STUDENT AND EMPLOYER PERCEPTIONS OF CAREER
EXPECTATIONS AND GOALS IN RETAILING

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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The purpose was to investigate career expectations and goals of junior and senior fashion merchandising majors at North Texas State University and to compare findings with expectations for trainees of retail employers with executive training programs in the Dallas-Fort Worth Metroplex. The findings indicated that most female students are planning their career goals in business for the next five years. Students are confused as to what employee benefits they might receive at the entry level. College recruitment is an important method of hiring executive trainees. Length of training programs vary from six months to three years. At the time of the study, trainees could expect a beginning salary of nine to ten thousand dollars.
TABLE OF CONTENTS

LIST OF TABLES .................................................. v

Chapter

I. INTRODUCTION ................................................ 1
   Statement of the Problem
   Objectives
   Null Hypothesis
   Assumptions
   Limitations
   Delimitations
   Definition of Terms

II. REVIEW OF LITERATURE ..................................... 7
   Career Planning
   Application for the First Position
      Upon Graduation
   The Retail Organization
   Retail Executive Training Program
      Chain store training program
      Department store training program
      Specialty store training program
   Summary

III. PROCEDURE AND METHODOLOGY ............................ 27
   Sample Selection
   Data Collection Method
   Administration of the Instrument
   Analyses of Data

IV. RESULTS AND DISCUSSION ................................ 31
   Description of the Student Sample
   Description of the Student Questionnaire
      and Results Obtained
   Description of the Employer Sample
TABLE OF CONTENTS--Continued

<table>
<thead>
<tr>
<th>Description of the Employer Interview</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule and Results Obtained</td>
<td></td>
</tr>
<tr>
<td>Description of the Comparison of Student and Employer Responses</td>
<td></td>
</tr>
<tr>
<td>Summary of Findings</td>
<td></td>
</tr>
</tbody>
</table>

V. CONCLUSIONS AND RECOMMENDATIONS ........ 89

Conclusions
Recommendations

APPENDIX ........................................ 97

A. STUDENT QUESTIONNAIRE
B. SAMPLE COVER LETTER TO EMPLOYERS
C. EMPLOYER INTERVIEW SCHEDULE

BIBLIOGRAPHY ......................... 117
LIST OF TABLES

Table                                                                 Page

I. Courses in Which Students are Currently Enrolled or Have Completed in the School of Home Economics by Number and Percentage ..... 34

II. Areas of Opportunity in Retailing Ranked According to Interest by the Students ... 37

III. Student Career Goals Five and Ten Years After Graduation by Number and Percentage ..... 39

IV. Ultimate Career Goals of Fashion Merchandising Students by Number and Percentage ... 40

V. Characteristics Considered Most Important by Students in Making a Favorable Impression During a Job Interview by Number and Percentage ... 41

VI. Characteristics Considered Least Important in Making a Favorable Impression During a Job Interview by Number and Percentage ... 42

VII. Attributes Considered Most Important by Students for Success in Their Careers by Number and Percentage ... 43

VIII. Students Anticipated Weekly Hours in Retailing by Number and Percentage ... 44

IX. Students Anticipated Yearly Salaries in Retailing by Number and Percentage ... 46

X. Student Perceptions of Employee Benefits in Retailing by Number and Percentage ... 47
LIST OF TABLES--Continued

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI.</td>
<td>Geographical Areas of Store Recruitment for Executive Trainees by Number and Percentage</td>
<td>54</td>
</tr>
<tr>
<td>XII.</td>
<td>Employers Percentage Recruitment of Executive Trainees by College Interviews or Through Walk-Ins by Number and Percentage</td>
<td>55</td>
</tr>
<tr>
<td>XIII.</td>
<td>Average Number of Years Required for Executive Trainees to Reach Certain Retailing Positions</td>
<td>60</td>
</tr>
<tr>
<td>XIV.</td>
<td>Student and Employer Estimations for the Length of Executive Training Programs by Number and Percentage</td>
<td>71</td>
</tr>
<tr>
<td>XV.</td>
<td>Student and Employer Perceptions of Who Chooses the Departments for the Training Program by Number and Percentage</td>
<td>72</td>
</tr>
<tr>
<td>XVI.</td>
<td>Student and Employer Perceptions of Attributes That Make a Favorable Impression During a Job Interview by Number and Percentage</td>
<td>73</td>
</tr>
<tr>
<td>XVII.</td>
<td>Student and Employer Perceptions of the Attributes That Help Trainees Become Successful by Number and Percentage</td>
<td>75</td>
</tr>
<tr>
<td>XVIII.</td>
<td>Student and Employer Perceptions of the Importance of College Grades as a Predictor of Success in Retailing by Number and Percentage</td>
<td>76</td>
</tr>
<tr>
<td>XIX.</td>
<td>Student and Employer Perceptions of Weekly Hours in Retailing by Number and Percentage</td>
<td>77</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>XX. Student and Employer Responses to Re-location in Order to Receive a Promotion by Number and Percentage</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>XXI. Student and Employer Responses to What Employee Benefits an Executive Trainee Would Receive by Number and Percentage</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>XXII. Student and Employer Perceptions of Who Pays for the Employee Benefits by Number and Percentage</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>XXIII. Student and Employer Perceptions of Employee Discounts by Number and Percentage</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Fashion is fun; fashion is excitement; fashion is big business. Fashion is also a seemingly endless parade of career opportunities for those who want them and prepare for them.¹

Are the junior and senior merchandising students at North Texas State University realistically prepared for these career opportunities? Some of them have taken several courses in merchandising and are presently enrolled in field experience. For others, this is their first semester of retailing. This study was undertaken to discover the areas of the retail job that are confusing to merchandising students. The results of this study can be used by college teachers to correct those misunderstandings for their future merchandising students. Merchandising graduates in their first job often become disillusioned. The result is that in department stores executive trainee turnover remains high.

One major department store anticipates that more than sixty-five per cent of its male and

Eighty-five per cent of its female recruits will depart within five years of joining the store.\(^2\)

This points to an extreme example, but for each executive trainee who quits within five years, money is lost to the store. In 1967 the estimated cost of recruitment of one college graduate was $2000.00.\(^3\)

Retail stores could also benefit from this study by seeing the areas where students' expectations do not match the realities of the job. Retailers then will be able to change their recruiting questions and their training programs to present a more realistic picture of the jobs in retailing, and thus cut down on their executive turnover.

**Statement of the Problem**

The purpose of this study was to investigate the career expectations and goals of junior and senior fashion merchandising majors at North Texas State University, and to compare the findings with the expectations for the trainees of retail employers with executive training programs in the Dallas-Fort Worth metropolitan area.


\(^3\)Ibid., p. 19.
Objectives

The following objectives were used to guide the research of this study:

1) To determine the specific career expectations and goals of North Texas State University junior and senior fashion merchandising majors who responded to the researcher's questionnaire;

2) To describe the recruitment practices and executive training programs of selected Dallas-Fort Worth retail employers;

3) To compare student career expectations with the employer descriptions of the store career opportunities and training program.

Null Hypothesis

There is no significant difference between career expectations and goals of junior and senior merchandising students at North Texas State University and the career opportunities at selected retail stores in the Dallas-Fort Worth metropolitan area.

Assumptions

In conducting this study, the following assumptions were made:

1) It is possible to develop a questionnaire to test the
designated objectives of this study;

2) Realistic job goals for the college graduate entering retailing can be described.

**Limitations**

The results of this study were limited by the instrument used to gather the data and by the degree of feedback received from the respondents of the sample.

**Delimitations**

Prospective employers were limited to selected retail stores having executive training programs in the Dallas-Fort Worth Metroplex. Students included female junior and senior fashion merchandising majors at North Texas State University.

**Definition of Terms**

Because the terminology used in fashion merchandising is not always explicit, it is necessary to define certain terms as they apply to this study. Some of the major definition of terms from this study included:

*Career expectations*—the obligations and benefits of executive trainees as seen by the students and by the employers. Included in these obligations and benefits are salary levels, job mobility, attributes for success, and the frequency of advancement.
Department stores--a retail establishment employing twenty-five or more persons which sells merchandise in each of three categories: home furnishings, household linens and dry goods, and apparel and accessories for men, women and children.

Departmentalized specialty stores--a retail establishment that handles primarily merchandise within fairly narrow categories, such as women's apparel, men's apparel, women's accessories, home furnishings, shoes, and so on.

Executive training program--the retail store's orientation for newly hired executive trainees.

Field experience or internship--a supervised, productive and educationally meaningful work experience in a job which relates to the student's career objectives. In the fashion merchandising program at North Texas State University, the internship consists of 330 hours of supervised in-store work.

Major chain department stores--a group of retail stores that is centrally owned, each handling similar goods which are merchandised from a national or regional headquarters office.

Prospective employers--those personnel directors who hire fashion merchandising students as retail executive trainees for their store.
Related work experiences -- previous job or jobs associated with the retail field.

Retail executive trainee -- employee hired by a retail store with the intention of developing his potential for an eventual management or merchandising position.
CHAPTER II

REVIEW OF LITERATURE

This study is designed with a consideration of related literature in the following areas: 1) career planning; 2) application for the first position upon graduation; 3) the retail organization; 4) retail executive training programs.

Career Planning

During the last seventy years, the labor force in the United States gradually has shifted from being predominantly male to becoming more equally divided between the sexes. In 1947, 28.1 per cent of the labor force was female. By 1961, 33.4 per cent of the labor force was composed of women. In the first four months of 1976, the number of females, sixteen years old and over, employed in the United States was 37.7 million, which was 40.5 per cent of the total civilian labor force. By 1990, the Bureau of Labor Statistics projects that 49.3 million females will be employed—which will be 51.4 per cent of the total projected labor force.¹

Ninety per cent of the women reaching adulthood today will hold jobs at some time during their lives, whereas seventy years ago only one-half of their counterparts might have been expected to work. The adult woman of 1900 worked an average of eleven years. Today, the adult woman will work an average of twenty-five years.\(^2\)

As the female labor force continues to expand, another growing element in our economy is retailing. Burstiner, quoting the 1974 Statistical Abstract of the United States, stated that over twelve million individuals are currently employed in retail activities. They account for nearly fifteen per cent of our total work force. In 1973, retail sales passed the half-trillion dollar mark. More than ten per cent of this vast sum was attributed to department stores.\(^3\)

Current figures from the 1976 Statistical Abstract of the United States indicate fourteen million individuals are in the retail trade. Retail sales have moved from 503 million in 1973 to 584.4 million in 1975. The latest retail sales


figures, which are for the first quarter of 1976, show 17.7 million gain over the same period in 1975.4

In the 1950's and the 1960's, college graduates could expect to find a job easily upon graduation. Today the graduate finds himself in stiff competition for a job. Logically, if retailing is such an important element in our economy and the female work force is increasing, then retailing—which offers many job opportunities for women—is a career that female college graduates should consider.

Colleges today are helping students plan their careers. In addition to placement offices whose job is to counsel students and to set up recruiting interviews, educators are seeking cooperation from the business world.

Educators are asking businessmen what jobs in business are really like, what attributes make successful executives, what kinds of people they look for, what methods of training and selection and promotion they use—all with a view to putting this information to practical use with job-hungry students. To their gratification, surprised educators are finding that business has a lot to contribute, and that help is readily extended once they ask for it.5

At Hollins, a women's college in Virginia, students may participate in "career/life workshops" which help the students


discern their lifetime goals. The objective of these workshops is to "establish good career orientation." Students also participate in internships with nearby companies.6

This internship program is also part of the curriculum at North Texas State University. The fashion merchandising students receive college credit for their work in Dallas-Fort Worth Metroplex stores.

College courses and internships help students plan for future careers. Calvert and Steele list three important phases in planning a career: selection of a vocational goal, organization of a job campaign, and evaluation of the career as it progresses. To select the goal, the student should list her qualities and interests which will suggest the most logical fields. After the goal has been determined, the student should plan the job campaign by preparing her resume and letter of application, locate potential employers, and contact them. After the student has accepted a job, she should begin planning her career goals.7

Cole surveyed former fashion merchandising students from Florida State University who had graduated between December 1969

6 Ibid., p. 170.

and December 1973. She found that more than one-half of the respondents were employed in retailing. The majority of those in retailing were department managers or assistant buyers. The greatest proportion listed "buyer" as their long range career expectation. The second career goal was to own and manage their own retail stores.8

Often it is difficult for a student to plan her career beyond the first three years after graduation. Calvert suggested that executives evaluate their progress during several stages in their careers--during the training period, when achievement of full professional status is reached, and again during the "crucial thirties" (the most decisive decade of the executive's life). Two types of executives emerge from this decade: those who have reached their ceiling and those who will continue to advance.9

The acid test will come twenty years after graduation, when you can look back on your career and decide whether you have had one year's experience twenty times, or whether your twenty years' experience represents progress and success.10

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9 Robert Calvert, Jr., op. cit., p. 9.

10 Ibid., p. 9.
Application For the First Position Upon Graduation

Even though the job interview cannot accurately predict future job performance, it is still the most widely used device for screening job applicants. Students should be prepared in advance to make the best possible first impression.11

Drake, Kaplan and Stone surveyed corporate representatives from 195 business firms to answer students' exasperated question: "What are the interviewers looking for?" The respondents listed the most important "personal" characteristics of job applicants as self-expression, personality, and some established goals. To analyze the job applicants' potential, the corporate representatives listed leadership qualities as most significant over teamwork and compatibility.12

What makes the most positive first impression; what is the most negative factor? Listed by 87.7 per cent of the respondents were general appearance and the approach of the candidate as the two factors which create the best first

impression. The two factors considered as most negative in a job interview were the inability to communicate and being late for the interview.\textsuperscript{13}

The interviewer's impression of the candidate rated more important than the candidate's resume, the specific college courses taken, grades in college or the written references.\textsuperscript{14}

Who makes the decision to offer the candidate a job? In 19.9 per cent of the cases, the department head in the candidate's area of interest performs this function. In the remaining cases, the decision was shared by the interviewer and the department head. Nine out of ten of the respondents stated that a second interview was required before an offer was made.\textsuperscript{15}

Keyser surveyed employers in Los Angeles on the best methods for applying for a job. More than one-half of the respondents (53.3 per cent) chose the mailed letter of application and resume over applying in person or phoning for an interview.\textsuperscript{16}

\textsuperscript{13}Ibid., p. 49.
\textsuperscript{14}Ibid., p. 49.
\textsuperscript{15}Ibid., p. 50.
\textsuperscript{16}Marshall Keyser, "How to Apply for a Job," \textit{Journal of College Placement} (Fall 1974), p. 64.
Keyser's study asked about negative or positive influence of appearance of applicants. The two factors affecting the evaluation of female applicants were "wearing a low neckline and/or miniskirt" (39.3 per cent) and "wearing a pantsuit" (15.1 per cent).\(^{17}\)

The employers in Keyser's study listed the top qualities of an applicant as personality (27.1 per cent), ability (19.3 per cent) and ambition (11.5 per cent).\(^{18}\) Whereas in Drake's study, the principal attributes sought were ambition and motivation (21.7 per cent), ability to communicate (13.3 per cent) and "good" personality (12.8 per cent).\(^{19}\)

Gifford surveyed a group of Textile and Clothing graduates from The University of Tennessee regarding their professional preparation. She reported that all thirty-six graduates with merchandising jobs rated "being able to work well with others" as a characteristic one should have. Other characteristics considered important by those in merchandising work included a good sense of humor, personal ambition, adaptable to change, a

\(^{17}\) Claude R. Martin, Jr., "The Contribution of the Professional Buyer to a Store's Success or Failure," *Journal of Retailing*, (Summer 1973) pp. 69-79.

\(^{18}\) Keyser, *op. cit.*, p. 65.

\(^{19}\) Drake, *op. cit.*, p. 48.
skill in public relations, attractive personal appearance, ability to express ideas clearly and the ability to think on one's feet.  

Miller studied the perceptions of students and employers in regard to the importance of appropriate business dress in hiring retail executive trainees. She asked the students and the prospective employers to rank the three qualifications they thought would be considered most important when applying for an executive trainee position. The candidate's ability to communicate was rated to be among the top three most important qualifications by almost ninety per cent of the employers, while only seventy per cent of the students placed communication skills among their top three choices. Personality traits also were rated much higher by the employers than the students. Students believed grade point average was among the most important qualifications; however the employers did not place it as high.  


The Retail Organization

The old dry goods store of the early nineteenth century was the predecessor of the present day department store. Retailers helped the growth of the ready-to-wear industry by buying Paris originals and financing a manufacturer in order to copy them. Growth of the department store paralleled the growth of the cities and the concentration of the urban population. The department store was successful because it grouped all the merchandise a woman might be interested in buying into an attractive building. Thus shopping became more of a pleasure than a chore.22

Today's retail store usually has six major divisions. Each is vital to the success of the store. The executive trainee may choose to specialize in any of six areas: merchandising, store administration, sales promotion, personnel, control or operations.23

Merchandising is the division which is responsible for all buying and selling activities. It receives the greatest

23Maas Brothers, A Job With Maas Brothers Isn't All Sunshine . . . (Tampa, Florida), unpagedinated.
amount of executive attention as it is considered the "heart" of the retail business. Positions include assistant buyers, buyers, merchandise managers and merchandise vice-presidents. To be successful in this area, one needs imagination, creativity, organization, ability and foresight.

Store administration refers to the day-to-day operation of the store. The duties included are customer service, supervision of scheduling, constant communication with buyers, planning displays and all visual merchandising.

Sales promotion is the division that stresses creativity. Its primary activities include advertising in newspapers, television, radio and direct mail. In addition, sales promotion handles all special events, an example of which is the Fortnight at Neiman-Marcus. This store has a special store-wide promotion of goods from a particular foreign country each October, in order to overcome an historical business lag.


\[25\] J. C. Penney, Inc., The J. C. Penny Environment - Your Place in the Future, (Dallas, Texas), unpaginated.

\[26\] Ibid., unpaginated.

\[27\] Ibid., unpaginated.
that occurred at that time of the year.\footnote{Stanley Marcus, \textit{Minding the Store} (Boston, 1974), p. 206, 210.} The world-wide acclaim given to Neiman-Marcus' Fortnight points up the importance of sales promotion.

Personnel has the important function to select the right people for the right job. The major activities include the selecting, training and compensation of employees. They are also responsible for maintaining adequate performance levels, conducting service activities for employees and hearing employee complaints.\footnote{Duncan, \textit{op. cit.}, p. 183.}

The control division has the chief tasks of protecting the company's assets and obtaining adequate working capital to meet the needs of the business. Some of the detailed responsibilities include maintaining adequate accounting records, planning and calculating the physical inventory, handling all credits and collections, planning the budget and expenses for the merchandise and control divisions, preparing all budget reports and handling all company insurance.\footnote{\textit{Ibid.}, pp. 165-166.}

The operations division is responsible for the store's physical facilities such as heat, light, power, air...
conditioning, maintenance of mechanical equipment and new con-
struction. Also under its supervision are the operating
facilities such as stock rooms, warehouses and shipping rooms.
The operations staff are accountable for all deliveries,
returns of merchandise, supplies, fixtures, fuel and the se-
curity of the building and the merchandise inside.31

Each of these six divisions offers exciting careers for
executives. The training program usually offers the trainee
the opportunity to try out each division before deciding which
career path he or she would like to follow.

Retail Executive Training Programs

These days hold a very high potential for fashion
people above all others in retailing. In these
strained economic times, shoppers are putting their
discretionary dollars into fashion items more than
anything else. There is a whole new breed of shoppers
now and changing them into customers takes a whole
new set of management skills.32

These were the words of James R. Williams, the President
of the National Retail Merchants Association, spoken at a two-
day seminar on management of fashion merchandising. He
stressed the need for strong training programs for future re-
tail executives.

31 Ibid., p. 164.
32 "Fashion Merchandising Seminar: Focus on New Manage-
Training programs have been financially beneficial to executives. Greene's study concluded that women in merchandising earned higher salaries in stores with a training program than in those without a training program.33

Escobosa emphasized that each store must train its buyers to lead, to merchandise ahead—not behind—its consumers, to anticipate rather than to follow.34

Martin studied the buyers in two department stores which were located in the same state but did not compete directly with each other. One store was successful and the other was not. To find out why, Martin studied the differences between the people who did the purchasing for the two stores—the professional buyers.35

The study revealed that the buyers for the successful store were more aggressive, more self-confident and showed a greater tendency for leadership in new merchandise trends than


35 Martin, op. cit., pp. 69-70.
the buyers for the failing store. Another factor was that the successful store brought together the older, more experienced buyer with the younger, more innovative buyer. The last factor was the discretion or freedom to make decisions concerning merchandise and resources. The management of the successful store gave their buyers the needed decision-making powers. 36

Each of the conclusions of this study emphasize areas in the training program that need to be stressed. Thorough knowledge of the merchandise and resources will lead to self-confidence in decision-making and innovation in ideas.

**Chain Store Training Programs**

The instruction for executive trainees varies from company to company but generally follows these guidelines. Most of the training programs last from eight months to a year and consist of on-the-job assignments, informal discussions, films and outside reading. The trainee will receive a series of rotational assignments in several sales supporting areas of the retail store. First, the trainee will receive basic sales instruction in both a hard line (such as hardware) and a soft line (such as men's clothing) department. Other areas in the

36Ibid., pp. 79-80.
rotation include: receiving and shipping, personnel, catalog sales, merchandise control, credit and display. After completing the training in these areas, the trainee will be assigned to a division to learn sales activity. From there the trainee can be assigned the assistant manager's position for a very large division or the manager's position for a small division. In either position the duties include supervising the sales staff, scheduling their hours and handling employee problems. The division manager or assistant manager must know the inventory levels and sales at all times. Decisions include what items to select and when to order them. Another duty is planning the day-to-day arrangement of the merchandise and coordinating any advertising or promotions.  

After succeeding in division management, an executive can move in several directions. If the goal is store management, the next position might be as manager of customer service or merchandise control. After that will be the job of merchandise manager who is in charge of several division managers, or assistant store manager. Store manager will be the next step. Executives are then promoted to staff.

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37 Sears, Roebuck and Co., Think Twice About Sears (Dallas, Texas), unpaginated.
assignments in zone, group or territorial office. From there, they may look toward corporate staff positions. 38

**Department Store Training Programs**

College graduates, who have chosen retailing as their career, often begin in an executive training program. Each store's program varies in length and methods of presentation.

A typical training program in merchandising begins with orientation for a short period of time. Then the trainee is given an assignment working with a department manager in a branch store. After three months on the job, the trainee receives her first performance review. At that time the trainee begins a series of weekly seminars introducing her to the responsibilities of buying. At the end of the seminars, the trainee is promoted to assistant department manager. Assistants can progress to become Department Group Managers at branch stores. The next career options are to move back to the "downtown" store as Senior Assistant Department Manager, or to stay on at the branch store and become a Department Manager of Merchandise. The ultimate goal at a branch

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38 Ibid., unpaginated.
location would be to become a Store Manager. The ultimate goal at the downtown store is Divisional Merchandise Manager.  

Specialty Store Training Programs

The executive training program at one Dallas specialty store is entitled "Management Development Program." Previous retail experience is not mandatory for acceptance into the program. The training includes four to six months of classroom instruction, management seminars, workshops, on-the-job rotation assignments and individual conferences between trainee and various store executives. As executive candidates are rotated through the major divisions of the organization, they may be assigned specific projects requiring research and written recommendations.

Performance ratings are completed by the appropriate store executive following the completion of each job rotation assignment. The ratings are discussed with the trainee. This counseling provides a means of identifying weaknesses and strengths of the trainee while helping to determine interests for her placement in the first permanent job assignment. This placement is made as the result of an interview at the end of

39 Sanger Harris, Rate Yourself As a Retail Executive (Dallas, Texas), unpaginated.

40 Neiman-Marcus, Management Development Program (Dallas, Texas), unpaginated.
the rotation assignments. The interviewer considers the trainee's career interests and capabilities. Then an effort is made to match personalities with the buyer in the department to which the trainee will be assigned. These initial assignments are usually as assistant buyers. Opportunities for promotions at this particular store are very good because it is presently involved in a nation-wide expansion program.

Summary

Today, more than ever before, a greater percentage of women are working, and adult women average a longer number of years in their careers. Meanwhile, retailing is a growing element in our economy. Yet college graduates are in stiff competition for jobs. Career planning must begin in college. Students should list and evaluate their interests and be thoroughly prepared before they begin interviews.

One study found that college recruiters and store interviewers listed general appearance and the approach of the candidate as two important factors in a good first impression. In another study--ambition, motivation, ability to communicate and a "good" personality are four qualities that the interviewers seek in prospective trainees.

41 Ibid., unpagedinated.
If the interview is successful, the graduate will begin work for a retail store. The trainee may want to specialize in any of the six major divisions: merchandising, store administration, sales promotion, personnel, control or operations. Before the trainee makes a choice of a division, she receives special instruction through the store's executive training program. Each store has its individual way of training its executives. The general guidelines for training programs include a rotation of on-the-job assignments, informal discussions and films. The trainee may be reviewed by store executives during the job rotation or at the end of the training program. The first job after completing the training is as an assistant in a department of the store. Depending on the type of store (department, specialty or chain), the promotions may mean transfers from branch to main store, from a small department to a large department, from managing one department to managing several or to managing the entire store.

Retailing has many careers to offer college graduates who are willing to meet the continuous challenge and demands of meeting the needs of the store's customers every day.
CHAPTER III

PROCEDURE AND METHODOLOGY

The following includes an overview of the sample, the data collection method, the administration of the instrument, and the analysis of data for this research study.

Sample

The nine employer participants included conventional department stores, departmentalized specialty stores, and chain department stores. The store participants were limited to those located in the Dallas-Fort Worth metropolitan area which have formal executive training programs.

Student respondents included junior and senior fashion merchandising students at North Texas State University.

Data Collection Method

The data were gathered by means of a questionnaire given to the student sample and an interview schedule presented to the employers. Multiple choice items, ranking items, and check lists were utilized, while some items allowed the respondents to make additional comments. The wording of each stem question
was different for the student and employer surveys, but the concepts with which each question dealt corresponded so that student and employer responses could be compared.

The student questionnaire and the employer interview schedule were viewed by three members of the North Texas State University Clothing and Textile faculty. Suggestions for improvement were offered. The employer interview guide was also reviewed by a buyer who had worked for the Emporium in San Francisco and J. C. Penney's regional office in Dallas. Certain changes in wording were made according to their suggestions.

Administration of the Instruments

Student Questionnaire

Spring Semester 1977 enrollment cards in the Home Economics Office were checked to prepare the list of all junior and senior fashion merchandising majors. The questionnaire was administered during a class period in the fashion merchandising classes at North Texas State University the week of May 2 through May 6, 1977. The questionnaires of students who were enrolled in fashion merchandising classes but who

1Student Questionnaire in Appendix A.
did not meet the requirements of the study were eliminated. Those absent on the day the questionnaire was administered were contacted during the next class period to obtain their responses. Fashion merchandising majors who were not enrolled in merchandising classes were contacted individually in their other home economics classes. They were given the questionnaire and a stamped, self-addressed envelope in which to mail it back to the researcher. Directions were stated on each questionnaire. Students were told the purpose of the study, and assured that their responses would remain anonymous.

Employer Interview Schedule

A letter of explanation of the study with an invitation to participate was mailed to each employer of the major retail stores with executive training programs and major chain store buying offices in the Dallas-Fort Worth Metroplex. In the letter each employer was asked to participate in a thirty minute interview. Employers were advised that they and their stores would remain anonymous. A week after the letters were mailed, employers were contacted by the researcher by phone to encourage participation, and to set up an appointment for the interview. A copy of the interview guide was then mailed to

2Employer Interview Schedule in Appendix C.
each participant to enable the employer to answer any questions prior to the interview. The personnel director of one of the participating stores did not receive her executive training at that store. Therefore, she requested that a copy of the interview schedule be mailed to the main store in another city in order to be answered correctly.

Analyses of Data

The data gathered in the questionnaires and interview schedule were coded and transferred to a large keypunch worksheet in order to simplify the compilation of the data. After consultation with the computer about the method of analysis, it was decided that for many of the questions descriptive statistics such as per cents, means and frequency distributions would be used.

Questions which were worded identically on both the employer interview schedule and the student questionnaire were correlated using the method of chi-square analysis.
CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this study was to compare student and employer perceptions of career expectations and goals in retailing. Junior and senior fashion merchandising students at North Texas State University and selected retail employers in the Dallas-Fort Worth Metroplex were asked to describe career expectations and goals for the retail executive trainee.

Frequency distribution analysis provided descriptive statistics of employer and student responses to each item of the questionnaire. Chi-square analysis was used to compare responses of students and employers to the same questions. For the purposes of this study, a significant difference was identified as a chi-square value with a significance level of .05 or less.

Description of the Student Sample

At the time of this study, there were sixty-nine juniors and seniors registered as Clothing and Textile majors with a fashion merchandising concentration at North Texas State University. A total of seventy-seven questionnaires were
given to the students, and fourteen were not returned. Eleven of those returned were eliminated because the respondents did not meet the requirements of the sample. Out of the sixty-nine fashion merchandising majors, the student sample was thus composed of fifty-two North Texas State University junior and senior fashion merchandising majors, given a 75.4 per cent return to the student questionnaire.

Description of the Student Questionnaire and Results Obtained

The questionnaire formulated for the students consisted of two sections: personal data and vocational data. The personal data supplied demographic data as well as the type and extent of the student's education in Home Economics. The vocational data provided information as to the specific career chosen, the length of time the student anticipates working, the area of retailing that most interests her. Also provided were the attributes the student believes are important to success, predictions of future salary levels, job security and mobility, and finally, the length of the executive training program.

Personal Data

The personal data section consisted of four questions designed to supply the investigator with demographic data
about the respondents. Student respondents ranged in age from nineteen to twenty-nine: thirteen (25 per cent) were 19-20 years of age; twenty-nine (55.8 per cent) were 21-22 years of age; seven (13.5 per cent) were 23-25 years of age; and three (5.8 per cent) were 25-29 years of age. Of the students who responded, twenty-one (40.4 per cent) were classified as juniors and thirty-one (59.6 per cent) were classified as seniors.

Forty-seven of the students (90.4 per cent) were single, and five (9.6 per cent) were married. Of the single students, there were seven students who anticipated marriage immediately upon graduation. Twenty-eight (53.9 per cent) of the students hoped to marry after establishing a career. There were only twelve students (23.1 per cent) who did not anticipate marriage in the foreseeable future.

Included in the personal data section was one question on the clothing, textiles and merchandising courses that each student had either completed or was taking at the time of the study. The range for the number of courses taken was very wide. Only one student out of the fifty-two respondents had taken all thirteen courses listed in the question. Three of the juniors had taken as few as two courses. The majority of the students (76.9 per cent) had taken between six and ten courses.
Presented in Table I are the Home Economics courses which the students in this study were currently taking or had completed. Courses completed by the majority of the students included HOEC 132-Clothing; HOEC 137-Art in Clothing; HOEC 233-Textiles; HOEC 332-Advanced Clothing; HOEC 333-Clothing Design and Construction; HOEC 335-History of Costume and Furniture; HOEC 349-Fashion Merchandising; and HOEC 361T-Investigative Procedure in Textiles Marketing.

**TABLE I**

COURSES IN WHICH STUDENTS ARE CURRENTLY ENROLLED OR HAVE COMPLETED IN THE SCHOOL OF HOME ECONOMICS BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOEC 132</td>
<td>Clothing</td>
<td>52</td>
</tr>
<tr>
<td>HOEC 137</td>
<td>Art in Clothing</td>
<td>45</td>
</tr>
<tr>
<td>HOEC 150</td>
<td>Field Experience</td>
<td>6</td>
</tr>
<tr>
<td>HOEC 233</td>
<td>Textiles</td>
<td>49</td>
</tr>
<tr>
<td>HOEC 332</td>
<td>Advanced Clothing</td>
<td>45</td>
</tr>
<tr>
<td>HOEC 333</td>
<td>Clothing Design and Construction</td>
<td>31</td>
</tr>
<tr>
<td>HOEC 335</td>
<td>History of Costume and Furniture</td>
<td>35</td>
</tr>
<tr>
<td>HOEC 349</td>
<td>Fashion Merchandising</td>
<td>38</td>
</tr>
<tr>
<td>HOEC 350</td>
<td>Advanced Field Experience</td>
<td>11</td>
</tr>
<tr>
<td>HOEC 361T</td>
<td>Investigative Procedure in Textiles Marketing</td>
<td>37</td>
</tr>
<tr>
<td>HOEC 401</td>
<td>Problems in Costume Design</td>
<td>23</td>
</tr>
<tr>
<td>HOEC 472C</td>
<td>Problems in Clothing</td>
<td>6</td>
</tr>
<tr>
<td>HOEC 472M</td>
<td>Research Problems in Textile Merchandising</td>
<td>23</td>
</tr>
</tbody>
</table>
Only six of the fifty-two students had taken either HOEC 150-Field Experience or HOEC 472C-Problems in Clothing. Other courses which had not been taken by the majority of students included: HOEC 350-Advanced Field Experience; HOEC 401-Problems in Costume Design; and HOEC 472M-Research Problems in Textiles Merchandising.

In summary, fifty-six per cent of the student respondents were twenty-one to twenty-two years of age, and sixty per cent were classified as seniors. Of the ninety per cent of respondents who were single, fifty-four per cent hoped to marry after establishing a career.

The majority of the student respondents had completed three clothing construction courses; two textiles courses; art in clothing; history of costume and furniture; and fashion merchandising.

**Vocational Data**

The vocational section inquired into the student's specific career choice, the future career advancement, the attributes for a favorable interview and the attributes for a successful career. The students were given an opportunity to indicate the hours they expected to work, the salary they expected to earn and the benefits they hoped to receive.
Specific career choice.--Of the fifty-two respondents, ninety-two per cent planned to pursue a business career after earning the college degree. Twenty-seven students (51.9 per cent) predicted that they would work continuously until retirement age. Thirty-three of the students (63.5 per cent) anticipated interruptions in their work patterns primarily due to the birth of children.

Exactly one-half of the students expected their first job to be as an executive trainee. Almost one-third of the respondents planned to work in some form of retailing (sales, alterations, etc.). The other two responses included: non-retailing jobs (7.7 per cent) and no plan for a job (11.5 per cent). Thirty-three of the students (63.5 per cent) had talked to someone employed in a kind of position they desired. Twelve students (23.1 per cent) had extensive discussions, while seven students had no opportunities of this type.

The students were asked what duties and activities they expected in this first job. The largest number of respondents (48 per cent) gave a vague general statement with no mention of a training program or specific duties. Slightly more than one-third of the students listed specific duties related to their future jobs including a training program.
Areas of opportunity in retailing.--Included in this questionnaire was a paragraph explaining each of the three most important areas of retailing: merchandising, store administration, and sales promotion. Students were asked to rank from one (most interesting) to three (least interesting) of these three areas. Table II shows that merchandising was the first interest of the largest number of students. Store administration was most often ranked as a second or third choice. Sales promotion was decidedly the third choice for the students.

TABLE II

AREAS OF OPPORTUNITY IN RETAILING RANKED ACCORDING TO INTEREST BY THE STUDENTS

<table>
<thead>
<tr>
<th>Areas of Opportunity in Retailing</th>
<th>Students</th>
<th>Rank*</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Merchandising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>33</td>
<td>63.5</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td>15</td>
<td>28.9</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td>2</td>
<td>3.8**</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td>2</td>
<td>3.8**</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Store Administration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>11</td>
<td>21.2</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td>19</td>
<td>36.5</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td>20</td>
<td>38.5</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td>2</td>
<td>3.8**</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td><strong>Sales Promotion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>6</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td>16</td>
<td>30.7</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td>28</td>
<td>53.9</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td></td>
<td>2</td>
<td>3.8**</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*1=most interesting; 2=interesting; 3=least interesting
**These percentages were not rounded off in order to equal 100 per cent.
Retailing experience and the field experience course.--Forty-two students (80.8 per cent) listed previous retailing experience; however, the majority of the respondents (78.8 per cent) had not completed the advanced field experience course. Twelve seniors had not taken the field experience course but had previously worked in retailing. Five seniors had no retailing experience.

The students were asked if they had already accepted a position to be assumed upon graduation. Forty-five students (86.5 per cent) responded "no", and one student did not answer at all. Six students (11.5 per cent) had accepted jobs. Four students had accepted jobs with Dallas-Fort Worth stores; one had accepted a job with a Lewisville, Texas store; and one was opening her own shop in west Texas.

Career goals.--The students were asked what positions they expected to hold five years after graduation and ten years after graduation. Table III shows that twenty-seven students mentioned a buying position as their goal for the end of five years. Eleven students had formulated no goal for five years after graduation. Two students planned to own a store of their own in five years.
In response to what goal the students had set for ten years after graduation, twenty students had no plan that far in the future. Thirteen students planned to be buyers after ten years, while eleven hoped to be merchandise managers. Only four expected to own their own store in ten years.

TABLE III

STUDENT CAREER GOALS FIVE AND TEN YEARS AFTER GRADUATION
BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Career Position</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Five Years</td>
</tr>
<tr>
<td></td>
<td>N    %</td>
</tr>
<tr>
<td>Buyer</td>
<td>27 51.9</td>
</tr>
<tr>
<td>Department Manager</td>
<td>4 7.7</td>
</tr>
<tr>
<td>Merchandise Manager</td>
<td>5 9.6</td>
</tr>
<tr>
<td>Store Manager</td>
<td>1 1.9</td>
</tr>
<tr>
<td>Store Owner</td>
<td>2 3.9</td>
</tr>
<tr>
<td>No plan</td>
<td>11 21.1*</td>
</tr>
<tr>
<td>Non-Retailing</td>
<td>2 3.9</td>
</tr>
<tr>
<td>Total</td>
<td>52 100.0</td>
</tr>
</tbody>
</table>

*These percentages were not rounded off in order to equal 100 per cent.

Each student was also asked to indicate her ultimate career goal, the highest level position she expected to reach. Table IV indicates that the three goals most frequently mentioned were: store owner, buyer, and merchandise manager. Almost a fourth of the students had no specific goal.
TABLE IV

ULTIMATE CAREER GOALS OF FASHION MERCHANDISING STUDENTS BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Career Position</th>
<th>Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buyer</td>
<td>9</td>
<td>17.3</td>
</tr>
<tr>
<td>Department Manager</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Merchandise Manager</td>
<td>10</td>
<td>19.2</td>
</tr>
<tr>
<td>Vice President of a Store</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>Store Owner</td>
<td>14</td>
<td>26.9</td>
</tr>
<tr>
<td>Cannot Predict</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>Non-Retailing</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

When the students were asked how long it would take to reach their ultimate career goals, twelve respondents (23.1 per cent) predicted it would take eleven to fifteen years, while seven students (13.5 per cent) stated it would take six to ten years. Sixteen students (30.77 per cent) could not estimate how long it might take them to reach their ultimate goal.

**Attributes for success.**—The students were asked three questions concerning the attributes for career success. First, did they feel that grades had a direct relationship to the successful performance of their job? The vast majority (69.2 per cent) did not think that grades could be used as a predictor for successful job performance.
Secondly, the students were asked to respond to a list of characteristics deemed important in making a favorable impression during a job interview. Each student selected three qualities she considered most important and three she believed were least important. Table V shows that the attributes most often mentioned were: significant work experience, leadership ability, an attractive personal appearance, familiarity with the retail establishment where interviewing and organized and efficient use of time.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant work experience</td>
<td>32</td>
<td>61.5</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>26</td>
<td>50.0</td>
</tr>
<tr>
<td>An attractive personal appearance</td>
<td>26</td>
<td>50.0</td>
</tr>
<tr>
<td>Familiarity with retail establishment where interviewing</td>
<td>24</td>
<td>46.2</td>
</tr>
<tr>
<td>Organized and efficient use of time</td>
<td>21</td>
<td>40.4</td>
</tr>
<tr>
<td>A good balance between social and academic activities while in school</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Diversified interests</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Ability to discuss own shortcomings constructively</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Contributed significantly to own college expenses</td>
<td>3</td>
<td>5.8</td>
</tr>
<tr>
<td>A pleasing voice</td>
<td>2</td>
<td>3.9</td>
</tr>
</tbody>
</table>
The attributes considered by the students as least important, as shown in Table VI, included: a good balance between social and academic activities while in school, significantly contributing to own college expenses, diversified interests and a pleasing voice.

**TABLE VI**

CHARACTERISTICS CONSIDERED LEAST IMPORTANT BY STUDENTS IN MAKING A FAVORABLE IMPRESSION DURING A JOB INTERVIEW BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good balance between social and academic activities while in school</td>
<td>34</td>
</tr>
<tr>
<td>Contributed significantly to own college expenses</td>
<td>33</td>
</tr>
<tr>
<td>Diversified interests</td>
<td>23</td>
</tr>
<tr>
<td>A pleasing voice</td>
<td>21</td>
</tr>
<tr>
<td>Ability to discuss own shortcomings constructively</td>
<td>14</td>
</tr>
<tr>
<td>Familiarity with retail establishment where interviewing</td>
<td>8</td>
</tr>
<tr>
<td>Significant work experience</td>
<td>4</td>
</tr>
<tr>
<td>Organized and efficient use of time</td>
<td>2</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>4</td>
</tr>
<tr>
<td>An attractive personal appearance</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>A good balance between social and academic activities while in school</td>
<td>34</td>
</tr>
<tr>
<td>Contributed significantly to own college expenses</td>
<td>33</td>
</tr>
<tr>
<td>Diversified interests</td>
<td>23</td>
</tr>
<tr>
<td>A pleasing voice</td>
<td>21</td>
</tr>
<tr>
<td>Ability to discuss own shortcomings constructively</td>
<td>14</td>
</tr>
<tr>
<td>Familiarity with retail establishment where interviewing</td>
<td>8</td>
</tr>
<tr>
<td>Significant work experience</td>
<td>4</td>
</tr>
<tr>
<td>Organized and efficient use of time</td>
<td>2</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>4</td>
</tr>
<tr>
<td>An attractive personal appearance</td>
<td>1</td>
</tr>
</tbody>
</table>

In the third question, the respondents were given a list of attributes that would help them be successful in their careers and asked to select the three most important. The three qualities mentioned by most of the students, as shown
in Table VII, included: initiative and responsibility; ambition and motivation; and ability to communicate.

TABLE VII
ATTRIBUTES CONSIDERED MOST IMPORTANT BY STUDENTS FOR SUCCESS IN THEIR CAREERS BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Initiative and responsibility</td>
<td>36</td>
</tr>
<tr>
<td>Ambition and motivation</td>
<td>33</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>22</td>
</tr>
<tr>
<td>Creativity and intelligence</td>
<td>17</td>
</tr>
<tr>
<td>Good personality</td>
<td>17</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>16</td>
</tr>
<tr>
<td>Work habits</td>
<td>7</td>
</tr>
<tr>
<td>Teamwork capabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

Job benefits.—The last series of questions related to job benefits, mobility, and weekly hours. Table VIII shows that the majority of the students expected to work forty hours per week. Yet twelve students predicted they would work between forty-one and fifty hours weekly. Students were also asked if they expected to work evenings and Saturdays, and to estimate those hours per week. Forty-two students anticipated working evenings, but twenty students did not list any number of hours. Ten students believed their evening hours would be from six to twelve hours weekly. Of the forty-six students who
said they expected to work Saturdays, twenty-two did not list how many hours they would work, while twenty-two students stated that they would be working from four to eight hours per week on Saturdays.

### TABLE VIII

STUDENTS ANTICIPATED WEEKLY HOURS IN RETAILING BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Category</th>
<th>Divisions Within Each Category</th>
<th>Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expected working hours per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 40 hours</td>
<td>5</td>
<td>9.5**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 hours</td>
<td>31</td>
<td>59.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41-50 hours</td>
<td>12</td>
<td>23.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 50 hours</td>
<td>2</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you expect to work evenings?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>42</td>
<td>80.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>15.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of evening hours per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, no number of hours given</td>
<td>20</td>
<td>38.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and 1 to 5 hours</td>
<td>5</td>
<td>9.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and 6 to 12 hours</td>
<td>10</td>
<td>19.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and more than 12 hours</td>
<td>7</td>
<td>13.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>80.8*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you expect to work Saturdays?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>46</td>
<td>88.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>7.6**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of Saturday hours per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, no number of hours given</td>
<td>22</td>
<td>42.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and 4 to 8 hours</td>
<td>22</td>
<td>42.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and over 8 hours</td>
<td>2</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>88.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These percentages represent only the "yes" answers.  
**These percentages were rounded off to equal 100 per cent.
The majority of the students (75 per cent) did not expect to choose the departments where they would work as executive trainees. More than one-half of the respondents (53.9 per cent) expected to remain a trainee for six months to one year. Thirty-one students (59.6 per cent) anticipated their first promotions within the first six months to a year. When each student was asked if she would accept a promotion even though the merchandise area did not appeal to her, thirty-seven students (71.2 per cent) said "yes." If the promotion meant a move to another city or state, would the students be willing to relocate? Eighteen students (34.6 per cent) said they would be willing to relocate within the immediate metropolitan area (Dallas-Fort Worth). Seventeen respondents were willing to relocate wherever there was a position open; ten of the students would agree to relocate within the southwestern region; and six were not willing to relocate at all.

Students were asked to estimate their salaries during the first year in their career. As shown in Table IX, the majority of the respondents expected a salary of nine to ten thousand dollars the first year. After five years, the respondents either expected thirteen to fifteen thousand dollars or were indefinite as to their salary level. One student expected to make more than twenty thousand dollars after five years.
After ten years, most of the respondents could not estimate a salary. Other students were able to give a specific answer: one-fifth predicted a sixteen to twenty thousand dollar salary, while one-fifth estimated a salary greater than twenty thousand dollars.

**TABLE IX**

STUDENTS ANTICIPATED YEARLY SALARIES IN RETAILING BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Yearly Salary Levels</th>
<th>Students</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Year</td>
<td></td>
<td>Five Years</td>
<td></td>
<td>Ten Years</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Below $9,000</td>
<td>10</td>
<td>19.2</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>$9,000 to $10,000</td>
<td>27</td>
<td>51.9</td>
<td>3</td>
<td>5.8</td>
<td>...</td>
</tr>
<tr>
<td>$11,000 to $12,000</td>
<td>4</td>
<td>7.7</td>
<td>9</td>
<td>17.3</td>
<td>1</td>
</tr>
<tr>
<td>$13,000 to $15,000</td>
<td>...</td>
<td>...</td>
<td>13</td>
<td>25.0</td>
<td>6</td>
</tr>
<tr>
<td>$16,000 to $20,000</td>
<td>...</td>
<td>...</td>
<td>7</td>
<td>13.5</td>
<td>11</td>
</tr>
<tr>
<td>Above $20,000</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1.9</td>
<td>11</td>
</tr>
<tr>
<td>Indefinite</td>
<td>11</td>
<td>21.2</td>
<td>19</td>
<td>36.5</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>52</td>
<td>100.0</td>
<td>52</td>
</tr>
</tbody>
</table>

Twelve employee benefits were listed and the students were asked to check which benefits they expected to receive at the entry level. As indicated in Table X, each of the following benefits was selected by a majority of the students: employee discount on store merchandise, workmen's compensation, social security, group life insurance, sick pay, medical insurance, and a paid vacation. In reply to a question on who
would pay for these benefits, the employer or the employee, over three-fourths of the students expected to contribute part of the money.

TABLE X

STUDENT PERCEPTIONS OF EMPLOYEE BENEFITS IN RETAILING BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Employee Benefits</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Employee discount on store merchandise</td>
<td>48</td>
</tr>
<tr>
<td>Paid Vacation</td>
<td>33</td>
</tr>
<tr>
<td>Group life insurance</td>
<td>32</td>
</tr>
<tr>
<td>Medical insurance</td>
<td>32</td>
</tr>
<tr>
<td>Sick pay</td>
<td>29</td>
</tr>
<tr>
<td>Old-age pension (Social Security)</td>
<td>27</td>
</tr>
<tr>
<td>Workmen's compensation</td>
<td>26</td>
</tr>
<tr>
<td>Unemployment insurance</td>
<td>17</td>
</tr>
<tr>
<td>Profit sharing</td>
<td>13</td>
</tr>
<tr>
<td>Savings and loan association</td>
<td>12</td>
</tr>
<tr>
<td>Financial assistance for further education</td>
<td>8</td>
</tr>
<tr>
<td>Recreation clubs sponsored by the stores</td>
<td>5</td>
</tr>
</tbody>
</table>

The respondents were asked how long a vacation they anticipated receiving after the first year in retailing. A one-week vacation was expected by thirty-one of the students (59.6 per cent). The majority of students (51.9 per cent) predicted a two-week vacation after five years employment. The students were equally divided between a vacation of two weeks (30.7 per cent) and one of three weeks (30.7 per cent) after ten years.
One of the last questions concerned the per cent discount the students would expect to receive as a beginning executive employee.

Twenty-one respondents (40.3 per cent) expected to receive between a ten and fifteen per cent discount. There were twelve students who stated the discount would be between sixteen and twenty per cent, and thirteen students who estimated the discount at over twenty per cent. One student predicted that the discount would only be eight per cent.

In a final general question, each of the students was asked to list some of the personal rewards of working in retailing. The comments mentioned most often included: being first with the latest trends, benefiting from the employee discounts, being able to develop satisfied customers, seeing one's plans implemented and a profit made, acquiring responsibility and knowing that there is opportunity for advancement if one is willing to work.

In summary, ninety-two per cent of the respondents planned to pursue a business career after completing college. One-half of the students expected the first job to be as an executive trainee. When asked what area of retailing most interested them, sixty-three per cent chose merchandising. Although eighty per cent of the students had previous
retailing experience, the majority had not taken the field experience course. Almost fifty-two per cent planned to be buyers after five years. Thirty-nine per cent of the students had no plan for their career in ten years. The two ultimate career goals were store owner and merchandise manager.

When questioned concerning the attributes for success, the majority believed initiative and responsibility, ambition and motivation, and the ability to communicate were the most important. The students stated that significant work experience, leadership ability, an attractive personal appearance, familiarity with the retail establishment and organized and efficient use of time were the most important attributes in making a favorable impression during a job interview. Grades were not considered predictive of successful job performance by the majority of the students.

Most respondents expected to work at least forty hours per week including some work in the evenings and on Saturday. They anticipated remaining a trainee for six months to a year. The majority were willing to relocate but only seventeen students (32.7 per cent) were willing to go wherever the job opening was located.

During their first year, the majority of students expected a salary of nine to ten thousand dollars. The respondents
found it difficult to estimate salaries in five or ten years. At the entry level, the students expected to receive the following employee benefits: employee discount, workmen's compensation, social security, group life insurance, sick pay, medical insurance and a paid vacation. The students expected a one-week vacation after one year, a two-week vacation after five years, and a three-to-four week vacation after ten years. The students looked forward to the personal rewards in retailing which included: discounts, satisfied customers, new responsibilities and opportunity for advancement.

Description of the Employer Sample

Personnel directors of nine major retail stores in the Dallas-Fort Worth Metroplex with executive training programs were invited to participate in this study. Eight stores were interviewed by the researcher. One personnel director, whose main store was located outside the area, requested the interview schedule be mailed to the main store. This store returned the schedule promptly but did not respond to all of the questions. Because it was not possible to interview this employer personally, the researcher could not probe for further responses. Thus, there was one hundred per cent return on the employer interview schedule.
Description of the Employer Interview Schedule and Results Obtained

The interview schedule formulated for the employers consisted of three sections: the store's executive training program, interviews with prospective executive trainees and the trainees they have hired and their job expectations.

Executive Training Programs

The nine employers were asked the length of their executive training programs. The length of the programs included: less than six months, (11.1 per cent); six month to one year, (22.2 per cent); one to one and one-half years, (11.1 per cent); two to three years, (22.2 per cent); beyond three years, (22.2 per cent); and an indefinite determination, (11.1 per cent). The store with a training program of indeterminate length explained that the program was only one year old, and their trainees were still being moved to different departments because the group of stores was growing rapidly.

Two of the stores had only one executive training program per year beginning after they had hired the spring college graduates. There were two stores which offered a program in the spring and in the winter. One store had three training programs beginning in June, August and December. Three stores
instructed their trainees individually as they were hired. These stores described their training programs as "continuous."

The majority of the employers (55.6 per cent) described their executive programs as being ten per cent classroom study and ninety per cent on-the-job training. One employer estimated twenty per cent classroom and eighty per cent on-the-job training. Two of the employers stated that their programs were one hundred per cent on-the-job training.

Three of the employers interviewed said they hired fewer than fifty executive trainees per year. Five of the stores (55.6 per cent) employed between fifty and one hundred-fifty trainees per year. One store hired four hundred executive trainees yearly.

During the training program, all nine stores gave specific information on the store goals, store operations and opportunities for advancement. Eight of the stores (88.9 per cent) discussed the history of the store, personnel procedures, employee benefits, store policies and regulations, management techniques, buying procedures, customer relations and merchandise math. Seven of the employers interviewed said that sales procedures including salesmanship were taught in their training programs.
Six of the employers (66.7 per cent) stated that their executive trainees were evaluated by the written or oral reports of each supervisor as the trainee participated in the planned instruction. One employer simply stated that executive trainees were evaluated by reviews. He did not say who reviewed the trainees or how often these reviews occurred. Two of the employers evaluated their trainees both by written examinations and by supervisors' written reports. The frequency of these evaluations ranged from weekly to once a year. One employer noted that his trainees were evaluated every month, another said every three months, and a third estimated every six months. Two employers did not answer the question.

The employers were asked if the executive trainee was able to choose the departments in which she would train. Six of the employers (66.7 per cent) answered "no." Two of the employers said "yes," and one left the space blank.

Interviews With Prospective Executive Trainees

Table XI shows the areas of recruitment of executive trainees for eight selected Dallas-Fort Worth Metroplex stores. One interviewed employer did no college recruiting.

Four of the nine employers (44.4 per cent) stated that they employed between one and one-half to five per cent of
TABLE XI
GEOGRAPHICAL AREAS OF STORE RECRUITMENT FOR EXECUTIVE TRAINEES BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Stores</th>
<th>Southwestern Region Including Texas</th>
<th>South-east United States</th>
<th>North-west United States</th>
<th>North-Central United States</th>
<th>North-east United States</th>
<th>Midwest United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>B</td>
<td>...</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>D</td>
<td>...</td>
<td>X</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>E</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>F</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>G</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>H</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>I</td>
<td>...</td>
<td>X</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>Number</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>22.2</td>
<td>55.6</td>
<td>33.3</td>
<td>22.2</td>
<td>22.3</td>
</tr>
</tbody>
</table>

The people they interviewed. Two of the employers provided jobs for ten per cent of the people they interviewed. One employer interviewed only twenty-four people last year and hired twelve of them (50 per cent). Two of the employers could not answer the question.

The employers were asked approximately what percentage of the executive trainees they hired were contacted through college recruitment and what percentage through walk-ins, including internal promotions of personnel. Three stores hired sixty
per cent through college recruitment and forty per cent through walk-ins. Percentages given by the other employers are included in Table XII.

### TABLE XII

**EMPLOYERS PERCENTAGE RECRUITMENT OF EXECUTIVE TRAINEES BY COLLEGE INTERVIEWS OR THROUGH WALK-INS BY NUMBER AND PERCENTAGE**

<table>
<thead>
<tr>
<th>Recruiting Methods by Percentages</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>60% college interviews and</td>
<td>3</td>
</tr>
<tr>
<td>40% walk-ins</td>
<td></td>
</tr>
<tr>
<td>70% college interviews and</td>
<td>1</td>
</tr>
<tr>
<td>30% walk-ins</td>
<td></td>
</tr>
<tr>
<td>30% college interviews and</td>
<td>1</td>
</tr>
<tr>
<td>70% walk-ins</td>
<td></td>
</tr>
<tr>
<td>50% college interviews and</td>
<td>1</td>
</tr>
<tr>
<td>50% walk-ins</td>
<td></td>
</tr>
<tr>
<td>10% college interviews and</td>
<td>1</td>
</tr>
<tr>
<td>90% walk-ins</td>
<td></td>
</tr>
<tr>
<td>100% college interviews</td>
<td>1</td>
</tr>
<tr>
<td>100% walk-ins</td>
<td></td>
</tr>
</tbody>
</table>

*Percentage was rounded off in order to equal 100 per cent.

Four employers (44.4 per cent) stated that they invited between twelve and twenty per cent of the people reached during college recruitment to their stores for a follow-up interview. Two employers asked between forty-five and fifty per cent of the students interviewed on campus to their stores. One employer invited eighty per cent of the students he interviewed on campus to his store for a follow-up interview.
The employers were asked if the store paid the travel expenses of the students who come to Dallas or Fort Worth for the follow-up interview. Two-thirds of the employers did pay the students' expenses. Two stores did not pay expenses; one employer did not college recruiting; the other employer's stores were located close to the campuses where he interviewed. One employer stated that it depended on the individual student.

Five employers (55.6 per cent) estimated that the in-store interview lasted between thirty minutes to ninety minutes. Two of the employers predicted that the interview would last a half day. One employer stated that his store's interview covered an entire day since the students met with many store executives. One employer did not answer the question. Only one employer used any type of formal testing in screening the applicants for executive training.

The employers were asked to respond to a list of characteristics which are important in making a favorable impression during a job interview. Each employer selected three qualities he considered most important and three he felt were least important. The attributes most often mentioned were: significant work experience (44.4 per cent); organized and efficient use of time (44.4 per cent); a good balance between social and academic activities while in school (33.3 per cent); and
leadership ability (33.3 per cent). The attributes considered by the employers as least important included: a pleasing voice (66.7 per cent); an attractive personal appearance (33.3 per cent); and familiarity with the retail establishment with which the student is interviewing (33.3 per cent).

The employers were given a list of some of the attributes that would help executive trainees be successful in their careers. The three qualities selected most often were: ambition and motivation (66.7 per cent); initiative and responsibility (66.7 per cent); and ability to communicate (66.7 per cent).

The employers were asked if grades in college had a direct relationship to the successful performance of the job in retailing. Every one of the employers answered "no."

Four employers (44.4 per cent) stated that between ninety and one hundred per cent of their executive trainees had previous retailing experience. Three of the employers predicted that fifty to sixty per cent of the trainees had previous retailing experience. Two of the employers estimated that the percentage of the trainees with previous retailing experience would be between seventy and eighty per cent. Two-thirds of the employers believed that previous retailing experience was very important for their executive trainees.
When asked if all their executive trainees were college graduates, six of the employers (66.7 per cent) responded "no." Of the college graduates they did hire, five employers (55.6 per cent) hired a majority of fashion merchandising majors, while four employers (44.4 per cent) hired a greater number of business majors.

**Executive Trainees and their Job Expectations**

Eight of the employers (88.9 per cent) said that merchandising was the area of greatest interest to beginning executive trainees at their stores. One employer stated that his trainees obtained an over-all picture of the store-operations. The specific choice of retailing area came after the trainees had finished the training program.

Table XIII displays the average number of years required for an executive trainee to reach various retailing positions. The position of assistant department manager could be reached either immediately or in three to five months. To reach department manager may take only twelve weeks or as long as three years. A trainee could become an area supervisor in some stores when hired or in others at the end of two years. The range of time required to become an assistant buyer could extend from the time the trainee is hired to as long as two and one-half years. On the average it would take three to
five years to become a buyer or divisional manager which is the equivalent position in chain department stores. The employers estimated that a trainee could become a store manager in five to twelve years. To become a divisional merchandise manager or to have a staff assignment in a chain store would take five to fifteen years. The employers predicted eight to fifteen years are necessary to reach the position of a store vice-president which is an equal position to a corporate staff job with the chain department stores. All of the employers stressed that the important executive positions in retailing are often filled with people hired from other companies.

Five employers (55.6 per cent) indicated that the average executive trainee could become a buyer after five years with the store. Two employers (22.2 per cent) stated that a trainee could reach the position of merchandise manager in five years.

Six of the employers (66.7 per cent) estimated that a trainee could become a store manager in ten years. Two employers stated that advancement rate depended entirely on the individual and would not give any specific estimates.

Five employers (55.6 per cent) stated that executive trainees would be required to work forty hours per week. Two of the employers estimated less than forty hours weekly while
<table>
<thead>
<tr>
<th>Store Code</th>
<th>Retailing Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Department Manager</td>
</tr>
<tr>
<td>A</td>
<td>. . .</td>
</tr>
<tr>
<td>B</td>
<td>. . .</td>
</tr>
<tr>
<td>C</td>
<td>. . .</td>
</tr>
<tr>
<td>D</td>
<td>3-5 Mos.</td>
</tr>
<tr>
<td>E</td>
<td>. . .</td>
</tr>
<tr>
<td>F</td>
<td>. . .</td>
</tr>
<tr>
<td>G</td>
<td>. . .</td>
</tr>
<tr>
<td>H</td>
<td>. . .</td>
</tr>
<tr>
<td>I</td>
<td>Entry level</td>
</tr>
</tbody>
</table>

Two said between forty-one and fifty hours per week. Six employers (66.7 per cent) indicated that six to twelve of these weekly hours would be evening work with four to eight hours on Saturday.

Four employers (44.4 per cent) would require an executive trainee to relocate wherever an opening occurred in order to accept a promotion. Four of the other stores were equally
TABLE XIII--Continued

<table>
<thead>
<tr>
<th>Retailing Positions</th>
<th>Buyer (Divisional Manager for Chain Stores)</th>
<th>Store Manager</th>
<th>Divisional Merchandise Manager (Staff Assignment for Chain Stores)</th>
<th>Vice-President (Corporate staff position for Chain Stores)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-5 Years</td>
<td>...</td>
<td>10-15 Years</td>
<td>Often hired from other companies</td>
</tr>
<tr>
<td></td>
<td>3-5 Years</td>
<td>...</td>
<td>5-7 Years</td>
<td>Over 7 years</td>
</tr>
<tr>
<td></td>
<td>3½ Years</td>
<td>...</td>
<td>7 or 8 Years</td>
<td>Often hired from other companies</td>
</tr>
<tr>
<td></td>
<td>3 Years</td>
<td>7 Yrs. 6 Years</td>
<td>12 Years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-5 Years</td>
<td>...</td>
<td>10-15 Years</td>
<td>10-15 Years</td>
</tr>
<tr>
<td></td>
<td>4 Years</td>
<td>5 Years 8 Years</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 Years</td>
<td>12 Yrs. 8 Years</td>
<td>8 Years</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>...</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-3 Years</td>
<td>5-10 Yr. ...</td>
<td>Over 10 Years</td>
<td></td>
</tr>
</tbody>
</table>

divided between requiring a trainee to relocate within the southwestern region (22.2 per cent) and within the Dallas-Fort Worth area (22.2 per cent). If they were not willing to relocate, five of the employers (55.6 per cent) stated that this decision would affect their future promotions.

Seven of the employers (77.8) per cent) stated that their executive trainees received salary rather than an hourly wage.
Eight employers agreed that their executive trainees could expect nine to ten thousand dollars salary during the first year. The average salary after five years was more difficult to estimate. Three of the employers predicted sixteen to twenty thousand dollars.

The majority of the employers (55.6 per cent) would not estimate the salary their executive trainees might expect to receive after ten years employment. Three of the employers predicted the average executive salary in ten years as more than twenty thousand dollars. One employer estimated the salaries of executives with ten years experience as between sixteen and twenty thousand dollars.

Five of the employers (55.6 per cent) stated that all of their beginning employees did not receive the same salary. Four employers paid all their executive trainees the same amount regardless of previous experience or education. A master's degree would be of benefit to an executive trainee in six of the stores in this survey. Trainees with master's degrees would come into their programs at a higher salary level and would advance at a more rapid pace. At the same time those employer would place additional demands and expectations on trainees with master's degrees.
While in an executive training program, a trainee receives most standard employee benefits. All nine stores offered employee discounts on store merchandise, unemployment insurance, workmen's compensation, social security, group life insurance, sick pay, medical insurance and a paid vacation. Five of the stores (55.6 per cent) offered profit sharing during the period of executive training. Eight of the stores (88.9 per cent) provided a credit union. Two stores extended financial assistance for further education. One store even sponsored recreation clubs. All employers required executive trainees to pay part of the cost of these benefits.

The percentage of discount on store merchandise varied widely. In four stores the employee discount was ten or fifteen per cent; two stores offered twenty per cent; and three stores granted twenty or thirty per cent discounts.

Seven employers (77.8 per cent) gave a two-week vacation after one full year employment. One store allowed only a one-week vacation, while the employees of two other stores received three-week vacations. After five or ten years, six stores (66.7 per cent) gave a three-week vacation. Some stores divided this vacation period into two weeks in the summer and one week in the winter.
The employers were asked what percentage of their trainees were male. Four (44.4 per cent) estimated that from forty to seventy per cent of their trainees were male.

Five of the stores (55.6 per cent) stated that the majority of their female executive trainees continue working after marriage. When asked if their female executives take brief interruptions to have a family and then return to their job, eight stores (88.9 per cent) answered "yes."

The employers were asked when the peak personnel turnover periods occurred. Three of the stores (33.3 per cent) stated that they lost more personnel during and just after the training period. Four of the stores (44.4 per cent) estimated that most people left between the first and third year of employment.

Each of the employers was asked to give the highest position held by a female in the company. Six stores (66.7 per cent) had women vice presidents. Two stores had female store managers. Other top executive positions held by women included: a member of the board of directors, national sales manager, national retail sales manager, general merchandise manager, divisional merchandise manager, corporate personnel director and art director.
Each employer was asked to list some of the personal rewards of working in retailing. The word "satisfaction" was given by most. They expressed satisfaction in a job well done. It was a pleasure to have satisfied customers who relied on them for their advice and retailing experience. The employers felt satisfaction in being affiliated with an organization composed of quality people, quality merchandise and quality customer service. They took pride in knowing that they had contributed to the success of the company.

Another comment stressed by the employers was "instant evaluation." A retailing executive knew daily if he had or had not done well. He made a decision and saw the results in a short period of time. Retailing gave the executive the ability to run his own show at almost all levels. Executives in retailing were not held back by seniority but could go as far as they wanted--it all depended on the individual's ability.

All of the employers stressed that even though the salaries are low at entry-level positions, salaries increase as one reaches the higher levels of responsibility. Many employees are impatient and turn to other careers because of low starting salaries.
In summary, the training programs for the Dallas-Fort Worth stores contacted in this survey extended from less than six months to three years. The number of training programs per year ranged from one to six, with some stores training each person individually. Training programs were described by the majority of employers as being ten per cent classroom study and ninety per cent on-the-job training. The majority of employers hired between fifty and one hundred-fifty trainees per year. These trainees were evaluated by their supervisors' written or oral reports as training assignments were completed. The trainee was not usually permitted to select the departments in which she would train.

Eight of the employers recruited on college campuses during this past year. Most of the employers interviewed students on campuses in the southwestern part of the United States. The employers hired from one and one-half to fifty per cent of the people they interviewed. Two-thirds of the stores paid the travel expenses of students who came to the store for a follow-up interview. This in-store interview often lasted from thirty to ninety minutes. Eight of the stores did not use any formal testing.

The attributes these employers considered important in making a favorable impression during a job interview included:
significant work experience, organized and efficient use of time, a good balance between social and academic activities while in school, and leadership ability.

The three important attributes employers stated would help executive trainees to be most successful in their careers were: ambition and motivation, initiative and responsibility, and ability to communicate.

All employers agreed that college grades are not predictive of a successful performance of the retailing job. Two-thirds of the employers considered it very important for their executive trainees to have previous retailing experience. Six of the employers said that their executive trainees were not all college graduates. Of the college graduates they did hire, the majority employed a greater number of fashion merchandising majors, The other employers hired more business majors.

Merchandising was the area of greatest interest to beginning executive trainees. The employers predicted that it would take three to five years for a trainee to become a buyer, five to twelve years to become a store manager, five to fifteen years to become a divisional merchandise manager and eight to fifteen years to become vice president of a store.
Five employers stated that executive trainees would be required to work forty hours per week, with six to twelve of these hours in the evening and four to eight hours on Saturday.

Trainees must be prepared in some cases to relocate in order to accept a promotion. They may have to move wherever there is an opening in a branch store. Some of the stores would only require their trainees to relocate within the southwestern region or only in the Dallas-Fort Worth area. If the employee was not willing to relocate, the majority of employers believed that decision would affect future promotions.

Seven employers paid their executive trainees by salary rather than hourly wage. On the average, the trainees could expect nine to ten thousand dollars salary during the first year and between sixteen and twenty thousand dollars after five years. Most of the employers would not estimate the salary an executive trainee could expect after ten years. Five of the nine employers stated that their beginning employees did not all receive the same salary. A master's degree would be of some benefit to an executive trainee as he would receive a higher beginning salary and would advance at a more rapid pace.
All nine stores offered employee discounts on store merchandise, unemployment insurance, workmen's compensation, social security, group life insurance, sick pay, medical insurance, and a paid vacation. The amount of discount varied from ten per cent to thirty per cent. The majority of employers provided a two-week vacation after one year, a three-week vacation after five years or after ten years.

The percentage of males among the executive trainees varied from between twenty to thirty per cent to between forty to seventy per cent. The majority of female executive trainees continued working after they married and took brief interruptions from their work to have a family. The peak personnel turnover periods occurred either during and at the end of the training period or between the first and third year of employment.

Six stores had women vice presidents, while two stores had female store managers. There was a woman on the board of directors of one store, as national sales manager for another store and as divisional merchandise manager for a third store.

In a final general question, each of the employers was asked to list some of the personal rewards of working in retailing. Three comments were repeated by the majority of the employers. First, retailing offers satisfaction in helping
customers and contributing to the success of the company. Second, there is instant evaluation where an executive can see daily if he has or has not done well. Third, the employers stressed that the salaries improve dramatically after several years in retailing.

Description of the Comparison of Student and Employer Responses

Several expectations and goals in retailing described by both the employers and the students in the sample were compared through chi-square analysis. These expectations and goals included: the length of the executive training period, choice of departments for training, qualities that make a favorable impression during a job interview, attributes that help trainees become successful, the importance of college grades, work hours per week, relocation, employee benefits, contributor to employee discounts and percentage of discounts. Student and employer responses were compared to test:

Null Hypothesis: There is no significant difference between the career expectations and goals of junior and senior merchandising students at North Texas State University and the career opportunities at selected retailers in the Dallas-Fort Worth Metropolitan area.
The Length of the Executive Training Period

The students were asked how long they expected to remain a trainee. Their answers were compared to the length of the training programs given by the employers. As shown in Table XIV, most of the students expected to remain trainees for six months to one year. The answers from the employers varied widely: six months to one year, one to one and one-half years, two to three years, beyond three years, and an indefinite determination. Although some differences were observed between the student and employer responses to the length of the training program, none were significant.

TABLE XIV

STUDENT AND EMPLOYER ESTIMATIONS FOR THE LENGTH OF EXECUTIVE TRAINING PROGRAMS BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>*Length of Training Program</th>
<th>Student</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Less than six months</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Six months to one year</td>
<td>28</td>
<td>53.9</td>
</tr>
<tr>
<td>One to one and one-half years</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>Two to three years</td>
<td>3</td>
<td>5.7**</td>
</tr>
<tr>
<td>Beyond three years</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Indefinite answer</td>
<td>11</td>
<td>21.2</td>
</tr>
<tr>
<td>**Total</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Significance level of .0514 for chi-square comparison of student and employer responses.

**These percentages were rounded off in order to equal 100 per cent.
Choice of Departments for Training Period

Three-fourths of the students did not expect to choose the departments where they would work as executive trainees. As shown in Table XV, six employers said that the executive trainee would not choose the department in which she would train. Chi-square analysis identified no significant differences between student and employer responses to the choice of departments for training.

TABLE XV

STUDENT AND EMPLOYER PERCEPTIONS OF WHO CHOOSES THE DEPARTMENTS FOR THE TRAINING PROGRAM BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>*Does the trainee choose the departments in which to train?</th>
<th>Students</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>17.3</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>75.0</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Significance level of .8675 for chi-square comparison of student and employer responses.

Qualities That Make a Favorable Impression During a Job Interview

Students and employers were asked to respond to a list of characteristics which are important in making a favorable impression during a job interview. As shown in Table XVI, the attributes most often mentioned by the students were:
TABLE XVI

STUDENT AND EMPLOYER PERCEPTIONS OF ATTRIBUTES THAT MAKE A FAVORABLE IMPRESSION DURING A JOB INTERVIEW BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Students</th>
<th></th>
<th></th>
<th>Employers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most</td>
<td>Important</td>
<td>N</td>
<td>%</td>
<td>Most</td>
<td>Important</td>
</tr>
<tr>
<td>A good balance between social and academic activities while in school</td>
<td>6</td>
<td>11.5</td>
<td>3</td>
<td>33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized and efficient use of time</td>
<td>21</td>
<td>40.9</td>
<td>4</td>
<td>44.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership ability</td>
<td>26</td>
<td>50.0</td>
<td>3</td>
<td>33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversified interests</td>
<td>6</td>
<td>11.5</td>
<td>3</td>
<td>33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to discuss her own shortcomings constructively</td>
<td>6</td>
<td>11.5</td>
<td>2</td>
<td>22.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributed significantly to her own college expenses</td>
<td>3</td>
<td>5.8</td>
<td>1</td>
<td>11.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significant work experience</td>
<td>32</td>
<td>61.5</td>
<td>4</td>
<td>44.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with the retail establishment with which she is interviewing</td>
<td>24</td>
<td>46.2</td>
<td>2</td>
<td>22.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A pleasing voice</td>
<td>2</td>
<td>3.9</td>
<td>...</td>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An attractive personal appearance</td>
<td>26</td>
<td>50.0</td>
<td>2</td>
<td>22.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

significant work experience, leadership ability, attractive personal appearance, familiarity with the retail establishment with which she is interviewing and organized and efficient use of time. The attributes mentioned as most important by several of the employers included: significant work experience, leadership ability, organized and efficient use of time,
TABLE XVI--Continued

<table>
<thead>
<tr>
<th>Students</th>
<th>Employers</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
<td>Most</td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>Important</td>
<td>$X^2$</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>34</td>
<td>65.4</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3.9</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>26.9</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>44.2</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>26.9</td>
<td>2</td>
</tr>
<tr>
<td>33</td>
<td>63.5</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>7.7</td>
<td>1</td>
</tr>
<tr>
<td>.8</td>
<td>15.4</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>40.4</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>3</td>
</tr>
</tbody>
</table>

and a good balance between social and academic activities while in school. The students considered the following attributes least important: a good balance between social and academic activities while in school, significantly contributing to her own college expenses, diversified interests and a pleasing voice. The employers rated these attributes as least important:
a pleasing voice, an attractive personal appearance and familiarity with the retail establishment with which the student is interviewing. Chi-square analysis did not identify differences in employer and student responses as being significant.

**Attributes That Help Trainees Become Successful**

The students and employers were given a list of attributes that would help executive trainees to be successful in their careers, and asked to select the three most important. As shown in Table XVII, the three qualities mentioned by most of the students and employers included: initiative and responsibility, ambition and motivation, and ability to communicate.

**TABLE XVII**

STUDENT AND EMPLOYER PERCEPTIONS OF THE ATTRIBUTES THAT HELP TRAINEES BECOME SUCCESSFUL BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Students</th>
<th></th>
<th>Employers</th>
<th></th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>X²</td>
</tr>
<tr>
<td>Good personality</td>
<td>17</td>
<td>32.7</td>
<td></td>
<td>...</td>
<td>.1061</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>16</td>
<td>30.8</td>
<td>3</td>
<td>33.3</td>
<td>.8131</td>
</tr>
<tr>
<td>Ambition and motivation</td>
<td>33</td>
<td>63.5</td>
<td>6</td>
<td>66.7</td>
<td>.8485</td>
</tr>
<tr>
<td>Creativity and intelligence</td>
<td>17</td>
<td>32.7</td>
<td>2</td>
<td>22.2</td>
<td>.8131</td>
</tr>
<tr>
<td>Teamwork capabilities</td>
<td>6</td>
<td>11.5</td>
<td>3</td>
<td>33.3</td>
<td>.2328</td>
</tr>
<tr>
<td>Initiative and responsibility</td>
<td>36</td>
<td>62.2</td>
<td>6</td>
<td>66.7</td>
<td>.8131</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>22</td>
<td>42.3</td>
<td>6</td>
<td>66.7</td>
<td>.3775</td>
</tr>
<tr>
<td>Work habits</td>
<td>7</td>
<td>13.5</td>
<td>1</td>
<td>11.1</td>
<td>.5967</td>
</tr>
</tbody>
</table>
Overall, although differences were not statistically significant, there were recognizable differences in student and employer perceptions of the importance of teamwork capabilities and of the ability to communicate.

The Importance of College Grades

The students and employers were asked if grades in college have a direct relationship to the successful performance of the job in retailing. The responses are shown in Table XVIII.

**TABLE XVIII**

**STUDENT AND EMPLOYER PERCEPTIONS OF THE IMPORTANCE OF COLLEGE GRADES AS A PREDICTOR OF SUCCESS IN RETAILING BY NUMBER AND PERCENTAGE**

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td><strong>Do grades in college relate directly to successful performance in retailing?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
<td>30.8</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>69.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Significance level of .1269 for chi-square comparison of student and employer responses.

The majority of students and all nine of the employers stated that grades could not be used as a predictor for successful job performance. Chi-square analysis identified no significant differences in student and employer responses.
TABLE XIX

STUDENT AND EMPLOYER PERCEPTIONS OF WEEKLY HOURS IN RETAILING BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Category</th>
<th>Divisions within each Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total working hours anticipated per week</td>
<td>Less than 40 hours</td>
</tr>
<tr>
<td>Are trainees expected to work evenings and total number of evening hours per week</td>
<td>Yes, no number of hours given</td>
</tr>
<tr>
<td>Are trainees expected to work Saturdays and total number of Saturday hours per week</td>
<td>Yes, no number of hours given</td>
</tr>
</tbody>
</table>

*Chi-square analysis of student and employer responses significant at the .05 level.
**These percentages were rounded in order to equal 100 per cent.

Work Hours Per Week

Student and employer responses were compared as to the number of hours per week, including evening and Saturday hours, that an executive trainee would be required to work.

Table XIX shows that the majority of students expected to
work forty hours weekly including some work in the evenings and on Saturday.

Relocation

Students were asked if promotion within the organization meant a move to another city or state, how willing they would be to relocate. Table XX shows that the largest number of students (34.6 per cent) said that they would be willing to
relocate only within the metropolitan area, Dallas-Fort Worth. A large number of the employers (44.4 per cent) would require an executive trainee to relocate wherever the opening occurred in order to accept a promotion. The responses of students and employers were not found to be significantly different.

**TABLE XX**

**STUDENT AND EMPLOYER RESPONSES TO RELOCATION IN ORDER TO RECEIVE A PROMOTION BY NUMBER AND PERCENTAGE**

<table>
<thead>
<tr>
<th><em>Relocation</em></th>
<th><strong>Students</strong></th>
<th><strong>Employers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Within the Dallas/Fort Worth area only</td>
<td>18</td>
<td>34.6</td>
</tr>
<tr>
<td>Within the southwestern region</td>
<td>10</td>
<td>19.2</td>
</tr>
<tr>
<td>Wherever the job is located</td>
<td>17</td>
<td>32.7</td>
</tr>
</tbody>
</table>
| Not willing to relocate                | 6 | 11.6**| ...| ...
| No answer                              | 1 | 1.9 | 1  | 11.2**|
| **Total**                              | 52| 100.0| 9  | 100.0|

*Significance level of .7397 for chi-square comparison of student and employer responses.

**These percentages were rounded in order to equal 100 per cent.

**Employee Benefits**

Twelve employee benefits were listed and the students were asked to check which benefits they expected to receive at the entry level. As shown in Table XXI, the majority of students selected: employee discount on store merchandise, workmen's compensation, social security, group life insurance,
TABLE XXI
STUDENT AND EMPLOYER RESPONSES TO WHAT EMPLOYEE BENEFITS AN EXECUTIVE TRAINEE WOULD RECEIVE BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Students</th>
<th></th>
<th>Employers</th>
<th></th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>X^2</td>
</tr>
<tr>
<td>Employee discount on store merchandise</td>
<td>48</td>
<td>92.3</td>
<td>9</td>
<td>100.0</td>
<td>.3155</td>
</tr>
<tr>
<td>Unemployment insurance</td>
<td>17</td>
<td>32.7</td>
<td>9</td>
<td>100.0</td>
<td>.0052*</td>
</tr>
<tr>
<td>Workmen's compensation</td>
<td>26</td>
<td>50.0</td>
<td>9</td>
<td>100.0</td>
<td>.0713</td>
</tr>
<tr>
<td>Old-age pension (Social Security)</td>
<td>27</td>
<td>51.9</td>
<td>9</td>
<td>100.0</td>
<td>.0883</td>
</tr>
<tr>
<td>Profit sharing</td>
<td>13</td>
<td>25.0</td>
<td>5</td>
<td>55.6</td>
<td>.4246</td>
</tr>
<tr>
<td>Group life insurance</td>
<td>32</td>
<td>61.5</td>
<td>9</td>
<td>100.0</td>
<td>.2246</td>
</tr>
<tr>
<td>Sick pay</td>
<td>29</td>
<td>55.8</td>
<td>9</td>
<td>100.0</td>
<td>.1316</td>
</tr>
<tr>
<td>Medical insurance</td>
<td>32</td>
<td>61.5</td>
<td>9</td>
<td>100.0</td>
<td>.2246</td>
</tr>
<tr>
<td>Savings and loan association</td>
<td>12</td>
<td>23.1</td>
<td>8</td>
<td>88.9</td>
<td>.0246*</td>
</tr>
<tr>
<td>Paid vacation</td>
<td>33</td>
<td>63.5</td>
<td>9</td>
<td>100.0</td>
<td>.2644</td>
</tr>
<tr>
<td>Financial assistance for further education</td>
<td>8</td>
<td>15.4</td>
<td>2</td>
<td>22.2</td>
<td>.4103</td>
</tr>
<tr>
<td>Recreation clubs sponsored by the stores</td>
<td>5</td>
<td>9.6</td>
<td>1</td>
<td>11.1</td>
<td>.5967</td>
</tr>
</tbody>
</table>

*Chi-square analysis of student and employer responses significant at the .05 level.
sick pay, medical insurance, and a paid vacation. All nine of
the stores offered those benefits plus unemployment insurance.
Chi-square analysis identified differences in the student and
employer responses to employee benefits, but only two were
significantly different, unemployment insurance and a savings
and loan association (credit union).

**Contributor to Employee Benefits**

Students and employers were asked if the store contri-
buted all of the money to the employee benefits or would the
employee pay part of this money. In Table XXII, slightly
over three-fourths of the students and one hundred per cent
of the employers said that the employee paid part of the
benefits. No significant differences were identified between
student and employer responses.

**TABLE XXII**

STUDENT AND EMPLOYERS PERCEPTIONS OF WHO
PAYS FOR THE EMPLOYEE BENEFITS
BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>*Contributor to Employee Benefits</th>
<th>Students</th>
<th></th>
<th>Employers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Employee pays part</td>
<td>40</td>
<td>76.9</td>
<td>9</td>
<td>100.0</td>
</tr>
<tr>
<td>Store pays all</td>
<td>8</td>
<td>15.4</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>7.7</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Significance level of .2001 for chi-square comparison of student and employer responses.
Discount

Students and employers were asked what per cent discount a beginning employee would receive. As shown in Table XXIII approximately the same percentage of students (40.4 per cent) and employers (44.4 per cent) predicted that discount on store merchandise would be ten to fifteen per cent. There were no significant differences between student and employer responses.

TABLE XXIII

STUDENT AND EMPLOYER PERCEPTIONS OF EMPLOYEE DISCOUNTS BY NUMBER AND PERCENTAGE

<table>
<thead>
<tr>
<th>*Employee Discount</th>
<th>Students</th>
<th></th>
<th>Employers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>8%</td>
<td>1</td>
<td>1.9</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>10-15%</td>
<td>21</td>
<td>40.4</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>16-20%</td>
<td>12</td>
<td>23.1</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Over 20%</td>
<td>13</td>
<td>25.0</td>
<td>3</td>
<td>33.4**</td>
</tr>
<tr>
<td>No answer</td>
<td>5</td>
<td>9.6</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>100.0</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Significance level of .5343 for chi-square comparison of student and employer responses.

**Percentage rounded in order to equal 100 per cent.

In conclusion, the results of the chi-square analysis indicated few significant differences between the student and employer responses to the selected questions. Students and employers differed significantly in their perceptions of the
number of evening hours an executive trainee would be expected to work per week. When asked what employee benefits an executive trainee would receive, employers and students differed significantly in regard to unemployment insurance and savings and loan association benefits.

Summary

This study investigated the career expectations and goals of junior and senior fashion merchandising majors at North Texas State University and compared the findings with the expectations for the trainees of retail employers with executive training programs in the Dallas-Fort Worth metropolitan area. The fifty-two student respondents ranged in age from nineteen to twenty-nine. Twenty-one were classified as juniors while thirty-one were seniors. Ninety per cent of the students were single. Fifty-four per cent of the students hoped to marry after establishing a career. The majority of students had taken between six and ten clothing, textiles and merchandising courses.

Of the fifty-two respondents, ninety-two per cent planned to pursue a business career after graduating from college. Fifty-two per cent anticipated working continuously until retirement age. Fifty per cent expected their first job to be as an executive trainee.
Students ranked merchandising as the area of retailing most interesting to them. Eighty-one per cent of the students had worked in a retail store.

A buying position was the five-year goal of fifty-two per cent of the students. Thirty-nine per cent had formulated no goal for ten years after graduation. The three ultimate career goals most often mentioned by the students were store owner, buyer, and merchandise manager. Almost a fourth of the students had no specific goal. The students selected the following attributes as most important in making a favorable impression during a job interview: significant work experience, leadership ability, an attractive personal appearance, familiarity with the retail establishment with which one is interviewing, and organized and efficient use of time. The three qualities students selected as helping trainees succeed in retail careers were: initiative and responsibility, ambition and motivation, and the ability to communicate.

The majority of students anticipated working forty hours per week, including some Saturday and evening work. Respondents estimated remaining trainees for six months to one year and expected to be promoted during that period. Students predicted salaries of nine to ten thousand dollars the first
year as trainees but could not estimate future salaries. Employee benefits the students expected to receive included: employee discounts, workmen's compensation, social security, group life insurance, sick pay, medical insurance, and a paid vacation. The students anticipated receiving a week's vacation after one year's employment, two weeks after five years, and two or three weeks after ten years. The personal rewards in retailing mentioned by students were: discounts, satisfied customers, new responsibilities and opportunities for advancement.

The nine employer respondents included selected department and chain department stores in the Dallas-Fort Worth area. The length of the training programs at these stores ran from less than six months to three years. The number of training programs per year ranged from one to six, with some stores training each person individually. The training programs were described by the majority of the employers as being ten per cent classroom study and ninety per cent on-the-job training. Most of the employers hired fifty to one hundred-fifty trainees per year. Trainees were evaluated by the various supervisors' written or oral reports as the trainee participated in planned instruction.
Eight of the employers recruited on college campuses this past year. The employers hired from one and one-half to ten per cent of the people they interviewed. The attributes employers considered important in making a favorable impression during a job interview included: significant work experience, organized and efficient use of time, a good balance between social and academic activities in school and leadership ability. The three most important attributes that would help executive trainees to be most successful in their careers, as selected by the employers, included: ambition and motivation, initiative and responsibility and the ability to communicate. Two-thirds of the employers considered previous retailing experience very important for their executive trainees. Several employers stated that not all executive trainees were college graduates. Of the college graduates the employers hired, the majority were fashion merchandising majors.

The employers predicted that it would take three to five years for a trainee to become a buyer, five to twelve years to become store manager, five to fifteen years to become divisional merchandise manager and eight to fifteen years to become vice president of a store. The majority of employers stated that executive trainees would be required to work forty hours per week, with six to twelve of these hours in the
evening, and four to eight hours on Saturday. Beginning salaries for executive trainees were nine to ten thousand dollars. Trainees could expect to make between sixteen and twenty thousand dollars after five years. Salaries after ten years could not be estimated.

Employee benefits offered by all nine stores in this study included: employee discounts, unemployment insurance, workmen's compensation, social security, group life insurance, sick pay, medical insurance, and a paid vacation. The majority of employers provided two weeks vacation after one year, and three weeks after five or ten years.

Six stores had women vice presidents, while two stores had women store managers. There was a woman on the board of directors of one store, a national sales manager for another store, and a divisional merchandise manager for a third store.

The personal rewards in retailing mentioned most often by the employers included: satisfaction in helping customers to be pleased and the store to be successful, instant evaluation of executive decisions, and the dramatic improvement in salaries after several years in retailing.

Chi-square analysis was used to compare the responses of the students and the employers to several of the questions. No significant differences were observed between employer and
student responses in most cases. However, there was a significant difference between student and employer predictions of the number of evening hours an executive trainee would work per week. Of the twelve employee benefits listed, two responses were significantly different. A greater percentage of employers than students said that trainees would receive savings and loan association benefits and unemployment insurance.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the career expectations and goals of junior and senior fashion merchandising majors at North Texas State University and to compare the findings with the expectations for the trainees of retail employers with executive training programs in the Dallas-Fort Worth metropolitan area. Students were asked to describe their specific career expectations and goals. Employers were interviewed to determine their recruitment practices and executive training programs. Employer and student responses were then compared to identify any significant differences and to test the null hypothesis of the study.

A questionnaire was developed and administered to junior and senior fashion merchandising students at North Texas State University. An interview schedule was written and presented to selected retail employers in the Dallas-Fort Worth Metropolitan. A detailed discussion of the questionnaire and the interview schedule and their administrations may be found in Chapter III.
Nine employer interview schedules and fifty-two student questionnaires were usable for computer analyses of data. The data were coded, placed on cards for computer analysis and analyzed by Sto-10: Alpha-Numeric Single Column Frequency Distribution and Sto-25: Chi-square with Expected Frequencies. These programs provided frequency tables, table percentages, and chi-square values. For the purpose of this study, a significant difference was identified as a chi-square value with a significance level of .05 or less.

Data were gathered to test the null hypothesis of the study and to identify general information concerning students' career expectations and goals and employers' recruitment practices and executive training programs. Chi-square analysis did not identify enough differences in employer and student responses to be significant. Therefore, support was provided for the retention of the following:

**Null Hypothesis.**—There is no significant difference between the career expectations and goals of junior and senior merchandising students at North Texas State University and the career opportunities at selected retailers in the Dallas-Fort Worth metropolitan area.

**CONCLUSIONS**

The following conclusions were derived from the study.

1. Today's female students are planning business careers. In
this study, ninety-two per cent of the students planned to pursue a business career after graduation. These students had worked in retail stores to gain experience. Only eight of the fifty-two respondents had no retail experience.

2. The students have planned their career steps for the next five years and their goals are realistic. For example, fifty-two per cent of the students plan to be buyers after five years in retailing, and fifty-six per cent of the employers agreed that a trainee could become a buyer within five years.

3. The students have realistic expectations for their retailing careers. When students' and employers' responses were compared, agreement was found on many questions including: attributes that help trainees become successful, the amount of employee discount, relocation in order to receive promotions, the number of hours an employee works per week, and the salary a trainee would receive during the first year of employment.

4. In making a favorable impression during a job interview, the students considered the following attributes were most important: leadership ability, significant work experience, an attractive personal appearance and
familiarity with the retail establishment with which one is interviewing.

5. Students expected to remain trainees for six months to one year but employers estimated the training programs would last from less than six months to beyond three years.

6. Students are confused as to what employee benefits they might expect at the entry level. Not all fifty-two of the respondents checked "employee discounts on store merchandise." Of the four students who left the response blank, two students had not answered any part of the question. Only seventeen of the fifty-two students expected to receive unemployment insurance. The students tended to systematically underestimate other employee benefits that the stores offer, such as: workmen's compensation, old-age pension, group life insurance, sick pay, medical insurance, and paid vacation. However, the students and employers agreed that the employees pay part of the money for these benefits.

7. The students have ultimate career goals, and the stores have women in top management positions. Three-fourths of the students listed specific goals including: store owner, buyer, merchandise manager. Three students planned to be store vice presidents. In comparison, six stores
had women vice presidents, one had a woman on the board of directors and another had a female national sales manager. Other executive positions held by women included: national retail sales manager, corporate personnel director, art director and store manager.

The following conclusions concern the recruitment practices and executive training programs of the selected retailers in the study.

1. College recruitment is an important method of hiring executive trainees. Six stores hire at least one-half of their trainees through college recruitment.

2. Stores hire a small percentage of the people they interview. Six stores employed only one and one-half to ten per cent of the people they interviewed this past year.

3. The stores invite some of the students contacted through college recruitment for a follow-up interview and pay their expenses to Dallas or Fort Worth.

4. Prospective employees are evaluated on the following attributes: work experience, organized and efficient use of time, diversified interests, leadership ability and a good balance between social and academic activities while in school.
5. The training programs vary widely in length from less than six months to beyond three years. One store could not estimate the length of its training program because it had only been in existence one year, and the trainees were still being moved to different departments because the group of stores was growing rapidly.

6. On-the-job training is the major part of executive training programs. All nine stores estimated that ninety percent or more of the training programs were on-the-job experience.

7. The same information is given in most of the training programs. All nine stores explained the store goals, operations and opportunities for advancement to their trainees.

8. Trainees are evaluated on the job by the written or oral reports of their supervisors rather than by written examinations.

9. Trainees are paid primarily by salary and can expect to make nine to ten thousand dollars the first year.

Recommendations

Several recommendations for further research have been identified as a result of the findings of this study. Inasmuch
as the limits of conformity change with time, a similar study should be made periodically to identify changes in employer and student perceptions of career expectations and goals. If this study is repeated later for comparison, it is recommended that the researcher use a more structured questionnaire in order to eliminate the indefinite answers. The employer sample should be larger in any future research based on this study. Responses may vary extensively if this study were compared to employers and students located in other areas of the United States. Another study could investigate differences in career opportunities in chain department stores and conventional department stores.

Further study should be made to distinguish specific expectations of the freshmen and sophomore students compared with the juniors and seniors in this study. There may be differences if the questionnaire is administered at the first of the semester instead of in May. The students would then be surveyed at the beginning of the merchandising courses rather than at the completion.

As more fashion merchandising students enter retailing careers, a study could be made to investigate their changing career goals. Another study could compare the expectations of fashion merchandising students and those students who have
been in retailing careers for five years. This exploratory study should provide the basis for various future studies involving career goals in retailing.
APPENDIX A
STUDENT QUESTIONNAIRE

DIRECTIONS: Please read each item carefully and (1) check the responses appropriate to you, or (2) supply the requested information. If there is not sufficient space to answer the questions, use the back of the sheet. Your responses will be treated confidentially.

1. Age:
   - Between 19 and 20 = 13 (25%)
   - Between 21 and 22 = 29 (15.8%)
   - Between 23 and 25 = 7 (13.5%)
   - Between 26 and 29 = 3 (5.8%)

2. Marital Status:
   - single = 47 (90.4%)
   - married = 5 (9.6%)

3. Current major:
   - Fashion Merchandising = 52 (100%)

4. Classification:
   - Junior = 21 (40.4%)
   - Senior = 31 (59.6%)

5. Please check which courses you have completed or in which you are currently enrolled in the school of Home Economics:

   HOEC 132 - Clothing =52 (100%)
   HOEC 137 - Art in Clothing =45 (86.5%)
   HOEC 150 - Field Experience = 6 (11.5%)
   HOEC 233 - Textiles =49 (94.2%)
   HOEC 332 - Advanced Clothing =45 (86.5%)
   HOEC 333 - Clothing Design and Construction =31 (59.6%)
   HOEC 335 - History of Costume and Furniture =35 (67.3%)
   HOEC 349 - Fashion Merchandising =38 (73.1%)
   HOEC 350 - Advanced Field Experience =11(21.2%)
   HOEC 361T - Investigative Procedure in Textiles Marketing =37 (71.2%)
   HOEC 401 - Problems in Costume Design =23 (44.2%)
   HOEC 472C - Problems in Clothing = 6 (11.5%)
   HOEC 472M - Research Problems in Textile Merchandising =23 (44.2%)
6. When do you anticipate marriage?

Already married - 5 (9.6%)
Immediately upon graduation - 7 (13.5%)
After establishing a career - 28 (53.9%)
Not in the foreseeable future - 12 (23.1%)

7. Do you plan to pursue a business career after you finish your degree?

Yes = 48 (92.3%)  No = 4 (7.7%)

8. If the answer to Question 7 is yes, what do you expect your first job to be following graduation?

Executive training = 26 (50%)
Miscellaneous training positions (sales, etc.) = 16 (30.85)
Other (non-retailing) = 4 (7.7%)
No idea what first job will be or left answer blank = 6 (11.5%)

9. What would you expect your duties and activities involved in this first job to be?

10. How much opportunity have you had to talk with someone who is employed in the kind of position you would like?

Extensive = 12 (23.1%)  Some = 33 (63.5%)
None = 7 (13.5%)

11. Do you anticipate working continuously until retirement age?

Yes = 27 (51.9%)  No = 24 (46.2%)  No answer = 1 (1.9%)

Do you anticipate having interruptions in your work patterns?

Yes = 33 (63.5%)  No = 17 (32.7%)  No answer = 2 (3.9%)

If so, explain the interruptions you expect.

To have a baby = 33 (63.5%)
12. There are many areas of opportunity in retailing. Please rank the following as to which seems most interesting to you.

1 = most interesting 2 = interesting 3 = least interesting

Merchandising - This is the buying division. Positions include assistant buyers, buyers, merchandise managers, and merchandise vice presidents.

Most interesting = 33 (63.5%)
interesting = 15 (28.9%)
least interesting = 2 (3.9%)
no answer = 2 (3.9%)

Store Administration - This is the management of the day-to-day operation of the store. Included in this area is customer service, supervision of scheduling, communication with buyers, and visual merchandise (displays).

Most interesting = 11 (21.2%)
interesting = 19 (36.5%)
least interesting = 20 (38.5%)
no answer = 2 (3.9%)

Sales Promotion - This area is involved in presenting the merchandise in a creative, informative and appealing way to promote sales. Advertising in newspapers, television, radio, and direct mail are the primary activities, along with outstanding special events and public relations.

Most interesting = 6 (11.5%)
interesting = 16 (30.8%)
least interesting = 28 (53.9%)
no answer = 2 (3.9%)

13. Have you completed or are you currently doing your field experience work? Yes = 11 (21.2%) No = 41 (78.9%)
14. Other than field experience, what retailing experience have you had?

Have had other retailing experience = 42 (80.8%)
No experience = 10 (19.2%)

15. If you have planned any of the steps in your career, what position do you expect to hold five years after graduation?

Buyer = 27 (51.9%)
Department Manager = 4 (7.7%)
Merchandise Manager = 5 (9.6%)
Store Manager = 1 (1.9%)
Store owner = 2 (3.9%)
No plan = 11 (21.2%)
Other (Non-retailing) = 2 (3.9%)

Ten years after graduation?

Buyer = 13 (25%)
Department Manager = 2 (3.9%)
Merchandise Manager = 11 (21.2%)
Store Manager = 1 (1.9%)
Store owner = 4 (7.7%)
No plan = 20 (38.5%)
Other (non-retailing) = 1 (1.9%)

16. What is your ultimate goal (the highest level position you expect to reach)?

Buyer = 9 (17.3%)
Department Manager = 1 (1.9%)
Merchandise Manager = 10 (19.2%)
Store Manager = 0

Vice President of a store = 3 (5.8%)
Store owner = 14 (26.9%)
Cannot predict or no answer = 12 (23.1%)
Other (non-retailing) = 3 (5.8%)

17. How long after your graduation will it take to reach this goal?

6 months to 1 year = 1 (1.9%)
2 years to 5 years = 7 (13.5%)
6 years to 10 years = 9 (17.3%)
11 years to 15 years = 12 (23.1%)
16 years to 20 years = 6 (11.5%)
Over 20 years = 1 (1.9%)
Indefinite or no answer = 16 (30.8%)

18. Do you feel that your grades in college have a direct relationship to the successful performance of your job?

Yes = 16 (30.8%)  No = 36 (69.2%)

19. Which of the following statements do you feel are important to an applicant in making a favorable impression during a job interview? Put a check next to the three you feel are most important. Put a zero next to the three you consider least important.

<table>
<thead>
<tr>
<th>Most Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>A good balance between academic activities</td>
<td></td>
</tr>
<tr>
<td>while in school</td>
<td>6 11.5%</td>
</tr>
<tr>
<td>Organized and efficient use of time</td>
<td>21 40.4%</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>26 50.0%</td>
</tr>
<tr>
<td>Diversified interests</td>
<td>6 11.5%</td>
</tr>
<tr>
<td>Ability to discuss her shortcomings con-</td>
<td></td>
</tr>
<tr>
<td>structively</td>
<td>6 11.5%</td>
</tr>
<tr>
<td>Contributed significantly to her own college expenses</td>
<td>3 5.8%</td>
</tr>
<tr>
<td>Significant work experience</td>
<td>32 61.5%</td>
</tr>
<tr>
<td>Familiarity with the retail establishment</td>
<td></td>
</tr>
<tr>
<td>with which she is interviewing</td>
<td>24 46.2%</td>
</tr>
<tr>
<td>A pleasing voice</td>
<td>2 3.9%</td>
</tr>
<tr>
<td>An attractive personal appearance</td>
<td>26 50.0%</td>
</tr>
</tbody>
</table>

20. Which of the following attributes do you think will help you the most to be successful in your career? Check the three most important.
<table>
<thead>
<tr>
<th>Trait</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good personality</td>
<td>32.7%</td>
</tr>
<tr>
<td>Leadership ability</td>
<td>30.8%</td>
</tr>
<tr>
<td>Ambition and motivation</td>
<td>63.5%</td>
</tr>
<tr>
<td>Creativity and intelligence</td>
<td>32.7%</td>
</tr>
<tr>
<td>Teamwork capabilities</td>
<td>11.5%</td>
</tr>
<tr>
<td>Initiative and responsibility</td>
<td>69.2%</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>42.3%</td>
</tr>
<tr>
<td>Work habits</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

21. Have you already accepted a position to be assumed upon graduation?

22. How many hours do you expect to work per week on your first job after graduation?
   
<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40</td>
<td>9.6%</td>
</tr>
<tr>
<td>40 hours</td>
<td>59.6%</td>
</tr>
<tr>
<td>41-50 hours</td>
<td>23.1%</td>
</tr>
<tr>
<td>Over 50 hours</td>
<td>3.9%</td>
</tr>
<tr>
<td>No answer</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Do you expect to work evenings? If yes, how many hours per week?

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, and no amount of hours listed</td>
<td>38.5%</td>
</tr>
<tr>
<td>No</td>
<td>15.4%</td>
</tr>
<tr>
<td>Yes, and 1 to 5 hours</td>
<td>9.6%</td>
</tr>
<tr>
<td>Yes, and 6 to 12 hours</td>
<td>19.2%</td>
</tr>
<tr>
<td>Yes and more than 12 hours</td>
<td>13.5%</td>
</tr>
<tr>
<td>No answer</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

Do you expect to work Saturday? If yes, how many hours per week.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, and no amount of hours listed</td>
<td>42.3%</td>
</tr>
<tr>
<td>No</td>
<td>7.7%</td>
</tr>
<tr>
<td>Yes, and 4 to 8 hours</td>
<td>42.3%</td>
</tr>
<tr>
<td>Yes, and over 8 hours</td>
<td>3.9%</td>
</tr>
<tr>
<td>No answer</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

23. If promotion within the organization meant a move to another city of another state, how willing would you be to relocate?
Go anywhere the job is = 17 (32.7%)
Would relocate within southwestern region = 10 (19.2%)
Would relocate within the immediate metropolitan area
   (Dallas-Fort Worth = 18 (34.6%)
Not willing to relocate = 6 (11.5%)
No answer = 1 (1.9%)

24. If you are in an executive training program with a retailer, how long would you expect to remain a trainee?

Less than 6 months = 4 (7.7%)
Six months to one year = 28 (53.9%)
One to 1½ years = 5 (9.6%)
Two to three years = 3 (5.8%)
No answer or indefinite = 11 (21.2%)
Beyond 3 years = 1 (1.9%)

25. After beginning your work, how long do you think it would take to get your first promotion?

Less than 6 months = 7 (13.5%)
Six months to one year = 31 (59.6%)
One to 1½ years = 5 (9.6%)
Two to three years = 3 (5.8%)
No answer or indefinite = 6 (11.5%)

26. Would you accept a promotion even though the merchandise area does not appeal to you?

Yes = 37 (71.2%)
No = 12 (23.1%)
No answer = 3 (5.8%)

27. As an executive trainee, do you expect to be able to choose the department in which you want to work?

Yes = 9 (17.3%)  no = 39 (75%)  no answer = 4 (7.7%)

28. What salary do you expect to be making during your first year in your career?

Below 9 thousand = 10 (19.2%)
9 to 10 thousand = 27 (51.9%)
11 to 12 thousand = 4 (7.7%)
Indefinite = 11 (21.2 %)
After five years?

9 to 10 thousand = 3 (5.8%)
11 to 12 thousand = 9 (17.3%)
13 to 15 thousand = 13 (25%)
16 to 20 thousand = 7 (13.5%)
Above 20 thousand = 1 (1.9%)
Indefinite = 19 (36.5%)

After ten years?

11 to 12 thousand = 1 (1.9%)
13 to 15 thousand = 6 (11.5%)
16 to 20 thousand = 11 (21.2%)
Above 20 thousand = 11 (21.2%)
Indefinite = 23 (44.2%)

29. What are some of the employee benefits you expect to receive at the entry level?

Employee discount on store merchandise = 48 (92.3%)
Unemployment insurance = 17 (32.7%)
Women's compensation = 26 (50%)
Old-age pension (social security = 27 (51.9%)
Profit sharing = 13 (25%)
Group life insurance = 32 (61.5%)
Sick pay = 29 (55.8%)
Medical insurance = 32 (61.5%)
Savings and loan association (credit union = 12 (23.1%)
Paid vacation = 33 (63.5%)
Financial assistance for further education = 8 (15.4%)
Recreation clubs sponsored by the store = 5 (9.6%)

30. Do you expect to have to contribute part of the money to these benefits or do you expect the store to pay for all of it?

I expect to pay part of the money = 40 (76.9%)
I expect the store to contribute all the money = 8 (15.4%)
No answer = 4 (7.7%)

31. After the first year in retailing, how long a vacation would you expect to receive?
Less than one week = 5 (9.6%)
One week = 31 (59.6)
Two weeks = 12 (23.1%)
No answer = 4 (7.7)

After 5 years?
One week = 2 (3.9%)
Two weeks = 27 (51.9%)
Three weeks = 14 (26.9%)
Four weeks = 3 (5.8%)
No answer = 6 (11.5%)

After ten years?
Two weeks = 6 (11.5%)
Three weeks = 16 (30.8%)
Four weeks = 16 (30.8%)
More than 4 weeks = 6 (11.5%)
No answer = 8 (15.4%)

32. What percent discount do you expect as a beginning executive employee?
8% = 1 (1.9%)
10-15% = 21 (40.4%)
16-29% = 12 (23.1%)
Over 20% = 13 (25%)
No answer = 5 (9.6%)

33. What do you see as some of the personal rewards of working in retail merchandising?
Trends: 16 (30.8%)
Discounts: 11 (21.2%)
Satisfied customers: 20 (38.5%)
See one's plans implemented: 19 (36.5%)
Acquiring responsibility: 17 (32.7%)
Knowing there's a chance for advancement: 11 (21.1%)
No answer: 11 (21.2%)
May 5, 1977

A study is being conducted at North Texas State University involving the student and employer perceptions of expectations and goals in retailing. A questionnaire has been administered to junior and senior merchandising students. May we set up a date for an interview with you to discuss the entry-level jobs of merchandising graduates and your store's executive training program?

We would like to schedule interviews during the weeks of May 16 through May 20 and May 23 through May 27, if possible. Miss Grace will call your office to confirm a date. The interview would take approximately thirty minutes.

Your name and the name of the store will not be divulged in the findings of the report. We look forward to talking with you.

Sincerely,

Marilu Grace  
Graduate Student

Dr. Marian Jernigan  
Associate Professor

Dr. Mary Evans  
Director of School of Home Economics
APPENDIX C
EMPLOYER INTERVIEW SCHEDULE

Store Code:

I. North Texas State University's fashion merchandising program is growing. Your input is desired to help provide students with a more realistic viewpoint of their career expectations. This first group of questions are directed to your store's executive training program.

Would you briefly explain your store's executive training program.

1. What percentage of this training is done in a formal classroom setting and what percentage is done on-the-job?

   10% classroom, 90% on-the-job = 5 (55.6%)
   20% classroom, 80% on-the-job = 1 (11.1%)
   5% classroom, 95% on-the-job = 1 (11.1%)
   0 classroom, 100% on-the-job = 2 (22.2%)

2. What is the title of the person who is responsible for the training of your executives?

3. How long is your executive training program?

   Less than six months = 1 (11.1%)
   Six months to one year = 2 (22.2%)
   One to one and one-half years = 1 (11.1%)
   Two to three years = 2 (22.2%)
   Beyond three years = 2 (22.2%)
   Indefinitely = 1 (11.1%)

4. Do you have more than one executive training program per year?
One = 2 (22.2%)
Two= 2 (22.2%)
Three = 1 (11.1%)
Six = 1 (11.1%)
Continuous = 3 (33.3%)

When do they begin?

After Spring graduates were hired = 2 (22.2%)
Spring and Winter = 2 (22.2%)
June, August, and December = 1 (11.1%)
January, February, March, June, July, August = 1 (11.1%)
Continuously = 3 (33.3%)

5. How many trainees do you hire per year?

Less than 50 = 3 (33.3%)
50 to 150 = 5 (55.6%)
More than 150 = 1 (11.1%)

6. During the training program do you give specific information on the following:

8 (88.9%) History of the store
8 (88.9%) Store policies and regulations
9 (100%) Store goals
9 (100%) Store operations
7 (77.8%) Sales procedures (salesmanship)
8 (88.9%) Personnel procedures
9 (100%) Opportunities for advancement
8 (88.9%) Employee Benefits
8 (88.9%) Management techniques
8 (88.9%) Buying procedures
8 (88.9%) Customer relations
8 (88.9%) Merchandise math

7. How is the trainee evaluated and what is the frequency of the evaluation?

0 - by written examination(s)
6 (66.6%) by the department head's written report as the trainee participates in programmed instruction
1 (11.1%) other (specify) = Reviews
2 (22.2%) by both written examinations and department head's reports.
8. Does the executive trainee get to choose the departments in which she will train? Yes: 2 (22.2%)  
   No: 6 (66.7%)  No answer: 1 (11.1%)

II. The second group of questions concerns the interview with prospective executive trainees.

Would you explain how you select your executive trainees.

1. What is the title of the person who is responsible for the recruitment of your executives?

2. Do you recruit on college campuses?  
   Yes: 8 (88.9%)  No: 1 (11.1%)

   Where?
   In Texas only = 2 (22.2%)  
   Southwestern region (including Texas) = 5 (55.6%)  
   Southeast U.S. = 3 (33.3%)  
   Northwest U.S. = 2 (22.2%)  
   North central U.S. = 3 (33.3%)  
   Northeast U.S. = 1 (11.1%)  
   Midwest U.S. = 1 (11.1%)

3. How many people did you interview this past year?
   \[\frac{1}{2} - 5 \% = 4 (44.4\%)\]  
   10\% = 4 (44.4\%)  
   50\% = 1 (11.1\%)  
   No answer = 2 (22.2\%)

   Out of that number, how many did you hire?

4. Approximately what percentage of the executive trainees that you hire each year are contacted through college recruitment, and what percentage are walk-ins?
   60\% college - 40\% walk-ins = 3 (33.3\%)  
   100\% college = 1 (11.1\%)  
   100\% walk-ins = 1 (11.1\%)  
   70\%-30\% walk-ins = 1 (11.1\%)
30% - 70% walk-ins = 1 (11.1%)
50% - 50% walk-ins = 1 (11.1%)
10% - 90% walk-ins = 1 (11.1%)

5. Of the people you reach during college recruitment, approximately what percentage are invited for a follow-up interview at the store?

12½% - 20% = 4 (44.4%)
45% - 50% = 2 (22.2%)
80% - 1 (11.1%)
No answer = 2 (22.2%)

Do you pay their expenses to come to Dallas (Or Fort Worth?)

Yes: 6(66.7%)  No: 2 (22.2%)
Depends on the individual: 1 (11.1%)

6. How long does the average in-store interview usually last?

1/2 to 1 1/2 hours = 5 (55.6%)
1/2 day = 2 (22.2%)
All day = 1 (11.1%)
No answer = 1 (11.1%)

7. Do you use any type of formal testing of applicants? (personality, aptitude, etc.)

Yes: 1 (11.1%)  No: 8 (88.9%)

8. Which of the following statements do you feel are important to an applicant in making a favorable impression during a job interview? Put a check by the three most important. Put a zero by the three least important.

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Most          Least
1 (11.1%)  2 (22.2%) Contributed significantly to her own college expenses
4 (44.4%)  1 (11.1%) Significant work experience
2 (22.2%)  3 (33.3%) Familiarity with the retail establishment with which she is interviewing

...  6 (66.7%) A pleasing voice
2 (22.2%)  3 (33.3%) An attractive personal appearance

9. Which of the following attributes do you think will help executive trainees the most to be successful in their careers? Check the three most important.

0  Good personality
3 (33.3%) Leadership ability
6 (66.7%) Ambition and motivation
2 (22.2%) Creativity and intelligence
3 (33.3%) Teamwork capabilities
6 (66.7%) Initiative and responsibility
6 (66.7%) Ability to communicate
1 (11.1%) Work habits

10. Do grades in college have a direct relationship to the successful performance of the job in retailing?
Yes: 0  No: 9 (100%)

11. What percentage of your executive trainees have had previous retailing experience?
50% to 60% = 3 (33.3%)
70% to 80% = 2 (22.2%)
90% to 100% = 4 (44.4%)

12. How important is previous retailing experience?
Yes, it is very important: 6 (66.7%)
No, it is not important: 3 (33.3%)

13. Are all your trainees college graduates?
Yes: 3 (33.3%)  No: 6 (66.7%)
The majority of these college graduates majored in what field?
Fashion Merchandising: 5 (55.5%)
Business: 4 (44.4%)
III. This last group of questions concerns the trainees you have hired and their job expectations.

1. Which area of retailing is most often applied for by beginning executive trainees at your store?

8 (88.9%) Merchandising
0 Store administration (non-selling departments)
0 Sales promotion
0 Other (specify)
1 (11.1%) no specific area

2. What is the average amount of time it would take the average executive trainee to reach the position of:

   Assistant department manager Immediately, or 3-5 months.
   Department Manager 6 months to 3 years
   Area supervisor Immediately to 2 years
   Assistant buyer Immediately to 1 year
   Buyer 3-5 years
   Store manager 5-12 years
   Divisional merchandise manager 5-15 years
   Vice-President(GMM) merchandising 8-15 years

   Assistant department manager Immediately, or 3-5 months
   Department manager 6 months to 3 years
   Assistant Divisional Manager
   Divisional manager 3-5 years
   Customer service or merchandise control manager
   Merchandise manager 8 years
   Assistant store manager
   Store manager 5-12 years
   Staff assignment in group, zone, or territorial offices 8 years
   Corporate staff positions 8-10 years

3. What position can the average executive trainee expect to hold after five years of employment with your store?

   Buyer: 5 (55.6%)
   Merchandise Manager 2 (22.2%)
   Store Manager : 0
   Department manager: 1 (11.1%)
After ten years?

Buyer: 0
Merchandise manager: 0
Store manager: 6 (66.7%)
Department manager: 0
Depends on the individual: 2 (22.2%)

4. How many hours per week are executive trainees required to work?

Less than 40: 2 (22.2%)
40: 5 (55.5%)
41-50: 2 (22.2%)
Over 50: 0

How many of these hours are evening work?

None: 1 (11.1%)
1-5: 2 (22.2%)
6-12: 6 (66.7%)

How many of these hours are on Saturday?

4-8: 8 (88.9%), no answer: 1 (11.1%)

5. Would you require an executive trainee to relocate in order to accept a promotion?

Would they have to relocate:
within the Dallas/Fort Worth area 2 (22.2%)
within the Southwestern region 2 (22.2%)
wherever the job is located (4 (44.4%)
no answer: 1 (11.1%)

If they were not willing to relocate would this affect future promotions for them?

Yes: 5 (55.6%)
No: 2 (22.2%)
No answer: 2 (22.2%)

6. Are your executive trainees paid by salary or by hourly wage?

Salary = 7 (77.8%) Hourly wage = 2 (22.2%)
7. What average salary could an executive trainee expect to make during the first year as an employee of your store?

Below $ 9,000 = 1 (11.1%)
$9,000- $ 10,000 = 8 (88.9%)

After five years?

$11,000 - $12,000 = 1 (11.1%)
$13,000 - $15,000 = 2 (22.2%)
$16,000 - $20,000 = 3 (33.3%)
No answer = 3 (33.3%)

After ten years?

$16,000 - $ 20,000 = 1 (11.1%)
Above $ 20,000 = 3 (33.3%)
No answer = 5 (55.6%)

8. Do all your beginning executive trainees receive the same salary?

Yes = 4 (44.4%)   No = 2 (22.2%)   No answer = 1 (11.1%)

9. Is a master's degree of any benefit to a person going into retailing?

Yes = 6 (66.7%)   No = 2 = (22.2%)   No answer = 1 (11.1%)

10. What employee benefits are offered by your store? Does the new executive trainee receive all of these benefits?

9 (100%) employee discount on store merchandise, what percent? 10-15% = 4 (44.4%), 16-20% = 2 (22.2%),
Over 20% = 3 (33.3%)

9 (100%) unemployment insurance
9 (100%) workmen's compensation
9 (100%) old-age pension (social security)
5 (55.6%) profit sharing
9 (100%) group life insurance
9 (100%) sick pay
9 (100%) medical insurance
8 (88.9%) savings and loan association
9 (100%) paid vacation
2 (22.2%) financial assistance for further education
1 (11.1%) recreation clubs sponsored by the store
11. Will the store contribute all of the money to these benefits or will the employee pay part of this money?

Employee pays part = 9 (100%)
Store pays all = 0

12. What is the length of the vacation for an employee after the first year?
One week = 1 (11.1%)
Two weeks = 3 (77.8%)
Three weeks = 1 (11.1%)

After five years? Two weeks = 3 (33.3%)
Three weeks = 6 (66.7%)

After ten years? Three weeks = 7 (77.8%)
Four weeks = 2 (22.2%)

13. What percentage of your trainees are male?

10% = 1 (11.1%) 40-70% = 4 (44.4%)
20-30% = 3 (33.3%) No answer = 1 (11.1%)

14. Do the majority of the female executive trainees continue working after they marry?

Yes = 5 (55.6%) No = 1 (11.1%) No answer = 3 (33.3%)

15. Do female executives take brief interruptions to have a family and then return to their job?

Yes = 8 (88.9%) No = 1 (11.1%)

16. What is the average length of time a trainee works for your store?

Training period = 3 (33.3%)
1 to 3 years = 4 (44.4%)
4 years = 1 (11.1%)

17. What is the highest position a female holds in your company?
18. What do you see as some of the personal rewards of working in retail merchandising?

Satisfaction: satisfaction in helping customers and contributing to the success of the company; satisfaction of a job well done; to be affiliated with an organization composed of high quality people, quality merchandise, and quality customer service; building a clientele -- knowing that a person relies on you for your advice and retail experience.

Instant evaluation: retailing gives you the ability to run your own show at almost all levels; not held back by seniority; go as far as possible--it depends on you; you know daily if you have or have not done well; you can see what you are accomplishing in a short period of time; you can make a decision and see the results.

Salary advancement: monetarily everything will pay off five to six years later.
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