing seven major retail stores in the central part of the United States.

The following guidelines are proposed in an effort to maximize the contribution which can be made by student work experiences to the improvement of the Fashion Merchandising Program. These guidelines will include four major categories: 1) Major Purposes of Student Work Experiences; 2) Specific Objectives for Student Work Experiences;

3) Standards for Student Work Experiences; and 4) Evaluation of Student Work Experiences.

1. Major Purposes of Student Work Experiences

Student work experiences should serve as the interface between education and business and should generate the transfer of knowledge and skills into competencies identified as requisite to the successful performance of the buying functions. The specific purposes of the student work experience should be:

- a. to maximize the student's learning experiences relative to the career oriented goals as determined by the job profile for buyers and for assistant buyers identified in Stage Two of this study.
- b. to develop the student's ability to achieve certain performance goals based on the responsibilities and duties associated with entry level positions as identified in Stage Two of this study.
- c. to develop the student's ability to assess and direct his own achievement of the specific objectives for student work experiences proposed in Stage Three of this study.

2. Specific Objectives for Student Work Experiences

Student work experiences should provide opportunities for fashion merchandising majors to achieve specific objectives based on certain performance goals associated with entry level positions which cluster around retail buying functions. The specific objectives for student work experiences should include activities pertaining to some of the

following kinds of responsibilities and duties associated with the job profile for the assistant buyer as determined by the responses to the retail questionnaire used in Stage Two of this study.

- a. Performance Goals - the work situation should enable the student to become familiar with, assist with, and/or perform regularly certain activities related to selected performance goals:

- 1) maintain proper procedures for orders
- 2) direct transfer of merchandise between stores
- 3) insure accuracy of merchandise facts in ads
- 4) supervise preparation of ad sheets
- 5) evaluate sales response to ads
- 6) maintain effective presentation of merchandise ***
- 7) recommend actions to insure maximum sales
- 8) transmit merchandise information to others ***
- 9) maintain proper systems and procedures ***
- 10) determine merchandise available for special orders
- 11) initiate price changes and merchandise counts ***
- 12) visit stores and review merchandise
- 13) control disposition of prior stock
- 14) communicate and cooperate with management ***
- 15) provide strong leadership for subordinates
- 16) maintain dialogue with subordinates
- 17) assist sales persons on merchandise problems ***
- 18) maintain performance standards of subordinates
- 19) provide merchandise training for others
- 20) perform duties pertaining to the maintenance of records ***
- 21) perform duties pertaining to the maintenance of stock ***
- 22) perform miscellaneous activities ***

***These ten statements were considered to represent performance goals which could be achieved to some degree during student work experiences, as determined by the jury of merchants and the student group who had completed the work experience required for fashion merchandising majors.

- b. Performance Expectations - Students should be able to provide evidences of the extent to which the specific objectives were achieved during the work experience period. The following statements suggest performance expectations which students might evidence after the first month of student work experiences. ***

- 1) a summary of the student's productivity records in terms of average sales, sales quotas and selling cost

- 2) a summary of the store's policies which are written, oral or understood
- 3) examples of the kinds of maintenance and care information provided by manufacturers for one or more lines of merchandise
- 4) examples of forms used and/or instructions for performing the following activities: arrange and coordinate stock; keep stock area organized; plan and execute stock counts; check merchandise for soilage; check for security of stocks; keep stock on sales floor; maintain proper fill-in stock; check marking of merchandise; and plan for hold and sold items
- 5) examples of forms used and/or instructions for performing the following miscellaneous activities: answer phone and act on calls; sell merchandise on floor; transmit reactions to merchandise; follow up on advertised items; and notify sales persons about ads

***These suggested evidences were considered obtainable by the jury of merchants and by the student group which had completed the work experience required for fashion merchandising majors. Suggested evidences considered obtainable during the second and third months of student work experiences are included in Appendix C of the study.

3. Standards for Student Work Experiences

Student work experiences should be planned in an effort to insure that fashion merchandising majors have opportunities to achieve specific objectives based on the responsibilities and duties associated with entry level positions which cluster around the retail buying functions. Each student should seek to maximize his own learning experiences by achieving specific objectives at minimum level standards or above, as defined by:

- a. Minimum Level Standards for student work experiences should be based on the ten specific objectives which were considered to be attainable by the jury of merchants and by the student group participating in Stage Three of this study
- b. Medium Level Standards for student work experiences should be based on the 22 specific objectives formulated to represent

responsibilities and duties of entry level positions as determined by the performance goals established in Stage Two of this study

- c. Advanced Level Standards for student work experiences could include activities related to the additional responsibilities and duties associated with the buying functions as determined by the job profiles for buyers and for assistant buyers identified in Stage Two of this study

4. Evaluation of Student Work Experiences

Student work experiences should provide opportunities for evaluation activities which evidence the performance expectations suggested in the specific objectives. The evaluation of student work experiences should be:

- a. based on evidences of achievement of specific objectives as suggested by the performance expectations identified in Stage Three of this study
- b. considered in terms of additional kinds of evidences the student may be able to provide to establish the degree to which specific objectives were achieved during the work experience period
- c. considered in terms of the previous achievements and identified deficiencies of each student in order to individualize and maximize learning activities during the work experience period
- d. finalized by academic credit established on the basis of the level of achievement represented by the evidence provided by

the student, and the length of time involved in the work experience period completed by the student.

Development of Suggestions for
Departmental Course Revisions

The data obtained in the various stages of this study were reviewed in order to achieve this sub-purpose. A comparative study was made to determine the relationship, if any, between the departmental course objectives clarified in Stage One and the long-range competency goals identified in Stage Two of this study. The following criteria were used as a guide in establishing a positive or negative relationship between the two sets of data being studied.

1. The relationship between the two statements being studied was considered to be positive if:
 - a. there were corresponding terms and/or phrases associated with both statements, departmental course objective and long-range competency goal
 - b. there were related concepts and/or ideas presented in both statements, departmental course objective and long-range competency goal
 - c. one or more of the terminal behaviors was related to one of the competency statements in one of the above manners (a or b)
 - d. one or more of the performance goals was related to one of the course objective statements in one of the above manners (a or b)

2. The relationship between the two statements being studied was considered to be negative if a relation was not established in one or more of the four manners described above (a, b, c, or d).

Using these criteria as a guide, a one by one comparison was made between the two categories of statements being studied. The competency goals supported by one or more of the departmental course objectives were identified by this procedure. A summary of the 24 long-range competency goals and the related course objectives was compiled and is included in Appendix D.

No course objectives were considered to be related to seven out of the 25 competency goals included in Part IV of the retail questionnaire. These seven competency goals are listed in Table IX, along with the percentage of the 58 respondents who perceived each as vital to job performance. With one exception, over 50 percent of the buyers and assistant buyers felt that these seven competency statements represented knowledge and skills vital to the successful performance of the retail buying functions. Slightly less than half of the respondents considered that the ability to make imaginative use of consumer motivation was vital to job performance.

In formulating the suggestions for departmental course revisions emphasis was given to the achievement of these seven long-range competency goals which were not supported by departmental course objectives. Additional suggestions for course revisions were based on classroom activities and extended classroom activities perceived as important by the 58 respondents as indicated by Part V of the retail questionnaire.

TABLE IX
 CAREER ORIENTED COMPETENCY GOALS NOT SUPPORTED
 BY DEPARTMENTAL COURSE OBJECTIVES

Competency Goals Related to Buying Functions	Vital to Job Performance as Perceived by Buyers and Assistant Buyers	
	N	%
Production of maximum profits requires ability to:		
1. make judgments based on facts on hand	55	95
2. organize and delegate intelligently	52	90
3. respond to competitive pressures	37	64
Presentation of merchandise requires ability to:		
4. arrange space effectively for merchandise	39	67
5. anticipate seasonal merchandise assortments	51	88
6. make imaginative use of consumer motivation	27	47
Prediction of consumer demand requires ability to:		
7. project a sense of urgency in achieving goals	44	76

N = 58

The tentative suggestions for departmental course revisions are presented in this chapter.

Suggestions for Departmental Course Revisions

These suggestions are recommended for consideration in the future revision of departmental courses required for fashion merchandising majors. The analysis of data obtained in Stage One and Stage Two of this study provided a basis for the development of these suggestions. The course objectives clarified by departmental faculty and students in Stage One were compared with the long-range competency goals identified by 28 retail buyers and 30 assistant buyers participating in Stage Two of this study. Thus, the first category of suggestions was based on the comparative study of departmental course objectives supportive of long-range competency goals. The second category of suggestions was based on the nature of academic preparation for positions in merchandising as perceived by the 58 respondents to the retail questionnaire.

1. Suggested Course Revisions Based on Long-Range Competency Goals

Of the 25 long-range competency goals identified in Part IV of the retail questionnaire, seven were not found to relate to the objectives associated with the departmental courses required for fashion merchandising majors. Three of the seven statements were perceived by a majority of the 58 respondents to represent knowledge and skills vital to the production of maximum profits. The nature of these three statements suggests that high level intellectual process are involved in planning, evaluating and procuring merchandise for retail stores.

- a. Suggested course revisions: consideration should be given to the inclusion of learning experiences which contribute to the development of the student's abilities to make judgments effectively, to organize intelligently, and to respond to pressure competitively.

The other four competency goals not supported by departmental course objectives pertain to abilities required in the effective presentation of merchandise. The 28 buyers and 30 assistant buyers felt that three of these abilities were vital to the successful performance of the buying functions concerned with promoting, merchandising and supervising departments in retail stores. The nature of these statements suggests that highly developed skills and attitudes oriented toward the achievement of goals are vital in the effective presentation of merchandise in retail stores.

- b. Suggested course revisions: consideration should be given to the inclusion of learning experiences which would contribute to the development of the student's knowledge and skills relative to the effective arrangement of selling space; to the anticipation of seasonal merchandise assortments; and to the development of the student's attitudes relative to the sense of urgency in achievement of merchandising goals.

2. Suggested Course Revisions Based on Academic Preparation

Over half of the 58 respondents participating in the retail study considered the following learning experiences as very important to include in the classroom activities for students preparing for retail careers.

- a. Suggested course revisions: consideration should be given to the inclusion of the following kinds of learning experiences in the classroom activities.
- 1) merchandising operations and analysis
 - 2) decision-making process and techniques
 - 3) management of goal-directed activities
 - 4) consumer motivation and behavior
 - 5) social and economic influences on retailing

Other learning experiences were identified which might be considered in making departmental course revisions. These statements were perceived by a majority of buyers and assistant buyers as learning experiences which should be included, if possible, in classroom activities, although these were not felt to be as important as the five learning experiences listed above.

- 1) creative means of presenting merchandise
- 2) responsibilities of retail organizations
- 3) analysis of fashion variables
- 4) aesthetic qualities in product design
- 5) performance factors of products and materials
- 6) research activities in marketing and retailing

Over three-fourths of the 58 respondents in the retail study indicated that learning experiences were very important to include in extended classroom activities for fashion merchandising majors.

- b. Suggested course revisions: consideration should be given to providing the following kinds of learning experiences through extended classroom experiences.

- 1) forums and seminars with retail speakers
- 2) field trips to major retail stores
- 3) field trips to major market areas
- 4) retail work experiences during college programs

General recommendation: A program be initiated by the departmental faculty to provide for continuous evaluation and development of the departmental courses required for fashion merchandising majors, in order to insure the relevancy of the fashion merchandising curriculum as determined by the currency of "Career Oriented Goals" as defined in this study.

The fashion merchandising majors who had completed the required work experiences and the departmental faculty responsible for the ten courses were given an opportunity to react to the two tentative proposals: Guidelines for Student Work Experiences and Suggestions for

Departmental Course Revisions. These reactions, summarized below, were considered in preparing the final recommendations for improving the Fashion Merchandising Program.

Comments from faculty and students were of two natures:

1. In general, positive reactions were noted by both faculty and students in regard to the guidelines and course revisions:
 - a. The students tended to feel that guidelines of this nature would clarify their understanding as to what they should be learning during the required work experiences; and the faculty seemed to think that guidelines would provide a more equitable manner in which to evaluate student work experiences.
 - b. The students were most anxious that required departmental courses be revised to maximize the relevance to career oriented goals; and the faculty tended to feel that departmental course revisions based on the findings of this study should be given consideration in departmental curriculum meetings as soon as possible.
2. Some reservations were noted on the part of both students and faculty in regard to:
 - a. Whether the use of specific objectives for student work experiences would be feasible in the present structure of the work experience requirements. The variety of work experiences and the size of the stores in which students work were given as reasons for these reactions.
 - b. Whether it would be realistic to expect student work experiences to include the entry level performance goals based

on the job profile of an assistant buyer, if the student had not had previous work in retailing.

These guidelines for student work experiences and suggestions for departmental course revisions provided basic materials and information, of an objective nature, for use by the researcher in the development of a tentative procedure for improving the Fashion Merchandising Program. The proposal which follows might be considered by the departmental faculty in planning the future stages of curriculum development and evaluation.

Suggested Procedures for the Improvement of the Fashion Merchandising Program

The major purpose of this final stage in the study was to develop recommendations for the improvement of the Fashion Merchandising Program. These recommendations for improvement were planned to incorporate the guidelines for student work experiences and the suggestions for departmental course revisions developed in the previous stages of this study. The concepts presented in the related literature provided valuable background information to guide the researcher in preparing these recommendations. It is the researcher's belief that curriculum development, evaluation and revision should evolve from the combined concerns and efforts of the faculty responsible for an academic program. The following summary presents some suggested procedures which might serve as a guide and thus, give impetus to future departmental curriculum activities.

1. The faculty member(s) responsible for the Fashion Merchandising Program should consider:

- a. The guidelines for student work experiences and 1) initiate the development of programmed materials which would contribute to the student's achievement of specific objectives associated with entry level positions which cluster around the retail buying functions, 2) devise a system for providing three-way communication between faculty, students and merchants, 3) develop a procedure for evaluating the currency of the job descriptions which provide the basis for the career oriented goals established in this study, and 4) evaluate the achievement of the specific objectives for student work experiences and revise the performance expectations and the evaluation standards appropriately.
- b. The major objectives for student work experiences and design an instructional system to include: 1) pre-test measures to determine the student's abilities prior to the work experience; 2) formative evaluation measures to identify achievements and deficiencies, strengths and weaknesses of students at various stages of the work experiences; 3) post-test measures to evaluate the acquirement and accomplishments of students at the conclusion of the work experiences.
- c. The policies for administrating student work experiences and 1) initiate a plan by which credit could be recorded on the student's transcript on a pass/fail basis rather than on the present grading system, 2) establish the number of credits on the basis of the achievement of

specific objectives as evidenced in the student's written report, 3) revise the system of enrollment for student work experience credit in an effort to provide for maximum flexibility for the student in scheduling and completing the requirements prior to graduation, and 4) improve the procedure for individual conferences prior to, during and following the student's work experience.

- d. The feasibility of developing a system to incorporate the existing class instruction and student work experiences into self-instructional programmed units which could be completed by students in an individualized manner. This system could permit selection of objectives from available units to increase the student's range of alternatives but should not deter his self direction. A proposed model for this instructional system is included in Appendix D.
 - e. The development of a communication system which would provide complete information about student work experiences required for fashion merchandising majors. Such information should be disseminated readily and accurately to students at the time they declare a major in fashion merchandising.
 - f. The nature of a follow-up program which could provide feedback for curriculum evaluation, development and revision from undergraduate majors, alumni employed in related career areas and employers.
2. Individual faculty members responsible for each of the ten departmental courses required for fashion merchandising majors

should consider:

- a. The suggested departmental course revisions and formulate specific objectives and related learning activities which would contribute to the development of abilities which are perceived as vital to job performance by retail buyers and assistant buyers.
 - b. The course objectives and terminal behaviors clarified as a part of this study in spring, 1971. These statements should be revised and updated to designate the desired student outcomes in terms of the behavioral domain as defined by Bloom and others in the taxonomies of education.
3. Faculty curriculum meetings should be scheduled for the purpose of:
- a. Clarifying the over-all objectives of the Fashion Merchandising Program
 - b. Reviewing each faculty member's proposals for incorporating additional learning experiences into the various departmental courses required for fashion merchandising majors, and for revising existing course objectives and terminal behaviors
 - c. Considering integrative ways to unify the course sequences and maximize the development of career oriented competencies without excessive overlapping or noticeable omissions in the departmental course requirements
 - d. Seeking innovative ways to attain more relevance in the classroom and extended classroom activities planned for

fashion merchandising majors

- e. Devising a system for continuous evaluation, development and revision of the curriculum for fashion merchandising majors.

Summary of Findings for Stage Four

In this fourth stage of the study the recommendations for the improvement of the Fashion Merchandising Program were developed. As depicted in the schematic presentation, job descriptions were used as an initial resource; thus, attention was focused on career oriented goals, and learning experiences were selected to achieve these goals. The guidelines for student work experiences were directed toward achieving the short-range performance goals associated with entry level positions that cluster around the retail buying functions. Suggestions for departmental course revisions were formulated in order to contribute to the development of the long-range competency goals and to increase the relevance of the academic background. Methods of involving faculty, students, and representatives from retail stores in a continuous evaluation process were proposed in the final recommendations for improving the Fashion Merchandising Program.

CHAPTER VII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

For the purpose of this study, the curriculum concerns were limited to the specialized program in fashion merchandising in the area of Clothing, Textiles and Merchandising at Oklahoma State University. The study, developmental by nature, was designed to incorporate a career oriented approach to the evaluation and revision of the departmental curriculum requirements.

The main thrust of the study was to recommend improvements for the Fashion Merchandising Program based on an analysis of the entry level positions in the related career area of retailing. Particular emphasis was given to maximizing the contribution made to the total curriculum by the required student work experiences. No attempt was made to evaluate or revise the total requirements for fashion merchandising majors which presently include additional courses in the area of home economics and general education. The findings were used to make recommendations pertaining only to the specialized departmental requirements for the fashion merchandising curriculum; therefore, proposed revisions were based on career oriented goals as determined by this study.

The over-all purposes of this study were the following: 1) to develop and carry out a systematic, controlled approach to the evaluation of the adequacy of the preparation of the present fashion merchandising majors for selected positions in business, and 2) to make

recommendations for maximizing the development of competencies associated with the related career area, with implications for the optimal contribution of student work experiences.

The review of the literature points up concepts concerning the continuous nature of the process of curriculum development, evaluation and revision or change; the behavioral or performance nature of learning and the systematic approach to instructional design; and the specified nature of educational objectives and the career oriented approach to using competencies. Progress relative to curriculum development activities in the area of home economics was summarized at the national level by reviewing the AHEA accreditation movement and other related studies, and at the local level by reviewing the accomplishments in curriculum evaluation in the Division of Home Economics at Oklahoma State University.

The procedures for the study were organized into four stages in order to implement the developmental process used and were presented in schematic form. The summary and conclusions will be reviewed for each stage.

Summary and Conclusions

Stage One: Clarification and updating of the major objectives for the departmental courses required for fashion merchandising majors. In this initial stage the instructional objectives and terminal behaviors for ten departmental courses required for fashion merchandising majors were clarified and updated through an evaluation of responses to separate questionnaires designed for the faculty and for the students involved in the courses. Ten faculty members responsible for the

required departmental courses clarified and updated the instructional objectives and terminal behaviors which had been tentatively formulated in a previous study by the researcher. Departmental majors were involved in the 265 student reactions to the terminal behaviors which the faculty had associated with each of the ten required departmental courses.

These data were collected and analyzed, course by course. The 34 instructional objectives and 146 terminal behaviors clarified and updated by the departmental faculty and students were not mutually exclusive course by course. The terminal behaviors identified by the faculty for each course were perceived as learning levels which were achieved to some extent by over two-thirds of the departmental majors in the respective courses.

The instructional objectives and the terminal behaviors which had been tentatively formulated in the 1968 Departmental Study were revised to describe more accurately the existing departmental courses required for fashion merchandising majors as perceived by the faculty and the majors involved in the courses. These findings were used in later stages of the study.

Stage Two: Identification of job descriptions--responsibilities, duties and competencies--associated with entry level positions which cluster around the retail buying functions. In this second stage, job descriptions were obtained for the buyers and the assistant buyers in selected retail organizations in the Central part of the United States by means of a retail questionnaire. The responsibilities, duties and competencies identified by the researcher in a previous study were verified by the responses of 28 buyers and 30 assistant buyers

representing nine stores which participated in the present investigation.

The 45 responsibilities associated with five buying functions and the 39 activities related to three categories of duties were perceived to accurately depict the nature of the buyer's job and the assistant buyer's job. The job profiles established in this stage of the study indicated: 1) the degree to which the five buying functions were perceived to be the total or major responsibility of the buyer or the assistant buyer; and 2) the extent to which each of the activities related to the three categories of duties was performed by the buyer and the assistant buyer on their present jobs.

The job profile of the assistant buyer was used to establish the performance goals related to the entry level positions which cluster around the buying functions. Performance goals were designated as those statements perceived by 50 percent or more of the respondents as the total or major responsibility of the assistant buyer. Twenty-two performance goals were selected for consideration in formulating the specific objectives for student work experiences in the next stage of the study.

Stage Three: Formulation of specific objectives supportive of selected performance goals associated with entry level positions which cluster around the retail buying functions. In this stage of the study, each of the 22 performance goals associated with entry level positions in Stage Two was translated into a tentative statement of a specific objective for student work experiences. These tentative statements included: 1) a performance goal related to one of the responsibilities and duties associated with the five buying functions;

and 2) the performance expectations comprised of suggested evidences of the achievement of the performance goals during student work experiences.

These 22 tentative statements of specific objectives for student work experiences were presented in the form of a questionnaire to a jury of 15 merchants and to a group of 25 majors who had completed their required work experience. The reactions of these two groups indicated that it would be feasible for students to observe, assist with or perform regularly activities related to ten of the performance goals incorporated in the 22 tentative statements of specific objectives. The two groups also indicated which of the performance expectations might be accomplished within one month, within two months and within three months of student work experiences. These findings were used in developing the guidelines for student work experiences in the final stage of this study.

Stage Four: Development of recommendations for the improvement of the existing Fashion Merchandising Program. In the fourth and final stage of the study, guidelines for student work experiences were developed, based on the performance goals associated with entry level positions which cluster around the retail buying functions; and suggestions were made for the revision of departmental courses based on the competency goals related to the successful performance of the buying functions and the academic preparation for merchandising positions as determined by the responses to the retail questionnaire.

The 22 specific objectives incorporating the selected performance goals were used as a basis for the guidelines for student work experiences. Four major categories were used to present the guidelines:

major purposes; specific objectives; standards; and evaluation.

The major purposes of student work experiences were focused on the career oriented goals as determined by the job profiles of the assistant buyer established in Stage Two. The 22 specific objectives included performance goals designated for achievement during student work experiences and performance expectations which might be evidenced during the first month of student work experiences. Standards were described for three levels of achievement: minimum level standards; medium level standards; and advanced level standards. Suggestions were made for the evaluation of student work experiences in terms of establishing final academic credit for the requirements of the Fashion Merchandising Program.

The suggestions for course revisions included proposals for incorporating instructional objectives and terminal behaviors which would contribute to the development of competencies not previously supported in the courses required for fashion merchandising majors. Additional suggestions were based on responses to Part V of the retail questionnaire relative to academic preparation for positions in merchandising.

The guidelines for student work experiences and the suggestions for departmental course revisions, developed through the career oriented evaluation process used in this study, may provide a basis for pursuing a more objective procedure for the improvement of the Fashion Merchandising Program.

The summary and conclusions for the four stages of this study provide evidence that the two over-all purposes of this study were accomplished. A systematic, controlled approach to evaluation and revision of the fashion merchandising curriculum was designed and carried out

through this research; and recommendations were made to improve the Fashion Merchandising Program. Guidelines for student work experiences and suggestions for departmental course revisions based on the career oriented goals associated with the retail buying functions were included in this study.

Certain limitations of the study were recognized: 1) Although the findings supported the use of the two previous studies in developing the questionnaires for Stage One and Stage Two, it was recognized that these items were not necessarily representative of all the factors that might have been considered in each questionnaire. It is therefore suggested that the findings be used to revise the questionnaires before additional use in curriculum development and evaluation studies.

2) The sample selected for the retail questionnaire used in Stage Two was necessarily small due to the inclusion of only those stores in the Central part of the United States where fashion merchandising majors had been employed. A larger, more stratified sample would need to be used in validating the job profiles for the buyer and the assistant buyer if the career oriented goals approach were used in evaluating and developing merchandising curriculum in other sections of the country.

3) Although the reactions of the jury of merchants and the group of students used in Stages Three and Four were most helpful in determining the feasibility of opportunities for the student's achievement of the specific objectives for student work experiences, it is recognized that these reactions should be treated as tentative. Continued accumulation of data relative to the achievement of performance expectations for each specific objective would be needed in order to establish more

realistic levels of achievement and evaluation procedures for creditation purposes.

Implications

A number of implications drawn from the present study might furnish areas for further research related to curriculum development and evaluation of career oriented programs. Further studies of the following nature appear to be justified.

1. Efforts on the part of departmental faculty to: a) revise the instructional objectives for the required courses in order to reflect the career oriented goals; and b) describe the terminal behaviors for each required course at the appropriate behavioral domain in order to insure that evaluation activities are based on optimal achievement for individual students.
2. Analysis of the job descriptions for positions which cluster around retail buying functions in order to: a) further verify the data obtained in this study by means of a stratified sample including representative stores in each region of the United States; b) gather more detailed data relative to the perception of responsibilities and duties by buyers and assistant buyers; and c) obtain more descriptive data relative to the background of the buyers and assistant buyers which might be helpful in determining requisites for successful performance of the retail buying functions.
3. Evaluation of student work experiences and study of evidences of the student achievements in terms of the level of performance expectations in order to: a) revise the list of

suggested evidences of achievements in a realistic manner for evaluation purposes; b) revise the achievement level standards in an effort to establish a more valid crediting system for student work experiences; and c) revise the guidelines for student work experiences so as to clearly communicate the purposes and the policies to the faculty, the students and the representatives of retail stores where fashion merchandising majors are employed for student work experiences.

4. Development of an instructional system to: a) encourage individualized learning, self-direction and self-evaluation on the part of fashion merchandising majors who are involved in student work experiences; and b) enable the specific objectives to be developed to the desired level suggested by McAshan and thus provide the student and the faculty with "criterion standards as to the expected success level that the learner should obtain in his evaluation activity."¹ This could lead to some type of programmed materials to be used during student work experiences.
5. Establishment of an evaluation process by which the Fashion Merchandising Program can be assessed in terms of the adequacy of the preparation of students for positions in merchandising as reflected by input from faculty, alumni and representatives from retailing. The idea of a jury of merchants introduced in this study as well as an alumni advisory group might merit consideration in implementing an evaluation process for a

¹H. H. McAshan, Writing Behavioral Objectives (New York: Harper and Row Publishers, Inc., 1970), p. 23.

career oriented curriculum such as the Fashion Merchandising Program.

Uppermost in the mind of the researcher as this study was concluded were the various facets of the data which came to light during this investigation, but were not analyzed in detail since they did not contribute directly to the achievement of the particular purposes of the four stages of this developmental study. A more extensive analysis of the data available as a result of this study might provide additional findings of value in career education and student guidance, and could lead to graduate studies designed to continue curriculum development and evaluation in this area.

The procedural system developed to solve this particular problem might be adapted or modified to provide solutions to problems of this nature in other areas of education. The researcher believes that this systematic approach to the development and evaluation of career oriented curriculum can be a means by which to direct with greater clarity and relevance the quality of business oriented home economics programs.

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APPENDIX A

STAGE ONE

4/28/71

To: GTM faculty presently teaching courses required for fashion merchandising majors--1103, 2213, 2323, 2433, 2572, 3432, 3572, 4303, 4363 or 4453, 4552

Note: if more than one teacher is responsible for a course this semester, each teacher will be asked to respond and the results will be combined for the purpose of this study.

Your assistance is needed in order to clearly define the content of the present courses required for fashion merchandising majors. The following list includes statements which represent instructional objectives* related to the departmental courses required in the Fashion Merchandising Program. These tentative statements were developed from teaching materials used in these courses over a period of several years. It is the purpose of this study to clarify and update these statements in order that the fashion merchandising curriculum can be evaluated more effectively in the future.

Instructions:

Please read each of the statements carefully and check the appropriate column in order to indicate the extent to which you feel the instructional objective relates to the content of the required course you are teaching this semester.

Note: Your first reactions are all that are necessary at this time. You will have an opportunity at a later date to review and revise or add to the statements which relate to the required courses you teach.

* For the purpose of this study an instructional objective is considered as the educational outcome, or the instructional intent of a course.

FACULTY QUESTIONNAIRE

tentative statements of instructional objectives	degree emphasized in course			
	much	some	little	none
1. To develop some skill in the use of various flat pattern methods in achieving changes in basic dress designs.				
2. To acquire information about the textile industry and the problems which affect the consumer.				
3. To acquire basic knowledge of fashion terminology.				
4. To acquire basic knowledge pertinent to the acquiescence and use of textile products.				
5. To develop creativity in anticipating and solving problems relative to pattern and fabric selection.				
6. To develop an understanding of the structure of the fashion industry.				
7. To develop an understanding of the personal qualities needed in obtaining a job in retailing.				
8. To develop an understanding of some of the socio-psychological aspects of clothing as an expression of roles and status in various cultures.				
9. To acquire basic skill in applying the principles of fitting garments.				
10. To acquire basic information relative to maximum performance in the use of the machine and other sewing equipment.				
11. To develop an understanding of the nature of fashion innovation relative to the marketing process.				
12. To acquire basic knowledge of the profit structure at production and retail levels.				
13. To acquire information about the structure of distribution for fashion merchandise at wholesale and retail levels.				

tentative statements of instructional objectives	degree emphasized in course			
	much	some	little	none
14. To acquire basic knowledge about inventory control methods.				
15. To develop some ability to evaluate sales performance.				
16. To become aware of the importance of the economics of fashion in our present-day society.				
17. To develop the ability to relate merchandising policies with store image and consumer market potential.				
18. To develop some skill in applying the art principles to the creative and aesthetic aspects of clothing.				
19. To become aware of the consumer's responsibility for intelligent decision making in the selection and maintenance of products made of textile fibers.				
20. To become aware of current trends in consumer buying habits which affect the retailer and the methods of distributing fashion goods.				
21. To develop skill in the use of fiber and fabric facts in solving problems relative to selection and construction of garments.				
22. To become aware of the contributions of various types of media to the optimum success of retail promotional efforts.				
23. To develop an awareness of various kinds of research which contribute to effective promotional efforts in the marketing of consumer goods.				
24. To develop some skill in interpreting and using information about fibers, yarns, fabric construction, and finishes which effect performance and consumer satisfaction with textile products.				

tentative statements of instructional objectives	degree emphasized in course			
	much	some	little	none
25. To develop an understanding of the duties and responsibilities involved in the profitable distribution of fashion goods.				
26. To develop some skill in the use of principles involved in executing various design details in constructing garments.				
27. To develop ability to solve problems concerned with profit and markup of fashion goods.				
28. To develop some skill in planning and directing promotional events involving the creative use of various media appropriate in promoting fashion goods.				
29. To acquire basic information concerning pattern alteration and modification.				
30. To be able to understand changes in the marketing process related to mass production and mass consumption of fashion goods.				
31. To develop some skill in flat pattern design of garments.				
32. To develop an understanding of the total concept of promotion in the marketing of fashion goods.				
33. To develop an understanding of the changes in consumer role today which affect merchandising procedures.				
34. To acquire basic knowledge about retail pricing and markdown policies.				
35. To develop some skill in the planning and preparing of effective advertisements for fashion goods.				

5/5/71

To: Students presently enrolled in CTM _____

Please indicate your department major _____

Note: no name will be placed on this questionnaire, nor will any other form of student identification be used.

Your assistance is needed in order to clearly define the content of courses in the Clothing, Textiles and Merchandising Department. The following list includes statements which represent learning levels associated with CTM _____ which you are now completing.

INSTRUCTIONS:

Please read each of the statements carefully and check the appropriate column in order to indicate the extent to which you feel that you achieved each learning level during this semester in CTM _____.

Note: your first reactions are all that are necessary for the purpose of this study.

STUDENT QUESTIONNAIRE

Learning Levels	Do you feel that you achieved this learning level this semester?		
	Yes	To some extent	No
Able to:			
1. describe clothing customs unique to one other culture.			
2. clarify own clothing values.			
3. analyze clothing habits of others in own peer group.			
4. relate clothing habits of others to various personal philosophies.			
5. recognize various forces affecting fashion change.			
6. recognize that cyclical patterns in fashion innovation relate to historic costume periods.			
7. recall some of the important terms used in the fashion field.			
8. define in own words some of the important terms used in the fashion field.			
9. use fashion terms in describing current fashion changes.			
10. recognize the relationship of line and shape to the individuals physical build.			
11. analyze each art principle as applied to dress design principles.			
12. identify texture as it relates to dress design.			
13. relate qualities of color as a factor in dress design.			
14. define becoming dress styles in terms of individual figure types and problems.			
15. recognize important terms used in the textile industry.			

Learning Levels	Do you feel that you achieved this learning level this semester?		
	Yes	To some extent	No
Able to:			
16. define textile labeling and fabric quality.			
17. identify important issues in current textile legislation.			
18. recognize the importance of textile labeling in terms of consumer products.			
19. give directions for fabric care in relation to fiber content, fabric construction and finishes.			
20. describe criteria for a good label on a textile product.			
21. identify fabric performance qualities desirable for maximum consumer satisfaction in the use and maintenance of clothing and other textile products.			
22. recognize differences in fabrics currently available to the consumer in terms of fiber, yarn construction, fabric construction and finishes.			
23. identify important qualities and characteristics to be considered in the selection of apparel and other textile products.			
24. list guidelines for evaluating, planning and purchasing items of clothing for individual's wardrobe.			
25. report incidents of poor or incorrect labeling of textile products.			
26. discourage other consumers in purchasing textile products which are not adequately and correctly labeled.			
27. follow directions in maintenance and use of textile products.			

Learning Levels	Do you feel that you achieved this learning level this semester?		
	Yes	To some extent	No
Able to:			
28. describe the process of fashion design and production.			
29. recognize the difference between couture design and the process of mass production.			
30. recognize the difference between the fashion market calendar and consumer acceptance and demand patterns.			
31. recall several stages of progress in the development of the present day fashion industry.			
32. identify clothing market centers noted for various categories of fashion merchandise.			
33. describe characteristics of consumers in terms of purchasing habits of fashion goods.			
34. compare various current methods of merchandising with traditional ones.			

Working Papers

Summary of Instructional Objectives and Related
Terminal Behavior for the Ten Department
Courses Required for Fashion
Merchandising Majors*

1. To develop an understanding of some of the socio-psychological aspects of clothing as an expression of roles and status in various cultures.
 - a. Describe clothing customs unique to one other culture.
 - b. Clarify own clothing values.
 - c. Analyze clothing habits of others in own peer group.
 - d. Relate clothing habits of others to various personal philosophies.
2. To become aware of the importance of the economics of fashion in our present-day society.
 - a. Recognize various forces affecting fashion change.
 - b. Recognize that cyclical patterns in fashion innovation relate to historic costume periods.
 - c. Analyze a fashion count in terms of current fashion trends.
3. To acquire basic knowledge of fashion terminology.
 - a. Identify terms used in referring to dress design and construction.
 - b. Recall some of the important terms used in the fashion field.
 - c. Define in own words some of the important terms used in the fashion field.
 - d. Use fashion terms in describing current fashion changes.
4. To develop some skill in applying the art principles to the creative and aesthetic aspects of clothing.
 - a. Define line and shape as they relate to physical build.
 - b. Identify texture as relates to dress design.
 - c. Consider qualities of color as a factor in dress design.
 - d. Recognize the relationship of line and shape to the individual's physical build.
 - e. Analyze each art principle as applied to dress design.
 - f. Define becoming dress styles in terms of individual figure types and problems.

*Survey Spring 1971 of the following courses: CTM 1103, 2213, 2323, 2433, 2572, 3432, 3572, 4303, 4453, 4552.

Working Papers (continued)

5. To acquire information about the textile industry and the problems which affect the consumer.
 - a. Recognize important terms used in the textile industry.
 - b. Define textile labeling and fabric quality.
 - c. Identify important issues in current textile legislation.
 - d. Recognize the importance of textile labeling in terms of consumer products.
 - e. Give directions for fabric care in relation to fiber content, fabric construction, and finishes.
 - f. Describe criteria for a good label on a textile product.
 - g. Recognize terminology used in describing the textile industry.
 - h. Recognize important issues currently affecting the textile industry.
 - i. Identify time schedule for decision making in the production of consumer products.
 - j. Define textile labeling and quality control.

6. To acquire basic knowledge pertinent to the acquisition and use of textile products.
 - a. Identify fabric performance qualities desirable for maximum consumer satisfaction in the use and maintenance of clothing and other textile products.
 - b. Recognize differences in fabrics currently available to the consumer in terms of fiber, yarn construction, fabric construction, and finishes.
 - c. Identify important qualities and characteristics to be considered in the selection of apparel and other textile products.
 - d. List guidelines for evaluating, planning, and purchasing items of clothing for individual's wardrobe.
 - e. Classify fabrics currently available to consumers in terms of fiber, yarn construction, fabric construction, and finishes.
 - f. Identify product characteristics in relation to price.

7. To become aware of the consumer's responsibility for intelligent decision making in the selection and maintenance of products made of textile fibers.
 - a. Report incidents of poor or incorrect labeling of textile products.
 - b. Contact appropriate local, state, or government agency concerning needed textile legislation.
 - c. Discourage other consumers in purchasing textile products which are not adequately and correctly labeled.

Working Papers (continued)

8. To develop some skill in interpreting and using information about fibers, yarns, fabric construction, and finishes which effect performance and consumer satisfaction with textile products.
 - a. Formulate criteria to use in determining the best selection of fabric for a particular use.
 - b. Follow directions in the maintenance and use of textile products.
 - c. Analyze information available and apply principles in the case of special fabric problems.
 - d. Formulate criteria for determining best selection from available textile products.
9. To acquire basic information concerning pattern alteration and modification.
 - a. Recall principles related to adjusting or adapting a pattern for individual fitting problems.
 - b. Recognize figure problems of individuals and relate principles of alteration and pattern adjustment.
 - c. Identify terms used in referring to dress design and construction.
10. To acquire basic skill in applying the principles of fitting garments.
 - a. Adjust darts correctly in manipulating fullness or tightness in fitting garments.
 - b. Redesign or adapt pattern to conform to fitting problems.
 - c. Analyze various fitting problems and describe needed pattern or garment adjustments.
11. To develop some skill in the use of various flat pattern methods in achieving changes in basic dress designs.
 - a. Redesign a pattern to conform to design features desired.
 - b. Identify flat pattern method best suited for various design features in current fashions.
 - c. Recognize figure problems of individuals and relate principles of flat pattern design in determining necessary alterations or pattern adjustments.
12. To develop creativity in anticipating and solving problems relative to pattern and fabric selection.
 - a. Analyze relationship between design features in a pattern and characteristics of fabric and make intelligent selection for a specific garment.
 - b. Compare various fabrics available for a dress to be made by a selected pattern and select most suitable fabric.
 - c. Select correct yardage for a design repeat fabric to correspond with design features in the pattern.

Working Papers (continued)

Continuation of 12--To develop creativity in anticipating and solving problems relative to pattern and fabric selection.

- d. Analyze various fitting problems and describe needed pattern or garment adjustments.
 - e. Compare various fabrics available in terms of end use products.
13. To develop skill in the use of fiber and fabric facts in solving problems relative to selection and construction of garments.
- a. Check for grain irregularity before buying ready-made garment or purchasing fabric.
 - b. Obtain care and maintenance information concerning new finishes before purchasing garments or piece goods of similar type fabric.
 - c. Recall principles and generalizations concerning care and maintenance of fibers currently available in ready-made garments.
 - d. Analyze characteristics of new fibers and fabrics or finishes and experiments with construction techniques before making a garment.
14. To develop some skill in the use of principles involved in executing various design details in constructing garments.
- a. Demonstrate correct procedures for various types of closures, such as placket, buttonholes, zippers, etc.
 - b. Exhibit ability to achieve desired decorative details or features in current fashion.
15. To acquire basic information relative to maximum performance in the use of the machine and other sewing equipment.
- a. Adjust machine correctly for various types of fabrics.
 - b. Use correctly various machine attachments as needed in constructing a garment.
 - c. Maintain machine in proper running order by regular care and adjustment.
 - d. Identify each part of the machine and all attachments.
 - e. Recognize the need for machine to be correctly adjusted for various types of fabrics.
16. To develop an understanding of the nature of fashion innovation relative to the marketing process.
- a. Compare the various concepts of fashion innovation.
 - b. Identify terms and definitions relative to fashion.
 - c. Define in own words the theory of fashion movement.
 - d. Differentiate between the variables of fashion.
 - e. Contrast the impact of mass production and conformity on fashion.

Working Papers (continued)

Continuation of 16--To develop an understanding of the nature of fashion innovation relative to the marketing process.

- f. Describe socio-economic and technical changes which affect fashion.
17. To develop an understanding of the structure of the fashion industry.
 - a. Describe the process of fashion design and production.
 - b. Recognize the difference between couture design and the process of mass production.
 - c. Recognize the difference between the fashion market calendar and consumer acceptance and demand patterns.
 - d. Recall several stages of progress in the development of the present day fashion industry.
 - e. Identify clothing market centers noted for various categories of fashion merchandise.
 - f. Describe characteristics of consumers in terms of purchasing habits of fashion goods.
 - g. Compare the contributions of prominent designers of fashion apparel.
 - h. Contrast the couture designers with the process of mass production.
 - i. Differentiate between the fashion market calendar and consumer acceptance and demand patterns.
 - j. Identify retail outlets prominent in the distribution of fashion goods.
 18. To acquire information about the structure of distribution for fashion merchandise at wholesale and retail levels.
 - a. Differentiate between market level for fashion merchandise and wholesale level for other products.
 - b. Describe various types of retail stores in terms of specific classifications.
 - c. Contrast the various store organization plans in terms of the two major functions of retailing.
 - d. Describe the activities involved in selling fashion goods to the consumer.
 - e. Identify job descriptions and responsibilities at management level in retail stores.
 - f. Identify major trends in retailing relative to fashion merchandising.
 19. To develop an understanding of the personal qualities needed in obtaining a job in retailing.
 - a. Describe qualifications essential for entry level retail jobs.
 - b. Recognize the variety of job opportunities in the fashion industry.

Working Papers (continued)

Continuation of 19--To develop an understanding of the personal qualities needed in obtaining a job in retailing.

- c. Recall and classify characteristics desired for management level retail positions.
 - d. Analyze own personal qualities and compare to others in self-evaluation.
 - e. Prepare a resume to be used in applying for a job.
 - f. Describe correct procedures for obtaining a job.
20. To become aware of current trends in consumer buying habits which affect the retailer and the methods of distributing fashion goods.
- a. Recognize the variations in buying habits of consumer groups.
 - b. Compare various merchandising methods for staple and fashion goods.
 - c. Recognize current merchandising trends and problems.
 - d. Identify buying habits of various consumer groups.
 - e. Describe characteristics of various consumer markets.
 - f. Compare various current methods of merchandising with traditional ones.
21. To acquire basic knowledge of the profit structure at production and retail levels.
- a. Describe components of markup and profit at retail level.
 - b. Identify factors affecting cost of merchandise.
 - c. Recognize expense components in the retail operation.
 - d. Identify components of profit picture at manufacturing level.
22. To develop some ability to evaluate sales performance.
- a. Identifies methods of determining sales performance.
 - b. Describes procedures for improving sales performance.
 - c. Interprets the uses of product knowledge in relation to consumer demand.
23. To develop an understanding of the duties and responsibilities involved in the profitable distribution of fashion goods.
- a. Recognize responsibilities at buyer and management levels relative to the supervision of personnel.
 - b. Recognize responsibilities at buyer and management levels relative to the selection and promotion of merchandise.
 - c. Obtain a job in some phase of distribution of fashion goods.
 - d. Show progress on the job in relation to sales performance.
 - e. Analyze work experience and present written and oral reports.

Working Papers (continued)

24. To be able to understand changes in the marketing process related to mass production and mass consumption of fashion goods.
 - a. Describe cyclical stages in marketing process.
 - b. Recognize objectives and goals of mass marketing activities in fashion industry.
 - c. Define terms associated with marketing.
 - d. Compare trends in mass buying and mass selling of fashion goods.
 - e. Identify activities involved in marketing process.

25. To develop an understanding of the changes in consumer role today which affect merchandising procedures.
 - a. Identify changes in standard of living today.
 - b. Describe present day living patterns relative to consumption of fashion goods.
 - c. Recall factors related to discretionary spending power.
 - d. Identify various methods of interpreting consumer demand.

26. To develop the ability to relate merchandising policies with store image and consumer market potential.
 - a. Differentiate between assortment and item merchandising policies.
 - b. Recall factors determining composition of merchandise inventory.
 - c. Describe various merchandise buying plans.
 - d. Compare retail buyer's techniques in dealing with resources.

27. To develop ability to solve problems concerned with profit and markup of fashion goods.
 - a. Compute accurate problems dealing with retail markup and maintained markup.
 - b. Perform accurately problems dealing with stock ratio and stock-turn.
 - c. Perform accurately problems dealing with open to buy.

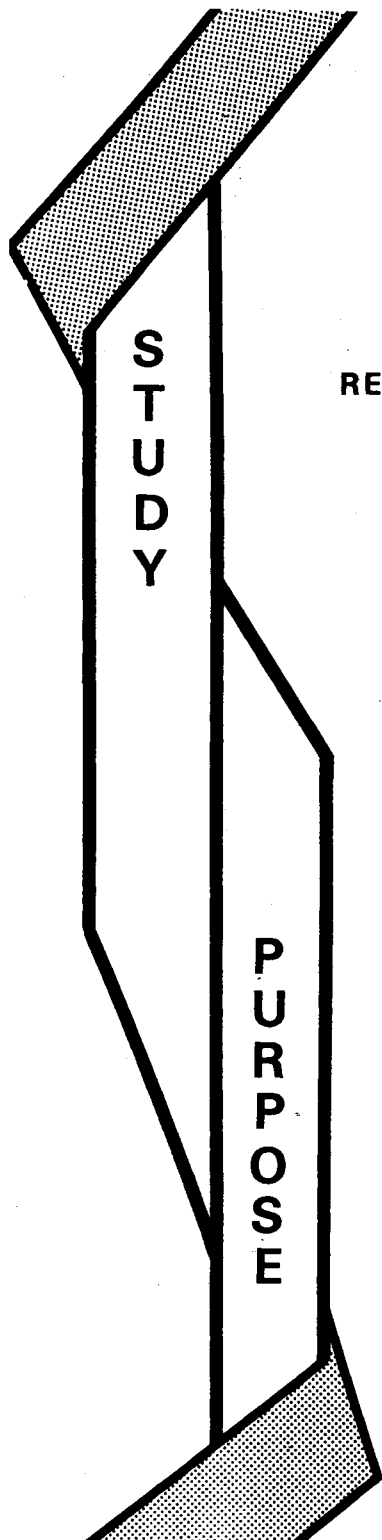
28. To acquire basic knowledge about retail pricing and markdown policies.
 - a. Compare markdowns and inventory shortages of various kinds.
 - b. Differentiate between price lines and price zones in establishing prices.
 - c. Recall process in receiving and marking merchandise.

Working Papers (continued)

29. To acquire basic knowledge about inventory control methods.
 - a. Describe advantages of unit control methods.
 - b. Identify problems in inventory control which are unique to fashion goods.
30. To develop an understanding of the total concept of promotion in the marketing of fashion goods.
 - a. Identify role of sales promotion in marketing of fashion goods.
 - b. Describe retail structure of sales promotion activities.
 - c. Differentiate between various advertising policies and procedures used by retailers.
 - d. Recognize importance of promotional planning in making buying commitments.
31. To become aware of the contributions of various types of media to the optimum success of retail promotional efforts.
32. To develop some skill in the planning and preparing of effective advertisements for fashion goods.
 - a. Identify methods of measuring effectiveness of retail ads.
 - b. Recognize qualities and characteristics of effective fashion ads.
33. To develop some skill in planning and directing promotional events involving the creative use of various media appropriate in promoting fashion goods.
 - a. Recognize management level responsibilities and procedures involved in directing promotional events.
 - b. Differentiate between promotional goals and procedures for accomplishing goals.
 - c. Describe techniques in programming special events.
 - d. Identify ways of evaluating and controlling progress toward promotional goals.
 - e. Plan and execute a promotional event.
34. To develop an awareness of various kinds of research which contribute to effective promotional efforts in the marketing of consumer goods.
 - a. Recognize current research needs at retail level in the distributing of fashion goods.
 - b. Describe recent developments in market research and product research.
 - c. Identify consumer research available which has implications for the retailer of fashion goods.

APPENDIX B

STAGE TWO



**RETAIL BUYING FUNCTIONS
RESPONSIBILITIES, DUTIES, COMPETENCIES**

**RESEARCH AND DEVELOPMENT
IN
CAREER TRAINING**

YOUR interest in participating in this study is greatly appreciated. This questionnaire is based on data collected in a previous study of buying functions in ten prominent retail stores in the New York City area. This present study includes personnel in selected retail stores in the Southwest area.

Current information about responsibilities and duties related to buying functions provides a basis for identifying competencies requisite to job success in retailing. Knowledge of this nature is urgently needed in order to develop more relevant academic programs.

This study has been designed to utilize data based on the way YOU perceive YOUR own position and other positions related to the buying functions in YOUR store.

Please return this completed questionnaire at the earliest possible date. Use the envelope provided for this purpose. The return envelope is numbered so that the returns can be recorded, but the questionnaire itself is completely anonymous and will be separated from the envelope. No identification will be made of persons or stores in compiling the data.

A composite "Job Profile" of buying positions will be sent directly to you as soon as the data from this study are analyzed. This will allow you to see how your responsibilities and duties correlate with others in merchandising positions in prominent stores in the Southwest.

Thank you very much for your cooperation.

Kathryn M. Greenwood, Investigator
Oklahoma State University
Stillwater, Oklahoma

Fall, 1971

GENERAL INSTRUCTIONS:

Please read the directions and each item carefully and respond to each statement or question in a manner that most nearly reflects the situations YOU are familiar with in YOUR store.

QUESTIONNAIRE

PART I – BACKGROUND INFORMATION

1. Your present job title or position: (check one)

- Buyer – responsible for one or more departments
 Assistant buyer – responsible for duties in one or more departments

If not one of the above, please fill in space below

_____ (correct job title or position)

2. List the department(s) for which you are responsible _____

3. List the major classifications or categories of merchandise in your department(s)

4. How long have you been in your present position? (check one)

- | | |
|-------------------------|--------------------------|
| 6 months or less _____ | 4–6 years _____ |
| 6 months – 1 year _____ | 7–9 years _____ |
| 1–3 years _____ | 10 years or longer _____ |

5. What other positions have you held with your present store? (list)

6. What positions did you hold before joining your present store? (list)

7. How many years has it been since you received your highest academic degree? (check one)

- | | |
|-----------------|--------------------------|
| 1–3 years _____ | 10–12 years _____ |
| 4–6 years _____ | 13–15 years _____ |
| 7–9 years _____ | 15 years or longer _____ |

8. Nature of degree earned: (check one or more in each column below)

- | | |
|-----------------------|-------------------------------|
| Bachelors _____ | Arts & Science _____ |
| Masters _____ | Business Administration _____ |
| Advanced degree _____ | Education _____ |
| Other (list) _____ | Home Economics _____ |
| | Other (list) _____ |

9. Which of the statements below represents your age group? (check one)

- | | |
|--------------------------|-------------------------|
| Under 23 years old _____ | 31–34 years old _____ |
| 23–26 years old _____ | 35–40 years old _____ |
| 27–30 years old _____ | over 40 years old _____ |

10. Sex: male _____ female _____

PART II – JOB TITLES AND HIERARCHY OF POSITIONS

The cluster of positions supporting the buying functions vary as to title and hierarchy within particular stores.

1. Which one of the following patterns most nearly represents the cluster of positions in your department(s)? If you cannot check one, please go on to 2. below.

- | | | |
|--|---|---|
| <u> </u> a. Buyer
Sr. Assistant
Jr. Assistant | <u> </u> b. Buyer
Assistant
Branch Assistant | <u> </u> c. Buyer
Group Manager
Assistant Buyer
Sales Manager |
|--|---|---|

2. If you did not check one of the above, please list below the titles of positions in your department(s) in the order of advancement, as you perceive the hierarchy.

	Comment if necessary: _____

PART III – RESPONSIBILITIES AND DUTIES RELATED TO BUYING FUNCTIONS

A. Responsibilities:

Different organization of the buying functions exists in particular stores. Generally the responsibilities of buying functions can be organized into the five major categories listed below:

1. Planning and Evaluating Merchandise
2. Procuring Merchandise
3. Promoting Sales
4. Supervising Personnel

Directions:

Each of the specific buying functions and a set of corresponding responsibilities are listed on the following pages. Based on YOUR knowledge of each buying function, please indicate the relative degree to which each statement represents a responsibility of a buyer and/or an assistant buyer.

Circle the appropriate number in both columns.

- Code: Total: 1 – entirely responsible, no one else assists
 Partial: 2 – major responsibility, some minor assistance
 3 – minor responsibility, with major assistance
 None: 4 – no responsibility

Circle the appropriate number in both columns.

Buying Function 1. Planning and Evaluating Merchandise	Column 1 Buyer's Responsibility				Column 2 Assistant's Responsibility			
	Total	Partial	None		Total	Partial	None	
a. develop seasonal merchandise plans	1	2	3	4	1	2	3	4
b. recommend plans for promoting merchandise	1	2	3	4	1	2	3	4
c. project seasonal sales figures	1	2	3	4	1	2	3	4
d. determine merchandise needs for department(s)	1	2	3	4	1	2	3	4
e. initiate ideas for layout of merchandise space	1	2	3	4	1	2	3	4
f. maintain current merchandise plans	1	2	3	4	1	2	3	4
g. recommend revisions of merchandise plans	1	2	3	4	1	2	3	4
h. maintain performance in relation to competition	1	2	3	4	1	2	3	4
i. determine consumer buying trends and patterns	1	2	3	4	1	2	3	4
j. initiate ideas with manufacturers for merchandise	1	2	3	4	1	2	3	4
Buying Function 2. Procuring Merchandise								
a. perform buying activities with resources	1	2	3	4	1	2	3	4
b. establish retail price for merchandise	1	2	3	4	1	2	3	4
c. maintain proper vendor relations	1	2	3	4	1	2	3	4
d. arrange for merchandise activities with vendor	1	2	3	4	1	2	3	4
e. prepare merchandise reviews for management	1	2	3	4	1	2	3	4
f. maintain proper procedures for orders	1	2	3	4	1	2	3	4
g. coordinate flow of merchandise from vendors	1	2	3	4	1	2	3	4
h. direct transfer of merchandise between stores	1	2	3	4	1	2	3	4
Buying Function 3. Promoting Sales								
a. schedule and coordinate advertising	1	2	3	4	1	2	3	4
b. recommend use of local media	1	2	3	4	1	2	3	4
c. ensure accuracy of merchandise facts in ads	1	2	3	4	1	2	3	4
d. supervise preparation of ad sheets	1	2	3	4	1	2	3	4
e. evaluate sales response to ads	1	2	3	4	1	2	3	4
f. participate in special events	1	2	3	4	1	2	3	4
g. initiate promotional activities	1	2	3	4	1	2	3	4
Buying Function 4. Merchandising Department(s)								
a. maintain effective presentation of merchandise	1	2	3	4	1	2	3	4
b. recommend actions to ensure maximum sales	1	2	3	4	1	2	3	4
c. transmit merchandise information to others	1	2	3	4	1	2	3	4
d. maintain proper systems and procedures	1	2	3	4	1	2	3	4
e. maintain proper merchandise assortments	1	2	3	4	1	2	3	4
f. advise with authorities on special problems	1	2	3	4	1	2	3	4
g. determine merchandise available for special orders	1	2	3	4	1	2	3	4
h. initiate price changes and merchandise counts	1	2	3	4	1	2	3	4
i. visit stores and review merchandise	1	2	3	4	1	2	3	4
j. control disposition of prior stock	1	2	3	4	1	2	3	4
Buying Function 5. Supervising Personnel								
a. communicate and cooperate with management	1	2	3	4	1	2	3	4
b. provide strong leadership for subordinates	1	2	3	4	1	2	3	4
c. maintain dialogue with subordinates	1	2	3	4	1	2	3	4
d. direct training of subordinates	1	2	3	4	1	2	3	4
e. assist sales persons on merchandise problems	1	2	3	4	1	2	3	4
f. maintain performance standards of subordinates	1	2	3	4	1	2	3	4
g. recommend recognition for high performance	1	2	3	4	1	2	3	4
h. initiate action for improving performance	1	2	3	4	1	2	3	4
i. provide merchandise training for others	1	2	3	4	1	2	3	4
j. ensure proper physical facilities for others	1	2	3	4	1	2	3	4

If you are aware of other major responsibilities related to the buying functions which you feel are not represented by the previous list of statements, please list below and indicate person responsible as you did before.

	Column 1 Buyer's Responsibility			Column 2 Assistant's Responsibility				
	Total	Partial	None	Total	Partial	None		
_____	1	2	3	4	1	2	3	4
_____	1	2	3	4	1	2	3	4
_____	1	2	3	4	1	2	3	4
_____	1	2	3	4	1	2	3	4
_____	1	2	3	4	1	2	3	4

B. DUTIES:

A variety of duties are performed in carrying out the responsibilities of the buying functions in particular stores. Generally the duties are indicative of the kinds of activities performed regularly and can be grouped into the three major categories listed below:

1. Maintenance of Records
2. Maintenance of Stock
3. Miscellaneous Activities

Directions:

Each of the specific categories of duties is listed with a set of corresponding activities. Based on your present position, check the activities you perform daily, weekly, and periodically.

Circle the appropriate number in response to each statement.

Code:

- 1—Daily, requires some time each day
- 2—Weekly, performed regularly once each week
- 3—Periodically, performed as needed and/or annually
- 4—Never, duty delegated or not performed

Check appropriate column.

1. Maintenance of Records	DUTIES PERFORMED			
	DAILY	WEEKLY	PERIODICALLY	NEVER
a. keep sales records	1	2	3	4
b. keep stock records	1	2	3	4
c. prepare purchase reports	1	2	3	4
d. prepare reduction figures	1	2	3	4
e. prepare inventory figures	1	2	3	4
f. keep credit records	1	2	3	4
g. record outstanding orders	1	2	3	4
h. record merchandise transfers	1	2	3	4
i. record merchandise received	1	2	3	4
j. record merchandise on loan	1	2	3	4
2. Maintenance of Stock				
a. arrange and coordinate stock	1	2	3	4
b. keep stock area organized	1	2	3	4
c. plan and execute stock counts	1	2	3	4
d. execute merchandise markdowns	1	2	3	4
e. arrange for special orders	1	2	3	4
f. handle mail orders	1	2	3	4
g. check merchandise for soilage	1	2	3	4
h. return merchandise to vendor	1	2	3	4
i. check for security of stock	1	2	3	4
j. anticipate new stock space needs	1	2	3	4
k. supervise stock duties of others	1	2	3	4
l. keep stock on sales floor	1	2	3	4
m. maintain proper fill-in stock	1	2	3	4
n. check marking of merchandise	1	2	3	4
o. plan for hold and sold items	1	2	3	4
3. Miscellaneous Activities				
a. answer phone and act on calls	1	2	3	4
b. handle customer complaints	1	2	3	4
c. arrange for relief periods	1	2	3	4
d. sell merchandise on floor	1	2	3	4
e. transmit reactions to merchandise	1	2	3	4
f. follow-up on advertised items	1	2	3	4
g. notify sales persons about ads	1	2	3	4
h. select merchandise for loan	1	2	3	4
i. initiate and secure signs	1	2	3	4
j. assist with fashion shows	1	2	3	4
k. handle details of inventory	1	2	3	4
l. supervise duties of clerical	1	2	3	4
m. improve existing procedures	1	2	3	4
n. check on delivery dates	1	2	3	4

If you are aware of additional activities related to the duties you perform as a part of your present position, please list below and indicate the regularity of the performance of each.

	Daily	Duties Performed Weekly	Periodically

PART IV – REQUISITES TO SUCCESSFUL PERFORMANCE OF BUYING FUNCTIONS

A variety of competencies and abilities have been recognized by retail executives as requisite to the effective performance of the responsibilities and duties associated with the buying functions. Generally these competencies can be grouped into the following categories of knowledge and skills related to the buying functions:

Planning, Evaluating, and Procuring Merchandise (Buying Functions 1, 2)

- 1. Production of maximum profits
- 2. Prediction of consumer demand

Merchandising, Promoting, and Supervising Department (Buying Functions 3, 4, 5)

- 1. Presentation of merchandise
- 2. Coordination of Services

Directions:

Based on your job experiences in retailing, please indicate the extent to which you feel that the following statements represent knowledge and/or skills needed to perform the buying functions.

Circle the appropriate number in response to each statement.

- Code: 1—vital to job performance
 2—contributes to job performance
 3—not necessary to job performance

Circle the appropriate number in response to each statement

Planning, Evaluating, and Procuring Merchandise

Knowledge or Skills Required

1. Production of maximum profits required the ability to:

a. understand the total retail operation	1	2	3
b. analyze operating figures appropriately	1	2	3
c. make necessary mathematical computations	1	2	3
d. make judgments based on facts at hand	1	2	3
e. organize and delegate intelligently	1	2	3
f. anticipate merchandising problems	1	2	3
g. respond to competitive pressures	1	2	3
h. control achievement of merchandising goals	1	2	3

2. Prediction of consumer demand requires the ability to:

a. perceive the nature of merchandise trends	1	2	3
b. recognize limitations of predictive techniques	1	2	3
c. select resources based on knowledge of products	1	2	3
d. utilize appropriate marketing strategies	1	2	3
e. detect changes in cultural norms and value systems	1	2	3
f. recognize buying habits of various market segments	1	2	3
g. interpret consumer demand and anticipate markets	1	2	3

Merchandising, Promoting, and Supervising Department(s)

1. Presentation of merchandise requires the ability to:

a. use media creatively in presenting products	1	2	3
b. coordinate promotional events for maximum impact	1	2	3
c. arrange space effectively for merchandise sales	1	2	3
d. anticipate seasonal merchandise assortments	1	2	3
e. make imaginative use of consumer motivation	1	2	3

2. Coordination of services requires the ability to:

a. maintain acceptance and respect of subordinates	1	2	3
b. follow-through and control of results	1	2	3
c. project a sense of urgency in achieving goals	1	2	3
d. train others to assume responsibilities	1	2	3
e. promote flexibility in attitude of subordinates	1	2	3

If you are aware of additional kinds of knowledge or skills which you feel are necessary to perform your present job successfully, please describe in your own words below:

PART V – ACADEMIC PREPARATION FOR POSITIONS IN MERCHANDISING

Some academic programs which emphasize careers in merchandising exist at the college and university levels. The relevancy of these programs depends upon the competencies developed in classroom and extended classroom experiences of the students.

Directions:

Based on YOUR educational background and YOUR retail experiences, please indicate the extent to which you feel the following statements represent kinds of learning experiences which should be included in the academic preparation of students.

Circle the appropriate number for each statement.

Code: 1—very important to include
2—include if possible
3—not necessary to include

Classroom Activities	Learning Experiences Included		
a. merchandising operations and analysis	1	2	3
b. decision-making processes and techniques	1	2	3
c. management of goal directed activities	1	2	3
d. creative means of presenting merchandise	1	2	3
e. responsibilities of retail organizations	1	2	3
f. consumer motivation and behavior	1	2	3
g. social and economic influences on retailing	1	2	3
h. analysis of fashion variables	1	2	3
i. aesthetic qualities in product design	1	2	3
j. performance factors of products and materials	1	2	3
k. research activities in marketing and retailing	1	2	3

Extended Classroom Activities	Learning Experiences Included		
a. forums and seminars with retail speakers	1	2	3
b. field trips to major retail stores	1	2	3
c. field trips to major market centers	1	2	3
d. retail work experiences during college program	1	2	3

You, no doubt, have developed some ideas of your own about training young people for retailing. Please feel free to make any comments or suggestions in the space below.

TABLE X

RESPONSIBILITIES RELATED TO THE BUYING FUNCTIONS

Buying Function 1. Planning and Evaluating Merchandise	N=58	Column 1 Buyer's Responsibility				Column 2 Asst's Responsibility			
		Total-Major*		Minor-None**		Total-Major*		Minor-None**	
		N	%	N	%	N	%	N	%
a. Develop seasonal merchandise plans	53	91	5	09	5	09	53	91	
b. Recommend plans for promoting merchandise	55	95	3	05	12	20	46	80	
c. Project seasonal sales figures	52	89	6	11	6	11	52	89	
d. Determine merchandise needs for department(s)	57	98	1	02	16	28	42	72	
e. Initiate ideas for layout of merchandise space	43	74	15	26	15	26	43	74	
f. Maintain current merchandise plans	57	98	1	02	14	24	44	76	
g. Recommend revisions of merchandise plans	53	91	5	09	9	15	49	85	
h. Maintain performance in relation to competition	54	93	4	07	14	24	44	76	
i. Determine consumer buying trends and patterns	51	88	7	12	17	30	41	70	
j. Initiate ideas with manufacturers for merchandise	52	89	6	11	6	11	52	89	
Buying Function 2. Procuring Merchandise									
a. Perform buying activities with resources	58	100	0	00	14	24	44	76	
b. Establish retail price for merchandise	57	98	1	02	8	13	50	87	
c. Maintain proper vendor relations	58	100	0	00	20	35	38	65	
d. Arrange for merchandise activities with vendor	58	100	0	00	9	15	49	85	
e. Prepare merchandise reviews for management	54	93	4	07	13	22	45	78	
f. Maintain proper procedures for orders	49	84	9	16	35	61	23	39	
g. Coordinate flow of merchandise from vendors	56	96	2	04	27	46	31	54	
h. Direct transfer of merchandise between stores	39	68	19	32	45	78	13	22	

*One score represents responses 1 and 2, this indicates total or major responsibility.

**One score represents responses 3 and 4, this indicates minor or no responsibility.

TABLE X (Continued)

Buying Function 3. Promoting Sales	N=58		Column 1				Column 2			
			Buyer's Responsibility		Asst's Responsibility					
			Total-Major*	Minor-None**	Total-Major*	Minor-None**				
	N	%	N	%	N	%	N	%		
a. Schedule and coordinate advertising	51	88	7	12	9	15	49	85		
b. Recommend use of local media	43	74	15	26	6	11	52	89		
c. Ensure accuracy of merchandise facts in ads	45	77	13	23	38	65	20	35		
d. Supervise preparation of ad sheets	37	63	21	37	33	57	25	43		
e. Evaluate sales response to ads	44	75	14	25	30	52	28	48		
f. Participate in special events	47	81	11	19	15	26	43	74		
g. Initiate promotional activities	53	91	5	09	8	13	50	87		
Buying Function 4. Merchandising Department(s)										
a. Maintain effective presentation of merchandise	41	70	17	30	38	65	20	35		
b. Recommend actions to ensure maximum sales	52	89	6	11	36	63	22	37		
c. Transmit merchandise information to others	50	86	8	14	43	74	15	26		
d. Maintain proper systems and procedures	39	67	19	33	41	70	17	30		
e. Maintain proper merchandise assortments	53	91	5	09	25	43	33	57		
f. Advise with authorities on special problems	55	95	3	05	20	35	38	65		
g. Determine merchandise available for special orders	42	72	16	28	36	62	22	38		
h. Initiate price changes and merchandise counts	50	86	8	14	38	65	20	35		
i. Visit stores and review merchandise	55	95	3	05	32	56	26	44		
j. Control disposition of prior stock	52	89	6	11	31	54	27	46		

*One score represents responses 1 and 2, this indicates total or major responsibility.

*One score represents responses 3 and 4, this indicates minor or no responsibility.

TABLE X (Continued)

Buying Function 5. Supervising Personnel	N=58		Column 1				Column 2			
			Buyer's Responsibility		Asst's Responsibility					
			Total-Major*	Minor-None**	Total-Major*	Minor-None**				
	N	%	N	%	N	%	N	%		
a. Communicate and cooperate with management	54	93	4	07	34	59	24	41		
b. Provide strong leadership for subordinates	52	89	6	11	41	70	17	30		
c. Maintain dialogue with subordinates	53	91	5	09	42	72	16	28		
d. Direct training of subordinates	41	70	17	30	28	48	30	52		
e. Assist sales persons on merchandise problems	34	58	24	42	40	69	18	31		
f. Maintain performance standards of subordinates	43	74	15	26	30	52	28	48		
g. Recommend recognition for high performance	46	79	12	21	23	39	35	61		
h. Initiate action for improving performance	45	77	13	23	24	41	34	59		
i. Provide merchandise training for others	41	70	17	30	29	50	29	50		
j. Ensure proper physical facilities for others	23	39	35	61	19	32	39	68		

*One score represents responses 1 and 2, this indicates total or major responsibility.

**One score represents responses 3 and 4, this indicates minor no responsibility.

TABLE XI
DUTIES RELATED TO BUYING FUNCTIONS

Duties	Activities Performed							
	Buyer (N=28)		No**		Yes*		Assistant (N=30)	
	Yes*	No**	Yes*	No**	Yes*	No**	Yes*	No**
	N	%	N	%	N	%	N	%
1. Maintenance of Records								
a. Keep sales records	23	82	5	18	24	80	6	20
b. Keep stock records	24	86	4	14	26	87	4	13
c. Prepare purchase reports	27	94	1	04	23	77	7	23
d. Prepare reduction figures	26	93	2	07	24	80	6	20
e. Prepare inventory figures	25	89	3	11	25	83	5	17
f. Keep credit records	7	25	21	75	13	43	17	57
g. Record outstanding orders	24	86	4	14	26	87	4	13
h. Record merchandise transfers	17	61	11	39	21	70	9	30
i. Record merchandise received	19	68	9	32	20	66	10	33
j. Record merchandise on loan	15	54	13	46	19	63	11	37
2. Maintenance of Stock								
a. Arrange and coordinate stock	26	93	2	07	30	100	0	00
b. Keep stock area organized	25	89	3	11	29	97	1	03
c. Plan and execute stock counts	0	100	0	00	30	100	0	00
d. Execute merchandise markdowns	26	93	2	07	30	100	0	00
e. Arrange for special orders	22	79	6	21	27	90	3	10
f. Handle mail orders	19	68	9	32	23	77	7	23
g. Check merchandise for soilage	19	68	9	32	29	97	1	03
h. Return merchandise to vendor	23	82	5	18	29	97	1	03
i. Check for security of stock	23	82	5	18	25	83	5	17
j. Anticipate new stock space needs	26	93	2	07	29	97	1	03
k. Supervise stock duties of others	24	86	4	14	25	83	5	17
l. Keep stock on sales floor	22	79	6	21	28	94	2	06
m. Maintain proper fill-in stock	25	89	3	11	29	97	1	03
n. Check marking of merchandise	24	86	4	14	27	90	3	10
o. Plan for hold and sold items	15	54	13	46	21	70	9	30

*One score represents responses 1, 2, 3, activities performed daily, weekly, or periodically as needed.

**One score represents response 4, activities delegated or not performed.

TABLE XI (Continued)

	Activities Performed									
	Buyer (N=28)		No**		Yes*		Assistant (N=30)		No***	
	Yes*	No**	Yes*	No***	Yes*	No***	Yes*	No***	Yes*	No***
	N	%	N	%	N	%	N	%	N	%
3. <u>Miscellaneous Activities</u>										
a. Answer phone and act on calls	28	100	0	00	30	100	0	00		
b. Handle customer complaints	26	93	2	07	28	93	2	07		
c. Arrange for relief periods	10	36	18	64	18	60	12	40		
d. Sell merchandise on floor	21	75	7	25	26	87	4	13		
e. Transmit reactions to merchandise	26	93	2	07	30	100	0	00		
f. Follow-up on advertised items	28	100	0	00	29	97	1	03		
g. Notify sales persons about ads	26	93	2	07	30	100	0	00		
h. Select merchandise for loan	12	43	16	57	18	59	12	41		
i. Initiate and secure signs	24	86	4	14	26	86	4	14		
j. Assist with fashion shows	13	46	15	54	17	57	13	43		
k. Handle details of inventory	27	97	1	03	29	97	1	03		
l. Supervise duties of clerical	21	75	7	25	18	59	12	41		
m. Improve existing procedures	27	96	1	04	30	100	0	00		
n. Check on delivery dates	26	93	2	07	29	97	1	03		

*One score represents responses 1, 2, 3, activities performed daily, weekly, or periodically as needed.
 **One score represents response 4, activities delegated or not performed.

TABLE XII

REQUISITES FOR SUCCESSFUL PERFORMANCE OF
BUYING FUNCTIONS ONE AND TWO

Buying Functions 1, 2 Planning, Evaluating and Procuring Merchandise	N=58	Knowledge and Skills Required					
		Vital		Contributes		Not Necessary	
		N	%	N	%	N	%
Production of maximum profits required the ability to:							
a. Understand the total retail operation	44	76	13	22	1	02	
b. Analyze operating figures appropriately	44	76	12	21	2	03	
c. Make necessary mathematical computations	47	81	11	19	0	00	
d. Make judgments based on facts at hand	55	95	3	05	0	00	
e. Organize and delegate intelligently	52	90	6	10	0	00	
f. Anticipate merchandising problems	47	81	11	19	0	00	
g. Respond to competitive pressures	37	64	21	36	0	00	
h. Control achievement of merchandising goals	47	81	11	19	0	00	
Prediction of consumer demand requires the ability to:							
a. Perceive the nature of merchandise trends	52	90	6	10	0	00	
b. Recognize limitations of predictive techniques	36	62	22	38	0	00	
c. Select resources based on knowledge of products	44	76	14	24	0	00	
d. Utilize appropriate marketing strategies	36	62	22	38	0	00	
e. Detect changes in cultural norms and value systems	17	29	38	66	3	05	
f. Recognize buying habits of various market segments	35	60	23	40	0	00	
g. Interpret consumer demand and anticipate markets	48	83	10	17	0	00	

TABLE XIII

REQUISITES FOR SUCCESSFUL PERFORMANCE OF
BUYING FUNCTIONS THREE, FOUR AND FIVE

Buying Functions 3, 4, and 5 Merchandising, Promoting and Supervising Department(s) ^{N=58}	Knowledge and Skills Required					
	Vital		Contributes		Not Necessary	
	N	%	N	%	N	%
Presentation of merchandise requires the ability to:						
a. Use media creatively in presenting products	22	38	32	55	4	07
b. Coordinate promotional events for maximum impact	36	62	20	34	2	03
c. Arrange space effectively for merchandise sales	39	67	17	29	2	03
d. Anticipate seasonal merchandise assortments	51	88	7	12	0	00
e. Make imaginative use of consumer motivation	27	47	31	53	0	00
Coordination of services requires the ability to:						
a. Maintain acceptance and respect of subordinates	50	86	8	14	0	00
b. Follow-through and control of results	49	84	9	16	0	00
c. Project a sense of urgency in achieving goals	44	76	13	22	1	02
d. Train others to assume responsibilities	41	71	16	28	1	02
e. Promote flexibility in attitude of subordinates	39	67	18	31	1	02

TABLE XIV

ACADEMIC PREPARATION FOR POSITIONS IN MERCHANDISING

Kinds of Academic Preparation	N=58	Learning Experiences Included					
		Very Important		If Possible		Not Necessary	
		N	%	N	%	N	%
Classroom Activities:							
a. Merchandising operations and analysis	43	74	15	26	0	00	
b. Decision-making processes and techniques	40	69	17	29	1	02	
c. Management of goal directed activities	30	52	25	43	3	05	
d. Creative means of presenting merchandise	28	48	27	47	3	05	
e. Responsibilities of retail organizations	28	48	25	43	5	09	
f. Consumer motivation and behavior	35	60	22	38	1	02	
g. Social and economic influences on retailing	29	50	25	43	4	07	
h. Analysis of fashion variables	25	43	30	52	3	05	
i. Aesthetic qualities in product design	13	22	31	53	14	24	
j. Performance factors of products and materials	18	31	32	55	8	14	
k. Research activities in marketing and retailing	25	43	27	47	6	10	
Extended Classroom Activities:							
a. Forums and seminars with retail speakers	36	62	21	36	1	02	
b. Field trips to major retail stores	31	53	24	41	3	05	
c. Field trips to major market centers	24	41	32	55	2	03	
d. Retail work experiences during college program	49	84	8	14	1	02	

APPENDIX C

STAGE THREE

3/15/72

PROPOSAL OF SPECIFIC OBJECTIVES FOR STUDENT WORK EXPERIENCES

The purpose of the student work experience is to provide opportunities for students to develop competencies related to certain retail buying functions. It is believed that through learning experiences on the job the student can acquire knowledge and skills requisite to the performance of responsibilities and duties associated with entry level positions as determined by the "Job Profile" of the assistant buyer.

DIRECTIONS: Based on YOUR knowledge of the work situation in the store YOU are familiar with, please indicate the extent to which a work experience could provide opportunities for students to achieve the suggested performance expectations.

- Code:
- 1 - Students could acquire this kind of knowledge or skill during the first four weeks on the job
 - 2 - Students could acquire this kind of knowledge or skill during the first six to eight weeks on the job
 - 3 - Students could acquire this kind of knowledge or skill during the second or third month on the job
 - 4 - Students could not acquire knowledge or skills of this nature during a temporary work experience

CIRCLE THE APPROPRIATE NUMBER IN RESPONSE TO EACH STATEMENT

3/15/72

SPECIFIC OBJECTIVES FOR STUDENT WORK EXPERIENCES

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities*
<u>A. Responsibilities</u>		
<u>Suggested Evidences:</u>		
1. Maintain proper procedures for orders.	a. sequenced list of procedures used in ordering merchandise in one or more departments	1 (2) 3 4
	b. collection of sample forms and brief summary of instructions for completing each order accurately for merchandise in one or more departments	1 2 (3) 4
	c. summary of instructions for the use of files and records necessary in keeping up-to-date information about orders for future use.	1 2 (3) 4
- - -		
2. Direct transfer of merchandise between stores in multi-unit operations.	a. statement of instructions for ascertaining merchandise needs of other stores	1 (2) 3 4
	b. sequenced list of procedures used in transferring merchandise to other stores	1 (2) 3 4
	c. suggested list of follow-up procedures to ensure efficient transfer of merchandise to other stores	1 2 (3) 4

*Note: The circled numbers represent the responses of 50% or more of the jury of merchants, N=15, and 50% or more of the student group, N=25.

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
3. Ensure accuracy of merchandise facts in ads.	a. summary describing the types of errors commonly made in the preparation of an ad	1	2	3	4
	b. suggest list of the elements that should be included in an ad	1	2	3	4
	c. instructions as to proper procedure used in checking and correcting factual information in an ad	1	2	3	4
	d. collection of illustrations which indicated instances in which incorrect information has been printed in an ad	1	2	3	4
	- - -				
4. Supervise preparation of ad sheets.	a. list of the steps in the preparation of an ad	1	2	3	4
	b. statement of criteria which could be used in evaluating an effective ad	1	2	3	4
	c. list of characteristics of effective copy and effective layout of ad	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities
<u>Responsibilities</u>	<u>Suggested Evidences:</u>	
5. Evaluate sales response to ads.	a. statement of formula which could be used in establishing sales goal in relation to cost of ad	1 2 (3) 4
	b. suggested list of procedures which could be used in relating previous sales response to present and future goals for ad	1 2 (3) 4
	c. collection of actual ads and evaluation of the sales response for each for a designated period of time	1 2 (3) 4
	- - -	
6. Maintain effective presentation of merchandise.	a. list of activities pertaining to the effective presentation of merchandise in one or more departments	1 (2) 3 4
	b. sketches of effective presentations of merchandise within one or more departments	1 2 (3) 4
	c. summary of suggestions which might be used in improving the effectiveness of the presentation of merchandise in one or more departments	1 2 (3) 4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
7. Recommend actions to ensure maximum sales.	a. summary of the student's productivity record including computations of increases or decreases in average sales, sales quota, and selling cost by the day and/or week, and month	1	2	3	4
	b. list of actions that have increased sales of merchandise in one or more departments	1	2	3	4
	c. suggested list of ideas for increasing sales of merchandise in one or more departments	1	2	3	4
	- - -				
8. Transmit merchandise information to others.	a. list of ways in which the student has observed others transmitting merchandise information in one or more departments	1	2	3	4
	b. suggested list of ideas that might be used in transmitting merchandise information to others	1	2	3	4
	c. description of various kinds of merchandise information which would be helpful to sales-people in presenting merchandise to customers	1	2	3	4
	d. list of sources of merchandise information pertaining to several classes of merchandise in one or more departments	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
9. Maintain proper systems and procedures.	a. descriptive summary of the various systems used in merchandising one or more departments	1	2	3	4
	b. sequenced list of procedures necessary to carry out each system identified in a. above	1	2	3	4
	c. list of suggestions for improving present systems or procedures in order to improve the efficiency of persons employed in one or more departments	1	2	3	4
	- - -				
10. Determine merchandise available for special orders.	a. statement of instructions which would inform someone else of the steps to be taken in determining the availability of merchandise for special order	1	2	3	4
	b. list of special orders which have been previously processed in one or more departments	1	2	3	4
	c. explanation as to why little or no special occurs in some departments	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
11. Initiate price changes and merchandise counts.	a. descriptive list of the various types of price changes made in one or more departments	1	2	3	4
	b. explanation as to the purpose of the merchandise counts as they relate to price changes	1	2	3	4
	c. sequenced instructions which would inform someone as to how to take a merchandise count in one or more departments	1	2	3	4
	d. list of suggested criteria to be used as a guide in making decisions about price changes and examples of price changes that might be made based on these criteria in one or more departments	1	2	3	4
	- - -				
12. Visit store and review merchandise.	a. sketch of the layout of merchandise in one or more departments of a branch store	1	2	3	4
	b. list of merchandise classifications not carried in stock in one or more departments of a branch store	1	2	3	4
	c. explanation as to why certain items or merchandise classifications are not carried in one branch and are carried in another or in the home store	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
13. Control disposition of prior stock.	a. descriptive statement as to what categories of merchandise are defined as prior stock	1	2	3	4
	b. list of steps in the process of con- trolling the disposition of prior stock in one or more departments	1	2	3	4
	c. explanation of the advantages of using a systematic approach to controlling the disposition of prior stock	1	2	3	4

14. Communicate and cooperate with management.	a. summary of policies which are written, oral, or just understood	1	2	3	4
	b. descriptive case-study-type illustration of the importance of communication in achieving a cooperative relationship with management in one or more departments	1	2	3	4
	c. description of instances which indicate a lack in effective communication and cooperation within one or more departments	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
15. Provide strong leadership for subordinates.	a. examples of instances when strong leadership was observed in a situation in one or more departments	1	2	3	4
	b. a chart indicating the management structure and the persons who are in a position to give strong leadership for subordinates in one or more departments, in the total store	1	2	3	4
	c. description of instances in which student had an opportunity to give strong leadership to co-workers and/or subordinates in one or more departments	1	2	3	4
	- - -				
16. Maintain dialogue with subordinates.	a. examples of instances observed when dialogue was maintained with subordinates in one or more departments	1	2	3	4
	b. descriptive list of kinds of dialogue which should be maintained with subordinates in one or more departments	1	2	3	4
	c. descriptions of instances in which student had opportunities to contribute to the maintaining of dialogue with co-workers and/or subordinates in one or more departments	1	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities
<u>Responsibilities</u>	<u>Suggested Evidences:</u>	
17. Assist sales persons on merchandise problems.	a. descriptive list of kinds of merchandise problems which sales persons are confronted with in one or more departments	1 (2) 3 4
	b. descriptive list of instances when student observed someone assisting sales persons on merchandise problems in one or more departments	1 (2) 3 4
	c. description of efforts made by students to assist other sales persons on merchandise problems in one or more departments	1 2 (3) 4
- - - -		
18. Maintain performance standards of subordinates.	a. list of criteria which could be used to evaluate the students performance standards in one or more departments	1 2 (3) 4
	b. comparison of criteria listed in a. above with performance standards expected of co-workers and/or subordinates in one or more departments	1 2 (3) 4
	c. suggested methods or procedures which could be used in maintaining performance standards of co-workers and/or subordinates in one or more departments	1 2 3 (4)

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Responsibilities</u>	<u>Suggested Evidences:</u>				
19. Provide merchandise training for others.	a. descriptive list of selling features for new items of merchandise in one or more classifications	1	2	3	4
	b. summary of new season's trends for one or more merchandise classifications	1	2	3	4
	c. examples of the kind of maintenance and care information provided by manufacturers for one or more lines of merchandise	1	2	3	4

- - - -

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities
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B. Duties

Suggested Evidences:

20. Maintenance of records

Examples of forms used and/or instructions for completing the following activities:

a. keep sales records	1 (2) (3) 4
b. keep stock records	1 2 (3) 4
c. prepare purchase reports	1 2 3 (4)
d. prepare reduction figures	1 2 3 (4)
e. prepare inventory figures	1 2 3 (4)
f. record outstanding orders	1 2 3 (4)
g. record merchandise transfers	1 (2) 3 4
h. record merchandise received	1 (2) 3 4
i. record merchandise on loan	1 2 3 (4)

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities			
<u>Duties</u>	<u>Suggested Evidences:</u>				
21. Maintenance of stock	Examples of forms used and/or instructions for completing the following activities:				
	a. arrange and coordinate stock	①	2	3	4
	b. keep stock area organized	①	2	3	4
	c. plan and execute stock counts	①	2	3	4
	d. execute merchandise markdowns	1	②	3	4
	e. arrange for special orders	1	②	3	4
	f. handle mail orders	1	②	3	4
	g. check merchandise for soilage	①	2	3	4
	h. return merchandise to vendor	1	②	3	4
	i. check for security of stock	①	2	3	4
	j. anticipate new stock space needs	1	2	③	4
	k. supervise stock duties of others	1	2	③	4
	l. keep stock on sales floor	①	2	3	4
	m. maintain proper fill-in stock	①	2	3	4
	n. checkmarking of merchandise	①	2	3	4
	o. plan for hold and sold items	①	2	3	4

Specific Objectives for Student Work Experiences

Career Oriented Competencies -Performance Goals-	Evaluation -Performance Expectations-	Achievement Opportunities
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Duties

Suggested Evidences:

22. Miscellaneous activities

Examples of forms used and/or instructions for completing the following activities:

a. answer phone and act on calls	①	2	3	4
b. handle customer complaints	1	2	③	4
c. arrange for relief periods	1	②	3	4
d. sell merchandise on floor	①	2	3	4
e. transmit reactions to merchandise	①	2	3	4
f. follow-up on advertised items	①	2	3	4
g. notify salespersons about ads	①	2	3	4
h. select merchandise for loan	1	2	③	4
i. initiate and secure signs	1	2	③	4
j. assist with fashion shows	1	2	③	4
k. handle details of inventory	1	2	③	4
l. supervise duties of clerical	1	2	3	④
m. improve existing procedures	1	2	3	④
n. check on delivery dates	1	2	3	④

Ten Specific Objectives for Student

Work Experiences

Identified Need

Student work experiences should provide opportunities for fashion merchandising majors to develop performance abilities related to certain responsibilities and duties associated with entry level positions in retail stores.

Specific Objectives

1. Performance Goal: Maintain effective presentation of merchandise

Performance Expectations: To improve the student's ability to use creative skills in maintaining effective presentations of merchandise in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. list of activities pertaining to the effective presentation of merchandise
- b. sketches of effective presentations of merchandise
- c. summary of suggestions which might be used in improving the effectiveness of the presentation of merchandise

2. Performance Goal: Recommend actions to insure maximum sales

Performance Expectations: To improve the student's ability to take actions which contribute to maximizing sales in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. summary of the student's productivity records including average sales, sales quotas, and selling costs
- b. list of actions that have increased sales of merchandise
- c. suggested list of ideas for increasing sales of merchandise

3. Performance Goal: Transmit merchandise information to others

Performance Expectations: To improve the student's ability to ascertain merchandise information which can be transmitted to other employees in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. list of ways in which the student has observed others transmitting merchandise information in one or more departments
- b. suggested list of ideas that might be used in transmitting merchandise information to others
- c. description of various kinds of merchandise information which would be helpful to salespeople in presenting merchandise to customers
- d. list of sources of merchandise information pertaining to several classes of merchandise in one or more departments

4. Performance Goal: Maintain proper systems and procedures

Performance Expectations: To improve the student's ability to carry out appropriate systems and procedures involved in merchandising one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. descriptive summary of the various systems used in merchandising one or more departments
- b. sequenced list of procedures necessary to carry out each system identified in a. above
- c. list of suggestions for improving present systems or procedures in order to improve the efficiency of persons employed in one or more departments

5. Performance Goal: Initiate price changes and merchandise counts

Performance Expectations: To improve the student's ability to interpret price changes indicated by merchandise counts in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. descriptive list of the various types of price changes made in one or more departments

- b. explanation as to the purpose of the merchandise counts as they relate to price changes
- c. sequenced instructions which would inform someone as to how to take a merchandise count in one or more departments
- d. list of suggested criteria to be used as a guide in making decisions about price changes and examples of price changes that might be made based on these criteria in one or more departments

6. Performance Goal: Communicate and cooperate with management

Performance Expectations: To improve the student's ability to use effective media in communicating with management and in establishing cooperative relationships with personnel in a retail store. Suggested evidences of the student's attainment of this goal:

- a. summary of policies which are written, oral, or just understood
- b. descriptive case-study-type illustration of the importance of communication in achieving a cooperative relationship with management in one or more departments
- c. description on instances which indicate a lack in effective communication and cooperation within one or more departments

7. Performance Goal: Assist sales persons on merchandise problems

Performance Expectations: To improve the student's ability to contribute to the solution of various kinds of merchandise problems which confront sales persons in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. descriptive list of kinds of merchandise problems which sales persons are confronted with in one or more departments
- b. descriptive list of instances when student observed someone assisting sales persons on merchandise problems in one or more departments
- c. description of efforts made by students to assist other sales persons on merchandise problems in one or more departments

8. Performance Goal: Maintenance of records

Performance Expectations: To improve the student's ability to perform record keeping activities in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. examples of forms used in completing the following kinds of activities: keeping sales records and stock records; preparing purchase reports, reduction figures and inventory figures; recording outstanding orders, merchandise transfers, merchandise received and merchandise on loan
- b. list of procedures or instructions for performing activities similar to those suggested above

9. Performance Goal: Maintenance of stock

Performance Expectations: To improve the student's ability to perform stock keeping activities in one or more departments of a retail store. Suggested evidences of the student's attainment of this goal:

- a. examples of forms used in completing the following kinds of activities: arranging and coordinating stock and arranging for special orders; planning and executing stock counts and merchandise markdowns; checking merchandise for soilage, for security of stock and for marking of merchandise; handle mail orders, return merchandise to vendor, supervise stock duties of others, keep stock on sales floor, maintain proper fill-in stock, anticipate new stock space needs and plan for hold and sold items
- b. list procedures of instruction for performing activities similar to those suggested above

10. Performance Goal: Miscellaneous activities

Performance Expectations: To improve the student's ability to perform various kinds of activities which might be included in the day to day operation of one or more departments. Suggested evidences of the student's attainment of this goal:

- a. examples of forms used in completing the following kinds of activities: handling customer complaints, initiating and securing signs, handling details of inventory

- b. list of procedures and instructions for performing the following kinds of activities: selling merchandise answering phone and acting on calls, arranging relief periods transmitting reactions to merchandise, following-up on advertised items, notifying salespersons about ads, selecting merchandise for loan, assisting with fashion shows, supervising duties of clerical, checking on delivery dates, and other miscellaneous activities.

APPENDIX D

STAGE FOUR

COMPETENCIES ASSOCIATED WITH BUYING FUNCTIONS
AND RELATED COURSE OBJECTIVES

Competencies Related to Buying Function 1 and 2: Planning, Evaluating, Procuring Merchandise	Related Objectives in Required Departmental Courses
1. Production of maximum profits requires ability to:	Students are provided with opportunities to:
a. understand the total retail operation	1. acquire information about the structure of distribution for fashion merchandise at wholesale and retail levels
b. analyze operating figures appropriately	2. acquire basic knowledge of the profit structure at production and retail levels
	3. acquire basic knowledge about inventory control methods
c. make necessary mathematical computations	4. develop ability to solve problems dealing with profit and markup of fashion goods
	5. acquire basic knowledge about retail pricing and markdown policies
d. make judgements based on facts on hand	(none identified)
e. organize and delegate intelligently	(none identified)
f. anticipate merchandising problems	6. develop the ability to relate merchandising policies with store image and consumer market potential
g. respond to competitive pressures	(none identified)
h. control achievement of merchandise goals	7. become aware of current trends in consumer buying habits which affect the retailer and the methods of distributing fashion goods

Competencies Related to Buying Function 1 and 2: Planning, Evaluating, Procuring Merchandise	Related Objectives in Required Departmental Courses
2. Prediction of consumer demand requires ability to:	Required departmental courses provide students with opportunities to:
a. perceive the nature of merchandise trends	8. become aware of the importance of the economics of fashion in our present-day society 9. develop an understanding of the nature of fashion innovation relative to the marketing process
b. recognize limitations of predictive techniques	10. develop an understanding of the structure of the fashion industry
c. select resources based on knowledge of products	11. acquire basic knowledge pertinent to the acquisition and use of textile products 12. develop some skill in applying art principles to the creative and aesthetic aspects of clothing 13. acquire basic information concerning pattern alteration and modification 14. acquire basic skill in applying the principles of fitting garments
d. utilize appropriate marketing strategies	15. be able to understand changes in the marketing process related to mass production and mass consumption of fashion goods
3. detect changes in cultural norms and value systems	16. develop an understanding of some of the socio-psychological aspects of clothing as an expression of roles and status in various cultures
f. recognize buying habits of various market segments.	17. develop an understanding of changes in consumer role today which affect merchandising procedures

Competencies Related to Buying Function 1 and 2: Planning, Evaluating, Procuring Merchandise	Related Objectives in Required Departmental Courses
g. interpret consumer demand and anticipate markets	18. develop an awareness of various kinds of research which contribute to effective promotional efforts in the marketing of consumer goods
3. Presentation of merchandise requires the ability to:	Required departmental courses provide students with opportunities to:
a. use media creatively in presenting products	19. develop an understanding of the total concept of promotion in the marketing of fashion goods
b. coordinate promotional events for maximum impact	20. develop some skill in the planning and preparing of effective advertisements 21. develop some skill in planning and directing promotional events involving the creative use of various media appropriate in promoting fashion goods 22. become aware of the contributions of various types of media to the optimum success of retail promotional efforts
c. arrange space effectively for merchandise sales	(none identified)
d. anticipate seasonal merchandise assortments	(none identified)
e. make imaginative use of consumer motivation	(none identified)
4. Coordination of services requires the ability to:	
a. maintain acceptance and respect of subordinates	23. develop an understanding of the personal qualities needed in obtaining a job in retailing
b. follow-through and control of results	24. develop some ability to evaluate sales performance

Competencies Related to Buying Function 1 and 2: Planning, Evaluating, Procuring Merchandise	Related Objectives in Required Departmental Courses
c. project a sense of urgency in achieving goals	(none identified)
d. train others to assume responsibilities	25. develop an understanding of the duties and responsibilities involved in the profit- able distribution of fashion goods

Model

Proposed Model for Incorporating the Career Oriented
Competency Goals into the Instructional System
(for the Fashion Merchandising Program)

System Purpose: to guide the fashion merchandising majors in developing the career oriented competencies as determined by periodic survey verification of the retail buying functions and continuous analysis of the responsibilities, duties and competencies associated with the positions that cluster around the buying functions in retailing.

I. Sub-system purpose: to guide the student in acquiring certain knowledge, skills and attitudes requisite to the development of competencies associated with the Planning, Evaluating and Procuring Merchandise. (Buying Functions 1 and 2)

A. Design instructional strategy needed to develop the student's ability to achieve:

1) Competency Goal - Production of Maximum Profits

Knowledge and skills required:

- a. understand the total retail operation
- b. analyze operating figures appropriately
- c. make necessary mathematical computations
- d. make judgments based on facts at hand
- e. organize and delegate intelligently
- f. anticipate merchandising problems
- g. respond to competitive pressures
- h. control achievement of merchandising goals

2) Competency Goal - Prediction of Consumer Demand

Knowledge and skills required:

- a. perceive the nature of merchandise trends
- b. recognize limitations of predictive techniques
- c. select resources based on knowledge of products
- d. utilize appropriate marketing strategies
- e. detect changes in cultural norms and value systems
- f. recognize buying habits of various market segments
- g. interpret consumer demand and anticipate markets

- B. Design learning activity packages to coordinate the specific objectives for student work experiences with the Competency Goals in Sub-system 1.

Specific Objectives - Performance Goals:

- 1) Buying Function 1.
 - a. recommend plans for promoting merchandise
 - b. determine merchandise needs for department(s)
 - c. initiate ideas for layout of merchandise space
 - d. determine consumer buying trends and patterns
- 2) Buying Function 2.
 - a. maintain proper procedures for orders
 - b. direct transfer of merchandise between stores

II. Sub-system purpose: to guide the student in acquiring certain knowledge, skills and attitudes requisite to the development of competencies associated with the Merchandising, Promoting and Supervising of Departments. (Buying Functions 3, 4, and 5)

- A. Design instructional strategy necessary to develop the student's ability to achieve:

- 1) Competency Goal - Presentation of Merchandise

Knowledge and skills required:

- a. use of media creatively in presenting products
- b. coordinate promotional events for maximum impact
- c. arrange space effectively for merchandise sales
- d. anticipate seasonal merchandise assortments
- e. make imaginative use of consumer motivation

- 2) Competency Goal - Coordination of Services

Knowledge and skills required:

- a. maintain acceptance and respect of subordinates
- b. follow-through and control of results
- c. project a sense of urgency in achieving goals
- d. train others to assume responsibilities
- e. promote flexibility in attitudes of subordinates

- B. Design learning activity packages to coordinate the specific objectives for student work experiences with the Competency Goals in Sub-system 2.

Specific Objectives - Performance Goals:

- 1) Buying Function 3.
 - a. insure accuracy of merchandise facts in ads
 - b. supervise preparation of ads
 - c. evaluate sales response to ads
 - d. participate in special events

- 2) Buying Function 4.
 - a. maintain effective presentation of merchandise
 - b. recommend actions to insure maximum sales
 - c. transmit merchandise information to others
 - d. maintain proper systems and procedures
 - e. maintain proper merchandise assortments
 - f. advise with authorities on special problems
 - g. determine merchandise available for special order
 - h. initiate price changes and merchandise counts
 - i. visit stores and review merchandise
 - j. control disposition of prior stock

- 3) Buying Function 5.
 - a. communicate and cooperate with management
 - b. provide strong leadership for subordinates
 - c. maintain dialogue with subordinates
 - d. assist salesperson on merchandise problems
 - e. maintain performance standards of subordinates
 - f. initiate action for improving performance
 - g. provide merchandise training for others

III. Sub-system purpose: to prepare the student to perform certain duties associated with the five buying functions.

- A. Design instructional strategy necessary to develop the student's ability to perform activities related to:
 - 1) Maintenance of Record Duties
 - 2) Maintenance of Stock Duties
 - 3) Miscellaneous Duties

- B. Design learning activity packages to coordinate the performance of these duties during student work experiences with the Competency Goals in Sub-system I and II.

VITA

Kathryn Moore Greenwood

Candidate for the Degree of

Doctor of Education

Thesis: SYSTEMATIC APPROACH TO THE EVALUATION OF A FASHION
MERCHANDISING PROGRAM WITH GUIDELINES FOR STUDENT
WORK EXPERIENCES

Major Field: Home Economics Education

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Personal Data: Born in Hartford, Arkansas, May 25, 1922, the daughter of William E. and Pauline Moore. Two married children: W. Hayes Greenwood, born 1947, Paula M. Greenwood Fonfara, born 1950.

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