



1984

Attitudes Of Retailers And College Educators Concerning Fashion Retail Internships (Merchandising, Cooperative Education, Employer Attitudes)

Gwendolyn Cathers Sheldon
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds



Part of the [Education Commons](#)

Recommended Citation

Sheldon, Gwendolyn Cathers. (1984). *Attitudes Of Retailers And College Educators Concerning Fashion Retail Internships (Merchandising, Cooperative Education, Employer Attitudes)*. University of the Pacific, Dissertation. https://scholarlycommons.pacific.edu/uop_etds/3074

This Dissertation is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact m gibney@pacific.edu.

ATTITUDES OF RETAILERS AND COLLEGE EDUCATORS CONCERNING
FASHION RETAIL INTERNSHIPS

A Dissertation
Presented to
the Faculty of the Graduate School
University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Gwendolyn Cathers Sheldon

July, 1984

This dissertation, written and submitted by

GWENDOLYN JEAN CATHERS SHELDON

is approved for recommendation to the Committee
on Graduate Studies, University of the Pacific

Dean of the School or Department Chairman:

Jay B. Hawley

Dissertation Committee:

T. C. Coleman

Chairman

T. C. Coleman

Bobby R. Hopkins

Bob R. Hopkins

S. E. Trotter

Stephen E. Trotter

W. Anthony Kulisch

W. Anthony Kulisch

Jeff M. Jellin

Jeff M. Jellin

Dated JULY 10, 1984

©
copyright 1984
Gwendolyn J. Sheldon

ATTITUDES OF RETAILERS AND COLLEGE EDUCATORS
CONCERNING FASHION RETAIL INTERNSHIPS

Abstract of Dissertation

Purpose: The purposes of this study were to: 1) provide information which will facilitate the development of meaningful and realistic internships for fashion merchandising students, 2) determine the degree of agreement between retailers and educators concerning internships, and 3) determine if different types of retailers have different attitudes toward internship experiences.

Procedures: California four year college and university educators and retailers were surveyed. The questionnaire items concerned school characteristics influencing retailer participation in internship programs, intern selection criteria, coursework important for students to complete prior to internships, and activities that interns should experience during a retail internship. The responses analyzed numbered 196. Groups compared in the analysis included: department, specialty, and discount stores; chain and non-chain stores; retailers and educators; and supervising faculty and cooperative education directors.

Findings: The school characteristics rated very important or essential by retailers were the retailing curriculum and proximity of the school to the store. The order of importance of intern selection criteria, as rated by retailers was 1) personality, 2) activities and leadership, 3) major related to retailing, 4) experience in retailing, and 5) grade point average. Of the twelve courses rated for importance to complete prior to a retailing internship, the courses rated very important or essential by both educators and retailers were 1) communications or human relations, 2) merchandising, and 3) management. Retailers and educators indicated that interns should have some exposure to all 33 activities rated for level of exposure needed or possible during a retailing internship. Nine activities were rated for considerable or extensive exposure by both educators and retailers. Educators rated activities related to the buyer's job higher than retailers. Retailers rated some of the daily routine activities higher than educators. Non-chain stores rated a wider variety of activities higher than chain stores. Main store or offices rated activities related to the functions of buyers higher than branch stores. Main stores rated some items related to the functions of buyers higher than branch stores rated them. Branch stores rated some items related to manager responsibilities higher than main stores. Some differences were found between department, specialty and discount store ratings. Differences between cooperative education directors and supervising faculty were minimal.

To Steve, Stephen and Geoffrey
who sacrificed and endured

ACKNOWLEDGEMENTS

Warm appreciation is extended to Dr. T. Cy Coleman, chairman of the dissertation committee, for his guidance and encouragement during the dissertation and other graduate studies. Special thanks is due to Dr. Bobby Hopkins for his constant help in the development and carrying out of this project. Appreciation is also extended to Dr. Stephen Trotter, Dr. Anthony Kulisch, and Dr. Jeff Jellin, other members of the dissertation committee for their suggestions and support. Gratitude goes to the participating retailers and educators who made completion of this project possible.

Great appreciation is felt for the support of many family members and friends who have made this graduate study possible. Special recognition goes to my husband Steve, and sons Stephen and Geoffrey for their many sacrifices and endurance through the past few years.

TABLE OF CONTENTS

	Page
List of Tables	x
Chapter	
1. INTRODUCTION.	1
The Problem	3
Statement of the Problem.	3
Questions Addressed	4
Limitations	5
Assumptions	6
Significance.	6
Procedures.	7
Definition of Terms	8
Organization of Study	9
2. REVIEW OF LITERATURE.	11
Background.	11
Origin of Internships	12
Benefits of Internships	15
The Retailing Industry.	18
Need for College Graduates	18
Personnel Problems.	19
Retailing Internships	20
Need for Internships.	20
Benefits of Retail Internships.	21

Chapter	Page
Status of Internship Experiences in Retail Education.	22
Structure of Retail Internships	23
Schools Offering Retail Merchandising Programs.	24
Intern Selection Criteria	26
Coursework Related to Retail Education	27
Retail Intern Activities.	33
Summary	37
3. PROCEDURES OF THE STUDY.	39
Population and Sample.	39
Population Studied	39
Samples Studied.	40
Sample Selection	40
Instrumentation.	41
Questionnaire Development.	41
Pilot Study.	43
Data Collection.	43
Analysis of Data	45
Summary.	46
4. ANALYSIS OF THE DATA	
Introduction	48
Responses to the Questionnaire	48
Data Treatment	50
Comparison of Respondent and Nonrespondents.	51

Chapter	Page
Answering the Research Questions	52
Research Question One.	52
Research Question Two.	61
Research Question Three.	64
Research Question Four	79
Research Question Five	114
Summary.	121
Treatment of Data.	121
Research Questions	122
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	127
Summary.	127
Purpose.	127
Procedures	129
Findings	130
School Characteristics	130
Intern Selection Criteria.	131
Prerequisite Courses	131
Activities	132
Retailer Interest in Participating in	
Internship Programs.	135
Discussion of Findings in Relation to Review of	
the Literature	135
Retailer Participation in Internships.	135
Prerequisite Coursework.	136
Activities	137

Chapter	Page
Conclusions.	138
Recommendations for Further Study.	142
BIBLIOGRAPHY	145
APPENDICES	149
A. RETAILER QUESTIONNAIRE	150
B. EDUCATOR QUESTIONNAIRE	152
C. LETTERS OF TRANSMISSION.	155
D. PARTICIPATING STORES AND SCHOOLS	158
E. FREQUENCY TABLE FOR ALL RESPONSES TO QUESTIONNAIRE ITEMS	165

TABLES

Table	Page
1. Response Rate of Retailers and Educators.	49
2. Department with Which Educators Were Affiliated	49
3. Frequency and Percent of Responses for Retail Comparison Groups	50
4. Activities Rated Lower by Phoned Retailers.	52
5. Rank Order of School Characteristics Influencing Retailer Participation in Internships	54
6. Department, Specialty and Discount Stores Ratings of School Characteristics	55
7. Percent of Department, Specialty and Discount Stores' Rating School Characteristics Important, Very Important, or Essential	56
8. Chain and Non-Chain Stores' Ratings of School Characteristics	57
9. Percent of Chain and Non-Chain Stores Rating School Characteristics Important, Very Important, or Essential.	58
10. Main and Branch Stores' Ratings of School Characteristics	59
11. Percent of Main and Branch Stores Rating School Characteristics Important, Very Important, or Essential.	60
12. Rank Order of Intern Selection Factors As Rated by All Retailers.	62
13. Department, Specialty and Discount Stores' Ratings of Intern Selection Factors	62
14. Percent of Department, Specialty and Discount Stores Rating Intern Selection Factors Important, Very Important or Essential.	63

Table	Page
15. Chain and Non-Chain Stores' Ratings of Intern Selection Factors	63
16. Percent of Chain and Non-Chain Stores Rating Intern Selection Factors Important, Very Important, or Essential.	64
17. Main and Branch Stores' Ratings of Intern Selection Factors	65
18. Percent of Main and Branch Stores Rating Intern Selection Factors Important, Very Important, or Essential	65
19. Rank Order of Prerequisite Courses As Rated by Retailers, Based on Means.	67
20. Department, Specialty and Discount Stores' Ratings of Prerequisite Courses	68
21. Percent of Department, Specialty and Discount Stores Rating Prerequisite Courses Important, Very Important, or Essential.	69
22. Chain and Non-Chain Stores' Ratings of Prerequisite Courses.	71
23. Percent of Chain and Non-Chain Stores Rating Prerequisite Courses Important, Very Important, or Essential.	72
24. Main and Branch Stores' Ratings of Prerequisite Courses.	73
25. Percent of Main and Branch Stores' Rating Prerequisite Courses Important, Very Important, or Essential.	74
26. Comparison of Rank Order of Prerequisite Courses As Rated by Retailers and Educators Based on Means.	76
27. Retailer and Educator Ratings of Prerequisite Courses.	77
28. Percent of Retailers and Educators Rating Prerequisite Courses Important, Very Important, or Essential	78

Table	Page
29. Supervising Faculty and Cooperative Education Administrators' Ratings of Prerequisite Courses	80
30. Percent of Supervising Faculty and Cooperative Education Administrators Rating Prerequisite Courses Important, Very Important, or Essential.	81
31. Comparison of Rank Order of Activities by Retailers and Educators Based on Means	82
32. Department, Specialty and Discount Stores' Ratings of Intern Activities	86
33. Percent of Department, Specialty and Discount Stores Rating Intern Activities for Considerable or Extensive Exposure.	89
34. Chain and Non-Chain Stores' Rating of Intern Activities	93
35. Percent of Chain and Branch Stores Ratings of Intern Activities	96
36. Main and Branch Stores' Ratings of Intern Activities.	100
37. Percent of Main and Branch Stores Rating Intern Activities for Considerable or Extensive Exposure	104
38. Retailer and Educator Ratings of Intern Activities	108
39. Percent of Retailers and Educators Rating Intern Activities for Considerable or Extensive Exposure	111
40. Supervising Faculty and Cooperative Education Administrators Rating of Intern Activities	115
41. Percent of Supervising Faculty, and Cooperative Education Administrators' Rating Intern Activities for Considerable or Extensive Exposure	118

CHAPTER 1

INTRODUCTION

In the recent thrust for relevance in education, many college programs have looked to methods of making the curriculum more practical and relevant to the future careers of students. The internship is one method that has become recognized as a way of blending traditional theoretical training with on-the-job experience, bridging the gap between the worlds of the university and industry. One area where college students today are using internships to smooth the transition from academia to careers is in retailing.

The opportunities for executive careers in retailing for college graduates are increasing. The numbers of people employed by the retail industry are expected to increase fifteen to twenty percent between 1977 and 1987. (Stores, 1977) The demand for more college graduates trained in retailing is increasing, as a college degree is becoming a basic prerequisite to executive retail careers. (Swerdlow, 1978)

Colleges and universities have responded to the need for educated retailers by placing increased emphasis on programs that train graduates for careers in merchandising. A recent survey of textiles and clothing curricula in home economics higher education found fashion merchandising to be the most common program emphasis. (Rudd, 1982) Another study showed this area of textiles, clothing and merchandising to have grown from being one of the smaller degree granting areas of home economics to granting more degrees than any other area within home economics in 1978.

(Harper, 1981) Retail education is offered by three types of colleges: community colleges, private trade schools, and four-year colleges. It is offered through both home economics and business departments. These programs prepare students for mid-management positions.

Retailers and retail educators tend to agree that internships are a vital part of retail education. One study which compared what retailers and educators felt important in a university retail curricula found faculty ranked internships the fourth most important course and retailers ranked it as the second most important course. (Swerdlow, 1978) An evaluation of a university fashion merchandising program resulted in retailers and faculty rating the internship course the highest of all courses in the curriculum. (Cole, 1974) The endorsement of internships by retailers and educators is reflected in the curricula of schools offering fashion merchandising programs. A survey of colleges offering courses in merchandising found that of 131 schools responding, 94 offer internships. This trend to internship programs appears to be relatively new since most of the programs were developed in the late 1970's.

(Horridge, 1980)

With the merging of the trends of retailers' demand for more college graduates and more college programs offering internships, there has been great growth in the number of retailing internships. Some of the problems associated with retailing internships have been identified recently in several studies. There is some indication that many student interns are not getting enough exposure to experiences that retailers feel will prepare them for mid-management careers in retailing.

(Mariotz, 1980) It appears that often the internship centers too heavily on sales and other routine functions rather than on management

level experiences. Students are not always able to carry out the learning experiences that the college expects them to complete. Compounding this problem is the problem of lack of money and faculty time for supervising internships. (Scott, 1978)

In order to make internship experiences relevant to the future careers of students and to aid educators in developing meaningful internship experiences for students, this research studied the attitudes of retailers and educators concerning retail internships. It was felt that with a better understanding of each other's attitudes, retailers and educators could more easily communicate and negotiate internship objectives that would be realistic and relevant for students.

The Problem

Statement of the Problem

This study addressed some of the problems of retail internships by assessing the attitudes of retailers and educators. The attitudes concern school characteristics influencing retailer participation in internships, intern selection criteria, coursework important to be completed prior to internships to maximize the experience, and activities that should be included in retail internships. The purposes of this study were to: 1) provide information which will facilitate the development of meaningful and realistic internships for fashion merchandising students, 2) determine the degree of agreement between retailers and educators concerning internships, and 3) determine if different types of retailers have different attitudes toward internship experiences.

This study differed from other research done on retail internships in its focus on four-year college programs and the comparison of different types of retailers. Most of the research that has even touched on retail internships has focused on two-year community college programs. There have been no studies dealing with activities interns should experience on the job that compared different types of stores. While some studies have shown that the management functions differ for types of stores, no research has shown what different types of stores perceive as important to be experienced during an internship. This study addresses that issue.

Questions Addressed

This research sought to answer the following questions:

1. To what extent are selected school characteristics perceived as important to retailers in selecting schools with which to participate in internship programs and are there differences in the perceptions among the following groups?
 - a. Department, specialty and discount stores
 - b. Chain and non-chain stores.
 - c. Main office and branch stores.
2. To what extent are selected intern selection criteria perceived as important by retailers and are there differences in the perceptions among the following groups?
 - a. Department, specialty, and discount stores.
 - b. Chain and non-chain stores.
 - c. Main office and branch stores.

3. To what extent are selected courses perceived as important to have been completed prior to a retailing internship and are the perceptions different among the following groups?
 - a. Department, specialty and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
 - d. Retailers and college educators supervising interns
 - e. Supervising faculty and central cooperative education administrators
4. What levels of exposure are perceived as appropriate for selected intern activities during a retailing internship; and are there differences in the perceptions among the following groups?
 - a. Department, specialty and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
 - d. Retailers and college educators supervising interns
 - e. Supervising faculty and central cooperative education administrators
5. How do the different types of stores (department, specialty, and discount) differ with respect to expressed interest in participating in internship programs?

Limitations

This study focused on the expressed attitudes of retailers and educators concerning retail internships during the 1983-84 school year. It was limited to retailers and faculty supervising retailing internships in four-year colleges in the state of California.

Assumptions

This study was based on the following assumptions:

1. Retail executive personnel directors and store managers accurately represent the attitudes of their respective stores' management, employees and store policies.
2. Respondents generally responded candidly to the questionnaires.

Significance

This study compared the attitudes of retailers and retail educators, concerning internships, to each other and for subgroup differences. While other studies have assessed the perceptions of retailers and educators toward retail education, none known to the researcher has determined if the perception of internship attitudes of store managers and personnel directors vary for different types of stores. This research sought to determine if there are differences and whether certain types of retailers are likely to offer different types of retail internship experiences. It was assumed that this will make the matchup of students and retailers easier and more in line with the career goals and educational objectives of the student.

This study sought to provide information that could help improve the quality of retail internship experience. It was intended to give faculty and cooperative education administrators an idea of what activities should be included in internship experiences to best prepare them for mid-management positions in fashion retailing. It indicates to faculty and administrators what activities are desirable and feasible in the viewpoint of retailers and educators involved in internships. Results of the study indicate what courses should be completed prior to

a retailing internship to maximize the experiences. Facilitating the process of developing internships will help in the administration of retail internship programs.

The improved matchup of students and retailers can be beneficial to retailers as well. Smoother operating internships will facilitate retailer recruiting by providing a better pool of retail students enthusiastic and realistic about careers in retailing. This can help ease retailer problems with high turnover and training costs.

Both schools and retailers can benefit from the results of this study. Knowing how retailers and educators differ in attitudes toward internships afford school administrators and retail executives an improved basis of understanding that may facilitate communication and negotiation of internship objectives.

Procedures

This research study was descriptive in design, describing the expressed attitudes of retailers and educators in California toward retail internships.

Survey questionnaires were mailed to California university educators who supervise retail interns and to the personnel directors of the main headquarters of all large stores in California as well as to a random sample of managers of branches of multi-unit stores and small stores in California. The questionnaire items concerned school characteristics influencing retailer participation in internship programs, intern selection criteria, coursework important for students to complete prior to internships, and activities that interns should experience during a retail internship. Followup letters and a second questionnaire

were mailed to those not responding after two weeks and a reminder post-card was mailed after the third week to encourage participation in the study. Thirty telephone calls were made to retailers not responding to the questionnaire to encourage a response and to determine if the persons not responding differed from those who did respond. The total number of responses used in the analysis was 196. Groups compared in the analysis included: types of retailers (department, specialty, and discount); chain and non-chain stores; main office and branch stores; retailers and educators; and supervising faculty and cooperative education directors.

Definition of Terms

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

Fashion Retailers - Businesses that sell apparel goods to the ultimate consumer. The terms retailer and fashion retailers will be used interchangeably in this study.

Department Stores - Retailers employing at least 25 people and selling apparel for the family, household linens, and home furnishings to the ultimate consumer with the buying activities coordinated from a main store. (Jarnow, Judelle, and Guerreiro, 1981)

Specialty Stores - Retailers specializing in one or more related categories of apparel goods. (Jarnow, Judelle, and Guerreiro, 1981)

Discount Stores - Retailers selling apparel goods below the usual price by utilizing expense-saving techniques such as self-service, low

rent locations, and limited services. (Jarnow, Judelle, and Guerreiro, 1981)

Non-chain Stores - Stores owned by an individual or company that owns no more than five of the stores, defined for this study.

Chain Stores - A group of six or more apparel stores centrally owned and controlled from a central office.

Mid-Management Positions - Buying and department manager positions in the fashion retail industry.

Supervising Faculty - A faculty member who teaches related subject matter, helps the student and retailer plan and evaluate objectives and activities of an internship, and follows up on student progress.

Cooperative Education Directors - Administrators who coordinate cooperative education programs which give students work experience.

Organization of Study

Chapter one has discussed the problem of exploring the attitudes of retailers and retail educators concerning fashion retail internships. It has covered the questions to be answered in the study, significance of the study, definitions, assumptions and limitations of the study.

Chapter two reviews the literature concerning retail internships. Topics covered in the review of literature include background on internships, schools offering retail education programs, intern selection criteria, coursework related to retail education and retail intern activities.

Chapter three states the procedures used in the study. It covers populations, samples, methodology, instrumentation, collection of data and analysis of data.

Chapter four gives the results of the study. Tabulations and statistical findings are presented.

Chapter five summarizes the findings and implications of this research. It includes conclusions and recommendations of the author.

CHAPTER 2

REVIEW OF LITERATURE

This study addressed some of the problems of retail internships by assessing the attitudes of retailers and educators. The purposes of this study were to: 1) provide information which will facilitate the development of meaningful and realistic internships for fashion merchandising students, 2) determine the degree of agreement between retailers and educators concerning internships, and 3) determine if different types of retailers have different attitudes toward internships. The review of literature covers the following topics: background, school characteristics influencing retailers to participate in internships, intern selection criteria, coursework related to retail internships, retail intern activities, comparisons of different types of retailers, and comparisons of retailers' and educators' views on retail education.

Background

An internship is a period of supervised work experience during which the student is able to apply what he/she has learned in the classroom in practical situations. It is a blend of theory and practice. It allows productive work to become an integral part of the learning process. Generally, the purpose of internships is to develop the student's personal and career potential.

A number of terms are used to describe this phenomenon of including work experience in the curriculum. Other commonly used terms include cooperative education, student work experience, field experience and experiential component. The term "internship" will be used in this review to include all college programs that give students work experience as part of the scholastic program.

Origins of Internships

While the idea of internships dates back to the apprenticeship system of early Greece and Rome, it was not a part of higher education until fairly recently. Higher education in the United States was originally patterned after the classical model of education from England. College education was limited to a small proportion of the population, mostly the affluent or occasionally a very hard-working bright young man. The university had an air of aloofness and isolation from the world, projecting the image of the ivory tower. (Keene, 1976)

During the nineteenth century this nation began to change rapidly, economically and socially. These changes were reflected in the higher education system. One of the most important events affecting the higher education system and philosophy was the federal government's entrance into higher education as congress passed the Morrill Land Grant Act in 1862. (Adams, 1970) This legislation set aside public land for each state to use for the establishment of colleges providing training in agriculture, mechanical arts and military science, as well as the traditional scientific and classical studies. These land grant colleges supported by the federal government were created primarily for the lower and middle classes of society, offering a more liberal and practical

education than the traditional private universities. This greatly expanded the scope of higher education and its role in our society.

The other important change affecting higher education in America during the nineteenth century was the Industrial Revolution. Rapid industrialization not only raised the economic status of many Americans but also created a need for college graduates trained in management and engineering skills. (Keene, 1976)

~~The changes in the role of higher education and the demands of the~~ industrial revolution created a climate at the turn of the century that was conducive to the idea of internships. During the early part of the twentieth century, Herman Schneider, a young civil engineering instructor with great foresight, was observing the needs and problems of engineering education. He noted two major phenomena. First, he saw that many aspects of various professions could not be taught effectively in the classroom context. Experience was the best teacher for some elements of education. Schneider also noticed that since more of the students were coming from the lower or middle classes, they either needed or wanted to work during their college careers. The work the students were doing during their college years, however, was often menial and unrelated to their career goals. These conditions led Schneider to conceive a plan of cooperative education which was implemented at the University of Cincinnati in 1906. That year 27 students entered a program which combined classroom theory and industrial work experience. (Knowles, 1971) Its immediate success can be seen in the fact that three years later 3,000 students applied to the program. The idea was well-received not only by the students but also by an industry that saw a university interested in trying to better meet their needs.

More than 100 companies were interested in hiring the student interns. This idea of the university and industry cooperating to involve the student in the work world was consistent with the whole movement of higher education to come down from its ivory tower of aloofness and isolation and directly engage in the affairs of society. (Knowles, 1971)

The cooperative education concept of internships spread to other universities and disciplines. By 1920 business majors were also involved in cooperative internship programs. While many colleges used internships successfully for technical, business and liberal arts students for many years, the real coming-of-age of the internship came in the 1960's when federal legislation gave impetus to the concept.

The 1968 Amendments to the Vocational Education Act of 1963 and the Higher Education Act of 1965 authorized funds to enlarge the number of cooperative programs in colleges. (Lupton, 1971) Implementation of this support began in 1970, making possible the large growth rate that was fostered and started in the 1960's and bringing the total number of college co-op programs to 1047 by 1981. (McMullen, 1981)

As industrial technology had led to conception of the idea of college internships, it also gave momentum to the concept in the 1950's so that it could rise with the social reforms of the 1960's. Government support of higher education began in 1862, broadening the scope of higher education and its relevance to industry with land grant universities. Then in the 1960's it gave colleges the financial tool to make higher education more relevant to industry and society through cooperative education.

Benefits of Internships

The use of internships in higher education has been praised highly by its supporters for the many benefits it provides to students, employers and schools. The first real research to test the claimed benefits of cooperative education, done by Wilson and Lyons (1961) in the 1950's, found the assumed values to be valid and feared disadvantages not to be real. Students found greater meaning in their classroom studies as they were involved in the work world. They could apply knowledge and skills learned in class and see the relevance of coursework. This ability to see the connection between their job and studies increased their motivation in academic studies. Students from cooperative programs were found to have a greater sense of responsibility and maturity, increasing their decision-making abilities. Working with professionals and developing constructive relationships with colleagues also were found to increase the students' human relations skills. The Wilson and Lyons' study, as well as many studies to follow, also found that students graduating from cooperative programs have greater confidence in themselves due to a greater sense of identity and self-worth.

Career clarity has been one of the most frequently cited benefits of internships. Students have an opportunity to test their career choices, interests, abilities and temperaments. Deficiencies can be discovered in the students before it is too late to change their patterns of behavior and learning or even of their choice of career or academic major. (Page, 1981)

A study of the benefits of field experience education surveyed students before and after their work experience to compare expectations and actual experience. While career goal direction was given as the

predominant reason for doing internships in the pre-survey, the post-survey found it to be one aspect but not the most important. Autonomy was actually declined in importance. They experienced an expanded self-concept and took on a great appreciation of conflicting perspectives. They became more able to 'decenter', to move between two or more perspectives in problem solving. This allows for reflective observation of different sides which can lead to abstract concepts and testing concepts in new situations. Thus, greater insight and problem-solving were key results of internship experience. (Hursh, 1979)

Hamlin (1978) researched the benefits of cooperative education in career development, looking at long-term effects. He found that more cooperative students found a full-time job within one month of graduation. More cooperative graduates also were satisfied with their jobs. A greater number of cooperative students earned, initially, over \$10,000 annually and received pay increases in the \$2,501 to \$5,000 range. Although cooperative and non-cooperative graduates received approximately the same number of promotions, cooperative graduates achieved these promotions faster. The results of Hamlin's study indicate that cooperative education has a positive impact on the career development of graduates.

The benefits realized by employers involved in internships are numerous also. Besides having a chance to contribute to society by assisting young people in their education, employers have found internships advantageous for their companies.

Cooperative education helps develop a better labor pool from which employers can select employees of the future. Students doing

internships tend to be better qualified upon graduation and have a positive influence on other workers in the industry. (Wanat, 1980)

Students doing cooperative internships can provide an infusion of new ideas and fresh viewpoints. Bright young people fresh from an educational environment are often eager to learn, to test out new ideas and theories, and they can be very productive members of an organization. (Knowles, 1971)

Many companies participate in cooperative programs because it facilitates their recruitment, selection and hiring processes. Employers have a chance to observe students in a trial period to assess how they would fit in as regular employees of the firm after graduation. It also allows the firms to involve middle management in the selection of new personnel, a practice that makes mid-management more satisfied with and willing to assist new employees working under them. (Snell, 1981)

Another important advantage of internship involvement for employers falls under public relations. Students returning to campus, after a successful internship, act as good will ambassadors between business and academia.

Universities find cooperative education beneficial to them as the artificial barriers that separate education and work are broken down. The interaction that necessarily accompanies internships facilitates updating of curricula to reflect the needs of industry and business. The university becomes an integral part of planned and occurring changes in the work world. (Wanat, 1980)

Cooperative education can also be cost effective for universities. The availability of employer facilities and equipment for student learning experiences takes some of the pressure off schools to invest in

updated expensive equipment. Better use is made of productive equipment.

Cooperative education is a triangle involving students, employers and schools. It is a reciprocal relationship from which all three have much to gain.

The Retailing Industry

Retailing is an industry experiencing a lot of growth; U.S. retailers employed over 13 million people in 1977. That figure is expected to increase 15-20 percent by 1987, according to the Bureau of Labor Statistics. (Stores, 1977) While those employees are not all executives, the overall size reflects the increasing number of executive positions as well. Retailing does boast one executive for every ten workers.

(Hampton, 1960) With increased corporate ownership, more complex organizational structures and technological advances, stores are realizing increased volume, increased store size and greater number of branch stores. Sophisticated record keeping, inventory analysis and purchase investment knowledge created by such expansion requires more in-depth and technical approaches to the merchandising task. These factors are creating the demand for more merchandising expertise on the part of retail executives. (Stores, 1977)

Need for college graduates. Forty years ago the higher educational background of many retail executives consisted of an arduous climb up the ladder from stockboy to chairman of the board. However, the climb up the retail ladder of success today, without a baccalaureate degree, is rare. Over the past fifteen years a college degree has become almost sine qua non for an executive career in retailing. (Stores, 1977)

As far back as 1959, New York University's School of Retailing found every retail executive questioned, in an extensive study of retail education, would recommend a college education for a person pursuing a career in retailing. Retailers did prefer for their executives to be college graduates. (Gillespie, 1960)

Hampton's study of California retailers (1960) showed the trend to be for more executives to be college graduates. Although retailers claimed that employees without college degrees could move into executive ranks, there were, in fact, very few executive trainees without a college background.

Today a college degree is practically a prerequisite for recruitment into a retail management training program. (Swerdlow, 1978) Most major department stores recruit potential executives on college campuses.

Personnel problems. When a survey asked retailers "What is the biggest problem your company is faced with in personnel?", the most frequently mentioned response was "lack of training," which 33 percent mentioned. (Department Store Economist, 1975) This suggests the need for improved retail education.

Turnover rates are one of the major problems of retailers. Rates vary widely but may rise to 50 percent or more annually. (Larson, 1976) One chain store experienced, over a ten year period, 70 percent of their management trainees leaving the firm before finishing the third year of employment. At the estimated training cost of \$8,000 per manager, this turnover rate was very costly. (Duncan, 1977) Many feel that one of the major contributing factors is lack of understanding of retailing lifestyle when first entering retail executive training programs.

(Personnel News and Reviews, 1978) A more realistic view of retailing could be gained by students doing retail internships.

Retailing Internships

An increasing number of colleges and universities have responded to the demand for trained merchandisers by developing fashion merchandising programs; many schools have included internships as part of the curriculum. This section of the review will focus on internships in fashion retail education.

Need for internships. Most retail executives are in agreement that they prefer to hire graduates who have some experience in the retailing business. (Keith, 1981) Students who have had a chance to couple theory with realistic exposure are felt by retailers to be better prepared for a career in retailing. (Strawbridge, 1978)

One of the first studies on the need for retailing internships was conducted by LaGrange (1957). In studying clothing and textiles graduates working in retailing, she concluded that cooperative experience was desirable. Sixty-six percent of the graduates said that on-the-job training would have been helpful. Of the retail personnel executives interviewed, 87 percent believed that graduates with cooperative experience were better qualified for retail training programs, adjusted better and advanced to higher positions more rapidly.

Concurring with the results of the LaGrange study, Gillespie (1960), Hamton (1960), Carmichael (1968), Cole (1973), LaSalle (1974) and Swerdlow (1978) have found retail executives recommending internships for students preparing for careers in retailing. When retailers, faculty, and graduates rated 17 courses in the fashion merchandising program at Florida State

University, the course rating highest was the fashion merchandising practicum. One hundred percent of the faculty and retailers gave it either the highest or second highest rating on a nine-point rating scale. (Cole, 1973)

Some informal surveys of recent retail executive trainee recruits, by store presidents, found the trainees recommending work experience programs in college curricula. J. L. Hudson trainees said college curriculum could be improved by including more practical experience in store operations and merchandising. (Hudson, 1978) Lazarus recruits overwhelmingly responded that internship programs were essential. (Lazarus, 1978)

There appears to be a consensus that cooperative internship experience is beneficial to students pursuing careers in retailing. Research studies show retail executives, graduates working in retail, and educators all believe internships should be included in retail education.

Benefits of retail internships. Many of the given values of cooperative education for college students in general have been found important for retailing students. A study of graduates working in retailing showed the experience was valuable in: 1) learning what goes on in a store, 2) smoothing the transition from student life to the work world, 3) gaining experience handling customers, 4) acquiring the salesperson's point of view, and 5) obtaining knowledge of how to get along with others. Nierderpaum, (1957) These findings support Wilson's stated values of increasing academic skills, human relations and orienting the student to the work world.

In studying the California Community College system in 1970, Basseri (1970) found cooperative training beneficial for aspiring mid-management retailers. Internships matured the students, were an inducement to motivate the students to learn, and increased chances for promotion.

Perenich (1978), in discussing the Kansas State University fashion merchandising field experience, gives three objectives of the program. They were to: 1) provide the student with a realistic view of a career, 2) provide the students with an awareness of the importance of human relations by their interaction with co-workers, supervisory personnel and the public, and 3) develop an understanding of the operations procedures and policies relevant to a particular type of retail establishment.

Studying the nature and characteristics of mid-management internships in fifteen Florida community colleges, Kozma (1978) found the students perceiving benefits from their internships. Seventy-six percent agree strongly that they were acquiring important job skills that they could apply later in their careers as mid-management retailers. Sixty-one percent felt the internship experience provided development of their career objectives.

As with internships in general, college retailing internships have been found to be beneficial to the students involved. They serve to motivate students, develop career potential, and bridge the gap between the world of work and college.

Status of internship experiences in retail education. There appear to be changes in the number of schools using internship experience as part of retail education programs. A number of studies have shown the trend.

Risch (1970) found that of 48 two-year public post-secondary marketing and distribution programs in Pennsylvania, New York and New Jersey, internships were not required in 75 percent of the cases. The researcher recommended improving the programs with the addition of cooperative work experience.

Similarly, Johnson and Swope (1972) did a curriculum study of Home Economics departments in higher education. It was found that 25 percent offered fashion merchandising as a major; but few institutions included internship in the programs. Johnson and Swope also concluded there was a great need to develop internship opportunities. (Johnson and Swope, 1972)

By the time Scott (1978) surveyed 124 Textiles and Clothing programs in Home Economics in 1978, the curricula were reflecting the recommendations of the earlier researchers. Fifty-five percent indicated that internships were required for graduation; 45 percent offered the internship as optional.

Horridge's study of college and universities offering merchandising courses in 1978 found that, of 131 responding, 94 offered some type of student work experience. The trend of increased internship opportunities appears to be relatively recent since 51 of the 94 schools developed their programs in the 1970's. (Horridge, 1980)

Fashion merchandising programs in colleges and universities have responded to the call for practical on-the-job experience as part of retail education in the last decade. Most programs either require or offer, as optional, internship experiences.

Structure of retail internships. The methods for setting up and details of internships vary from school to school and between individual cases within schools. Some research has indicated general structure patterns of retail internships.

Scott (1978) reported some details of internships in textiles and clothing programs which usually include fashion merchandising internships. In 72 percent of the schools, faculty had a role in the supervision of the students on the work site. Seventy-one percent of the students were paid by employers

during their internship. Several methods of evaluation are usually used with employers appraising the students' work in 97 percent of the cases, faculty coordinators evaluating on the sites in 72 percent of cases, logs helping evaluate in 71 percent of cases and student reports being used in 64 percent of the cases. Eight-three percent of the schools give letter grades; seventeen percent give pass/fail grades.

The Horridge study (1980) also collected structural information on fashion merchandising internships. It found the majority of schools requiring students to be juniors to participate. The minimum grade point average required ranged from 2.0 - 2.9. Most schools had prerequisite courses to the internship with 60 percent of 94 schools also requiring prerequisites in textiles, marketing and clothing construction. Many also required accounting, management and math prior to doing internships. The majority of students in these studies were found to be paid during work experience programs. The most important criteria for store participation in internships was for the store to offer specific opportunities to the student based on the duties and responsibilities of entry level positions which cluster around retail buying functions. The most frequent types of stores used were department and specialty stores; some discount and chain stores were also used. Most frequently these stores participating were not in the same town as the school. This study gives an idea of how the typical fashion merchandising internship is set up.

Schools Offering Retail Merchandising Programs

There are three major types of higher education institutions at which students may prepare for a career in retailing. Many community colleges offer programs as do private two-year business and fashion schools. These

programs most often enable a student to take entry-level positions although some stores hire two-year graduates for executive training programs. Many universities and colleges are offering baccalaureate degrees to prepare students for retailing careers since the four-year degree has become a near prerequisite to executive careers.

Two major types of programs are offered in retail education. They are business degrees (sometimes with a specialization in retailing) and fashion merchandising degrees (usually offered through home economics departments).

The major difference in these two programs is greater emphasis on fashion retailing and the fashion industry by fashion merchandising programs. The curriculum of fashion merchandising programs usually includes merchandise information (including textile knowledge and fashion theory) and other aspects of clothing. (Greenwood, 1981) Both business and fashion merchandising programs include marketing, management and other general business courses.

Following the trend of increased executive careers in fashion retailing, home economics or clothing and textiles departments have put increasing emphasis on fashion merchandising programs. A recent survey of textiles and clothing curriculum in higher education nationwide found fashion merchandising to be the most common program emphasis. (Rudd, 1982) A trend for the textiles, clothing and merchandising area to grow within the home economics produced more granted degrees in textiles, clothing and merchandising than in any other area of home economics for the first time in 1978. (Harper, 1981)

The increase in numbers of programs preparing students for careers in fashion retailing has brought an increased need for program development and

evaluation. These programs must be carefully planned to meet the personnel needs of the retailing industry.

While no studies were found comparing different types of stores in their attitudes for selecting schools to work with on internship programs, Beery (1980) did compare types of retailers on hiring of graduates. Beery did find differences in the hiring practices of store types. Specialty stores were more likely than department stores to hire a two-year college graduate as an assistant store manager. Chain department stores were more likely to hire two-year graduates for assistant buyer positions. Department stores were strongest in requiring a four-year degree for hiring into management programs and positions.

Some differences do exist in what different types of retailers look for in the background and abilities of potential management personnel. Some difference is likely, due to differences in organization, personnel functions and costs in training.

Intern Selection Criteria

While the literature did not show any research on the criteria that retailers use in selecting interns there was some information concerning what retailers look for in hiring management level employees.

Hampton (1960) found that California retailers did not especially seek out retail major college graduates or make the study of retailing a prerequisite to employment. The major consideration by retail executives in selecting executive trainee candidates was personality and extra-curricular activities. Retailers sought social balance, leadership, and "all American boy" traits in prospective management employees. While retailers did want college-educated people for executive positions, the major in college was not

important. Hampton also found that retailers were not particularly interested in the academic achievement of trainees, few bothering to check the grades of prospective employees.

Gillespie and Hecht (1977) discuss the desirable characteristics that retailers look for in management personnel. Their list includes personality, human relations skills, leadership qualities, ability to sell an idea, intelligence (including a desirable educational background) and an interest in retailing.

Coursework Related to Retail Education

A number of studies in the last 23 years have sought the answer to the question, "What course should an aspiring retail executive study in college?" The majority of studies show a great deal of agreement with some changes as a function of time.

Gillespie (1960) sought answers to this question from New York retail executives in 1960. Retailers rated 86 courses in retailing, business administration and liberal arts. She found retailers favored courses in human relations and communications as strongly as business courses. From the results of the questionnaire, Gillespie develop "A Guidepost Curriculum" to prepare students for mid-management careers in retailing. This guidepost included courses in human relations, communications and business. A follow-up study in 1962 showed a high degree of agreement with the first study. (Gillespie, 1962)

Coates (1971) explored topics that retail executives thought should be included in retail education. The resulting major topics were:

- | | |
|-----------------------------|------------------------|
| (1) Buying | (5) Financial analysis |
| (2) Pricing | (6) Leadership |
| (3) Salesmanship | (7) Supervision |
| (4) Merchandise information | |

In evaluating a fashion merchandising program at Florida State University, Cole (1973) surveyed faculty, retailers taking interns, and graduates of the program. This study showed a great deal of agreement between the faculty and the retailers participating in internships.

Rating a number of courses in the program, the retailers rated basic clothing construction, basic textiles, merchandising, marketing, management and math as most valuable. Faculty rated basic textiles, merchandising, marketing, management, accounting and advanced textile courses. While there was some disagreement on items, agreement was significant and none of the courses in the curriculum were rated as "poor" by the retailers.

Fishco's search for important subject matter in retail education led him to question both top executives and personnel managers. Fishco concluded that the following courses were essential:

- | | |
|---------------------|---------------------|
| (1) Retail buying | (5) Management |
| (2) Advertising | (6) Textiles |
| (3) Display | (7) Accounting |
| (4) Store operation | (8) Data processing |

Swerdlow researched what courses were being offered in retail programs, in 1978, and what courses retailers and university retail educators felt were most important to retail education. The five most

important courses, according to the retailers and educators, were:⁴⁹

- | | |
|-----------------------------|----------------------------|
| (1) Principles of retailing | (4) Retail store operation |
| (2) Merchandising | (5) Sales promotion |
| (3) Internship | |

Swerdlow, in comparing retailers and university retail educators, found considerable agreement between the two groups. Employers and educators agreed on the five most important courses in university retail education, although their ranking of those five courses varied somewhat.

In ascertaining how well the academic world was maintaining pace with the changing concepts and educational needs of retailing, Risch found no significant agreement between retailers (presidents, vice presidents and employment managers) and educators. Of the 21 concepts perceived by retailers as "essential" in retail education, only seven were perceived essential by educators. Risch presented a suggested four-year retail management curriculum incorporating the 21 topics that he found 241 retailers perceived as essential. Risch's program includes a general studies core, a business core, a retailing core, and a fashion core.

Investigating the effectiveness of college fashion merchandising programs preparing students for careers in fashion merchandising, Neal (1981) surveyed fifty retailers to find out the course work most desirable for prospective employees. The highest rated courses were marketing, merchandising, communications, public relations and internships. Neal compared retailer evaluations of 39 courses with what was offered by 100 colleges offering fashion merchandising programs. If the catalogue indicated the department offered a course it was assumed valuable

or essential by the school. If they did not offer the course it was assumed not important by the school. Significant differences were found between retailers and courses offered on 25 of the 39 courses. However, using this method of comparison does not seem to be an accurate way of assessing education attitudes of courses needed. Often a department offers courses for students of more than one major within Home Economics. Many of the courses offered (such as tailoring and flat pattern) may have been for students majoring in apparel design, home economics education or other clothing and textiles related majors. Other courses, such as accounting and communications, may not have been offered by the department because the students take the courses from other departments such as business. The significant conclusion of this study was that fashion merchandising programs should be a blend of business and clothing and textiles courses.

There is a great deal of overlap in the results of the various studies on topics or courses to be included in a retail education curriculum. Most notably, Risch's suggested curriculum, resulting from his 1979 research, was very similar to Gillespie's 1960 Guidepost curriculum. Risch's, however, is expanded to include more specific coursework in retailing and fashion. The early studies showed retailers as interested in human relations and communications courses as in business courses. The more current studies show retailers also interested in more in-depth retailing and merchandising courses as well as textile and fashion courses.

Beyond being concerned with courses needed by future retailers, many educators in recent years have been concerned with the functional competencies needed by retail graduates. Knowing the competencies

needed helps structure the coursework into meaningful abilities in the student.

Competencies needed by college graduates seeking careers in retailing have been studied by Carmichael (1968), Coates (1971), Greenwood (1972), LaSalle (1974), Fischco (1976), and Beery (1980). The results of competency studies tend to agree with the topics in course studies. The most important competencies in many of the studies concern:

- (1) ~~Ability to supervise~~
- (2) Ability to problem solve
- (3) Ability to make business decisions
- (4) Ability to demonstrate effective human relations
- (5) Leadership

When Coates surveyed employment executives and educators on topics and competencies for college retail programs, she found differences existing in the perceptions of the two groups. Of 110 items, 40 competencies and topics were rated essential by the majority of retail executives and 27 by educators. The ones rated essential by the two groups were not the same. Only five items were ranked similarly by the two groups. Two essential items they agreed on were leadership and supervision. Coates concluded that more communication was needed between retail executives and educators.

A comparison of perceptions of retail employment executives and college home economics merchandising educators by Kelly (1980), on the importance of 22 selected competencies concluded that there were significant differences between the two groups. Significant differences

existed on 17 of the 22 competencies. Educators tended to favor marketing principles, business procedures and textile/apparel knowledge. Retailers felt human relations, communication and decision-making skills most important.

Beery (1980) found considerable agreement between post secondary fashion merchandising educators and retailers in identifying mid-management and entry level fashion merchandising competencies. Educators did tend to rate the competencies more important than retailers.

The greater tendency for agreement in this study might be partially attributable to the fact that the retail sample was not randomly selected but were retailers recommended by educators. Most of these retailers did have contact with educators and thus the two groups had probably influenced each other to some extent.

Beery also found some differences between types of retail stores. Specialty stores tended to rate all competencies more important than independent department stores. The reason might be that department stores are more specialized. Specialty store personnel often have to perform more functions than their counterparts in a department store.

The research has shown some conflicting results concerning the amount of agreement between retailers and educators concerning retail education. A number of studies have shown considerable disagreement between the two groups, but other studies have found considerable agreement. The greater tendency for agreement in the studies by Cole and Beery might be partially attributable to the fact that the retailers in these studies were not randomly selected but were retailers recommended by educators or stores with whom the schools had worked for internships. Thus, most of the retailers in these two studies did have contact with

educators and the two groups, through their communications, had probably influenced each other to some extent. It appears that agreement may be a function of communication between educators and retailers, concerning coursework and competencies that should be included in retail education.

Retail Intern Activities

The research on problems related to internships agrees that more faculty time and effort is needed to help students plan and initiate expected learning activities of internships.

Greenwood and Meszaros (1983) had home economics administrators rank 31 problem statements concerning internships. One of the three highest rated problems was selection of acceptable work experiences related to the intern's career goals. This finding points to the importance of studying what activities aspiring retail merchandisers should experience during an internship.

Problems specifically related to textiles and clothing internships were identified by Scott (1978). The following problems related to intern activities were perceived: (1) inability of students to initiate learning experiences in a systematic way during the internship and to apply classroom knowledge to work experiences and (2) lack of opportunities for students to actually carry out the learning experiences required for the internship. This second problem implies that there may either be some disagreement between retailers and educators concerning activities interns should experience or lack of commitment by retailers to carry through planned activities.

To determine what activities retail interns, preparing for retail management positions, should experience, it is necessary to look first

at the activities of management level retailers. This has implications for the activities interns might experience.

Cole (1974) studied the time that merchandisers spend on various activities to aid in developing educational programs useful to retail merchandisers. Merchandisers reported spending the greatest amount of time on planning, evaluating and merchandising. This included calculating markups and markdowns, evaluating success or failure of sales promotions, examining sales figures, transferring merchandise and conducting stock counts. The other activities that large amounts of time were spent on were personnel supervision, promotion and merchandise procurement.

In studying different types of stores, Carmichael (1968) found a major difference between activities performed by middle managers in traditional department stores when compared to middle managers in discount, chain and variety organizations. He found the department store middle manager to be more of a specialist with fewer activities to perform than mid managers in discount, chain and variety stores. Following that, the department store managers rated most selected activities of management as less crucial than the other store types.

Greenwood (1972) identified five major functions of merchandiser in developing job profiles of buyers and assistant buyers. The five functions were 1) planning and evaluating merchandise, 2) procuring merchandise, 3) promoting sales, 4) merchandising departments, and 5) supervising personnel. From these functions and with the input of a jury of fifteen retail merchants and 25 students in Oklahoma who had completed internships, ten performance goals were developed to serve as

a guideline for structuring internship activities. The ten performance goals identified by Greenwood were:

- (1) Maintain effective presentation of merchandise
- (2) Recommend actions to insure maximum sales
- (3) Transmit merchandise information to others
- (4) Maintain proper systems and procedures
- (5) Initiate price changes and merchandise counts
- (6) Communicate and cooperate with management
- (7) Assist sales persons on merchandise problems
- (8) Maintenance of records
- (9) Maintenance of stock
- (10) Miscellaneous activities

Simpson (1978) evaluated an instructional manual used in conjunction with internships at Oklahoma State University. The manual was based upon the first seven of the ten performance goals identified by Greenwood for student work experience. Activities for fashion interns were listed in the manual. Nineteen students and stores who had just previously participated in the internship program utilizing the manual, were surveyed. The results showed retailers indicating a number of activities that student interns would not be able to participate in or observe in their store. Students indicated problems with using the manual. Based on the results, recommendations were made for revising the manual. It was recommended that ten activities be omitted from the manual based upon what nine retailers responded would not be feasible for an intern to complete in their store. Most of these activities related to the buyers responsibilities in the areas of planning

advertising, processing merchandise and related paperwork and communications with the buying staff.

Mariotz (1980) conducted a study to determine whether department store executives and cooperative education coordinators agreed on the activities important in an internship designed to prepare students for mid-management positions. This study also sought to determine whether student interns perceived that they were being exposed to those activities department store retailers perceived as essential or very important.

Mariotz concluded that department store retailers and coordinators did agree on the relative importance of 25 of the 29 listed activities. The items that retailers did rate more important than educators were activities where the student would have daily exposure, as in sales activities. The items that coordinators rated more important than retailers related to more sophisticated training, as in market research.

Mariotz's study also revealed that students perceived receiving little exposure to some of the activities retailers rated as essential or very important. The interns tended to spend a lot of time on the selling floor, working with customers and stock keeping. Mariotz concluded that they received limited exposure on many activities the literature has shown important for mid management, including buying functions, human relations, operations and supervision.

While Mariotz did not find agreement between retailers and educators concerning activities important during an internship a problem, the limited exposure that interns received on activities retailers consider important did reveal a problem. The same problem was detected in Kozma's study (1978) where 57 percent of the interns were found to be

working primarily in sales. Only 21 percent were employed in mid-management type internships. Since these students were preparing for mid-management retail careers, it raises the question of whether they were getting the experiences they need on the job. It is possible that the reason in this case may be related to the fact that the students were from a community college program and thus may have been younger or less mature than four-year college interns who tend to be juniors or seniors. It appears that the competencies retailers say students need are not always related to the experiences retailers are giving students during internships.

Summary

The internship has taken on an increasingly important role in higher education in the past fifteen years. It has become a recognized method for developing the career potential of students and making education more relevant.

Growth in the retail industry and its demand for college graduates has resulted in growth in the number of merchandising programs. The research into what retail education should include has led to suggested course topics and competencies aspiring retailers need. It has also led to the conclusion by numerous researchers that internships should be a part of retail education. The formal theoretical training and the concrete experience reinforce each other resulting in well-rounded potential executives. It is an effective method of blending the old way of working your way up the ladder with the newer needs for formal education.

One of the major problems identified in research on internship problems has been the identification and carrying through of acceptable activities during an internship. Often students do not complete all of the activities that they plan to and spend too much of their internship time on routine lower level activities.

Chapter three describes the procedures of this study. It includes population and sample, instrumentation, data collection and analysis of data.

CHAPTER 3

PROCEDURES OF THE STUDY

This research addressed some of the problems of retail internships by assessing the attitudes of retailers and educators toward internships. The attitudes concern school characteristics influencing retailers' participation in internships, retailer intern selection criteria, coursework important to be completed prior to internships to maximize the experience, and activities that should be included in retail internships.

The purposes of this study were to: 1) provide information which will facilitate the development of meaningful and realistic internships for fashion merchandising students, 2) determine the degree of agreement between retailers and educators concerning internships, and 3) determine if different types of retailers have different attitudes toward internship experiences. The information provided by this study may be useful to both educators and retailers.

Population and Sample

Population Studied

The population studied in this research was fashion retail executive personnel directors and store managers, and educators supervising retail internships in the state of California. Generalizations will be made to these groups.

Samples Studied

The sample of retailers included one executive employment director from each chain store and large single unit store in California and a random sample of seventy small specialty and seventy branch stores of the chains.

Sample Selection

The chain stores and large single unit stores were identified in Sheldon's Retail Directory. This directory lists the department stores, large specialty stores, variety and furniture stores in the United States. It is broken into geographic areas, listing the California stores separately. Each listing indicates the type of store and how many branch stores, if any, exist. All apparel stores listed in California were used in this research.

The branch stores were identified by first referring to Sheldon's Retail Directory, which indicated the number and location of branches for chain stores. Branches were selected at random and addresses looked up in telephone directories if not given in Sheldon's Retail Directory. Seventy branch stores were identified and used.

The small specialty stores, because of their great number were not listed in Sheldon's Retail Directory and so were drawn at random from telephone directories. Of approximately 200 telephone directories for the state of California, 100 were in the California State University, Chico library in alphabetical order. Every tenth directory was used. Under the yellow pages heading of apparel, every third store listed was selected until eight stores were identified. The first store selected from each directory was rotated beginning from the first, second, and

third section of the listings. Seventy small stores were identified to be included in the study.

To identify cooperative education administrators supervising interns, the California Cooperative Education Association directory was used. Where a name of a person was not identified the letter was directed to the "Cooperative Education Director."

The retail educator's sample was drawn by identifying at least one ~~faculty member in each department offering fashion merchandising in each~~ four-year college in California. The Guide to California Colleges and Universities, 1983 edition, and the Eureka Career Information System was used to identify the colleges. Phone calls were made to each department chairperson to solicit names of faculty supervising interns. The fashion merchandising faculty and the cooperative education administrators made up the educators sample.

Instrumentation

Two questionnaires were used in this study, one for retailers and one for educators. These questionnaires utilized a five category rating scale and included 61 questions for retailers, 59 questions for educators.

Questionnaire Development

The questionnaires were developed by this researcher. The section on activities an intern should experience was based on part of the questionnaire developed by Coates (1971). Coates developed her questionnaire to determine what informational topics and functional competencies were perceived by retailers as important in the retail education of

potential management executives. The instrument was developed by gathering information from textbooks and course outlines of existing retail courses and by conducting a job analysis in merchandising. The result was 81 statements relating to informational topics and 29 functional competencies. This instrument was validated by Coates in three stages:

1. Submission of the list to 14 retail executives for evaluation.
2. Modification and a pilot study involving eight retail educators and employment executives.
3. Final modification.

In 1976, Fishco used Coates' instrument to compare the training needs of potential retail executives as perceived by retail presidents or vice-presidents and retail employment executives. He validated Coates' instrument by conducting a pilot study of 139 retail executives.

Mariotz (1980) then used the 29 functional competencies of Coates' study to determine students' perceived exposure to the competencies during internships and the perceived importance of including the competencies in retail internships by personnel representatives in the top 100 department stores in the U.S. Mariotz verified the reliability of the instrument by administering the questionnaire to seven students on two occasions several weeks apart.

The instrument to be used in this study includes the 29 functional competencies developed by Coates with some modifications. A few items that were not found important in internships, by Mariotz, were eliminated; some were reworded to be more specific and some combined that were felt, by the researcher, to be repetitive. Items were added to

measure criteria for participation in internships and coursework that should be completed prior to an internship.

Pilot Study

The instruments used in this research were pilot studied in two phases. In the first phase the questionnaires were submitted to a panel of three retailers and three retail educators for evaluation and suggestions. A chain department store, a discount department store and a small specialty store were included in phase one. The educators included cooperative education directors and a faculty member who supervises retailing interns. Modifications were then made in the questionnaires.

In phase two a pilot study was conducted by mailing the questionnaires, along with a letter, to 14 retailers and 8 educators. The retailers included department, specialty and discount stores. After two weeks a follow-up letter was mailed to retailers not responding. Seven of the eight educators responded. Nine of the fourteen retailers responded, including five specialty stores, two department stores and two discount stores.

The results of the pilot study and comments made on it were used to make minor modifications on the final questionnaires. The final questionnaires used are given in Appendices A and B.

Data Collection

The data were collected in January, February, and March of 1984. Questionnaires were mailed and follow-up mailings and telephone calls were utilized.

On January 20, 1984 a cover letter, questionnaire and prepaid self-addressed return envelope were mailed to 254 fashion retail stores and 35 educators involved in supervising retailing interns in the state of California. On February 7, 1984 a follow-up letter, another questionnaire and prepaid self-addressed envelope were mailed to nonresponding stores. A follow-up letter, second questionnaire and prepaid self-addressed envelope were mailed to nonresponding cooperative education directors on February 13, 1984. A follow-up postcard was mailed to stores still not responding on February 14, 1984. Correspondence for data collection is presented in Appendix C.

On February 28, 29, and March 1, 30 retailers who had not responded were telephoned and encouraged to respond or indicate why they had not responded. The purpose of the telephone calls was to find out if the stores not responding differed from those who did respond.

The responses on the telephone indicated no problem with the questionnaire or differences in those not responding. The most common reason given for not returning the questionnaire was simply that they had been very busy and not had a chance or had forgotten. In the larger, main stores the executive personnel directors do college recruiting and many had been so busy on recruiting trips that they had not been in the office much. Some people indicated that they had been on the job a short time and were not sure they were qualified to answer. Some of the people spoken to on the telephone had not received the questionnaire; they had possibly gone to another person in the organization. Some retailers indicated that they did not have an internship program so they thought it did not apply to them, although the introductory letter

had explained that their response was important whether or not they had an intern program.

Seventeen of the thirty stores spoken to by telephone indicated that they would try to return the questionnaire. Some requested that an additional questionnaire be mailed to them. One indicated that they had already returned the questionnaire.

Analysis of Data

The Statistical Packages for the Social Sciences (SPSS) was utilized in analyzing the data of this research. The data consisted of the ratings given each of 59 items on the questionnaires by retailers and educators.

Mean scores were calculated for each item by assigning scores of 1 to 5 to the responses checked. A score of 1 was assigned to the response "no importance" in items one through 26 and to the response "none" on items 27 through 59. A score of five was given to the response "essential" on questions one through 26 and to the response "extensive" on items 27 through 59. Mean scores were calculated for the various groups compared in this research.

Analysis of Variance (ANOVA) and Fisher's Multiple Range Test (LSD) were calculated to test for significant differences between types of retailers, main and branch stores, chain and non-chain stores, retailers and educators, and types of educators. The probability level used for determining significant differences was .05.

Rank order tables were constructed to compare the items ranked highest within each group. These were used to compare some of the groups studied.

A Chi-Square analysis of distribution was done to compare the proportions rating the items three or higher and four or higher. On items one through twenty-six the responses were grouped 3-5 and 1-2 because response three was "important." It was felt that respondents indicating an answer of important, very important or essential regarded the item considerably more important than answers little importance or no importance. Items 27-59 were analyzed combining answers four and five because it was felt that the items rated extensive or considerable were activities on which they felt interns should not just be exposed to but spend a considerable amount of time. In determining significant differences between groups, a .05 level of significance was used.

Summary

This research sought to provide information about the attitudes of retailers and educators toward retail internships that will facilitate development of retail internships for college students. It compared retailers by breaking them into groups several different ways. It also compared retailers to educators.

The population for the research was fashion retail executive personnel directors and store managers, and college educators supervising students doing retail internships in the state of California. The retailers sample included one executive employment director from each chain store and large single unit store in California, a random sample of 70 small specialty stores, and a random sample of 70 branch stores of the chains. The educator sample was selected by finding the name of a faculty member supervising internships and the 16 cooperative

education directors at each four-year college with a fashion merchandising program or cooperative education program in California.

The research instruments used in the research were developed by the researcher, modifying a questionnaire used in another study. The instruments were pilot studied to refine them.

The data was collected by mailing questionnaires, a cover letter and self-addressed, stamped envelopes to the sample. A second letter, questionnaire and self-addressed, stamped envelope were mailed two weeks later. A reminder postcard was mailed one week later.

The data were analyzed utilizing the Statistical Packages for the Social Sciences. Statistical analysis included ANOVA, Fisher's LSD (Multiple Range Test), Rank Order Tables and Chi-Square analysis of distribution.

Chapter four presents the analysis of data. It includes responses to the questionnaire, data treatment, comparison of respondents and nonrespondents and answering the research questions.

CHAPTER 4

ANALYSIS OF THE DATA

Introduction

This study examined the attitude of retailers and educators, in the state of California, concerning retail internships. The attitudes assessed concern school characteristics influencing retailer participation in internships, retailer intern selection criteria, coursework to be completed prior to internships to maximize the experience, and activities that should be included in retail internships.

In this chapter the findings of the data are presented. The research questions are addressed in relation to the data presented.

Responses to the Questionnaire

Of 289 questionnaires mailed to retailers and educators, 208 were returned for an overall response rate of 72 percent. Nine of the questionnaires returned were not filled out with reasons stated by the respondents and three arrived after the data were put into the computer. A total of 196 responses were included in the data presented.

The response rate of educators and retailers is given in Table 1. Educators responded overall at 80 percent. The overall response from retailers was 70.9 percent.

Table 1
Response Rate of Retailers and Educators

	N Mailed	Total Responses	% of Mailed	Usable Responses	% of Mailed
Retailers	254	180	70.9	172	67.7
Educator	35	28	80	24	68.6
TOTALS	289	208	72	196	67.8

In analyzing the data, the respondents were broken into groups by various methods for comparisons. Educators were divided according to department with which they are affiliated. Of the 24 educators fourteen were Home Economics, eight were Cooperative Education and two were other affiliated, which were marketing faculty. Table 2 shows the frequencies and percentages of faculty in each department.

Table 2
Department With Which Educators Were Affiliated

Department	Number	Percent
Home Economics	14	58.3
Cooperative Education	8	33.3
Other (Marketing)	2	8.3
TOTAL	24	100

Retailers were divided into department, specialty, and discount stores for one comparison, main and branch stores for another comparison

and into chain and non-chain for the final comparison. The numbers and percent in each group are given in Table 3.

Table 3
Frequency and Percent of Responses for Retail Comparison Groups

Retailer Category	N	%
Department	54	31.9
Specialty	96	56.8
Discount	1 ^a	11.2
Main Store	119	70.8
Branch Store	49	29.2
Chain	93	55
Individually Owned	76	45

Data Treatment

The respondents rated 59 items on the questionnaire. Items one through 26 were rated as: essential, very important, important, little importance or no importance. Questions 27 through 59 were rated for level of exposure needed and/or possible as: extensive, considerable, some, limited or none. These responses were converted to a five-point scale; no importance and none rated as one, essential and extensive rated as five.

The data were analyzed using the SPSS Computer programs. Mean scores were calculated for each comparison group. ANOVA and Fisher's LSD were used to test for significant differences in groups compared. Chi-Square analysis of distribution was done to compare the percent of

respondents rating the items 3 or higher or 4 or higher in the groups compared. Chi-Square was used to test for significant differences in the groups compared. In addition, rank order tables were constructed for some comparison groups to compare highest and lowest rated items. A frequency table for all responses combined is given in Appendix E.

Comparison of Respondents and Non-Respondents

Since the response rate of retailers was below 80 percent, thirty retailers were phoned to encourage them to respond and to compare them to retailers who had responded to written requests for participation.

The phoned and non-phoned respondents were compared by calculating means on each item on the questionnaire, and determining differences with ANOVA statistics. Significant differences were found on only five of the 59 items. In all items where there were differences, the phoned retailers rated the items as less important than other retailers.

Item one, concerning the importance of internships was rated lower by phoned retailers than non-phoned retailers, significant at the $p = .005$ level. This may have been one reason they did not respond as readily.

There were no differences on the items concerning selection of schools for participation in internships or intern selection. Marketing, rated lower ($p < .05$), was the only course showing a difference between retailers phoned and not phoned.

Four of the 33 activities an intern should experience were rated lower by phoned retailers. The activities and significance level are given in Table 4.

Table 4
Activities Rated Lower by Phoned Retailers

Item Number	Activity	p
31	Interpret Stock Control Information	.024
48	Assist in Planning Advertising Campaigns	.015
53	Compute stock turns	.044
59	Conduct Part of a Sales Meeting on Product, Fashion, or Other Information	.049

It was assumed the number and extent of the differences between the phoned and not phoned retailers did not warrant a separate analysis.

Analysis of the data was continued.

Answering the Research Questions

Research Question One

Research question number one was "To what extent are selected school characteristics perceived as important to retailers in selecting schools with which to participate in internship programs and are there differences in the perceptions among the following groups: a) department, specialty and discount stores, b) chain and non-chain stores, c) main office and branch stores?" The factors studied concerning participation in internships were college status, curriculum quality, proximity of school to store, metropolitan or rural location of the school, and preferences to work with two-year private, community, or four-year colleges. Questions

two through eight are concerned with the factors retailers use in selecting schools for internships.

Table 5 gives the rank order of factors influencing the selection of schools for internships by all retailers combined. The highest ranked item was quality of the fashion retailing curriculum. Proximity of the school to store ranked second, being the only other item with a mean score over 3.0, indicating the item was important, very important or essential. Strong preferences were not shown for the type of college although four-year was rated highest, two-year private lowest. Status of the college was the third ranked factor while location of the college in a rural or metropolitan area showed little importance with a mean of 1.83.

Department, Specialty and Discount Stores. While the department and specialty stores did not differ significantly on participation factors, discount stores were significantly different on one factor of participation. With significance at $p = .005$ on ANOVA, discount stores were less concerned with status of the college than department or specialty stores. The difference was also shown on Chi-Square analysis of distribution, $p < .005$. Tables 6 and 7 present the data comparing department, specialty and discount stores on participation factors by ANOVA and Chi-Square respectively.

Chain and non-chain stores. Chain and non-chain stores differed significantly on only two aspects of participation criteria. There was a difference in the preference to work with two-year private colleges, significant on the ANOVA test with $p < .01$, on question five. However, the mean scores were low for both chain and non-chain stores, below 2.0 in both cases, indicating little importance.

Table 5
Rank Order of School Characteristics Influencing Retailer
Participation in Internships

Rank Order	Item Number	Item	Mean ^a
1	3	Quality of the Fashion Retailing Curriculum	3.55
2	4	Proximity of School to Store	3.36
3	2	Status of the College	2.87
4	7	Preference to Work with 4-Year Colleges	2.29
5	6	Preference to Work with Community Colleges	1.99
6	8	Preference to Work with Metropolitan over Rural	1.83
7	5	Preference to Work with 2-Year Private Colleges	1.71

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Non-chain stores showed a stronger preference to work with community colleges on question six, significant with $p < .001$ on the ANOVA test. The Chi-Square analysis also showed significance at ($p < .01$), with a higher proportion of non-chain stores than individual stores giving a rating of three (important) or higher. Table 8 gives the ANOVA results, Table 9 the Chi-Square analysis of distribution.

Main and branch stores. There were no significant differences between main and branch stores in how they answered the questions concerning factors influencing retailers to participate in an internship program. ANOVA results are given in Table 10, Chi-Square analysis of distribution in Table 11.

Table 6
 Department, Specialty and Discount Stores'
 Ratings of School Characteristics

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p
2 Status of the College	3.02	2.88	2.18	5.53	.005**
3 Quality of Fashion Retailing Curriculum	3.32	3.44	3.65	2.40	.094
4 Proximity of School to Store	3.30	3.32	2.94	2.50	.085
5 Preference to Work with 2-year Priv. Schools	1.58	1.74	1.94	1.61	.204
6 Preference to Work with Community Colleges	1.99	2.00	2.17	.24	.790
7 Preference to Work with 4-year Colleges	2.13	2.39	2.51	1.88	.157
8 Preference to Work with Metropolitan Rather Than Rural College	1.78	1.86	1.89	.15	.859

**Significant at .01 level

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 7

Percent of Department, Specialty and Discount Stores Rating School
Characteristics Important, Very Important, or Essential

Item	Depart. %	Spec. %	Disc. %	Chi- Square	p
2 Status of the College	72.2	66.7	29.4	10.77	.0046**
3 Quality of Fashion Retailing Curriculum	94.4	95.8	89.5	1.25	.535
4 Proximity of School to Store	71.7	76.0	88.9	2.18	.336
5 Preference to Work with 2-year Priv. Schools	6.0	14.6	22.2	3.78	.151
6 Preference to Work with Community Colleges	25.5	25.8	27.8	.04	.981
7 Preference to Work with 4-year Colleges	43.1	36.0	33.3	.90	.639
8 Preference to Work with Metropolitan Rather Than Rural College	16.0	18.7	22.2	.37	.831

**Significant at .01 level

Table 8
Chain and Non-Chain Stores' Ratings of
School Characteristics

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
2 Status of the College	2.87	2.84	.04	.839
3 Quality of Fashion Retailing Curriculum	3.56	3.52	.09	.761
4 Proximity of School to Store	3.41	3.39	.02	.892
5 Preference to Work with 2-yr. Private Schools	1.85	1.51	7.35	.008**
6 Preference to Work with Community Colleges	2.29	1.66	16.62	.0001***
7 Preference to Work with 4-yr. Colleges	2.41	2.13	2.44	.120
8 Preference to Work with Metropolitan Rather Than Rural College	1.94	1.69	3.26	.073

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 9

Percent of Chain and Non-Chain Stores Rating School Characteristics
Important, Very Important, or Essential

Item	Non-Chain %	Chain %	Chi- Square	p
2 Status of the College	62.6	67.6	.25	.620
3 Quality of Fashion Retailing Curriculum	95.6	93.3	.08	.788
4 Proximity of School to Store	79.3	73.6	.46	.498
5 Preference to Work with 2-yr. Private Schools	15.5	7.1	1.82	.177
6 Preference to Work with Community Colleges	35.3	14.3	7.79	.005**
7 Preference to Work with 4-yr. Colleges	42.4	32.4	1.24	.266
8 Preference to Work with Metropolitan Rather Than Rural College	20.9	14.3	.75	.387

*Significant at .01 level

Table 10
Main and Branch Stores' Ratings of
School Characteristics

Item	Main Mean ^a	Branch Mean ^a	F Value	p
2 Status of the College	2.90	2.79	.41	.524
3 Quality of Fashion Retailing Curriculum	3.58	3.49	.45	.505
4 Proximity of School to Store	3.32	3.470	.53	.470
5 Preference to Work with 2-yr. Private Schools	1.73	1.66	.29	.595
6 Preference to Work with Community Colleges	1.99	1.98	.01	.940
7 Preference to Work with 4-yr. Colleges	2.34	2.15	.93	.335
8 Preference to Work with Metropolitan Rather Than Rural College	1.85	1.80	.10	.751

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 11

Percent of Main and Branch Stores Rating School Characteristics
Important, Very Important, or Essential

Item	Main %	Branch %	Chi- Square	p
2 Status of the College	66.1	64.6	.00	.997
3 Quality of Fashion Retailing Curriculum	94.9	93.6	0	1.0000
4 Proximity of School to Store	76.3	73.3	.04	.852
5 Preference to Work with 2-yr. Private Schools	13.8	11.4	.02	.894
6 Preference to Work with Community Colleges	23.9	28.9	.20	.653
7 Preference to Work with 4-yr. College	38.9	37.0	.00	.964
8 Preference to Work with Metropolitan Rather Than Rural College	18.9	15.9	.04	.836

Research Question Two

Research question two was "To what extent are selected intern selection criteria perceived as important by retailers and are there differences in the perceptions among the following groups: a) department, specialty and discount stores, b) chain and non-chain stores, and c) main office and branch stores?" Questions nine through thirteen concern intern selection. The factors were personality, major in college, grade point average, activities and leadership, and experience in retailing.

Retailers in general rated personality highest of the intern selection factors. The mean score for personality was over 4.0 (very important) for all groups compared. Activities and leadership was the second highest rated factor in selecting interns, with a major in college related to retailing rated third highest. The lowest rated factor was grade point average, experience in retailing just above grades. However, all five factors were rated with mean scores over three, falling into the important, very important and essential ratings. Table 12 gives the rank order.

Department, specialty and discount stores. The ANOVA and Chi-Square analysis of distribution showed no significant differences between the types of stores concerning intern selection factors. Tables 13 and 14 give the data comparing department, specialty, and discount stores on intern selection factors by ANOVA and Chi-Square analysis of distribution respectively.

Chain and non-chain stores. The only significant difference found between chain and non-chain stores was on question thirteen concerning

retail experience. ANOVA showed chain stores more concerned with retail experience, $p < .05$. The ANOVA data are given in Table 15, the Chi-Square analysis in Table 16.

Table 12
Rank Order of Intern Selection Factors
As Rated by All Retailers

Rank Order	Item Number	Item	Mean ^a
1	9	Personality	4.18
2	12	Activities and Leadership	3.53
3	10	Major in College Related to Retailing	3.31
4	13	Experience in Retailing	3.18
5	11	Grade Point Average	3.11

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 13
Department, Specialty and Discount Stores'
Ratings of Intern Selection Factors

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p
9. Personality	4.13	4.21	4.22	.27	.762
10. Major in College Related to Retailing	3.27	3.33	3.47	.39	.681
11. Grade Point Average	3.05	3.11	3.20	1.08	.343
12. Activities and Leadership	3.65	3.54	3.16	2.35	.098
13. Experience in Retailing	3.11	3.21	3.22	.23	.795

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 14

Percent of Department, Specialty and Discount Stores Rating Intern
Selection Factors Important, Very Important, or Essential

Item	Depart. %	Spec. %	Disc. %	Chi- Square	p
9. Personality	100	100	100		
10. Major in College Related to Retailing	83.6	79.4	84.2	.54	.764
11. Grade Point Average	92.7	84.7	89.5	2.18	.337
12. Activities and Leadership	92.6	88.8	78.9	2.65	.266
13. Experience in Retailing	70.9	75.3	73.7	.34	.843

Table 15

Chain and Non-Chain Stores' Ratings
of Intern Selection Factors

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
9. Personality	4.12	4.25	1.33	.251
10. Major in College Related to Retailing	3.36	3.271	.36	.55
11. Grade Point Average	3.03	3.20	3.12	.079
12. Activities and Leadership	3.42	3.66	3.11	.080
13. Experience in Retailing	3.02	3.33	.63	.033*

*Significant at .05 level

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very
Important, 5 = Essential

Table 16

Percent of Chain and Non-Chain Stores Rating Intern Selection
Factors Important, Very Important, or Essential

Item	Non-Chain %	Chain %	Chi- Square	p
9. Personality	100	100		
10. Major in College Related to Retailing	83.9	78.7	.44	.506
11. Grade Point Average	84.9	90.9	.83	.362
12. Activities and Leadership	85.9	92.1	1.05	.305
13. Experience in Retailing	66.7	81.3	3.84	.050

Main and branch stores. No significant differences were found between main and branch stores concerning intern selection criteria. The ANOVA and Chi-Square data are presented in Tables 17 and 18.

Research Question Three

Research question three was "To what extent are selected courses perceived as important to have been completed prior to a retailing internship, and are the perceptions different among the following groups? a) department, specialty and discount stores, b) chain and non-chain stores, c) main and branch stores d) retailers and supervising educators, and e) supervising faculty and central cooperative education administrators?" Items 14 through 25 are concerned with coursework. The courses include retailing, marketing, merchandising, math or

Table 17

Main and Branch Stores' Ratings of
Intern Selection Factors

Item	Main Mean ^a	Branch Mean ^a	F Value	—
9. Personality	4.17	4.26	.57	.451
10. Major in College Related to Retailing	3.24	3.40	.54	.464
11. Grade Point Average	3.10	3.14	.17	.683
12. Activities and Leadership	3.56	3.49	.23	.634
13. Experience in Retailing	3.14	3.29	.75	.387

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 18

Percent of Main and Branch Stores Rating Intern Selection
Factors Important, Very Important, or Essential

Item	Main %	Branch %	Chi- Square	p
9. Personality	100	100		
10. Major in College Related to Retailing	81.5	81.3	0	1.0000
11. Grade Point Average	87.4	89.8	.03	.861
12. Activities and Leadership	90.7	85.7	.45	.504
13. Experience in Retailing	70.3	81.6	1.73	.188

accounting, computer, advertising and/or promotion, fashion theory, textiles, communications/human relations, merchandise display, fashion marketing and management.

All except one course, computers, had a mean score of 3.0 or higher indicating that the courses were important. Table 19 gives the rank order, based on mean scores of the twelve courses as rated by educators. Communications and/or human relations was the highest rated course overall, as well as within each comparison group. Management and merchandising were the other two courses with a mean over 3.5, the cutoff point for very important or essential. The only course rated below 3.0 was computers with a mean of 2.700.

Department, specialty and discount stores. For seven of the twelve courses no significant differences were found between department, specialty and discount stores. The courses showing differences were retailing, math or accounting, computers, textiles and display. Tables 20 and 21 give the data for ANOVA and Chi-Square analysis of distribution.

Specialty retailers rated item fourteen, a course in retailing, higher than discount stores. Significance on ANOVA at $p < .05$. The Chi-Square analysis showed differences significant at $p < .001$, with a higher proportion of specialty stores rating retailing important, very important, or essential.

A course in math or accounting, item seventeen, was rated more important by department stores, significant at $p < .01$ by ANOVA and significant at $p < .05$ by the Chi-Square analysis of distribution. Tables 20 and 21 give the ANOVA and Chi-Square data.

Table 19

Rank Order of Prerequisite Courses As Rated
by Retailers, Based on Means

Rank Order	Item Number	Course	Mean ^a
1	22	Communications/Human Relations	3.96
2	25	Management	3.73
3	16	Merchandising	3.72
4	17	Math and/or Accounting	3.43
5	23	Merchandise Display	3.42
6	14	Retailing Structure and Strategy	3.38
7	15	Marketing	3.36
8	24	Fashion Marketing	3.28
9	20	Fashion Theory	3.18
10	19	Advertising and/or Promotion	3.14
11	21	Textiles	3.06
12	18	Computers	2.70

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 20
Department, Specialty and Discount Stores' Ratings
of Prerequisite Courses

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p
14. Retailing structure and strategy	3.29	3.51	3.00	3.59	.030*
15. Marketing	3.40	3.40	3.00	1.67	.191
16. Merchandising	3.44	3.67	3.80	1.53	.219
17. Math or Accounting	3.75	3.31	3.16	4.72	.010*
18. Computer	3.00	2.66	2.05	7.29	.001**
19. Advertising and/or Promotion	3.24	3.13	2.90	1.05	.352
20. Fashion Theory	3.04	3.30	3.00	2.11	.125
21. Textiles	2.76	3.25	2.95	5.06	.007**
22. Communications/Human Relations	3.87	4.02	3.90	.62	.538
23. Merchandise display	3.16	3.54	3.58	3.65	.028*
24. Fashion Marketing	3.20	3.39	3.00	1.93	.148
25. Management	3.82	3.68	3.78	.44	.648

*Significant at .05 level

**Significant at .01 level

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 21
Percent of Department, Specialty and Discount Stores Rating Prerequisite
Courses Important, Very Important, or Essential

Item	Depart. %	Spec. %	Disc. %	F Value	p
14. Retailing Structure and Strategy	87.3	93.4	61.1	14.66	.001***
15. Marketing	85.5	86.3	63.2	6.32	.041*
16. Merchandising	90.9	96.9	88.9	3.21	.201
17. Math or Accounting	96.4	79.4	84.2	8.13	.017*
18. Computer	68.5	54.6	21.1	12.85	.002**
19. Advertising and/or Promotion	79.6	77.9	63.2	2.29	.318
20. Fashion Theory	76.4	87.5	68.4	5.46	.065
21. Textiles	61.1	81.3	63.2	8.08	.018*
22. Communications/Human Relations	98.2	96.8	89.5	3.23	.199
23. Merchandise Display	76.4	92.7	84.2	8.08	.018*
24. Fashion Marketing	81.8	89.6	73.7	3.98	.137
25. Management	94.4	90.6	83.3	2.11	.349

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

The greatest difference in courses important to be completed prior to an internship was the computer course, item eighteen. The ANOVA significance was $p < .001$. The three groups all differed significantly from each other, although the overall mean was the lowest of all courses, 2.70 indicating little importance. Department stores rated computer literacy highest of the three groups, discount stores rated it lowest in importance. As Table 21 shows, Chi-Square analysis of distribution also shows a difference significant at $p < .01$.

Textiles, as a prerequisite course, was rated significantly higher by specialty stores than department stores. Tables 20 and 21 show that the significance on ANOVA was $p < .01$ and $p < .05$ by Chi-Square.

Chain and non-chain stores. Chain and non-chain stores differed significantly on the importance of two courses, communications/human relations, item 22, and management, item 25. The ANOVA significance on both courses was at $p < .001$, chain stores rating both courses higher. However, the Chi-Square analysis of distribution did not show a significant difference in the number of responses important, very important or essential. Tables 22 and 23 give the ANOVA and Chi-Square analyses, respectively.

Main office and branch stores. Marketing was the only course rated differently by main and branch stores. ANOVA showed a significance at $p < .05$ with main stores and offices rating marketing higher. The Chi-Square analysis of distribution showed significance at $p < .01$, with a higher percent of main stores rating marketing important or higher. Tables 24 and 25 give the ANOVA and Chi-Square data.

Table 22
Chain and Non-Chain Stores' Ratings of
Prerequisite Courses

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
14. Retailing Structure and Strategy	3.41	3.33	.32	.575
15. Marketing	3.36	3.33	.043	.837
16. Merchandising	3.70	3.74	.13	.717
17. Math or Accounting	3.40	3.47	.23	.634
18. Computer	2.71	2.68	.04	.845
19. Advertising and/or Promotion	3.24	2.01	2.64	.107
20. Fashion Theory	3.16	3.16	.02	.895
21. Textiles	3.01	3.11	.40	.526
22. Communications/Human Relations	3.74	4.21	15.01	.0002***
23. Merchandise Display	3.40	3.44	.08	.785
24. Fashion Marketing	3.32	3.21	.64	.424
25. Management	3.49	4.0020	14.21	.0002***

***Significant at .001 level

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 23

Percent of Chain and Non-Chain Stores Rating Prerequisite Courses
Important, Very Important, or Essential

Item	Non-Chain %	Chain %	Chi- Square	p
14. Retailing Structure and Strategy	86.5	88.9	.05	.831
15. Marketing	83.5	82.7	0	1.0000
16. Merchandising	92.4	95.9	.40	.530
17. Math or Accounting	85.9	84.2	.01	.934
18. Computer	50.5	60.5	1.29	.257
19. Advertising and/or Promotion	79.1	74.3	.29	.588
20. Fashion Theory	83.5	78.9	.31	.578
21. Textiles	68.9	76.3	.79	.373
22. Communications/Human Relations	94.5	98.7	1.02	.312
23. Merchandise Display	88.0	84.0	.28	.597
24. Fashion Marketing	86.8	82.9	.24	.625
25. Management	86.5	96.1	3.43	.064

Table 24
Main and Branch Stores' Ratings of
Prerequisite Courses

Item	Main Mean ^a	Branch Mean ^a	F Value	p
14. Retailing Structure and Strategy	3.38	3.36	.03	.865
15. Marketing	3.46	3.10	5.56	.020*
16. Merchandising	3.71	3.77	.14	.711
17. Math or Accounting	3.46	3.35	.47	.493
18. Computer	2.78	2.55	1.84	.177
19. Advertising and/or Promotion	3.17	3.04	.69	.409
20. Fashion Theory	3.13	3.33	1.86	.174
21. Textiles	2.99	3.27	3.00	.085
22. Communications/Human Relations	3.92	4.08	1.32	.252
23. Merchandise Display	3.42	3.478	.12	.711
24. Fashion Marketing	3.31	3.21	.50	.479
25. Management	3.67	3.8	1.56	.213

*Significant at .05 level

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 25

Percent of Main and Branch Stores Rating Prerequisite Courses
Important, Very Important, or Essential

Item	Main %	Branch %	Chi- Square	p
14. Retailing Structure and Strategy	88.8	86.7	.01	.918
15. Marketing	89.7	68.8	9.48	.002**
16. Merchandising	94.1	93.6	0	1.0000
17. Math or Accounting	85.6	85.7		1.0000
18. Computer	74.2	49.0	1.02	.312
19. Advertising and/or Promotion	78.6	72.3	.43	.510
20. Fashion Theory	79.7	85.4	.41	.520
21. Textiles	69.2	83.3	2.78	.096
22. Communications/Human Relations	97.4	95.8	.00	.964
23. Merchandise Display	86.4	57.5	0	1.0000
24. Fashion Marketing	86.4	83.3	.07	.785
25. Management	92.2	89.8	.04	.847

**Significant at .01 level

Retailers and educators. Of the twelve courses rated for importance as a prerequisite to internships, all except two were rated higher by educators than retailers. Differences, however, were significant on only four courses: retailing, marketing, fashion theory, and merchandise display.

Item fourteen, retailing structure and strategy, was rated higher by educators, significant at $p < .05$ on the ANOVA test, as seen in Table 27. Table 26, comparing the rank order of courses by retailers and educators, shows retailers ranking retailing structure and strategy course as sixth, while educators rank it second in importance of the twelve courses.

Marketing, item 15, and fashion theory, item 20, were also both rated higher by educators, significant at $p < .05$ on both ANOVA and Chi-Square, as displayed in Tables 27 and 28.

The only course rated higher by retailers than educators was item 23, merchandise display ANOVA significant at $p < .01$. Display is fifth in the rank order by retailers and twelfth by educators. (Table 26.)

The Chi-Square analysis of distribution, Table 28, shows a significant difference at $p < .05$, for the computer course, item eighteen. A much higher proportion of educators rated this course important, very important or essential, even though it ranks low on both rank order listings.

The rank order table, Table 26, shows another difference between retailers and educators. The retailer mean scores are above 3.5 for only three courses, whereas eight courses show educator means above 3.5, indicating they are very important. For both retailers and educators

Table 26
Comparison of Rank Order of Prerequisite Courses As Rated
by Retailers and Educators Based on Means

Item	Course	Educators Rank	Retailer Rank	Educators Mean ^a	Retailer Mean ^a
22.	Communications/Human Relations	1	1	4.08	3.96
14.	Retailing Structure and Strategy	2	6	4.00	3.38
16.	Merchandising	3	3	3.83	3.72
15.	Marketing	4	7	3.78	3.36
20.	Fashion Theory	5	9	3.61	3.18
25.	Management	6.5	2	3.57	3.73
24.	Fashion Marketing	6.5	8	3.57	3.28
17.	Math or Accounting	8	4	3.52	3.43
21.	Textiles	9	11	3.46	3.06
19.	Advertising and/or Promotion	10	10	3.22	3.14
18.	Computer	11	12	3.04	2.70
23.	Merchandise Display	12	5	2.91	3.42

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 27
Retailer and Educator Ratings of
Prerequisite Courses

Item	Course	Retailer Mean ^a	Educator Mean ^a	F Value	p
14.	Retailing Structure and Strategy	3.38	4.00	11.59	.001**
15.	Marketing	3.36	3.78	4.61	.033*
16.	Merchandising	3.72	3.83	.31	.579
17.	Math or Accounting	3.43	3.52	.18	.672
18.	Computer	2.70	3.04	2.58	.110
19.	Advertising and/or Promotion	3.14	3.22	.16	.689
20.	Fashion Theory	3.18	3.61	4.54	.034*
21.	Textiles	3.06	3.46	3.61	.059
22.	Communications/Human Relations	3.96	4.08	.47	.493
23.	Merchandise Display	3.42	2.91	6.84	.010*
24.	Fashion Marketing	3.28	3.57	2.06	.153
25.	Management	3.73	3.57	.71	.401

*Significant at .05 level

**Significant at .01 level

^a₁ = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 28

Percent of Retailers and Educators Rating
Prerequisite Courses Important, Very Important, or Essential

Item	Retailer %	Educators %	Chi- Square	p
14. Retailing Structure and Strategy	87.8	95.7	.58	.445
15. Marketing	83.4	95.7	1.50	.221
16. Merchandising	94.1	95.7	0	1.000
17. Math or Accounting	85.4	91.3	2.02	.653
18. Computer	55.3	82.6	5.15	.653
19. Advertising and/or Promotion	76.8	82.6	.13	.718
20. Fashion Theory	81.8	87.0	.10	.748
21. Textiles	72.8	83.3	.73	.393
22. Communications/Human Relations	96.4	95.8	0	1.000
23. Merchandise Display	86.2	73.9	1.62	.204
24. Fashion Marketing	85.3	91.3	.21	.646
25. Management	91.1	87.0	.06	.800

eleven of the twelve courses have means above 3.0, three being the response for important.

Supervising faculty and central cooperative education coordinators.

The ANOVA results are given in Table 29, giving means for supervising faculty in both home economics and marketing, as well as cooperative education. Significant differences were found for two courses.

Textiles, item 21, was rated significantly higher by home economics faculty. The Chi-Square analysis of distribution, Table 30, also shows a difference significant at $p < .001$.

Table 29 shows home economics faculty rating fashion marketing higher than cooperative education directors. The significance is .01 on the ANOVA test.

Research Question Four

Research question four was: "What levels of exposure are perceived as appropriate for selected intern activities during a retailing internship; and, are the perceptions different among the following groups: a) department, specialty and discount stores; b) chain and non-chain stores; c) main office and branch stores; d) retailers and college educators supervising internships, and e) supervising faculty and central cooperative education administrators?" Items 27 through 59 on the questionnaire are concerned with activities an intern should experience.

Rank order tables are presented in Table 31 to show the amount of exposure all retailers and all educators felt was needed and/or possible for the various activities during an internship. They are ranked according to means. The retailer and educators' means on all thirty-three items were above 2.8, indicating that they felt interns should have some exposure to

Table 29

Supervising Faculty and Cooperative Education Administrators'
Ratings of Prerequisite Courses

Item	HE Mean ^a	Co-op Mean ^a	Other (Marketing) Mean ^a	F Value	p
14. Retailing Structure and Strategy	4.23	3.50	4.50	1.90	.176
15. Marketing	3.85	3.50	4.50	1.21	.318
16. Merchandising	4.08	3.38	4.00	1.69	.209
17. Math or Accounting	3.62	3.25	4.00	.80	.464
18. Computer	3.31	2.75	2.50	1.71	.206
19. Advertising and/or Promotion	3.00	3.50	3.50	.86	.440
20. Fashion Theory	3.92	3.13	3.50	1.43	.264
21. Textiles	3.93	3.00	2.00	5.01	.017*
22. Communications/Human Relations	3.93	4.38	4.00	.64	.536
23. Merchandise Display	3.00	2.88	2.50	.29	.749
24. Fashion Marketing	4.08	2.88	3.00	5.69	.011*
25. Management	3.54	3.75	3.00	.55	.585

*Significant at .05 level

^a1 = No Importance, 2 = Little Importance, 3 = Important, 4 = Very Important, 5 = Essential

Table 30

Percent of Supervising Faculty and Cooperative Education Administrators
Rating Prerequisites Courses Important, Very Important,
or Essential

Item	HE %	Co-op %	Other (Marketing) %	Chi- Square	p
14. Retailing Structure and Strategy	100	87.5	100	1.96	.375
15. Marketing	100	87.5	100	1.96	.375
16. Merchandising	100	87.5	100	1.96	.375
17. Math or Accounting	100	75.0	100	4.11	.128
18. Computer	92.3	75.0	50.0	2.65	.265
19. Advertising and/or Promotion	76.9	87.5	100	.85	.655
20. Fashion Theory	92.3	75.0	100	1.64	.441
21. Textiles	100	75.0	0	13.20	.001**
22. Communications/Human Relations	92.9	100	100	.75	.689
23. Merchandise Display	76.9	75.0	50.0	.66	.719
24. Fashion Marketing	100	75.0	100	4.11	.128
25. Management	84.6	87.5	100	.37	.833

**Significant at .01 level

Table 31

Comparison of Rank Order of Activities by Retailers
and Educators Based on Means

Item	Rank by Retailers	Rank by Educators	Retailer Mean ^a	Educator Mean ^a
28. Develop an effective selling technique	1	11	4.25	3.77
36. Rearrange merchandise presentation on the sales floor	2	18	4.05	3.48
33. Observe and report to buyer/manager consumer reactions to merchandise	3	2	4.05	4.05
31. Interpret stock control information	4	8.5	3.99	3.82
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	5	10	3.98	3.81
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	6	4	3.94	3.96
34. Compile and analyze customer want lists and discuss with buyer/manager	7	8.5	3.81	3.82
32. Conduct inventory	8	21	3.75	3.37
58. Attend managers/buyers meetings	9	2	3.73	4.05
30. Counting and filling in stock	10	23	3.68	3.32
43. Carry out markdowns	11	28	3.65	3.14
59. Conduct part of a sales meeting on product, fashion, or other information	12	14.5	3.65	3.68
35. Shop competition for buyer/manager	13	12	3.65	3.73

Table 31 (Continued)

Item	Rank by Retailers	Rank by Educators	Retailer Mean ^a	Educator Mean ^a
39. Check in new merchandise	14	29.5	3.61	3.09
56. Supervise stock keeping	15	21	3.51	3.36
37. Create window or interior displays	16	32	3.48	2.91
38. Evaluate and discuss window and interior displays with management	17	26.5	3.48	3.18
41. Compute markups	18	19	3.41	3.46
44. Conduct transfer of merchandise between stores	19	31	3.36	3.05
47. Assist in planning and carrying out reorders	20	14.5	3.35	3.68
46. Assist buyer in selecting merchandise and estimating quantities	21	6.5	3.34	3.86
53. Compute stock turns	22	14.5	3.34	3.68
45. Assist buyer in drawing up a buying plan	23	5	3.23	3.91
51. Conduct a follow-up or report on customer reaction to an ad	24	24	3.30	3.27
54. Compute Cash, quantity, trade and functional discounts	25	14.5	3.27	3.68
55. Interpret a balance sheet and profit and loss statement	26	2	3.25	4.05
40. Record outstanding orders	27	25	3.25	3.23
49. Help select merchandise for ads and other promotions	28	21	3.14	3.36
42. Return merchandise to vendors	29	29.5	3.14	3.09
48. Assist in planning advertising campaigns	30	17	3.13	3.50

Table 31 (Continued)

Item	Rank by Retailers	Rank by Educators	Retailer Mean ^a	Educator Mean ^a
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	31	6.5	3.05	3.86
50. Review an ad-layout for an advertised item	32	26.5	3.05	3.18
52. Help with fashion show preparations	33	33	3.04	2.86

*Significant at .05 level

^a1 = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

all of the activities. Retailer's means were over 3.5 for fifteen activities, the cut-off point for considerable or extensive exposure needed. Educators' means were over 3.5 for seventeen items.

Department, specialty and discount stores. Department, specialty, and discount stores differed significantly on the exposure interns should get to eight activities. For six of these eight items, specialty stores rated the activities higher than the other types of stores.

Specialty stores rated four activities, based on mean scores, higher than both department and discount stores. The activities were items 27, identify various types of target customers and recognize psychological buying motives and needs of customers ($p < .001$), item 52, help with fashion show preparations ($p < .0001$), item 55, interpret a balance sheet and profit and loss statement ($p < .01$), and item 59, conduct part of a sales meeting on product, fashion or other information ($p < .001$). The Chi-Square analysis also showed a higher proportion of specialty stores rating all these activities for considerable or extensive exposure, significant at $p < .01$ for all except item 27 which was significant at $p < .001$. Tables 32 and 33 give the ANOVA and Chi-Square analyses, respectively.

Specialty stores had a higher mean score than discount stores for item 33, observe and report to buyer/manager consumer reactions to merchandise, significant at $p < .05$ (Table 32). The Chi-Square analysis was significant at $p < .05$, with a higher proportion of specialty stores rating the exposure needed as considerable or extensive (Table 33).

Item 38, evaluate and discuss window and interior displays with management, was rated higher by specialty than department stores, ANOVA

Table 32

Department, Specialty and Discount Stores'
Ratings of Intern Activities

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p	
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	3.66	4.13	3.79	7.24	.001**	
28. Develop an effective selling technique	4.07	4.35	4.21	2.52	.084	
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	4.22	3.89	4.00	2.87	.059	
30. Counting and filling in stock	3.89	3.56	3.68	2.63	.075	
31. Interpret stock control information	4.07	3.98	3.84	.59	.555	
32. Conduct inventory	3.75	3.76	3.68	.059	.941	
33. Observe and report to buyer/manager consumer reactions to merchandise	3.95	4.16	3.74	3.15	.046*	
34. Compile and analyze customer want lists and discuss with buyer/manager	3.76	3.91	3.42	2.76	.066	
35. Shop competition for buyer/manager	3.64	3.66	3.58	.08	.925	
36. Rearrange merchandise presentation on the sales floor	4.00	4.05	4.21	.49	.615	
37. Create window or interior displays	3.09	3.64	3.74	7.42	.001**	
38. Evaluate and discuss window and interior displays with management	3.15	3.66	3.47	5.18	.004**	
39. Check in new merchandise	3.69	3.57	3.58	.26	.769	98

Table 32 (Continued)

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p
40. Record outstanding orders	3.33	3.29	2.78	2.04	.134
41. Compute markups	3.40	3.45	3.18	.42	.657
42. Return merchandise to vendors	3.16	3.23	2.61	2.74	.068
43. Carry out markdowns	3.64	3.67	3.58	.09	.917
44. Conduct transfer of merchandise between stores	3.52	3.31	3.11	1.34	.265
45. Assist buyer in drawing up a buying plan	3.31	3.30	2.59	3.27	.040*
46. Assist buyer in selecting merchandise and estimating quantities	3.35	3.38	3.06	.61	.542
47. Assist in planning and carrying out reorders	3.38	3.37	3.12	.42	.656
48. Assist in planning advertising campaigns	3.13	3.18	2.88	.53	.592
49. Help select merchandise for ads and other promotions	3.00	3.24	3.06	.88	.417
50. Review an ad-layout for an advertised item	2.93	3.14	2.94	.89	.414
51. Conduct a follow-up or report on customer reaction to an ad	3.16	3.43	3.06	2.05	.133
52. Help with fashion show preparations	2.70	3.31	2.58	10.66	.000***
53. Compute stock turns	3.22	3.43	3.21	.86	.424

Table 32 (Continued)

Item	Depart. Mean ^a	Spec. Mean ^a	Disc. Mean ^a	F Value	p
54. Compute cash, quantity, trade and functional discounts	3.06	3.37	3.37	1.59	.208
55. Interpret a balance sheet and profit and loss statement	3.02	3.50	2.61	5.35	.006**
56. Supervise stock keeping	3.44	3.51	3.72	.63	.533
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	3.84	4.03	4.16	1.23	.295
58. Attend managers/buyers meetings	3.60	3.83	3.58	1.34	.265
59. Conduct part of a sales meeting on product, fashion, or other information	3.33	3.88	3.39	7.60	.001**

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

^a1 = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

Table 33

Percent of Department, Specialty and Discount Stores Rating Intern
Activities for Considerable or Extensive Exposure

Item	Depart. %	Spec. %	Disc. %	Chi-Square	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	60.0	86.3	68.4	13.75	.001**
28. Develop an effective selling technique	83.6	88.5	78.9	1.54	.462
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	85.5	66.3	78.9	6.96	.031*
30. Counting and filling in stock	72.7	46.4	63.2	10.28	.006*
31. Interpret stock control information	78.2	75.5	63.2	1.73	.421
32. Conduct inventory	65.5	66.0	57.9	.47	.792
33. Observe and report to buyer/manager consumer reactions to merchandise	80.0	86.7	57.9	8.85	.012*
34. Compile and analyze customer want lists and discuss with buyer/manager	69.1	72.4	42.1	6.78	.034*
35. Shop competition for buyer/manager	60.0	59.2	52.6	.34	.845
36. Rearrange merchandise presentation on the sales floor	80.0	76.3	68.4	1.07	.586
37. Create window or interior displays	36.4	57.1	63.2	7.32	.026*
38. Evaluate and discuss window and interior displays with management	34.5	61.2	47.4	10.16	.006**
39. Check in new merchandise	59.3	51.0	47.4	1.24	.539

Table 33 (Continued)

Item	Depart. %	Spec. %	Disc. %	Chi-Square	p
40. Record outstanding orders	51.9	40.8	27.8	3.62	.164
41. Compute markups	54.5	49.0	41.2	1.03	.599
42. Return merchandise to vendors	38.2	38.8	22.2	1.85	.396
43. Carry out markdowns	61.8	57.1	57.9	.32	.851
44. Conduct transfer of merchandise between stores	51.9	42.6	27.8	3.36	.187
45. Assist buyer in drawing up a buying plan	50.9	49.5	11.8	9.02	.011*
46. Assist buyer in selecting merchandise and estimating quantities	50.9	52.6	47.1	.19	.911
47. Assist in planning and carrying out reorders	58.2	52.1	47.1	.85	.655
48. Assist in planning advertising campaigns	36.4	37.1	35.3	.02	.988
49. Help select merchandise for ads and other promotions	35.2	44.3	38.9	1.23	.540
50. Review an ad-layout for an advertised item	29.1	35.4	27.8	.85	.655
51. Conduct a follow-up or report on customer reaction to an ad	38.2	47.9	33.3	2.12	.347
52. Help with fashion show preparations	22.2	46.9	15.8	12.81	.002**
53. Compute stock turns	41.8	46.9	47.4	.40	.820

Table 33 (Continued)

Item	Depart. %	Spec. %	Disc. %	Chi-Square	p
54. Compute cash, quantity, trade and functional discounts	36.4	51.6	52.6	3.54	.117
55. Interpret a balance sheet and profit and loss statement	41.8	53.6	38.9	2.66	.265
56. Supervise stock keeping	52.7	48.4	66.7	2.05	.359
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	65.5	74.0	78.9	1.79	.408
58. Attend managers/buyers meetings	60.0	63.5	57.9	.32	.852
59. Conduct part of a sales meeting on product, fashion, or other information	42.6	69.1	44.4	11.40	.003**

*Significant at .05 level

**Significant at .01 level

significant at $p < .01$ (Table 32). In addition, a higher proportion of specialty stores rated this item considerable or extensive, significant at $p < .01$ (Table 33).

Item 37, create window or interior displays, was rated lower by department than discount and specialty stores. ANOVA (Table 32) was significant at $p < .001$. Chi-Square analysis of distribution (Table 33) was significant at $p < .05$, with a lower percent of department stores rating this activity considerable or extensive.

Item 45, assist buyer in drawing up a buying plan, was rated lower by discount stores, significance on ANOVA at $p < .05$ (Table 32). Chi-Square analysis of distribution showed a lower percent of discount stores rating the item lower also, significant at $p < .05$ (Table 33).

Chain and non-chain stores. Chain and non-chain stores differed on their ratings of thirteen of the 33 activities an intern should experience. On nine of the thirteen activities rated significantly different, the non-chain stores rated the activities higher than the chain stores. The complete data are given in Tables 34 and 35.

For nine of the activities non-chain stores rated exposure needed higher than chain stores (based on mean scores). Three activities were significant at the $p < .0001$ level, item 48, assist in planning advertising campaigns, item 52, help with fashion show preparations and item 46, assist buyer in selecting merchandise and estimating quantities. Significant at the $p < .001$ level was item 49, help select merchandise for ads and other promotions. The $p < .01$ level of significance held for two activities, item 45 assist buyer in drawing up a buying plan and item 47, assist in planning and carrying out reorders.

Table 34
Chain and Non-Chain Stores' Ratings of
Intern Activities

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	3.95	3.92	.05	.829
28. Develop an effective selling technique	4.22	4.27	.18	.676
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	4.00	4.00	0	1.000
30. Counting and filling in stock	3.70	3.65	.11	.739
31. Interpret stock control information	4.08	3.90	2.00	.159
32. Conduct inventory	3.84	3.63	2.31	.130
33. Observe and report to buyer/manager consumer reactions to merchandise	4.04	4.04	.00	.977
34. Compile and analyze customer want lists and discuss with buyer/manager	3.89	3.71	1.89	.171
35. Shop competition for buyer/manager	3.59	3.71	.77	.380
36. Rearrange merchandise presentation on the sales floor	3.93	4.21	5.46	.021*
37. Create window or interior displays	3.62	3.30	4.94	.028*
38. Evaluate and discuss window and interior displays with management	3.54	3.41	.82	.367
39. Check in new merchandise	3.65	3.56	.37	.545

Table 34 (Continued)

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
40. Record outstanding orders	3.37	3.08	2.97	.087
41. Compute markups	3.57	3.19	4.70	.032*
42. Return merchandise to vendors	3.25	3.01	2.12	.148
43. Carry out markdowns	3.46	3.87	7.79	.006*
44. Conduct transfer of merchandise between stores	3.15	3.57	7.09	.009*
45. Assist buyer in drawing up a buying plan	3.45	2.96	8.13	.005**
46. Assist buyer in selecting merchandise and estimating quantities	3.63	2.97	15.52	.0001***
47. Assist in planning and carrying out reorders	3.57	3.07	9.23	.003***
48. Assist in planning advertising campaigns	3.41	2.77	15.49	.0001***
49. Help select merchandise for ads and other promotions	3.42	2.78	15.06	.0002**
50. Review an ad-layout for an advertised item	3.22	2.83	6.67	.011**
51. Conduct a follow-up or report on customer reaction to an ad	3.39	3.18	1.94	.166
52. Help with fashion show preparations	3.29	2.69	17.59	.0000****
53. Compute stock turns	3.44	3.21	2.00	.159

Table 34 (Continued)

Item	Non-Chain Mean ^a	Chain Mean ^a	F Value	p
54. Compute cash, quantity, trade and functional discounts	3.39	3.12	2.58	.110
55. Interpret a balance sheet and profit and loss statement	3.26	3.24	.01	.916
56. Supervise stock keeping	3.53	3.49	.08	.780
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	3.83	4.15	5.37	.022*
58. Attend managers/buyers meetings	3.71	3.72	.00	.950
59. Conduct part of a sales meeting on product, fashion, or other information	3.58	3.72	.84	.361

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

****Significant at .0001 level

^a1 = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

Table 35

Percent of Chain and Non-Chain Stores Rating Intern Activities
for Considerable or Extensive Exposure

Item	Non-Chain %	Chain %	Chi- Square	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	75.0	75.7	0	1.0000
28. Develop an effective selling technique	87.0	84.0	.10	.749
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	75.3	71.1	.20	.659
30. Counting and filling in stock	58.1	54.7	.08	.776
31. Interpret stock control information	78.5	69.7	1.26	.262
32. Conduct inventory	69.9	57.3	2.33	.127
33. Observe and report to buyer/manager consumer reactions to merchandise	80.6	81.6	0	1.000
34. Compile and analyze customer want lists and discuss with buyer/manager	69.9	65.8	.16	.687
35. Shop competition for buyer/manager	54.8	63.2	.88	.350
36. Rearrange merchandise presentation on the sales floor	72.0	81.3	1.50	.221
37. Create window or interior displays	55.9	46.1	1.262	.262
38. Evaluate and discuss window and interior displays with management				
39. Check in new merchandise	58.2	46.7	1.77	.183

Table 35 (Continued)

Item	Non-Chain %	Chain %	Chi-Square	p
40. Record outstanding orders	46.2	37.8	.87	.351
41. Compute markups	58.7	37.3	6.71	.0096*
42. Return merchandise to vendors	41.9	30.7	1.81	.179
43. Carry out markdowns	50.5	67.1	4.06	.044*
44. Conduct transfer of merchandise between stores	35.6	51.3	3.46	.063
45. Assist buyer in drawing up a buying plan	54.3	36.5	4.57	.033*
46. Assist buyer in selecting merchandise and estimating quantities	62.0	39.2	7.63	.006*
47. Assist in planning and carrying out reorders	60.4	45.9	2.89	.089
48. Assist in planning advertising campaigns	47.8	23.0	9.86	.002**
49. Help select merchandise for ads and other promotions	50.0	29.7	6.16	.013*
50. Review an ad-layout for an advertised item	38.5	25.3	2.66	.103
51. Conduct a follow-up report on customer reaction to an ad	45.1	39.7	.28	.598
52. Help with fashion show preparations	42.9	24.0	5.68	.017*
53. Compute stock turns	49.5	40.8	.93	.335

Table 35 (Continued)

Item	Non-Chain %	Chain %	Chi-Square	p
54. Compute cash, quantity, trade and functional discounts	52.2	40.52	1.79	.182
55. Interpret a balance sheet and profit and loss statement	50.0	46.7	.08	.785
56. Supervise stock keeping	51.6	51.4	0	1.000
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	66.3	77.3	1.95	.163
58. Attend managers/buyers meetings	61.5	60.5	0	1.000
59. Conduct part of a sales meeting on product, fashion, or other information	53.9	62.2	.81	.368

*Significant at .05 level

**Significant at .01 level

Non-chain stores also rated higher, at the $p < .05$ level, item 37, create window or interior displays, item 41, compute markups, and item 50, review an ad layout for an advertised item (Table 34).

Six of the nine activities with higher mean scores by non-chain stores also showed significant differences on the Chi-Square analyses of distribution. A higher proportion of non-chain than chain stores rated for considerable or extensive exposure, significant at the $p < .01$ level, item 41, compute markups, item 46, assist buyer in selecting merchandise and estimating quantities, and item 48, assist in planning advertising campaigns. Significant at the $p < .05$ level were item 45, assist buyer in drawing up a buying plan, item 49, help select merchandise for ads and other promotions, and item 52, help with fashion show preparations (Table 35).

For four activities chain stores had higher mean ratings of the level of exposure needed than non-chain stores. Significant at $p < .01$ were item 43, carry out markdowns and item 44, conduct transfer of merchandise between stores. Significant at the $p < .05$ level were item 36, rearrange merchandise presentation on the sales floor and item 57, assist and supervise other salespeople concerning selling merchandise, information etc. (Table 34). The only activity for which a larger proportion of chain stores rated exposure as considerable or extensive was item 57, assist and supervise salespeople, significant at $p < .05$ (Table 35).

Main and branch stores. Main and branch stores differed significantly on eight of the thirty-three items concerning activities an intern should experience. In five of these items the main stores or

Table 36

Main and Branch Stores' Ratings of Intern Activities

Item	Main Mean ^a	Branch Mean ^a	F Value	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	3.91	3.98	.28	.599
28. Develop an effective selling technique	4.23	4.29	.23	.630
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	4.03	3.94	.45	.502
30. Counting and filling in stock	3.70	3.65	.08	.780
31. Interpret stock control information	4.03	3.96	.29	.594
32. Conduct inventory	3.81	3.63	1.29	.258
33. Observe and report to buyer/manager consumer reactions to merchandise	4.04	4.12	.38	.538
34. Compile and analyze customer want lists and discuss with buyer/manager	3.78	3.63	.44	.510
35. Shop competition for buyer/manager	3.64	3.88	.00	.968
36. Rearrange merchandise presentation on the sales floor	4.02	4.19	1.56	.213
37. Create window or interior displays	3.53	3.39	.81	.370
38. Evaluate and discuss window and interior displays with management	3.54	3.37	1.21	.274
39. Check in new merchandise	3.60	3.62	.01	.925

Table 36 (Continued)

Item	Main Mean ^a	Branch Mean ^a	F Value	p
40. Record outstanding orders	3.35	3.00	3.76	.054
41. Compute markups	3.46	3.33	.41	.522
42. Return merchandise to vendors	3.19	3.08	.83	.537
43. Carry out markdowns	3.51	4.02	10.27	.0016**
44. Conduct transfer of merchandise between stores	3.32	3.47	.78	.378
45. Assist buyer in drawing up a buying plan	3.40	2.87	7.83	.006**
46. Assist buyer in selecting merchandise and estimating quantities	3.52	2.87	12.06	.0007***
47. Assist in planning and carrying out reorders	3.50	2.96	8.59	.004**
48. Assist in planning advertising campaigns	3.34	2.68	13.43	.0003***
49. Help select merchandise for ads and other promotions	3.28	2.85	5.48	.021*
50. Review an ad-layout for an advertised item	3.14	2.92	1.73	.191
51. Conduct a follow-up or report on customer reaction to an ad	3.35	3.23	.54	.465
52. Help with fashion show preparations	3.10	2.88	2.00	.160
53. Compute stock turns	3.39	3.25	.70	.406

Table 36 (Continued)

Item	Main Mean ^a	Branch Mean ^a	F Value	p
54. Compute cash, quantity, trade and functional discounts	3.27	3.27	.00	.975
55. Interpret a balance sheet and profit and loss statement	3.31	3.17	.48	.490
56. Supervise stock keeping	3.54	3.46	.22	.637
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	3.91	4.20	3.93	.049*
58. Attend managers/buyers meetings	3.68	3.86	1.17	.281
59. Conduct part of a sales meeting on product, fashion, or other information	3.60	3.88	3.26	.173

*Significant at .05 level

**Significant at .01 level

***Significant at .001 level

^a1 = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

offices gave higher ratings indicating that more exposure was needed. For three items branch stores gave higher ratings. The ANOVA analysis is given in Table 36, the Chi-Square analysis of distribution is given in Table 37.

Three activities were rated higher mean scores for exposure needed by main stores at the $p < .001$ level of significance. The activities were item 45, assist buyer in drawing up a buying plan, item 46, assist buyer in selecting merchandise and estimating quantities, and item 48, assist in planning advertising campaigns (Table 36). In addition, a higher proportion of main stores than branch stores rated items 45 ($p < .05$) and 46 ($p < .01$) for considerable or extensive exposure (Table 37).

Main stores also rated higher on the ANOVA test item 47, assist in planning and carrying out reorders ($p < .01$), and item 49, help select merchandise for ads and other promotions ($p < .05$). Table 36 gives the results of the ANOVA test. The Chi-Square analysis showed no differences on these activities (Table 37).

Two activities rated higher means by branch than main stores were item 43, carry out markdowns ($p < .01$), and item 57, assist and supervise other salespeople concerning selling, merchandise information, etc. ($p < .05$) (Table 36). The only two items showing a greater proportion of branch stores indicating considerable or extensive exposure needed were item 43 ($p < .05$) and item 59, conduct part of a sales meeting on product, fashion, or other information ($p < .05$) as shown in Table 37.

Table 37

Percent of Main and Branch Stores Rating Intern Activities for
Considerable or Extensive Exposure

Item	Main %	Branch %	Chi- Square	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	73.1	80.9	.71	.340
28. Develop an effective selling technique	86.4	83.3	.07	.785
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	74.8	71.4	.07	.797
30. Counting and filling in stock	56.8	57.1	0	1.000
31. Interpret stock control information	78.2	71.4	.53	.465
32. Conduct inventory	66.1	61.2	.18	.673
33. Observe and report to buyer/manager consumer reactions to merchandise	83.2	79.6	.11	.740
34. Compile and analyze customer want lists and discuss with buyer/manager	68.9	67.3	.00	.988
35. Shop competition for buyer/manager	58.8	57.1	.00	.977
36. Rearrange merchandise presentation on the sales floor	76.5	79.2	.03	.863
37. Create window or interior displays	51.3	51.0	0	1.000
38. Evaluate and discuss window and interior displays with management	54.6	42.9	1.48	.224
39. Check in new merchandise	52.5	53.2	0	1.000

Table 37 (Continued)

Item	Main %	Branch %	Chi-Square	p
40. Record outstanding orders	46.2	36.2	1.01	.316
41. Compute markups	54.2	41.7	1.68	.195
42. Return merchandise to vendors	39.5	33.3	.32	.571
43. Carry out markdowns	53.8	73.5	4.80	.029*
44. Conduct transfer of merchandise between stores	45.6	42.9	.02	.879
45. Assist buyer in drawing up a buying plan	53.4	31.9	5.39	.020*
46. Assist buyer in selecting merchandise and estimating quantities	58.5	36.2	5.84	.016*
47. Assist in planning and carrying out reorders	57.3	44.7	1.66	.198
48. Assist in planning advertising campaigns	42.4	25.5	3.38	.066
49. Help select merchandise for ads and other promotions	44.9	31.9	1.84	.175
50. Review an ad-layout for an advertised item	35.0	29.2	.30	.586
51. Conduct a follow-up or report on customer reaction to an ad	44.8	42.6	.01	.928
52. Help with fashion show preparations	39.3	25.0	2.46	.117
53. Compute stock turns	46.2	46.9	0	1.000

Table 37 (Continued)

Item	Main %	Branch %	Chi- Square	P
54. Compute cash, quantity, trade and functional discounts	46.2	47.9	.00	.973
55. Interpret a balance sheet and profit and loss statement	50.0	45.8	.10	.752
56. Supervise stock keeping	52.6	50.0	.02	.897
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	67.5	83.7	3.73	.054
58. Attend managers/buyers meetings	59.0	69.4	1.18	.278
59. Conduct part of a sales meeting on product, fashion, or other information	53.5	72.9	4.50	.034*

*Significant at .05 level

Retailers and college educators. Retailers and college educators differed in their responses to ten of the 33 items on activities an intern should experience. Seven of the ten items were scored higher by retailers, three by educators. The complete analyses of retailers and educators are given in Tables 38 and 39, covering ANOVA and Chi-Square respectively.

Three activities had higher mean scores by retailers significant at $p < .01$. The activities were item 28, develop an effective selling technique, item 36, rearrange merchandise presentation on the sales floor, and item 37, create window or interior displays (Table 38). In addition, a higher proportion of retailers rated items 36 and 37 considerable or extensive, significant at $p < .01$ (Table 39).

Three activities had higher mean scores by retailers significant at $p < .05$. The activities were item 39, check in new merchandise, item 43, carry out markdowns, and item 30, counting and filling in stock (Table 38). Items 39 and 43 were also rated considerable or extensive by a higher proportion of retailers, significant at $p < .05$ (Table 39).

Although the means did not differ for retailers and educators on item 32, conduct inventory, a higher proportion of retailers rated this activity considerable or extensive. The difference was significant at $p < .01$ (Table 39).

The three activities rating higher means by educators were item 45, assist buyer in drawing up a buying plan ($p < .01$), item 46, assist buyer in selecting merchandise and estimating quantities ($p < .05$), and item 55, interpret a balance sheet and profit and loss statement ($p < .01$). Only item 55, interpret a balance sheet and profit and loss statement

Table 38

Retailer and Educator Ratings of Intern Activities

Item	Retailer Mean ^a	Educator Mean ^a	F Value	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	3.94	3.96	.01	.913
28. Develop an effective selling technique	4.25	3.77	7.75	.006**
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	4.01	3.86	.58	.449
30. Counting and filling in stock	3.68	3.32	3.22	.074
31. Interpret stock control information	3.99	3.82	.90	.343
32. Conduct inventory	3.75	3.36	3.75	.054
33. Observe and report to buyer/manager consumer reactions to merchandise	4.05	4.05	.00	.995
34. Compile and analyze customer want lists and discuss with buyer/manager	3.81	3.82	.00	.958
35. Shop competition for buyer/manager	3.65	3.73	.18	.674
36. Rearrange merchandise presentation on the sales floor	4.05	3.48	9.24	.003**
37. Create window or interior displays	3.48	2.91	7.60	.006**
38. Evaluate and discuss window and interior displays with management	3.48	3.18	2.09	.150
39. Check in new merchandise	3.61	3.09	6.26	.013*

Table 38 (Continued)

Item	Retailer Mean ^a	Educator Mean ^a	F Value	p
40. Record outstanding orders	3.25	3.23	.01	.933
41. Compute markups	3.41	3.46	.04	.848
42. Return merchandise to vendors	3.14	3.09	.01	.830
43. Carry out markdowns	3.65	3.14	5.85	.017*
44. Conduct transfer of merchandise between stores	3.36	3.05	1.83	.178
45. Assist buyer in drawing up a buying plan	3.23	3.91	7.50	.007*
46. Assist buyer in selecting merchandise and estimating quantities	3.34	3.86	4.54	.034*
47. Assist in planning and carrying out reorders	3.35	3.68	2.02	.157
48. Assist in planning advertising campaigns	3.13	3.50	2.44	.120
49. Help select merchandise for ads and other promotions	3.14	3.361	.84	.361
50. Review an ad-layout for an advertised item	3.05	3.18	.38	.540
51. Conduct a follow-up or report on customer reaction to an ad	3.30	3.27	.02	.901
52. Help with fashion show preparations	3.04	2.86	.65	.423
53. Compute stock turns	3.34	3.68	2.22	.138

Table 38 (Continued)

Item	Retailer Mean ^a	Educator Mean ^a	F Value	p
54. Compute cash, quantity, trade and functional discounts	3.27	3.68	3.03	.083
55. Interpret a balance sheet and profit and loss statement	3.25	4.05	8.47	.004**
56. Supervise stock keeping	3.51	3.36	.45	.501
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	3.98	3.81	.72	.397
58. Attend managers/buyers meetings	3.73	4.05	2.25	.136
59. Conduct part of a sales meeting on product, fashion, or other information	3.65	3.68	.02	.879

*Significant at .05 level

**Significant at .01 level

^a1 = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

Table 39

Percent of Retailers and Educators Rating Intern Activities for
Considerable or Extensive Exposure

Item	Retailer %	Educator %	F Value	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	75.7	72.7	.20	.906
28. Develop an effective selling technique	85.9	68.2	4.55	.103
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	73.8	59.1	3.63	.163
30. Counting and filling in stock	56.7	31.8	6.15	.046*
31. Interpret stock control information	75.0	59.1	4.54	.104
32. Conduct inventory	64.9	31.8	13.32	.0013**
33. Observe and report to buyer/manager consumer reactions to merchandise	81.4	77.3	2.07	.356
34. Compile and analyze customer want lists and discuss with buyer/manager	68.0	68.2	1.89	.389
35. Shop competition for buyer/manager	58.7	54.5	3.16	.206
36. Rearrange merchandise presentation on the sales floor	76.6	42.9	12.81	.0017**
37. Create window or interior displays	51.2	13.6	11.09	.004**
38. Evaluate and discuss window and interior displays with management	51.8	31.8	3.38	.185
39. Check in new merchandise	53.3	27.3	5.97	.051

Table 39 (Continued)

Item	Retailer %	Educator %	F Value	p
40. Record outstanding orders	42.9	27.3	6.44	.040*
41. Compute markups	50.0	45.5	.75	.686
42. Return merchandise to vendors	36.8	27.3	2.37	.305
43. Carry out markdowns	58.7	31.8	5.77	.056
44. Conduct transfer of merchandise between stores	44.0	19.0	5.31	.070
45. Assist buyer in drawing up a buying plan	46.2	68.2	4.09	.130
46. Assist buyer in selecting merchandise and estimating quantities	51.5	68.2	2.62	.269
47. Assist in planning and carrying out reorders	53.6	54.5	7.00	.030*
48. Assist in planning advertising campaigns	36.7	50.0	4.71	.095
49. Help select merchandise for ads and other promotions	40.8	40.9	1.72	.424
50. Review an ad-layout for an advertised item	32.5	31.8	.43	.808
51. Conduct a follow-up or report on customer reaction to an ad	43.1	40.9	.29	.864
52. Help with fashion show preparations	35.5	22.7	2.07	.355
53. Compute stock turns	45.3	54.5	1.31	.520

Table 39 (Continued)

Item	Retailer %	Educator %	F Value	p
54. Compute cash, quantity, trade and functional discounts	46.7	63.6	3.15	.207
55. Interpret a balance sheet and profit and loss statement	48.2	77.3	9.53	.0085*
56. Supervise stock keeping	51.8	45.5	.63	.729
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	71.8	66.7	1.79	.409
58. Attend managers/buyers meetings	61.8	72.7	2.23	.328
59. Conduct part of a sales meeting on product, fashion, or other information	57.8	59.1	.65	.723

*Significant at .05 level

**Significant at .01 level

was rated considerable or extensive by a higher proportion of educators ($p < .05$). Tables 38 and 39 give the ANOVA and Chi-Square analyses.

Supervising faculty and central cooperative education administrators. Home economics faculty, marketing faculty (the two marking the survey "other"), and cooperative education directors differed on four of the 33 activities an intern should experience. On all four of these activities, the cooperative education directors rated the activities lower than the faculty. Table 40 gives the ANOVA results; Table 41 gives the Chi-Square analysis of distribution.

Item 39, check in new merchandise, had a higher mean for home economics faculty than marketing faculty or cooperative education directors, significant at $p < .01$ (Table 40). However, no differences were shown in the proportions rating this activity considerable or extensive in the Chi-Square analysis of distribution (Table 41).

Items 41, 53, and 54, compute markups, compute stock turns, and compute cash, quantity, trade and functional discounts, had higher means for home economics and marketing faculty than for cooperative education directors, significant at $p < .001$ for compute markups, at $p < .05$ for the other two. However, only on compute markups did a higher proportion of home economics faculty rate the item considerable or extensive, significant at $p < .05$ (Tables 40 and 41).

Research Question Five

Research question five was: "Do the different types of stores (department, specialty and discount) differ with respect to expressed interest in internship participation?" This question was analyzed by

Table 40

Supervising Faculty and Cooperative Education Administrators'
Ratings of Intern Activities

Item	HE Mean ^a	Co-op Mean ^a	Other (Mktg.) Mean ^a	F Value	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	4.07	3.50	4.50	1.49	.251
28. Develop an effective selling technique	3.79	3.67	4.00	.14	.870
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	4.07	3.50	3.50	1.22	.317
30. Counting and filling in stock	3.57	3.00	2.50	1.51	.247
31. Interpret stock control information	3.93	3.50	4.00	.65	.536
32. Conduct inventory	3.43	3.33	3.00	.29	.751
33. Observe and report to buyer/manager consumer reactions to merchandise	4.00	4.17	4.00	.11	.900
34. Compile and analyze customer want lists and discuss with buyer/manager	3.93	3.67	3.50	.55	.584
35. Shop competition for buyer/manager	3.79	3.50	4.00	.41	.672
36. Rearrange merchandise presentation on the sales floor	3.65	3.00	3.50	.77	.476
37. Create window or interior displays	3.00	2.83	2.50	.63	.544
38. Evaluate and discuss window and interior displays with management	3.21	3.00	3.50	.45	.647
39. Check in new merchandise	3.43	2.33	3.00	5.48	.013*

Table 40 (Continued)

Item	HE Mean ^a	Co-op Mean ^a	Other (Mktg.) Mean ^a	F Value	p
40. Record outstanding orders	3.50	2.67	3.00	2.66	.096
41. Compute markups	3.79	2.33	4.50	10.50	.0008***
42. Return merchandise to vendors	3.29	2.67	3.00	1.27	.304
43. Carry out markdowns	3.43	2.33	3.50	5.47	.013*
44. Conduct transfer of merchandise between stores	3.29	2.40	3.00	3.23	.063
45. Assist buyer in drawing up a buying plan	4.00	3.50	4.50	.96	.401
46. Assist buyer in selecting merchandise and estimating quantities	3.86	3.77	4.50	.57	.578
47. Assist in planning and carrying out reorders	3.71	3.50	4.00	.38	.688
48. Assist in planning advertising campaigns	3.43	3.50	4.00	.61	.555
49. Help select merchandise for ads and other promotions	3.07	3.83	4.00	2.69	.094
50. Review an ad-layout for an advertised item	3.07	3.33	3.5	.38	.689
51. Conduct a follow-up or report on customer reaction to an ad	3.36	3.00	3.50	.35	.710
52. Help with fashion show preparations	2.93	2.827	2.50	.19	.827
53. Compute stock turns	3.93	2.83	4.50	5.04	.018*

Table 40 (Continued)

Item	HE Mean ^a	Co-op Mean ^a	Other (Mktg.) Mean ^a	F Value	p
54. Compute cash, quantity, trade and functional discounts	3.86	3.00	4.50	4.24	.030*
55. Interpret a balance sheet and profit and loss statement	4.07	3.83	4.50	.64	.538
56. Supervise stock keeping	3.43	3.33	3.00	.19	.831
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	3.92	3.50	4.00	.87	.436
58. Attend managers/buyers meetings	4.07	3.83	4.50	.54	.593
59. Conduct part of a sales meeting on product, fashion, or other information	3.64	3.67	4.00	.17	.845

*Significant at .05 level

***Significant at .001 level

^a₁ = None, 2 = Limited, 3 = Some, 4 = Considerable, 5 = Extensive

Table 41

Percent of Supervising Faculty and Cooperative Education Administrators Rating
Intern Activities for Considerable or Extensive Exposure

Item	HE %	Co-op %	Other (Mktg.) %	Chi- Square	p
27. Identify various types of target customers and recognize psychological buying motives and needs of customers	78.6	50.0	100.0	2.55	.279
28. Develop an effective selling technique	64.3	66.7	100.0	1.04	.595
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.	64.3	50.0	50.0	.43	.807
30. Counting and filling in stock	42.9	16.7	0	2.36	.308
31. Interpret stock control information	57.1	50.0	100.0	1.61	.447
32. Conduct inventory	28.6	50.0	0	1.92	.384
33. Observe and report to buyer/manager consumer reactions to merchandise	64.3	100.0	100.0	3.70	.157
34. Compile and analyze customer want lists and discuss with buyer/manager	71.4	66.7	50.0	.38	.527
35. Shop competition for buyer/manager	50.0	50.0	100.0	1.83	.400
36. Rearrange merchandise presentation on the sales floor	50.0	20.0	50.0	1.40	.497
37. Create window or interior displays	14.3	16.7		.37	.832
38. Evaluate and discuss window and interior displays with management	28.6	33.3	50.0	.38	.827
39. Check in new merchandise	42.6	0	0	4.71	.095

Table 41 (Continued)

Item	HE %	Co-op %	Other (Mktg.) %	Chi-Square	p
40. Record outstanding orders	35.7	16.7	0	1.59	.451
41. Compute markups	57.1	0	100.0	8.17	.017
42. Return merchandise to vendors	35.7	16.7	0	1.59	.451
43. Carry out markdowns	42.9	0	50.0	3.89	.143
44. Conduct transfer of merchandise between stores	28.6	0	0	2.470	.291
45. Assist buyer in drawing up a buying plan	78.6	33.3	100.0	4.99	.083
46. Assist buyer in selecting merchandise and estimating quantities	71.4	50.0	100.0	1.92	.384
47. Assist in planning and carrying out reorders	57.1	33.3	100.0	2.79	.247
48. Assist in planning advertising campaigns	50.0	33.3	100.0	2.67	.264
49. Help select merchandise for ads and other promotions	28.6	50.0	100.0	3.98	.137
50. Review an ad-layout for an advertised item	28.6	33.3	50.0	.38	.827
51. Conduct a follow-up or report on customer reaction to an ad	42.9	33.3	50.0	.23	.890
52. Help with fashion show preparations	21.4	33.3	0	.99	.611
53. Compute stock turns	64.3	16.7	100.0	5.68	.059

Table 41 (Continued)

Item	HE %	Co-op %	Other (Mktg.) %	Chi-Square	p
54. Compute cash, quantity, trade and functional discounts	71.4	33.3	100.0	3.89	.143
55. Interpret a balance sheet and profit and loss statement	78.6	66.7	100.0	.99	.611
56. Supervise stock keeping	50.0	33.3	50.0	.49	.783
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.	69.2	50.0	100.0	1.79	.409
58. Attend managers/buyers meetings	71.4	66.7	100.0	.87	.646
59. Conduct part of a sales meeting on product, fashion, or other information	50.0	66.7	100.0	2.01	.367

*Significant at .05 level

comparing the percent of stores in each type that answered yes to question number 61, "Would your store be interested in participating in an internship program?"

No significant differences were found between department, specialty and discount stores in interest in participating in an internship program. The percent answering yes were 53.3 percent, 46.3 percent, and 44.4 percent respectively. The level of significance was .71.

Summary

The information presented in this chapter represented responses from 172 retailers and 24 educators. They responded to questions concerning school characteristics influencing retailer participation in internship programs, the importance of various factors in selecting students for internships, the importance of various courses to be completed prior to doing a retail internship, and the amount of exposure interns should have to various activities during an internship.

Treatment of the Data

The data were treated in the following manner for comparison purposes. First, the responses were converted to numbered scores, one to five, in order to calculate mean scores. ANOVA and Fisher's LSD were used to test for significant differences between the various groups compared for each item of the questionnaire. The mean scores were also used to construct rank order tables for comparing some groups. Chi-Square analysis of distribution was done to compare the various groups on the percent rating items 2-26 three or higher and items 27-59 four or

higher. A $p < .05$ level of significance was used to test for differences in groups.

Research Questions

Five research questions were addressed in the presentation of the findings of this study. Four of these five questions involved a number of comparison groups.

Research question number one was: "To what extent are selected school characteristics perceived as important to retailers in selecting schools with which to participate in internship programs and are there differences in the perceptions among the following groups: a) department, specialty, and discount stores, b) chain and non-chain stores, c) main office and branch stores?" Quality of the fashion retailing curriculum and proximity of the school to the store were the highest and second highest rated factors. The other factors had means below 3.0 indicating little or no importance. Of the seven factors concerning participation, department, specialty, and discount stores differed on two factors: status of the college and proximity of the school to the store. Chain and non-chain stores differed on two factors: preference to work with two-year private colleges and preference to work with community colleges. Main and branch stores did not differ on the participation factors.

Research question two was: "To what extent are selected intern selection criteria perceived as important by retailers, and are there differences in the perceptions among the following groups: a) department, specialty, and discount stores, b) chain and non-chain stores, and c) main office and branch stores?" The highest rated factor in intern

selection by retailers was personality, with activities and leadership rating second. Major, experience in retailing and grade point average were the third, fourth and fifth rated factors, respectively. All five factors had means above 3.0 indicating they were important. The only difference between department, specialty, and discount stores was in the rating of activities and leadership. Chain and non-chain stores differed only in their rating of retail experience. Main and branch stores did not differ in their ratings of intern selection factors.

Research question three was: "To what extent are selected courses perceived as important to have been completed prior to a retailing internship, and are the perceptions different among the following groups: a) department, specialty and discount stores, b) chain and non-chain stores, c) main and branch stores, d) retailers and educators supervising internships, and e) supervising faculty and central cooperative education administrators?" The highest rated course, of the twelve, by retailers and educators was communications. Management and merchandising were the other two courses rated by both groups above 3.5, cutoff for very important. The only course rated below 3.0 was computers. The other courses were all rated above 3.0, the response indicating "important." Department, specialty, and discount stores differed in their ratings of the retailing, math, computer and textile courses. Chain and non-chain stores differed in their ratings of communications and management courses. Main and branch stores differed only on their rating of a marketing course. Retailers and educators differed in that educators rated coursework higher, significantly on the retailing, marketing, fashion theory, computer, and display courses. The supervising

faculty and cooperative education administrators differed only on textiles and fashion marketing courses, the faculty rating the courses higher.

Research question four was: "What levels of exposure are perceived as appropriate for selected intern activities during a fashion retailing internship; and are there differences in the perceptions among the following groups: a) department, specialty and discount stores, b) chain and non-chain stores, c) main office and branch stores, d) retailers and college educators supervising internships, and e) supervising faculty and central cooperative education administrators?" The mean scores, by both retailers and educators, were above 2.8 on all 33 activities, indicating that interns should have some exposure to all of the activities listed. Retailers rated fifteen, educators rated seventeen of the 33 activities over 3.5, the cutoff point for considerable or extensive exposure.

Department, specialty and discount stores differed on the following eight activities: identify target customers, observe customer reactions and report to buyer, create displays, evaluate displays, assist buyer in drawing up a buying plan, help with fashion show preparations, interpret a balance sheet and profit and loss statement, and conduct part of a sales meeting.

Chain and non-chain stores differed on thirteen activities. Non-chain stores more often rated the activities higher. The activities with differences were: rearrange sales floor, create displays, compute markups, carry out markdowns, transfer merchandise between stores, assist buyer in drawing up a buying plan, assist buyer in selecting merchandise, plan and carry out reorders, assist in planning advertising

campaigns, select merchandise for ads, review ad layouts, help with fashion show preparations, and supervise salespeople.

Main and branch stores differed on these eight activities: carry out markdowns, assist buyer in drawing up a buying plan, assist buyer in selecting merchandise, assist in planning and carrying out reorders, assist in planning ad campaigns, assist in selecting merchandise for ads, supervise salespeople and conduct part of a sales meeting. The main offices rated the activities related to the buyer higher; the branch stores rated the activities related to the manager higher.

Retailers and educators differed on ten of the 33 activities. The activities retailers rated higher were: develop an effective selling technique, rearrange the selling floor, create displays, check in new merchandise, carry out markdowns, count and fill in stock and conduct inventory. The activities rated higher by educators were: assist buyer in drawing up a buying plan, assist buyer in selecting merchandise, and interpret a balance sheet and profit and loss statement. The activities retailers rated higher, by either the mean or distribution comparison, related to daily activities on the sales floor. The activities rated higher by educators related to duties of the buyer.

Supervising faculty and cooperative education administrators supervising interns differed on the amount of exposure for interns on only four activities. Faculty teaching related subjects and supervising interns rated the following activities higher: check in new merchandise, compute markups, compute stock turns and compute discounts.

Research question five was: "Do department, specialty, and discount stores differ with respect to expressed interest in internship

participation?" No significant differences were found between department, specialty and discount stores in interest in participating in an internship program.

Chapter five presents the summary, conclusions and recommendations from the study.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study addressed some of the problems of retail internships by assessing the attitudes of retailers and educators. The attitudes concern school characteristics influencing retailer participation in internships, intern selection criteria, coursework important to be completed prior to internships to maximize the experience, and activities that should be included in retail internships.

Purpose

The purposes of this study were to:

1. Provide information which will facilitate the development of meaningful and realistic internships for fashion merchandising students;
2. determine the degree of agreement between retailers and educators concerning internships; and
3. determine if different types of retailers have different attitudes toward internship experiences.

It was felt that with a better understanding of each others' attitudes, retailers and educators could more easily communicate and negotiate realistic and relevant internships for students.

In order to achieve the purposes of the study, answers were sought to the following questions:

1. To what extent are selected school characteristics perceived as important to retailers in selecting schools with which to participate in internship programs; and are there differences in the perceptions among the following groups?
 - a. Department, specialty, and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
2. To what extent are selected intern selection criteria perceived as important by retailers and are there differences in the perceptions among the following groups?
 - a. Department, specialty, and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
3. To what extent are selected courses perceived as important to have been completed prior to a retailing internship and are the perceptions different among the following groups?
 - a. Department, specialty, and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
 - d. Retailers and college educators supervising interns
 - e. Supervising faculty and central cooperative education administrators
4. What levels of exposure are perceived as appropriate for selected intern activities during a retailing internship; and are there differences in the perceptions among the following groups?

- a. Department, specialty, and discount stores
 - b. Chain and non-chain stores
 - c. Main office and branch stores
 - d. Retailers and college educators supervising interns
 - e. Supervising faculty and central cooperative
education administrators
5. Do department, specialty, and discount stores differ with respect to expressed interest in internship participation?
-

Procedures

The population for this study included all large retail organizations and a random sample of small retail organizations and all four-year colleges offering fashion merchandising or cooperative education programs in the state of California. The sample included 172 retailers and 24 educators.

The research instruments were developed by the researcher. Part of the questionnaires were adapted from part of an instrument developed by Coates (1971) and used by Fishco (1977) and Mariotz (1980). Questions 9 through 59 were the same on the retailer and educator questionnaires to facilitate comparisons. Respondents were asked to rate the importance of the items given in the first 26 items and the level of exposure needed or possible for the activities given in items 27 through 59.

The data were analyzed in the following manner.

1. Responses were converted to numbered scores, one to five.
2. ANOVA and Fisher's LSD were applied to test for significant differences between the various group means, compared for each item on the questionnaire.

3. Means were used to construct rank order tables for comparing educators and retailers.
4. Chi-Square analysis of distribution was applied to compare the various groups on the percent of various groups rating items 2-26 three or higher and items 27-59 four or five.

A .05 level of significance was used to test for differences in groups.

Findings

The research questions of the study were addressed in terms of the findings.

School Characteristics. Of the seven items rated by retailers concerning school characteristics influencing retailer participation with schools in internship programs, only two had means above 3.0, indicating that they were important, very important, or essential. The highest rated criteria was quality of the fashion retailing curriculum. The second highest rated criteria for participation was proximity of the school to the store (preference the school be within 25 miles). Status of the college was the third highest rated criteria for retailers overall. Preferences to work with two-year private, community or four-year colleges fell into the "little importance" range, although preference to work with four-year colleges was strongest.

Some differences were found in the comparison groups concerning criteria of participation in internships. Department, specialty, and discount stores differed concerning status of the college and proximity of the school to the store, discount stores rating these criteria lower. Chain stores rated preference to work with two-year private colleges higher than non-chain stores who rated preference to work with community

colleges higher. Main and branch stores did not differ in their ratings of participation criteria.

Intern selection criteria. Personality, activities and leadership, major related to retailing, experience in retailing, and grade point average, the five intern selection criteria rated, all had overall means above 3.0, indicating they were important, very important, or essential. The order in which they are listed above was the order of importance by mean, personality being rated highest. The only difference between department, specialty and discount stores on intern selection criteria was that department stores rated activities and leadership higher than discount stores. Chain stores differed from non-chain stores only in their higher rating of experience in retailing. Main and branch stores did not differ in their ratings of intern selection factors.

Prerequisite courses. All twelve of the courses rated had means above 2.7, indicating some importance. The courses rated 3.5 or higher by both educators and retailers, indicating very important or essential, were communications/human relations, merchandising and management.

Some differences were found between retail comparison groups concerning prerequisite courses. Department, specialty, and discount stores showed some differences on five of the twelve courses. Department stores rated computer and math or accounting courses higher. Specialty stores rated retailing, textiles, and display courses higher. Comparing chain and non-chain stores, chain stores rated the communications and management courses more important. Marketing was the only course rated different by main office and branch stores, main office rating it more important.

Educators rated retailing, marketing, fashion theory, computer, and display courses significantly higher than retailers. The educator comparison groups differed only on textile and fashion marketing courses, supervising faculty rating them more important than cooperative education coordinators.

Activities. For all 33 activities, rated for level of exposure needed or possible, the means were above 2.8, indicating that interns should have some exposure to all of the activities. Retailers rated fifteen, educators rated seventeen, of the 33 activities over 3.5, the cutoff point for considerable or extensive exposure. The activities to which both retailers and educators felt interns should have considerable or extensive exposure were:

- . Develop an effective selling technique.
- . Observe and report to buyer/manager consumer reactions to merchandise.
- . Interpret stock control information.
- . Assist and supervise other salespeople concerning selling, merchandise information, etc.
- . Identify various types of target customers and recognize psychological buying motives and needs of customers.
- . Compile and analyze customer want lists and discuss with buyer/manager.
- . Attend managers/buyers meetings.
- . Conduct part of a sales meeting on product, fashion or other information.
- . Shop competition for buyer/manager.

Department, specialty and discount stores differed on eight of the 33 courses. Specialty stores rated identify target customers and evaluate displays higher than department stores and observe and report to buyer higher than discount stores. Specialty stores rated help with fashion show preparations, interpret a balance sheet and profit and loss statement, and conduct part of a sales meeting higher than both department and discount stores. Department stores rated create displays lower. Discount stores rated assist buyer in drawing up a buying plan lower.

Chain and non-chain stores differed on thirteen of the 33 activities. Chain stores rated the following activities higher:

- . Rearrange sales floor.
- . Carry out markdowns.
- . Transfer merchandise between stores.
- . Assist and supervise other salespeople.

Non-chain stores rated the following activities higher:

- . Create displays.
- . Compute markups.
- . Assist buyer in drawing up a buying plan.
- . Assist buyer in selecting merchandise and quantities.
- . Plan and carry out reorders.
- . Assist in planning advertising campaigns.
- . Help select merchandise for ads and other promotions.
- . Review an ad layout for an advertised item.
- . Help with fashion show preparation.

Main office and branch stores differed on eight of the 33 activities an intern should experience. The activities rated higher by main

office stores all related to the functions of buyers, including:

- . Assist buyer in drawing up a buying plan.
- . Assist buyer in selecting merchandise and quantities.
- . Plan and carry out reorders.
- . Assist in planning advertising campaigns.
- . Help select merchandise for ads and other promotions.

Branch stores rated activities related to manager responsibilities higher, including:

- . Carry out markdowns.
- . Supervise other salespeople.
- . Conduct part of a sales meeting.

Retailers and educators differed on ten of the 33 activities. The activities rated higher by retailers relate more to daily activities on the sales floor, including:

- . Develop an effective selling technique.
- . Rearrange merchandise presentation on floor.
- . Create displays.
- . Check in new merchandise.
- . Carry out markdowns.
- . Counting and filling in stock.
- . Conduct inventory.

The activities rated higher by educators were related to the buyer's job, including:

- . Assist in drawing up a buying plan.
- . Assist in selecting merchandise and quantities.
- . Interpret a balance sheet and profit and loss statement.

Supervising faculty and cooperative education administrators supervising interns differed on only four of the activities to which interns should be exposed. Faculty supervising interns rated the following activities higher:

- . Check in new merchandise.
- . Compute markups.
- . Compute stock turns.
- . Compute discounts.

Retailer interest in participating in internship programs. Department, specialty and discount stores did not differ significantly in their interest in participating in internship programs. The overall percentage of retailers indicating that they would be interested in participating in internship programs was 48.3 percent.

Discussion of Findings in Relation to Review of the Literature

Retailer participation in internships. The findings of this study concerning retailer participation in internships suggest some inconsistency with previous studies on two items. The items are proximity of the school to store and preference to work with four-year colleges.

Horridge (1980) found that most stores participating in internships were not in the same town as the school. Yet, in this study 76.8 percent of the retailers indicated important, very important or essential that the school be within 25 miles of the store. Proximity of the school to the store (preference that the school be within 25 miles) was the second highest rated criteria for participation. One reason for the difference in results may be populations. This study concerns California retailers, whereas Horridge's study was nationwide. Many of the big

home economics programs are in the midwestern United States, and demographics may be influential.

Beery's study (1980) showed department stores strongest in requiring a four-year degree for hiring graduates into management programs and positions. However, while department stores showed a preference to work with four-year colleges, there were no significant differences found in this study in the number of department, specialty, and discount stores preferring to participate in internship programs with four-year colleges.

It would seem that if department stores were more interested in employing four-year college graduates for management positions they might also have a stronger preference than specialty and discount stores to have interns from four-year colleges. It may be that department stores are just as willing to give two-year college students opportunities for internships, but perhaps at a different level of exposure, or assume that many of the two-year college students go on to complete four-year degrees.

Prerequisite coursework. While no studies were found in the literature asking retailers what courses they prefer interns to complete prior to an internship, it is interesting to compare the results of this study with the competencies retailers feel that graduates seeking management positions should possess. The five major competencies the literature showed were important in graduates are likely to be covered in the three most important courses this study found interns should take prior to the internship. The abilities to supervise, lead, and problem solve would be likely to be objectives of management courses. The ability to make business decisions would be sharpened in management and

merchandising courses. The ability to demonstrate effective human relations would be increased in communications or human relations courses.

The Horridge study (1980) found textiles, marketing and clothing construction the most common prerequisites to retail internships. This study showed communications, merchandising and management to be the most desired prerequisites.

Activities. This study identified nine activities that retailers and educators both felt interns needed to be exposed to considerably or extensively. These were compared to Cole's study (1974) of the activities on which retail merchandisers spent great amounts of time. The greatest amount of time, Cole found, was spent on planning, evaluating and merchandising, with large amounts of time also spent on personnel supervision and merchandise procurement. While six of the nine activities rated high by both retailers and educators relate to the activities that merchandisers were found to spend great amounts of time on, none of the activities related to promotion and merchandise procurement were felt important for considerable or extensive exposure for interns by retailers.

The comparison of department, specialty and discount stores on activities an intern should experience, in this study, tends to agree with the results of other studies concerned with what different types of retailers do and think is important in retail education. Beery (1980) and Carmichael (1969) studied differences in types of retailers.

Beery found that specialty stores tend to rate all competencies (needed by retail graduates) more important than department stores. The

reason suggested for this difference is that specialty store personnel often have to perform more functions than their department store counterparts. Carmichael found it to be true that midmanagement level employees in department stores perform fewer types of activities than other store types. The results of this study follow Beery's and Carmichael's in that specialty store retailers felt that interns needed greater exposure to more activities than department and discount stores.

In comparing retailers' and educators' views concerning activities that interns should experience, the findings of Mariotz and this study are compatible. Mariotz found agreement on the relative importance of 25 of 29 activities; this study found agreement on 23 of 33 activities. In both studies retailers rated items related to selling techniques higher while educators rated items related to promotional planning higher.

Previous research differed on the issue of agreement by retailers and educators concerning retail education. Some studies found considerable agreement; others found considerable disagreement. This study overall found considerable agreement between retailers and educators.

Conclusions

To the extent that the members of the samples involved in this study were representative of their respective populations and answered the questionnaires honestly, a number of conclusions may be drawn from this study.

1. It was concluded that the factors most important in influencing a store to participate in an internship program are, in order of importance, quality of the fashion retailing curriculum,

proximity of the school to the store, and status of the college. It is recommended that educators involved with internship programs should be concerned with and constantly striving to improve the quality of the retailing curriculum on their campus.

2. It was concluded that while the major in college related to ~~retailing is important in selecting interns, personality,~~ activities and leadership are more important to retailers. Educators should advise students who are interested in or required to do internships in retailing to concentrate not only on coursework but also have some involvement in activities that will broaden their backgrounds and give them opportunities to become involved in leadership roles.
3. It was concluded that while students should be encouraged to complete as many as possible of the twelve courses before doing an internship, the most important courses to be completed prior to an internship are communications or human relations, management, and merchandising. Students interested in doing internships in specialty or discount stores should also complete merchandise display; while those interested in department store internships should complete math or accounting prior to the internship.
4. It was concluded that retailing internships should be structured to include some exposure to all 33 of the activities rated in this study. It can be expected that the most exposure will be working on the floor (developing sales techniques, understanding the store's target customers, and supervising

other salespeople) and working with the buyer and/or manager (discussing customer reactions to merchandise and want lists, interpreting stock control information, attending management meetings and conducting part of sales meetings).

5. It is reasonable to conclude that all types of fashion retail stores may be equally interested in internship programs.

Internship supervisors should be open to considering intern-
ships in different types of stores, depending on the individual store and the student's background and goals.

6. It was concluded that department, specialty, and discount stores agree on the importance and exposure needed to most of the 59 items concerning retail internships. Of those courses in which there was a significant difference, department stores seemed more concerned with analytical skills, specialty stores with product information and general understanding of retailing. Concerning activities, specialty stores indicate that more exposure is needed to a wider variety of activities. The data indicate that internships in specialty stores may offer more variety of types of activities if retailers actually give the exposure that they say is important.
7. It was concluded that chain and non-chain stores, while agreeing on 41 of the 59 items rated, show the most differences of all the groups compared. Non-chain stores (organizations with fewer than six stores) rate a wider variety of internship activities high. If retailers actually do give more exposure to interns for the activities they rate higher, organizations of fewer than six stores may give the intern a broader

experience, unless the internship is done in the main store or office.

8. It was concluded that main office and branch stores agree on most aspects of the retail internship. Of the items where there were significant differences, most concerned activities, with main offices rating activities related to the buyer as needing more exposure. Branch stores rated items related to the manager's position. Students looking toward careers in buying should do internships through the main store or office, while students interested in department or store management careers may have a slight advantage in branch stores if retailers give more exposure to the activities they indicated needed more exposure.
9. It was concluded that retailers and educators agree on most of the prerequisite courses and activities of an internship. Educators rated four courses higher, not a surprising result since they teach the courses.

Of the activities that retailers and educators differed on, retailers tended to stress daily activities on the sales floor, reflective of the philosophy that everyone must start at the bottom and experience all aspects of the store to be successful in management careers. The items that educators rated higher were related to the buyer's responsibilities. This is reflective of the interest of most fashion merchandising students in buying careers. Educators seem to want interns to be given more exposure to buyer activities than retailers feel is needed or possible. It is recommended that educators supervising

interns should discuss the level of exposure a student will be given to buyer related activities with stores taking interns to make clear their expectations and to understand the exposure the retailer is willing to give the student prior to finalizing the internship plan. A well planned internship can take the guesswork out of the amount of exposure interns will receive to the various activities.

10. It was concluded that supervising faculty and cooperative education administrators supervising internships are in strong agreement on the various aspects of retail internships studied. Of all the comparison groups studied, there was least difference in these two groups.

Recommendations for Further Study

As a result of the findings, the following recommendations are presented for further study:

1. A follow-up study similar to this one should be done in five years to determine if changes in attitudes have occurred.
2. A comparison of what different types of retailers say is important in internships and the kind of activities students are exposed to during internships in different types of stores would help determine if retailers actually carry through their attitudes expressed here.
3. It could be determined if retailers actually use the criteria they say is important, in selecting interns, by sending the same student to interview with stores for internships and varying the

credentials and personality characteristics exhibited for different interviews. This could be compared with answers on a survey mailed separately to the stores.

4. An internship manual could be developed from the findings of this research.
5. A follow-up study should be done comparing the career success and speed of career advancement of former graduates of fashion merchandising programs who have and have not done retail internships, to determine the effect of retail internship on career advancement.
6. It would be useful to conduct a study similar to this one for internships in fashion manufacturing industries. This could help in setting up design and merchandising interships in fashion manufacturing.
7. A study could compare the attitudes of educators from different types of colleges (such as four-year, two-year, private, and community colleges) concerning retail internships. It might determine if the needs of each type of school could best be met by different types of retailers.
8. Research should be done to identify the attitudes of retail students concerning retail internships to determine the pre-requisites and activities that they perceive as important for a retail internship.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

Adams, Frank and Clarence Stephens. College and University Work Program: Implications and Implementations. Carbondale: Southern Illinois University Press, 1970.

Duncan, Delbert and Stanley Hollander. Modern Retailing Management. Homewood: Richard D. Irwin, 1977.

Gillespie, Karen and Joseph Hecht. Retail Business Management. New York: McGraw-Hill, 1977.

Guide to California Colleges and Universities. Sacramento: California Postsecondary Education Commission, 1983.

Jarnow, Jeannette, Beatrice Judelle, and Miriam Guerreiro. Inside the Fashion Business, New York; John Wiley and Sons, 1981.

Keene, Roland, Frank C. Adams, and John C. King, eds. Work and the College Student. Carbondale: Southern Illinois University, 1976.

Knowles, Asa. Handbook of Cooperative Education. San Francisco: Jossey Bass, 1971.

Sheldon's Retail Directory. New York: Phelon, Sheldon and Marsar, Inc., 1983.

Wanat, John, and Margaret Snell. Cooperative Vocational Education. Springfield: Charles C. Thomas, 1980.

Wilson, James W. and Edward H. Lyons. Work Study College Programs. New York: Harper, 1961.

Articles, Periodicals and Journals

"Career Planning: Logical Approach to Better Utilization of Employees." Personnel News and Reviews, VIII (Spring 1978), p. 16-20.

Fishco, Robert M. "Focus on Mid-Management Needs." Stores, January 1977, 26-31.

Gillespie, Karen R. "What Do Retailers Recommend for Potential Merchants?" Journal of Retailing, 38 (Spring 1962), 1-15.

Gillespie, Karen R. "Retail Executives Rate College Courses." Journal of Retailing, 36 (Fall 1960), 163-173.

Greenwood, Kathryn and Peggy Meszaros. "Internships in University and College Home Economics Units." The Home Economist, 2 (1983), 93-97.

Harper, L. J. "Home Economics in Higher Education: Status and Trends 1980." Journal of Home Economics, 17 (Spring 1981), 14-18.

Horridge, Patricia, Myra B. Timmons, and Jane Geissler. "Student Work Experience: A Realistic Approach to Merchandising Education." College Student Journal, 14 (Spring 1980), 48-53.

Hudson, Joseph L. "What Should Be Emphasized in Retail Education?" Journal of Retailing, 54 (Fall 1978), 67-70.

Hursh, B. and Lenore Borzak. "Toward Cognitive Development through Field Studies." The Journal of Higher Education (January 1979), 68-77.

"Is College Imperative?" Stores, 59 (January 1977), 20.

Johnson, Lydia and Mary Ruth Swope, "Facts About Curricula in Home Economics." Journal of Home Economics, 64 (February 1972), 11-17.

Keith, Lisa. "The Renaissance Retailer." Retail Week, March 15, 1981, pp. 24-34.

Lazarus, Fred. "Can Academic Training of Retailers be Improved?" Journal of Retailing, 54 (Fall 1978), 71-76.

Lupton, Keith. "Federal Legislation and Cooperative Education," Journal of Cooperative Education, 7 (November 1971), 46-48.

McMullen, William J., "The Impact of Title VIII Funding on Operational Characteristics of Two and Four Year Cooperative Education Programs." Journal of Cooperative Education, 18 (Fall 1981), 67-68.

Page, Norman, Richard Wiseman, and Daniel Crany. "Predicting Students' Benefits from Cooperative Education." Journal of Cooperative Education, 18 (Winter 1981), 31-43.

Perenich, Theresa. "Field Experience Study In A Traditional Setting." Alternative Higher Education, 3 (1978), 99-103.

Snell, Margaret. "A Comparison of Employers of Cooperative Work Experience Education Programs on the Secondary and Post Secondary Education Levels." Journal of Cooperative Education, 17 (Spring 1981), 20-25.

Strawbridge, G. Stockton. "Common Denominators Among Successful Retailers." Journal of Retailing, 54 (Fall 1978), 84-86.

"The Discounter Psyches Himself." Department Store Economist, July-August 1975, pp. 23-27.

Swerdlow, Robert A. "Retail Education in Four-Year Institutions: What Does the Future Hold?" Journal of Retailing, 54 (Fall 1978), 40-42.

"Where Will Future Retail Management Come From?" Stores, 59 (January 1977), 26-27, 29, 46.

Unpublished Materials

Basseri, Jamshid. "A Design for Cooperative Merchandising Mid-Management Training in the California Public Community College." Diss. Univ. of California, 1970.

Beery, Kathleen. "Midmanagement and Entry Level Fashion Merchandising Competencies." Diss. Iowa State Univ., 1980.

Carmichael, John. "An Analysis of Activities of Middle Management Personnel in the Retail Trade Industry with Implications for Curriculum Development in Post-Secondary Institutions." Diss. Michigan State Univ., 1968.

Coates, Sue. "College Level Education in Retailing: A Comparison of Perceptions of Retail Employment Executives and Retail Educators." Diss. Univ. of Missouri, 1971.

Cole, R. M. "An Evaluation of the Fashion Merchandising Program at Florida State University by the Graduates, Participating Stores, and Clothing and Textiles Faculty, December 1969 through December 1973." Thesis Florida State Univ., 1974.

Fishco, Robert M. "A Comparison of the Training Needs of Potential Mid-Management Retail Executives as Perceived by Retail Presidents or Vice-Presidents and Retail Employment Executives of Retail Department Stores." Diss. Temple Univ., 1976.

Greenwood, Kathryn. "Directions in the Development of Fashion Merchandising Curriculum in the '80s." Association of College Professors of Textiles and Clothing, Inc., Portland, Oregon, 1981.

Greenwood, Kathryn. "Systematic Approach to the Evaluation of a Fashion Merchandising Program With Guidelines for Student Work Experiences." Diss. Oklahoma State University, 1972.

Hamlin, Michael. A Graduate Evaluation of the Cooperative Education Program, Annandale Campus, and a Comparative Assessment of Two Year Cooperative Education and Non-Cooperative Education Graduates' Career Development for the Years 1974, 1975 and 1976. Final Report. ERIC ED 180 514, 1978.

Hampton, Robert. "Perceptions of Retailers and Retail Educators Towards Collegiate Retail Education in the California State Colleges." Diss. Stanford Univ., 1960.

Kelly, Betty. "A Comparison of Perceptions of Retail Employment Executives and Retail Educators on the Importance of Selected Areas of Competence

for College-Level Retail Programs." Dissertation Abstracts International, 40 (1980), 6165A.

- Kozma, John. "An Analysis of Job Training Stations in Cooperative Distributive Education Programs in Florida Community Colleges - Fall Semester 1977." Diss. Florida Atlantic Univ., 1978.
- LaGrange, Harriet. "Need for a Cooperative Retail-Training Program in Textiles and Clothing at Iowa State College." Thesis Iowa State Univ., 1957.
- LaSalle, K. J. "Retail Education: A Process Centered Cooperative Education Curriculum for Massachusetts Community Colleges." Dissertation Abstracts International, 34 (1974) 1647-A.
- Mariotz, Elizabeth. "An Assessment of Selected Cooperative Education Activities in Retail Management Programs in Four Year Colleges." Diss. Temple Univ., 1980.
- Meszaros, P. S. "Home Economics Internships: Networking to Bridge the Gaps." American Home Economics Association, Washington, D.C., 1979.
- Neal, Edith. "Effectiveness of Undergraduate Fashion Merchandising Programs Relative to Professional Preparation." Diss. Texas Women's Univ., 1981.
- Neiderpaum, Marion A. "A Study of the Educational Values of College Retail Work for Graduates in the Field of Retailing." Thesis Iowa State Univ., 1957.
- Risch, Ernest. "A Comparison of the Curricula of Instruction in Continental U. S. Four Year Colleges and Universities Designed to Prepare Students for Mid-Management Positions in the Retailing Industry as Perceived by Retailing Presidents, Vice-Presidents, and Retailing Employment Managers, with Implications for Curricula Analysis." Diss. Temple Univ., 1979.
- Rudd, Nancy. "Textiles and Clothing Curriculum: Current Trends and Future Outlook." Association of College Professors of Textiles and Clothing, Minneapolis, October, 1982.
- Scott, L. M. "Identification of Problems Encountered in Implementing Internships in Fashion Merchandising." Thesis Oklahoma State Univ., 1978.
- Simpson, E. M. "Evaluation and Revision of an Instructional Manual Utilized in a Fashion Work Experience Laboratory." Thesis Oklahoma State Univ., 1978.

APPENDIX A

RETAILER QUESTIONNAIRE

University Retail Internships Survey

Name of store _____ Main Store/Office _____ Branch Store _____
 Which classification best describes your store? _____ Department _____ Specialty _____ Discount _____
 How many stores does your organization have? _____ 1-5 _____ 6 or more _____
 How many employees does your store employ? _____ Less than 15 _____ 15-30 _____ More than 30

Definition of Internship - A temporary period of supervised work experience which is part of the formal curriculum preparing a student for a mid-management or higher level career in retailing.

Please answer the following questions concerning university retail internships which prepare students for mid-management or higher level careers in retailing. Respond by placing a check (✓) in the appropriate column.

	Essential	Very Important	Important	Little Importance	No Importance
1. How important do you feel an internship is to the program of a college student pursuing a mid-management or higher level career in fashion retail?					
If your store was participating in an internship program, how important would the following factors be in selecting schools with which to work?					
2. Status of the college					
3. Quality of fashion retailing curriculum.					
4. Proximity of school to store (preference that school be within 25 miles).					
5. Preference to work with 2 year private schools.					
6. Preference to work with community colleges.					
7. Preference to work with 4-year colleges.					
8. Preference to work with metropolitan rather than rural college.					
How important are the following student characteristics in selecting interns?					
9. Personality					
10. Major in college related to retailing					
11. Grade point average					
12. Activities and leadership					
13. Experience in retailing					
How important do you feel the following courses are for a student to complete prior to the internship to maximize the experience?					
14. Retailing structure and strategy					
15. Marketing					
16. Merchandising					
17. Math or accounting					
18. Computer					
19. Advertising and/or promotion					
20. Fashion theory					
21. Textiles					
22. Communications/human relations					
23. Merchandise display					
24. Fashion Marketing					
25. Management					
26. How important do you think it is for junior or senior students to be given more management experience during an internship than freshman/sophomore students?					

*Please turn page and note changes in answer format.

Level of Exposure
Needed and/or Possible

Please indicate how much exposure to the following activities you feel University retailing interns should experience during an internship to prepare them for mid-management or higher level careers in retailing. Respond by placing a check (✓) in the appropriate column.

	Extensive	Considerable	Some	Limited	None
27. Identify various types of target customers and recognize psychological buying motives and needs of customers.					
28. Develop an effective selling technique.					
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.					
30. Counting and filling in stock					
31. Interpret stock control information.					
32. Conduct inventory.					
33. Observe and report to buyer/manager consumer reactions to merchandise.					
34. Compile and analyze customer want lists and discuss with buyer/manager.					
35. Shop competition for buyer/manager.					
36. Rearrange merchandise presentation on the sales floor.					
37. Create window or interior displays.					
38. Evaluate and discuss window and interior displays with management.					
39. Check in new merchandise.					
40. Record outstanding orders.					
41. Compute markups.					
42. Return merchandise to vendors.					
43. Carry out markdowns.					
44. Conduct transfer of merchandise between stores.					
45. Assist buyer in drawing up a buying plan.					
46. Assist buyer in selecting merchandise and estimating quantities.					
47. Assist in planning and carrying out reorders.					
48. Assist in planning advertising campaigns.					
49. Help select merchandise for ads and other promotions.					
50. Review an ad-layout for an advertised item.					
51. Conduct a follow-up or report on customer reaction to an ad.					
52. Help with fashion show preparations.					
53. Compute stock turns.					
54. Compute cash, quantity, trade and functional discounts.					
55. Interpret a balance sheet and profit and loss statement.					
56. Supervise stock keeping.					
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.					
58. Attend managers/buyers meetings.					
59. Conduct part of a sales meeting on product, fashion, or other information.					
60. Has your store participated in internship programs with any universities? __ Yes __ No					
61. Would your store be interested in participating in an internship program? __ Yes __ No					

Thank you for your valuable time and opinions. If you would like to receive a copy of the results of this study, please indicate so by giving your name and address below.

APPENDIX B

EDUCATOR QUESTIONNAIRE

University Retail Internships Survey

Name of College _____

What department are you associated with?

____ Home Economics or fashion related

____ Campus Cooperative Education Office

____ Other (please specify) _____

Does your department offer internship experiences to students in retailing related majors?

____ Yes

____ No

Please answer the following questions concerning university retail internships which prepare students for mid-management or higher level careers in retailing. Respond by placing a check (✓) in the appropriate column.

	Essential	Very important	Important	Little importance	No importance
1. How important do you feel an internship is to the program of a college student pursuing a mid-management or higher level career in fashion retail?					
How important would you rate your preference to have students do internships with the following types of stores?					
2. Department stores					
3. Specialty stores					
4. Discount stores					
5. Stores part of a chain of 6 or more stores.					
6. Stores with no more than 5 stores.					
7. Small stores employing less than 15 people.					
8. Larger stores employing more than 15 people.					
How important do you feel the following student characteristics are to retailers in selecting interns?					
9. Personality					
10. Major in college related to retailing.					
11. Grade point average					
12. Activities and leadership					
13. Experience in retailing					
How important do you feel the following courses are for a student to complete prior to the internship to maximize the experience?					
14. Retailing structure and strategy					
15. Marketing					
16. Merchandising					
17. Math or accounting					
18. Computer literacy					
19. Advertising and/or promotion					
20. Fashion theory					
21. Textiles					
22. Communications/human relations					
23. Merchandise display					
24. Fashion Marketing					
25. Management					
26. How important do you feel it is for junior or senior students to be given more management experience than freshman/sophomore college students?					

*Please turn page and note changes in answer format.

Level of Exposure
Needed and/or Possible

Please indicate how much exposure to the following activities you feel University retailing interns should experience during an internship to prepare them for mid-management or higher level careers in retailing. Respond by placing a check (✓) in the appropriate column.

	Extensive	Considerable	Some	Limited	None
27. Identify various types of target customers and recognize psychological buying motives and needs of customers.					
28. Develop an effective selling technique.					
29. Complete various customer transactions such as sales, layaway, credit, special order, etc.					
30. Counting and filling in stock.					
31. Interpret stock control information.					
32. Conduct inventory.					
33. Observe and report to buyer/manager consumer reactions to merchandise.					
34. Compile and analyze customer want lists and discuss with buyer/manager.					
35. Shop competition for buyer/manager.					
36. Rearrange merchandise presentation on the sales floor.					
37. Create window or interior displays.					
38. Evaluate and discuss window and interior displays with management.					
39. Check in new merchandise.					
40. Record outstanding orders.					
41. Compute markups.					
42. Return merchandise to vendors.					
43. Carry out markdowns.					
44. Conduct transfer of merchandise between stores.					
45. Assist buyer in drawing up a buying plan.					
46. Assist buyer in selecting merchandise and estimating quantities.					
47. Assist in planning and carrying out reorders.					
48. Assist in planning advertising campaigns.					
49. Help select merchandise for ads and other promotions.					
50. Review an ad-layout for an advertised item.					
51. Conduct a follow-up or report on customer reaction to an ad.					
52. Help with fashion show preparations.					
53. Compute stock turns.					
54. Compute cash, quantity, trade and functional discounts.					
55. Interpret a balance sheet and profit and loss statement.					
56. Supervise stock keeping.					
57. Assist and supervise other salespeople concerning selling, merchandise information, etc.					
58. Attend managers/buyers meetings.					
59. Conduct part of a sales meeting on product, fashion, or other information.					

Thank you for your valuable time and opinions. If you would like to receive a copy of the results of this study, please indicate so by giving your name and address below.

APPENDIX C

LETTERS OF TRANSMISSION

California State University, Chico
Chico, California 95929-0002

Department of Home Economics
(916) 895-6805



January 20, 1984

Dear Retail Executive:

This letter is to ask for your participation in a research study concerning fashion retailing internships for university students. Your assistance is requested whether or not you have had experience with internships. Internships are a temporary period of supervised work experience that are a part of the formal college curriculum preparing students for mid-management or higher level careers in retailing. Internships allow students the opportunity to blend theoretical and on-the-job training under the supervision of the college and employers.

The purposes of the current study are to (1) provide information that will facilitate development of relevant retailing internships for university students, and (2) identify competencies that should and can be learned on the job during internships. It is hoped that the results of this study will help universities in California with fashion merchandising and retailing programs to prepare more competent executive candidates for the retailing industry.

Because of your expertise and experience in retailing, your perceptions are vital to this study. If you will take ten minutes to complete the enclosed survey, your cooperation will enhance this study. Please feel free to make comments on the questionnaire or not answer any questions that you feel are inappropriate. Individual responses will be confidential. The perceptions of retailers as a group will be summarized. If you feel that another person in your store organization is in a better position to answer the questionnaire, please forward it to that person.

Your contribution to this study will be most helpful. If you are interested in receiving the results of this study, please indicate so by including mailing information at the end of the questionnaire. Please return the questionnaire in the self-addressed stamped envelope by February 3, 1984.

Sincerely,

Gwen Sheldon

GS:k1

California State University, Chico
Chico, California 95929-0002



Department of Home Economics
(916) 895-6805

January 20, 1984

Dear Professor:

The enclosed questionnaire is part of a research study on fashion retailing internships for university fashion retailing students. The purposes of the study are to (1) provide information to retail educators that will facilitate development of relevant retail internships, and (2) identify activities that should and can be experienced on the job during retail internships. It is hoped that the results of the study will be useful to all university retail educators in California that are involved in the development and supervision of retail internships. Educators and retailers will be involved in the study.

Because of your expertise and experience supervising retail internships, your perceptions are vital to the study. If you will take ten minutes to complete the survey, your cooperation will enhance this study. Please feel free to make any comments on the questionnaire or not answer any questions that you feel are inappropriate. If you are not or have not supervised retail internships, please forward this survey to someone in your department who has supervised fashion retail internships.

Your contributions to this study will be most helpful. If you are interested in receiving a copy of the results of the study, please indicate so at the end of the questionnaire. Please return the questionnaire in the self-addressed, stamped envelope by February 3, 1984.

Sincerely,

Gwen Sheldon

GS:k1

California State University, Chico
Chico, California 95929-0002



Department of Home Economics
(916) 895-6805

February 7, 1984

Dear Retail Executive:

Help!!

The survey on University Retail Internships that I mailed to you on January 20, 1984 may have been lost on your desk! Your response is vital to this study.

Will you please take ten minutes to respond to the enclosed questionnaire and return it immediately in the prepaid return envelope? Please disregard this notice if you have already returned the questionnaire.

Thank you for your time and shared expertise.

Sincerely,

A handwritten signature in cursive script that reads "Gwen Sheldon".

Gwen Sheldon

California State University, Chico
Chico, California 95929-0002

Department of Home Economics
(916) 895-6805



February 10, 1984

Dear Cooperative Education Director:

Help!!

As an expert in the subject of internships, your response is of great importance to the research study that I am conducting on retail internships. I am enclosing another survey and envelope, in case the first one that I mailed did not arrive or is not easily accessible.

Will you please take ten minutes to fill out this survey and return it immediately in the self-addressed, stamped envelope provided? Your cooperation is deeply appreciated.

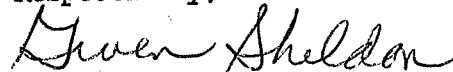
Respectfully,

Gwen Sheldon
Project Director

Recently you received a second survey on university retail internships. Your response to this survey is urgently needed whether or not you have ever had or plan to have any contact with an internship program. Your opinions will help in improving the quality of internship experiences for university students.

Your contribution to this research will be greatly appreciated.

Respectfully,

A handwritten signature in cursive script that reads "Gwen Sheldon".

Gwen Sheldon
Project Director
CSU, Chico

APPENDIX D

PARTICIPATING STORES AND SCHOOLS

Participating Schools

Cal Poly, San Luis Obispo
Cal Poly - Pomona
CSU, Chico
CSU, Fresno
CSU, Fullerton
Cal State Hayward
CSU, Long Beach
CSU, Los Angeles
CSU, Northridge
CSU, Sacramento
UOP
College Notre Dame
Fresno Pacific College
Humboldt State
Loma Linda University
Pt. Loma College
San Diego State University
S.F. State
San Francisco State University
Sonoma State University
UC, Davis

Participating Stores

Allison's Place	The Color Closet
Anita's	D's Fashions
Ascandal	Daughtrey's Department Store
Back Street	Desmond's
Bargain Boutique	Dimensions In Fashion
Beno's Inc.	Dorian's
Berkeley's	Dunlap's
Betty's	Elm's Inc.
Meyer Bistrin's Inc.	Emporium-Capwell
Blachman's Town and Country	Factory Outlet
The Black Cat	Fallis'
Bobbie Jean Store for Women	Famous Fashions
Bobbie Lynn Inc.	The Fashion
Boston Stores	Fashion Conspiracy
Bradley's	Fashions in Focus
Breits	Mark Fenwick Inc.
Britches and Boots	The First Street Store
Broadway Department Stores	Fit to A T
Malcolm Brock Co.	Charles Ford Company
Buffum's	Gabardine's
Bullock's	Gains Department Stores Inc.
Gene Burton Inc.	The Gap
California Apparel Shop	Gay Shops
Campbell's In The Village	Girl Talk
Carolines Dress Shop	Goldman's
Christine's Casuals	Gottshcalk's
Cindy's Fashion Shops	Gumps
City of Paris	Harbingers
The Clothes Horse	Harris and Frank Inc.
The Clothes Rack	Henshey's
Clothestime	Hess Department Store
Harry Coffee	Hilson's

Participating Stores (Continued)

Hink's	Marty's Clothiers
Hinshaw's Department Store	The May Company
John Hogan Company	Melody Dress Shops
Hughes Stores	Mercantile
Hydes	Mervyn's
Ivers Department Store	Middleton's
Jan's Tall Shop	Louis Miller Inc.
Jay's Department Store	Mr. G. Stores
Joel's	Morris Department Store
K-Mart	Mountain Heir
J. C. Penney Co., Inc.	Nonda's Plus
The Ladi Bug	Nordstrom
Lanz of California	Orchid Shoppe
Lavin Casuals	Osers
Samuel Leask and Son	The Pant Store
Levy Brothers	Paso Robles Mercantile
Lion Clothing Company	Personality Shoppe
Little Daisy	Port O'Call Pasadena
Livingston Brothers	The Princess Shoppe
Lollypop Tree	Raines Department Store
Macy's of California	Rasmussen's
Joseph Magnin	Derek Rayne Ltd.
Malnick's	Remar's
Male Box III	Renee's
Hubbub	Reni's
Chico General Store	Revelation
Antie Mame's	Rhubarb Jar
Pic-A-Dilly	Rich's
Mode-O-Day	Richards Town and Country
Margo	Riley's Inc.
Marcus	J. W. Robinson Co.
Mariels for M'Lady	Rosenberg's
Marlene's	Rosenthal's
Marsi's	Ross Stores Inc.
Mason Bender	Rude's Department Store

Participating Stores (Continued)

Ryan's Menswear

Saks 5th Avenue

Samanthas

Sather Gate Apparel

Sher-Lin's Fashions

Silverwood's

Sol's

Tina's Fashions

The Toggery

Tracy's Teen Boutique

Tucker Lee

Mark Twain Clothier's

The Utopian

Walker Scott Company

The Watermelon Seed

Weinstock's

The Wet Seal

The White House

Wild West Store

Windsor Fashions Inc.

Winger's Department Store

Fashion Express

Half or Less

The California Fit

Harmony and Lotus

I. Magnin

Woman's World Shops

Belmont Clothes

Clothes Direct

APPENDIX E

FREQUENCY TABLE FOR ALL RESPONSES
TO QUESTIONNAIRE ITEMS

Frequency Table for All Responses
to Questionnaire Items

Questionnaire Item #	Essential	Important	Very Important	Importance	Little Importance	No Answer
1.	62	66	51	12	1	4
2. Retailers*	4	38	67	48	14	1
Educators	3	13	6	0	0	2
3. Retailers	17	70	74	11	0	0
Educators	1	6	13		1	3
4. Retailers	24	60	41	33	11	3
Educators	1	5	11	2	1	4
5. Retailers	1	5	16	68	72	10
Educators	0	14	3	2	2	3
6. Retailers	4	9	26	66	56	11
Educators	0	5	10	2	3	4
7. Retailers	6	21	33	54	50	8
Educators	0	6	8	4	2	4
8. Retailers	2	9	17	61	73	10
Educators	0	13	4	1	2	4
9.	65	96	27			8
10.	21	54	81	35	4	1
11.	2	37	130	27		0
12.	23	84	68	17	2	2
13.	21	55	69	47	3	1

Frequency Table (Continued)

Questionnaire Item #	Essential	Important	Very Important	Importance	Little Importance	No Answer
14.	20	67	79	20	1	9
15.	24	60	79	28	1	4
16.	36	81	64	10	1	4
17.	29	58	80	24	3	2
18.	9	28	76	64	16	3
19.	10	57	81	37	6	5
20.	16	53	90	28	6	3
21.	19	39	85	44	6	3
22.	55	86	45	6	1	3
23.	19	64	81	26	3	3
24.	18	57	91	22	5	3
25.	38	78	57	18		5
26.	22	100	41	21	8	4
27.	43	101	41	4	2	5
28.	73	88	26	5	0	4
29.	58	82	49	4	1	2
30.	36	68	73	15	1	3
31.	54	88	46	5	1	2
32.	36	82	58	16	1	3
33.	54	103	29	8		2

Frequency Table (Continued)

Questionnaire Item #	Essential	Important	Very Important	Importance	Little Importance	No Answer
34.	38	94	50	11	1	2
35.	31	82	65	15	1	2
36.	58	82	44	8		4
37.	22	69	74	25	4	2
38.	21	74	73	22	4	2
39.	33	63	72	22	1	5
40.	22	57	67	38	8	4
41.	35	60	55	33	9	4
42.	19	50	68	50	6	3
43.	35	73	59	26	1	2
44.	23	54	77	26	7	9
45.	23	70	58	23	17	5
46.	26	76	51	24	14	5
47.	19	83	54	20	14	6
48.	18	55	75	28	15	5
49.	16	62	68	28	7	5
50.	9	53	85	29	15	5
51.	16	65	73	29	6	7
52.	5	60	70	45	11	5
53.	26	63	70	23	10	4

Frequency Table (Continued)

Questionnaire Item #	Essential	Important	Very Important	Importance	Little Importance	No Answer
54.	21	72	55	32	11	5
55.	35	64	44	29	20	4
56.	25	72	68	21	4	6
57.	58	78	47	6	2	5
58.	44	77	57	10	4	4
59.	33	76	62	15	2	8

*Note - Item Numbers 2-8 are different on the retailer and educator questionnaires. All other items are the same.