The Development of a Competency-based Simulation Curriculum for Fashion Merchandising I in Virginia Beach Public Schools

Teresa Fary
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects

Part of the Education Commons

Recommended Citation
https://digitalcommons.odu.edu/ots_masters_projects/544

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
THE DEVELOPMENT OF A COMPETENCY-BASED, SIMULATION CURRICULUM FOR FASHION MERCHANDISING I IN VIRGINIA BEACH PUBLIC SCHOOLS

A Proposal
Presented To
Dr. Murray Rudisill
Old Dominion University

In Partial Fulfillment of the Requirements for ECI-535

by
Teresa Fary
July 31, 1978
This project was prepared by Teresa Fary under the direction of the professor in VIAE 536, Problems in Education, as partial fulfillment of the requirements for the degree of Master of Science in Secondary Education and has been approved by the Graduate Program Director of Secondary Education.

Date November 30, 1978

APPROVED BY:

[Signature]
Dr. John E. Turner
Advisor

[Signature]
Dr. John M. Ritz
Graduate Program Director
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>DEFINITION OF TERMS</td>
<td>3</td>
</tr>
<tr>
<td>DELIMITATIONS</td>
<td>5</td>
</tr>
<tr>
<td>2. REVIEW OF LITERATURE</td>
<td>6</td>
</tr>
<tr>
<td>CURRICULUM DEVELOPMENT THEORY</td>
<td>6</td>
</tr>
<tr>
<td>METHODOLOGY</td>
<td>10</td>
</tr>
<tr>
<td>COMPETENCY-BASED</td>
<td>13</td>
</tr>
<tr>
<td>SIMULATION</td>
<td>14</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>16</td>
</tr>
<tr>
<td>3. PROCEDURE</td>
<td>18</td>
</tr>
<tr>
<td>4. SUMMARY</td>
<td>21</td>
</tr>
<tr>
<td>Background of the problem</td>
<td>21</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>21</td>
</tr>
<tr>
<td>Review of literature</td>
<td>21</td>
</tr>
<tr>
<td>Procedure</td>
<td>22</td>
</tr>
<tr>
<td>5. SELECTED REFERENCES</td>
<td>24</td>
</tr>
<tr>
<td>6. SELECTED RESOURCES</td>
<td>25</td>
</tr>
<tr>
<td>7. APPENDICES</td>
<td>27</td>
</tr>
<tr>
<td>A. FASHION I SIMULATION TASK ANALYSIS LIST</td>
<td>27</td>
</tr>
<tr>
<td>B. CURRICULUM OUTLINE</td>
<td>36</td>
</tr>
<tr>
<td>C. CURRICULUM TEACHING SEQUENCE</td>
<td>37</td>
</tr>
<tr>
<td>D. FIRST SEMESTER SIMULATION ACTIVITIES</td>
<td>38</td>
</tr>
<tr>
<td>E. MAJOR TOPIC AREAS</td>
<td>39</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

Currently, a major source of dissatisfaction in secondary education is the failure of schools to provide career development and upon graduation the "lack" of some form of entry level skill. As stated in the Virginia Standards of quality, a major goal in vocational education is for youths and adults to acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and even more important for which there are employment opportunities. This goal can be considered particularly realistic when referring to the 1981 mandate that states: "by June 30, 1981 at least 70% of secondary students available for employment who complete occupational programs or leave school prior to completion with a marketable skill will be employed in a field for which they are trained or in a related field as verified by the annual follow-up survey." Therefore, the future for vocational programs must without question include competency-based instruction to achieve this goal. This method of instruction is discussed in greater detail within the study and shows its value particularly in the vocational areas. The charge for accountability by parents as well as the general public has instigated a review of instructional methods and content of the teaching materials already in widespread use. Vocational educators must be able to produce competent workers at a job entry level upon graduation from high school.
A goal of the Distributive Education program in Virginia Beach City Schools is to transform the present fashion merchandising curriculum, which currently is pretty much academic, into a competency-based simulation program. This is especially challenging in that there is very little money available for this to be accomplished in the traditional meaning of simulation. This approach is a new addition to the already established cooperative programs which teaches the student in the classroom and learning experiences are reinforced on the job. Under the new rules and procedures established by the State Distributive Education service, all new schools to be built from this point on will have an approved, in house, simulated classroom. This of course does not aid the many schools already in existence. The curriculum plan herein will be a tool for those schools without funds for a simulated classroom. The ultimate objective will be improved education for employment in retailing and more specifically for this study, fashion merchandising, by developing the skills and attitudes necessary for success in the field of marketing and distribution of fashion apparel and accessories.
PROBLEM

The request was made by the City Supervisor of Distributive Education for Virginia Beach City Schools to undertake the task of establishing a simulated competency-based curriculum for Fashion Merchandising I in Virginia Beach City Schools. The problem then is one of developing a competency-based curriculum which may be taught by utilizing simulated experiences rather than cooperative training stations.

DEFINITION OF TERMS

The following terms are defined for the better understanding of the reader. They have been used frequently throughout the study and are necessary in understanding the study.

Accountability. The process of demonstrating that the curriculum has accomplished what it said it would accomplish.

Competency. The knowledges and understandings, skills and attitudes required to satisfactorily perform a task.

Competency-Based Curriculum. Curriculum designed to teach students the knowledge, skill, and attitude needed to complete tasks for a specific job.

Curriculum Theory. A theory setting forth the sources, screens, and procedures for the development of a curriculum.

Fashion Merchandising Occupations. Those occupations followed by persons engaged primarily in the apparel and accessories
of marketing and merchandising

Simulation Plan (or learning activities). An organization­al plan of instruction which involves a series of selected simulat­ed and/or real occupational experiences which develop the students' competencies in the field of fashion merchandising and which are re­lated to the students' occupational objective.

Task. A complete job element.

Task Analysis. The process of identifying and logically relating a set of actions required for the completion of a job ob­jective (s).

Vocational Education. Training or retraining which is given in schools or classes under public supervision and control or under contract with a state board or local education agency and is con­ducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or sub-professionals in recognized occupations and in new and emerg­ing occupations or to prepare individuals for employment in occupa­tions which the Commissioner determines, and specified by regula­tion, to be generally considered professional or which requires a baccalaureate or higher degree (Roberts, 1971).
DELIMITATIONS

This study was restricted to the input of a small number of teachers initially since the element of time was critical. The major concern was to ensure that a "plan" was in tact before the opening of school.

One major problem was the lack of funds to aid the program in its development. Therefore, for the most part, the simulated experiences that have been developed must be performed outside of the classroom since the existing Distributive Education classroom is not suited for a traditional simulation program. This means the curriculum is composed of more learning activities and experiences than in typical class simulation techniques. This presents an additional problem of obtaining release time from school for the students and teachers to benefit from these outside simulation activities.
Chapter 2

REVIEW OF LITERATURE

A review of curriculum development theory is outlined first, followed by various forms of methodology, competency-based instruction and simulation programs investigated in relation to the development of curriculum.

CURRICULUM DEVELOPMENT IN THE PAST

There is evidence of a long succession of limited approaches to curriculum development found in literature. The prevailing concept in the Colonial Era, borrowed from European schools, was that education was for the elite only. This view haunted public education in one way or another for generations.

In the 1830s the prevailing rationale for curriculum planning, was the welfare of the American public at large, not the individual. In the 1880s and 1890s, a huge number of immigrants arrived and settled in both rural and urban locations. The two influences of immigration and industrialization brought about new demands on the curriculum and on instruction in the schools.

The Progressive Education Association, formed in 1919 was another significant influence on curriculum development. What had been a loosely formed movement against the mental discipline approach and formalism in education became an organized movement. The split between "scholars" and "educationists" began in the 1920s and 1930s. There was little or no attempt to develop or evaluate theories of curriculum. Concepts from the progressive education
movement can be found in practice in the 1970s and the movement produced a study that continues to provoke questions and stimulate thinking about curriculum and evaluation.

From 1932 to 1940 an Eight Year Study was done under the direction of Ralph W. Tyler of the University of Chicago. Unfortunately, the impact of the study on curriculum development was minimal in its day. The five volumes of the report were released in 1942 at a time when our nation's interest were absorbed in World War II. After the war ended, the curriculum development suffered arrested progress for many various reasons. (Unruh, 1975)

Preoccupation of the curriculum developers with curriculum structure and new teaching styles left them somewhat unprepared for the shock of the "crisis" that gained national attention in the late 1950s, Sputnik. American education seemed to have failed to respond to changing social needs. Sputnik is generally credited with triggering the curriculum reform movement of the 1950s and 1960s.

The fact that curriculum lacked relevance for many students became a new watchword. Unresponsiveness of the schools to the changing culture, social issues, and the needs of youth was dramatized in the late 1960s and early 1970s by student disruptions in numerous high schools. Toward a More Relevant Curriculum, a report of a national seminar held in 1970, emphasized that the most important single change needed in the schools was development of responsiveness in curriculum. Diagnosing group needs as well as individual needs was seen as an important function of those responsible for improving curriculum and instruction.
Unruh's theory in *Responsive Curriculum Development* states that there are three basic models for the curriculum development process. First, the Management Model which basically says a school administrator, a manager or someone similar has the final decision-making authority. He is at the top of the hierarchy designed to increase the consistency of decisions. The second method of curriculum development is the Open-Access Model. Here the decisions are made on the basis of their consistency with humanistic values. A principle premise is that this consistency is accomplished when the decision-making process is based on open inquiry. This means that students involved are free to participate in its development in ways that are meaningful to them. The third systematic model of curriculum development which borrows from systems approaches in industry and is frequently described as a performance-based program. The first step is to establish the goals of the curriculum. Then the planners develop a series of tasks that can be diagramed for moving from one task to another in the curriculum development process. These objectives indicate observable student outcomes to be produced until the classroom lesson plan level is reached (Unruh, 1975).

Some feel the Systematic Model might conceivably be "guaranteed" to produce the student learning and ultimately the effect on society for which it is designed. The strict behavioristic interpretation under lies some of the "accountability" efforts in the news today.
One example of a Systems Approach is using needs assessment for curriculum development. Needs assessment is a process of defining the desired end (outcome, product, or result) of a given sequence of curriculum development. In order for needs assessment to be valid and useful, it should include the educational partners of learners, educators and community members in the process for defining needs. The installation of such a tool as it relates to dollar costs to the school system often determines the essence of accountability. The process starts with the assessment of the needs of the student, relates the needs to the world of work, puts the need in priority order and selects the needs of highests priority. The process then develops and defines the most effective and efficient way of meeting the needs of the curriculum, evaluates it during its use and at the end of learning, and uses the evaluation information to revise and renew the system. Please see diagram A.

A well planned implementation is of extreme importance with any method. Many of the books written on the process of curriculum development include various ideas for achieving this implementation. Most of the more effective methods include input from an advisory committee, students, teachers and curriculum specialists.

The advisory committee is usually made up of only a few specialists who work well together and are experts in the chosen field. The role of the student is one of involvement and feedback concerning the program, learning projects, field trips and sometimes sitting in on curriculum planning committees which has been
Diagram #2. The Curriculum Development Cycle Using a Needs Assessment Base

Footnote
(Unruh, 1975)
common in area school systems lately. Teachers who are essential
in responsive curriculum development should be responsive sensitive
teachers. To avoid involvement in decision-making about curriculum
is considered by many professionally irresponsible.

The curriculum specialists is the "official" curriculum
leader in the schools. His responsibility is to make sure that all
needed skills are available in the curriculum development working
group and to contribute needed abilities personally or to recruit
persons from outside the working group who can supply these re-
sources. During the 1940s and 50s many "curriculum guides", that
were mainly outlines of content and activities lifted from several
textbooks, were published allowing a trend of mediocrity in cur-
riculum development (Unruh, 1975).

The school administrators should be humanistic, democratic
and consistent with that stated for teachers and students. Final-
ly, the community can influence and aid the programs to the advan-
tage of the student as well as the success of the business com-
munity itself. This is particularly true in the retailing field.

METHODOLOGY

The investigation into curriculum development was for the
purpose of finding a curriculum design which would permit construc-
tion of a program developed for preparing youth for entry into the
work force. With this in mind, one major report of curriculum de-
velopment reviewed was the Process and Techniques of Vocational
Curriculum Development. This is a report on a seminar conducted in
Minnesota for the sole purpose of coordinating the process and
techniques of vocational curriculum development. The committee was made up of nine persons and kept small to insure the opportunity for informal discussion from all the members. From this committee, the editors of the book organized a summary of their perception of the process as they saw it. This committee was appointed to prepare curriculum for students with immediate entry to the work force pending, so the first step was to specify the role for which training was to be provided. Second, identification of tasks or activities in the specific role should be made. The selection of tasks to be taught should then be determined and analyzed. Performance objectives applied to the tasks are selected and finally the instructional sequence to achieve the required level of performance must be made.

One resource revealed that one of the most widely accepted methods of curriculum development since the early 1950s has been the Tyler's Curriculum Rationale (Tyler, 1950). The Tyler method in part is very much like the method the Seminar Committee as a whole came up with but Tyler is much more exact in the instruction of implementing his method. Tyler begins by asking four basic questions: "What educational purposes should the school seek to attain?, What educational experiences can be provided that are likely to attain these purposes?, How can these educational experiences be effectively organized?" and "How can we determine whether these purposes are being attained."

Tyler's method simply offers an approach to the selection of objectives that is designed to make the educator more systematic in selection. See diagram B. The developer looks to three sources: the student, society, and subject, from which he derives general,
Tyler's Curriculum Rationale
(Popham & Baker, 1970)
tentative objectives. He then screens these tentative goals by means of his philosophy of education and a psychology of learning. He states the objectives that survive this screening in precise terms of measurable learner behaviors. These objectives serve as the ends for which the teacher designs effective instructional means. (Popham, 1970).

Tyler suggests that you should consider three potential sources to study for objectives, starting with a study of the student. What are his needs and interest. A second source can be found in life outside the school. A teacher might analyze the vocational needs of the local community and decide that the schools should produce more students who possess the psychomotor skills required by local industry. The final source of objectives is based on the suggestions of subject specialists. In past years their suggestions were too technical, specialized and inappropriate for the majority of students but in recent years experts have given more attention to this group.

The next step in the Tyler Rationale is to rank the tentative objectives in a rough sort of hierarchy so that those which are unimportant or impossible to achieve can be omitted. This ranking is accomplished through the "philosophy of education" and "psychology of learning". The philosophy of education determines the set of values held in regard to what should be taught in the schools and deleting any that are inconsistent with those values. The psychology of learning screen primarily distinguishes between those objectives which are feasible from those which are likely to take a very long time or maybe impossible to achieve.
two screens should be used is not important.

If the curriculum development includes these five components, he should in the end have a screened set of objectives stated in terms of measurable learner behaviors. It is this set of objectives that guides the selection of instruction and evaluation.

COMPETENCY-BASED

Today, considerable attention is being focused on competency-based education. This movement is considered by many educators to be a superior alternative to traditional forms of education. Competency testing is rapidly transforming into the movement that promises to become the educational trend of the 1970s. As a result of numerous research efforts in recent years, a broad base of support has been developed for the implementation of competency-based education concepts. Several state legislatures have mandated this implementation in the public schools. Using the Tyler Rationale as the basis for curriculum development and competency-based education as a means for achieving the necessary knowledge, skills and attitudes necessary for job entry, the student will gain the maximum training needed upon graduation.

The critical element of competency-based education is the competency. Competencies for vocational education are "those tasks, skills, attitudes, values and appreciations that are deemed critical to successful employment" (Finch, 1975). Competency statements represent explicit worker roles and responsibilities at a particular level. Competencies used as the basis for curriculum planning re-
quire careful verification or validation by those who perform the job or those who supervise others in the performance of that job. This will be discussed further in Chapter 3.

These competencies serve as a basis from which a systematic development of curriculum and instruction are designed. One of the purposes of competency-based education is to develop curriculum which is realistic, relevant, and data based. A method of achieving this purpose is to identify competencies which are representative of tasks being performed in the world of work.

There are several methods used in competency identification. These include job analysis, task analysis, critical incident analysis, development of task inventories, interviewing procedures or through a combination of all which have been extensively written about (Lynch, 1977).

**SIMULATION**

The content of the fashion merchandising curriculum in Virginia Beach Public Schools must be matched to learning experiences and activities which would simulate the necessary knowledge, skills and attitudes the student would require for an entry level job as an alternate to the cooperative program. Greenlaw, Herron & Rawdon (1962) believe that the terms simulation and game are used interchangeably taking the position that business games have a promising future in education and that they will take their place as one more highly effective tool of the teaching profession. Meier, Newell, Pazer, the authors of *Simulation in Business and Economics* define simulation according to Morgenthaler's definition "to duplicate
the essence of the system or activity without actually attain­ing reality itself".

Studies have been conducted on simulation in relation to computers and business. Simulation has also been used in the math area with computers as well as in the sciences. The armed services have used this method of instruction for years to teach war tactics. Many feel that the story of man's progress in science and technol­ogy is actually the story of his success in the use of analogy and his progress in simulation. (Shapiro,).

There are many kinds of simulations that serve a variety of purposes, but in every instance the meaning of simulation is always related to something else. For example, war games, conducted at great expense by the armed forces, are simulations that have meaning only in terms of something else, real war! Due to technology ad­vances a kind of real war that has never existed.

In the Crawford study, Developing and Testing Simulated Occupational Experiences for Distributive Education Students In Rural Communities, the major premise of the study was that compe­tencies required of workers to enter and advance in a distributive occupation could be developed in a simulation plan that would be an alternate to the cooperative plan. In the simulation plan, it was assumed that competency-based instruction in the classroom would be coordinated with simulated occupational experiences. It was further assumed that the learning outcomes for students in a simulation plan would be comparable to those expected of students enrolled in the cooperative plan.

It seems clear therefore that simulation provides organiza-
tional experience through activities which give the learner re­
sponsibilities in the major instructional areas as identified
through a task analysis. By using simulated activities, a realis­
tic assessment of skills, proficiency and knowledge can be made
for an entry level job without requiring the cooperative plan.
(Crawford, 1976)

SUMMARY

A review of curriculum development activities in the past
provides some insight into the need for construction of an adequate
theory of curriculum development. In terms of todays needs, cur­
riculum development is proven to be a complex process of assessing
needs, identifying desired learning outcomes, planning and prepar­
ing for instruction to achieve the outcomes using the cultural,
social and personal needs and interests that the curriculum is to
serve. It involves many kinds of decisions on several different
levels. In the classroom the teachers along with students, adminis­
trators, resource personnel and the community are responsible for
developing a relevant curriculum to todays needs (Unruh, 1975).
Therefore, widespread emphasis has been placed on a single-prin­
ciple basis for curriculum development such as subject matter con­
tent, the needs of society or the needs of the learner (vocational
concept).

To meet the needs of schools and a changing society and to be
responsive to the needs of individuals in this dynamic changing
world is a tall order. Schools cannot be set up next fall and made
operational, but it is not feasible to wait ten years for them to
be developed either. Materials and systems will be developed and published only if the profession is ready to assist in the development.

The literature review refers to several other curriculum studies conducted with competency-based instruction through simulation in the classroom. Simulation has been used extensively in the math area and more specifically with the computer, as well as in the sciences. The armed services have also used this method of instruction for many years in teaching war tactics. In the public vocational school education programs, however, the concept is relatively new, although success in the previous mentioned fields support the decision for using this method of instruction.
PROCEDURE

The goal was to make the curriculum competency-based using simulation activities. The ultimate objective was improved education for employment in fashion merchandising by developing the knowledge, skills and attitudes conducive to success in the field of marketing and distribution of apparel and accessories.

The process utilized for the development of the task list and the curriculum outline for this project was a combination of the Tyler curriculum development rationale and competency-based curriculum theory. In contrast, however, the curriculum was developed first in a workshop of three teachers and their supervisor. The task analysis list developed by VPI and SU (Appendix A) was used to develop the curriculum outline and teaching sequence. (Appendix B & C). From this list the learning objectives and experiences were developed by the individual teacher as she developed curriculum for her own students. The following procedure shows the steps that were taken:

A workshop was held with three of the fashion merchandising teachers in Virginia Beach and their city supervisor. A guest, the city supervisor from Newport News visited one day to offer valuable curriculum input developed by her teachers. Brainstorming and initial plans were made at this time.

Next, the committee used the VPI & SU task analysis (Appendix A) for apparel and accessories marketing to evaluate the existing curriculum taught in Virginia Beach. The curriculum was reevaluat-
ed, re-organized and re-sequenced in terms of what the store managers used in the study said was critical and important information necessary for entry level positions.

With the tentative curriculum outline and sequence, (Appendix B & C), learning activities and experiences were developed using all available materials about existing simulated programs as referred to in Chapter 2 along with already existing activities used extensively in the Distributive Education program. This activity was carried out jointly by all of the fashion merchandising teachers (5) during inservice time in August for the first three six-weeks or first semester of the school year (Appendix D).

The investigator independently developed the simulated activities for four major topic areas beginning the second semester of the year. (Appendix E, F, G, and H). It should be re-emphasized here that the simulated activities must be performed "outside" of the classroom and not necessarily as a written assignment. They should also be activities simulating the desired content to be learned.

A master plan of activities and credit hours to be awarded for the completion of each activity (Appendix D) was developed for student and teacher use. Each activity has an outline of instruction for the student. There is at least one required activity per six weeks that all students are obligated to participate in. The remaining activities were by choice to receive the maximum 50 credit points necessary to receive an "A" on the simulated portion of the marking period. This procedure is explained in the Simulation Guidelines (Appendix I). The student and teacher both keep an activities
record for recording points awarded during the six-weeks period (Appendix J).

The teachers and City Supervisor meet once every month to discuss and evaluate these procedures. Corrections and additions for following years are made at this time.
Chapter 4

SUMMARY

Background of the Problem

It has been mandated in the state standards of quality that by 1981..."at least 70% of secondary students available for employment who complete occupational programs or leave school prior to completion with a marketable skill will be employed in a field for which they are trained or in a related field as verified by the annual follow-up survey." In Virginia Beach CBI was deemed the most expedient process by which this goal could be achieved in the Distributive Education Fashion Merchandising Program.

The fashion merchandising curriculum in Virginia Beach has been an academically oriented class. The need for making it vocational could be achieved by converting to a competency-based simulation program. The objective was improved education for employment in fashion merchandising/retailing by developing skills and attitudes necessary for success in the field of apparel and accessories.

Statement of the Problem

The problem was to develop a competency-based curriculum to be taught by utilizing simulated experiences rather than cooperative training stations.

Review of Literature

The review of literature shows not only the need for construction of an adequate theory for curriculum development but has shown curriculum development as a very complex process of assessing needs,
identifying desired learning outcomes and preparing instruction to achieve the desired outcomes the curriculum is to serve. Therefore, emphasis has been placed on a single-principle basis for curriculum development such as subject matter content, the needs of society or the needs of the learner.

The review of literature revealed several other curriculum studies conducted with competency-based instruction through simulation in the classroom. Their success supports the decision to use this method of instruction in Vocational Education programs.

**Procedures**

The curriculum outline was developed first in a workshop of three teachers and their supervisor. A task analysis list developed by VPI & SU (Appendix A) was used to evaluate and develop the curriculum outline and teaching sequence (Appendix B & C). From this list learning objectives and experiences were developed by the five teachers during inservice time for the first semester of the school year. The investigator developed activities for four major topic areas beginning the second semester of the year. A master plan of activities and credit hours was developed and instructions for each activity developed. At least one major activity being required per six weeks.

Guidelines were developed to enable the student to know his point accumulation for each marking period. Evaluations were done at least monthly by the participating teachers.
SELECTED REFERENCES


Crawford, Lucy. Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities, VPI & SU, 1976.


Standards of Quality and Objectives for Public Schools in Virginia 1978-80.


SELECTED RESOURCES USED IN DEVELOPING SIMULATED PROJECTS

Crawford, Lucy. Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities. VPI & SU, 1976.


2nd edition.


APPENDICES

(A, B, C. & D)
APPENDIX A

FASHION I SIMULATION
(TASK ANALYSIS LIST)

I. Orientation

A. An awareness of class policies, D.E. and DECA, the fashion merchandising curriculum, class activities and projects.

B. An introduction of simulation and fashion merchandising.

II. Fashion Terminology and Trends

A. Use descriptive terms suitable to the nature of the merchandise or the service being sold.

B. Read current fashion and trade magazines and newspapers to keep informed of current trends.

C. Analyze products in relation to current trends such as fashion or style, innovations, novelty appeal, etc., so a better selling job can be done.

D. Present various color coordinated combinations of merchandise.

E. "Trade up" when the opportunity arises, pointing out additional features and benefits in the better merchandise.

F. Coordinate apparel and accessories to promote multiple sales by selling the "total" look.

G. Demonstrate merchandise by getting it into customer's hands, having them try it on, etc., to create desire and attachment to the item.

H. Sell in a manner which will minimize the possibility of returns.

III. How the Fashion World Works

A. Demonstrate knowledge of fashion history and how it relates to today's fashions.

B. Contributions of profit and the profit motive to the economy, business, and the individual.

C. Relationships of profit and the profit motive to sales volume, price determination, costs (fixed and variable), and break-even points.

D. Influence of competition on product, price, promotion, and distribution goals.
E. Relationship of supply and demand and influence on marketing functions (e.g. buying, selling, sales promotion, etc.).

F. Characteristics of the free enterprise system such as individual investment opportunities, motivations, and rewards.

G. Effects of recession and/or inflation on production, sales, and employment.

H. Role of capital and investment in planning and control for business organizations.

I. Influence of labor and labor organizations on the economy, business, and the individual.

J. Nature of credit and its influence on the economy, business, and the individual.

K. Effects of taxation on the economy, business, and the individual.

L. Effects of laws, regulations, and agencies of governments on business organizations.

M. Role of risk management including insurance protection for business organizations.

N. Influence of automation and/or specialization on the economy, business, and the individual.

O. Influence of financial institutions such as federal reserve system and commercial financial institutions (banks, savings and loans, credit unions, etc.) on the availability of credit and supply of money.

P. Characteristics of capitalism, socialism, and communism as they affect the economy.

Q. Characteristics of various competitive structures such as pure and imperfect competition, oligopolies, duopolies, and monopolies.

R. Effects of the consumerism movement upon the economy, business, and the individual.

S. The contributions of the "value-added by marketing" concept to the economy, business, and the individual.

T. Influence of allocations of natural resources on the economy business, and the individual.
IV. Personal Development

A. Coordinate a wardrobe plan suitable for a fashion career.

B. Maintain appearance and health.

C. Demonstrate appropriate ethics such as integrity and honesty.

D. Convey a positive image of self and the firm of future employment.

E. Demonstrate appropriate social skills in terms of self-development.

F. Demonstrate good work habits such as punctuality, orderliness, and patience.

G. Maintain necessary endurance, forbearance, and persistence in order to accomplish goals and objectives.

H. Display appropriate sense of humor.

I. Budget time effectively by managing leisure, work and home affairs in ways that enable individual goals to be achieved.

J. Use success or failure constructively in a work situation.

K. Be dependable in the work environment.

L. Adjust to demands of job requirements such as deadlines, pressures, conflicts, etc.

M. Reinforce positive behavior and provide constructive criticism.

N. Accept constructive criticism and take appropriate corrective actions.

O. Adjust and adapt to new and unique ideas and situations.

V. Human Relations

A. Demonstrate appropriate social skills in relations with others.

B. Work cooperatively with other employees, supervisors, or managers.

C. Serve customers courteously to represent the firm favorably.

D. Treat others as individuals.

E. Understand the needs, desires, and goals of individuals with varying social and cultural background.

F. Demonstrate initiative in dealing with customers, other employees, and managers.
G. Apply appropriate leadership style such as directive, participa­tive or combination thereof to motivate others.

H. Demonstrate sensitivity to the needs of individuals.

I. Demonstrate an understanding that success or failure depends not alone on technical proficiency but on quality of inter-personal relations as well.

J. Work cooperatively with other persons outside the firm such as suppliers, advertisers, community representatives, etc.

K. Maintain positive attitude toward individual responsibilities and/or department and company operations.

L. Assume a shared responsibility for success or failure of the work group.

M. Establish and maintain credibility with customers, co-workers, employees, and managers.

N. Utilize appropriate assertiveness when working with other employees, managers, and customers.

O. Work with more than one customer simultaneously in a courteous manner.

VI. Job Entry Skills

A. Demonstrate proper job application procedure.

B. Maintain proper conduct and appearance for the job interview.

C. Demonstrate effective work habits by planning and scheduling work tasks and assignments (time management).

D. Interpret store policies to customers.

E. Assume responsibility for individual actions and/or department and company operations.

F. Follow appropriate procedures if there are employee or customer accidents.

G. Train employees in job responsibilities, company policies, and product information.

H. Attend training sessions sponsored by suppliers, trade associations, company, etc.

I. Use legible handwriting in preparing forms, messages, and records.

J. Listen attentively to directions, assignments, and information from customers, supervisors, or managers.
K. Communicate verbally with customers, employees, supervisors, suppliers, etc.

L. Communicate verbally with groups including firm personnel, civic organizations, etc.

M. Read reports, forms, policies, product information, etc.

N. Compose and complete correspondence, reports, forms, and notes.

O. Use the telephone correctly and courteously.

P. Sell merchandise over the telephone.

Q. Take orders in person or on the phone including catalog sales.

VII. Salesmanship

A. Utilize appropriate sales approaches.

B. Represent the company favorably to customers by speaking pleasantly to customers, showing courtesy, etc.

C. Approach customers promptly and pleasantly.

D. Use appropriate and courteous greeting.

E. Open sale in appropriate manner.

F. Identify and analyze customer's needs.

G. Help customers to define and understand their needs, wants, and problems with respect to apparel and accessories items.

H. Observe customer's outward appearance, expression, and manner to determine appropriate size, style, color, and pattern preferences.

I. Determine merchandise which is of interest to customer.

J. Recognize when customers prefer to examine merchandise with or without assistance.

K. Ask pertinent questions to identify more clearly customer needs, wants, interests, etc.

L. Utilize prospecting techniques of locating customers.

M. Inform customers of the uses of products.

N. Inform customers of the various sizes available.

O. Inform customers of various and appropriate styles.

P. Inform customers of merchandise guarantees or directions.
Q. Answer customer's further questions, inquiries, objections and complaints.

R. Inform customers of substitute merchandise if requested items are unavailable.

S. Suggest related items, accessory items, etc., to obtain multiple sales.

T. Thank customers to encourage repeat business.

U. Make arrangements for the delivery of sold merchandise.

V. Gift wrap merchandise.

W. Wrap merchandise for customers to take with them or for shipping.

X. Handle sales turndowns leaving the door open for future sales.

Y. Avoid misrepresentation of products, services, people, and policies.

Z. Justify price of an item in terms of merchandise features and benefits.

AA. Check out customer's purchases.

BB. Obtain agreement and commitment from the customer concerning the selection of merchandise.

CC. Encourage the customer to reach a favorable buying decision by anticipating and resolving objections.

DD. Suggest use of special services such as charge or layaway.

EE. Make comparison shoppings of competitors' merchandise.

FF. Respond to customer complaints in accordance with company policy.

GG. Comply with established procedures for handling shoplifting, customer fraudulence, and employee pilferage.

HH. Perform special sales services or functions.

II. Handle sales where merchandise alterations are needed, marking clothing for alterations if necessary.

JJ. Make refunds or exchanges on returned merchandise in accordance with company policy.

KK. Make minor repairs to merchandise to return items to selling condition.

LL. Write up gift certificates and special orders.
MM. Maintain card file of customers or clientele book to encourage repeat business.

NN. Inform customers of merchandise location in the firm.

OO. Inform customers of special events or promotions within the store.

PP. Work with customers tactfully when the store is out of an item or when an error has been made in an ad.

QQ. Advise buyer of merchandise needs.

RR. Inform customers of advertised merchandise.

VII. Stockkeeping and Inventory Control

A. Sell to customers in a self-service store while performing regular storekeeping duties.

B. Sort merchandise by department, size, color, styles where appropriate.

C. Prepare merchandise for stocking such as pressing, folding, etc.

D. Stock merchandise in appropriate place and appropriate manner, using stock rotation, etc.

E. Perform basic stockkeeping and housekeeping duties: dusting, belting, folding, sizing, cleaning glass, etc.

F. Maintain inventory control records.

G. Receive merchandise from transportation agencies and unload trucks or other transportation method.

H. Check merchandise for completeness of order and condition of items.

I. Review for accuracy and complete, if necessary, receiving records such as freight ticket, packing slip, and invoice.

J. Follow through on nondelivered or lost merchandise.

K. Follow correct procedures in handling defective/damaged merchandise.

L. Store merchandise in appropriate manner.

M. Conduct periodic stock counts for reordering of stock (unit control) and for annual inventory (dollar control).

IX. Mathematics for Selling

A. Use appropriate and efficient techniques for handling charges, checks, and cash.
B. Operate cash register; itemize sales, ring totals, add tax, announce total, change tapes, take readings, etc.

C. Balance cash drawer against register reading and complete appropriate forms for register close out.

D. Process charge or cash transactions.

E. Process layaways.

F. Perform mathematical computations applicable to marketing functions in this occupational area.

G. Utilize information from tables, graphs, and charts such as tax tables, work schedules, organization charts, etc.

H. Use calculating equipment to perform mathematical computations.

I. Ability to compute sales tax, discounts, and commissions.

X. Money Management

A. Develop good personal budgeting habits.

B. Have a knowledge of banking services and procedure.

C. Understand the importance of consumer credit.

D. Develop an awareness of finance charge.

E. Have a general knowledge of income tax.

XI. Product Knowledge

A. Have a basic terminology of textiles and non-textiles

B. Understand the relationship of textiles and non-textiles to the merchandising of apparel.

C. Analyze products in relation to current trends such as fashion or style, innovations, novelty appeal, etc., so a better selling job can be done.

D. Translate label information into selling points.

E. Use descriptive terms suitable to the nature of the merchandise or the service being sold.

F. Inform customers of appropriate care of apparel and accessory item.

G. Inform customers of construction of item.

H. Inform customers of trade names.
I. Compare price and price line for customers.

XII. Fashion Style Setters

A. Demonstrate knowledge of the leading fashion designers, characteristic features of their fashions, trends they are currently setting, etc.

B. Understand the relationship of fashion designers to selling apparel and accessories.

XIII. Sales Promotion

A. Highlight advertised items on shelves and displays.

B. Post current ads in heavy traffic areas.

C. Evaluate effectiveness of advertising program in terms of objectives and increased sales.

D. Select merchandise for display that is seasonal and timely.

E. Display merchandise appropriately.

F. Maintain sales appearance of displays by rearranging when necessary or replacing merchandise sold from displays.

G. Develop an awareness of promotional activities and competitive pricing.

XIV. Introduction to Career Opportunities

A. Be aware of career opportunities in the apparel and accessories industry.

B. Develop a manual on the fashion career of your choice.
## Teaching Sequence for Fashion Merchandising I Simulation

<table>
<thead>
<tr>
<th>Weeks</th>
<th>First Semester</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fashion Terminology and Trends</td>
<td>1,3</td>
</tr>
<tr>
<td>4</td>
<td>How the Fashion World Works</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Personal Development</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Job Entry Skills</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Salesmanship</td>
<td>19</td>
</tr>
</tbody>
</table>

16 weeks
10 days extra activity days.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Second Semester</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Stockkeeping and Inventory Control</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mathematical Skills for Selling</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Product Knowledge</td>
<td>5,6</td>
</tr>
<tr>
<td>2</td>
<td>Fashion Style Setters</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>History of the Industry: Manufacturers</td>
<td>7-10</td>
</tr>
<tr>
<td>1</td>
<td>Sales Promotion</td>
<td>19</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to Career Opportunities</td>
<td>Appendix</td>
</tr>
<tr>
<td>1</td>
<td>Market Experience</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Final Exams</td>
<td></td>
</tr>
</tbody>
</table>

16 weeks
10 days extra activity days.
APPENDIX C

VIRGINIA BEACH CITY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
DISTRIBUTIVE EDUCATION SECTION

TEACHING SEQUENCE FOR FASHION MERCHANDISING I SIMULATION

Title Units of Study

Orientation - Class policies, explanation of D.E. and DECA, fashion merchandising curriculum class activities and projects.


How the Fashion World Works - Chapter 1-3 textbook, the free enterprise system, economic principles and concepts.

Personal Development - Personal qualities and etiquette, wardrobe planning and coordination, social skills.

Human Relations - Attitude development, customer, co-worker and employer relations.

Job Entry Skills - Job application and interview techniques, development of proper work habits, telephone techniques, communication skills.

Salesmanship - Selling techniques, selling of fashion apparel, sales demonstrations.

Stockkeeping and Inventory Control - Performance of basic stockkeeping duties, relationship of stockkeeping to sales.

Mathematical Skills for Selling - General cash register operation, handling of money, discounts, commissions, sales tax.

Money Management - Budgeting, income taxes, banking credit, finance charges.

Product Knowledge - Apparel and accessory product knowledge, textiles, non-textiles.

Fashion Style Setters - Chapter 4 textbook, fashion leaders and followers, designer project and market visit.

Sales Promotion - Advertising and visual merchandising techniques, special events.

Introduction to Career Opportunities
### FASHION MERCHANDISING SIMULATION ACTIVITIES

<table>
<thead>
<tr>
<th>First Six Weeks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Trends Activity (fall forecast)</td>
<td>25</td>
</tr>
<tr>
<td>Report on Women's Wear Daily or Report on Fashion Magazine</td>
<td>5</td>
</tr>
<tr>
<td>Informal Modeling</td>
<td>5</td>
</tr>
<tr>
<td>Neptune Fashion Show</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Activities (2 girls)</td>
<td>5</td>
</tr>
<tr>
<td>Fashion Students In-Service on Visual Merchandising (City-Wide)</td>
<td>5</td>
</tr>
<tr>
<td>Report on Fashion Show</td>
<td>5</td>
</tr>
<tr>
<td>Trunk Showing</td>
<td>5</td>
</tr>
<tr>
<td>Work Experience (2 for 1)</td>
<td>5-10</td>
</tr>
<tr>
<td>Career Interview</td>
<td>5</td>
</tr>
<tr>
<td>Terms Project</td>
<td>10</td>
</tr>
<tr>
<td>Flow of Goods Activity</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX D (Con't)

<table>
<thead>
<tr>
<th>Second Six Weeks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on Women's Wear Daily or Report on Fashion Magazine Article</td>
<td>5</td>
</tr>
<tr>
<td>Informal Modeling</td>
<td>5</td>
</tr>
<tr>
<td>Fashion Student In-Service on Charm (City-Wide)</td>
<td>5</td>
</tr>
<tr>
<td>History of Fashion Activity - Tracing a Garment or Era</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Projects (2 girls)</td>
<td>5</td>
</tr>
<tr>
<td>*Wardrobe Inventory</td>
<td>25</td>
</tr>
<tr>
<td>Comparative Analysis of Required Personal Qualities</td>
<td>10</td>
</tr>
<tr>
<td>Human Relations Activity</td>
<td>5</td>
</tr>
</tbody>
</table>

*Required projects
<table>
<thead>
<tr>
<th>Third Six Weeks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on Women's Wear Daily or Report on Fashion Magazine Article</td>
<td>5</td>
</tr>
<tr>
<td>Informal Modeling</td>
<td>5</td>
</tr>
<tr>
<td>Cash Register Procedure in Store</td>
<td>5</td>
</tr>
<tr>
<td>Fashion Student In-Service (City-Wide)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Activities (2 girls)</td>
<td>5</td>
</tr>
<tr>
<td>*Career Manual</td>
<td>25</td>
</tr>
<tr>
<td>Comparative Shopping (product)</td>
<td>5</td>
</tr>
<tr>
<td>Sales Approach</td>
<td>5</td>
</tr>
<tr>
<td>Selling Fashion Apparel Interviews</td>
<td>5</td>
</tr>
<tr>
<td>Store Policies Regarding Employees Per Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>

*Required projects.*
APPENDIX E

PRODUCT KNOWLEDGE
APPENDIX E

"WHY STUDY TEXTILES"

A. Clip six advertisements for clothing (examples: dress, suit, hosiery, hat, etc.).

B. Underline all terms descriptive of the merchandise.

C. List all terms that you feel are difficult to understand.

D. What are the chief merits of the advertisements?

E. Do you feel anything important was excluded from the advertisement?
"HISTORY"

Each student should select a period in history and research that period for style of costume, jewelry, etc. It is best to encourage a wide variety of definitive styles for comparison.

Draw or trace what you feel is a good example of the costume of that period. (Male or female).

Carefully examine contemporary fashion for similarities to those in the period you have studied, particularly direct adaptation. Show several magazine pictures to illustrate your point.

Now project what you feel will be in style in the year 2000.
APPENDIX E (Con't)

"CHECK YOUR WARDROBE"

Try to become acquainted with the characteristics of good quality clothes. Examine the clothes in the windows or on display in the better stores in your community.

1. List as many factors as you can observe that warrant the expensive price. If you are familiar with the look of quality you will be a better shopper even though you buy in a lower-priced store or department. This will help you appreciate a true bargain in relation to lower quality merchandise.

2. Work out your own coordinated wardrobe plan based on the clothing you have on hand. List any new items that may be required for proper balance and coordination.

3. Why did you choose these items (quality, price, comfort, etc.)? Explain.

4. Show illustrations of each item you feel are necessary to complete your wardrobe and how they will fit in.
APPENDIX E (Con't)

"GUEST SPEAKER"

1. Invite a buyer of a women's men's and/or children's wear
to discuss the points to remember in determining "Proper fit,"
product knowledge, care for apparel, etc.

2. Have a manufacturers representative discuss the topic
"Manufacturer's representative as a Source of Product or
Service Knowledge."
APPENDIX E (Con't)

"PRODUCT KNOWLEDGE"

Assume that a customer hesitates to:

A. Purchase a dress or the fabric for a dress of Irish linen.
   The price seems to be the only objection. Write 10 selling points which should be used to point out values which will overcome this price objection.

B. A customer objects to buying silk fabric because of static electricity which makes it xcling. What suggestions could be made to her to help overcome this objection?

C. List five fiber weaknesses of wool which may keep customers from buying wool fabrics. Explain. Briefly outline how you would try to overcome customers objections based on each of these weaknesses.
APPENDIX E (Con't)

"PRODUCT INFORMATION"

Look through magazines or newspapers and find three advertisements that contain product information on construction, use, care of the product and so forth.

a. Compare the ads and evaluate their effectiveness.

b. List selling points for each and write at least two approaches or methods a salesperson could use to sell that product.
APPENDIX E (Con't)

"PRODUCT KNOWLEDGE LABELS"

Each student should pick one store to visit. Check with the manager first and explain the assignment. Then look at 20 different labels on textile products sold there. List as many of the 17 generic names of man-made fibers allowed by the FTC as you can. Give the name of the fabric, describe it and tell what finished product is made from it.
Select a label from a piece of clothing or textile and analyze it according to the following outline. Try to choose a label that has as much of the information listed as possible.

I. INFORMATION ON MATERIALS USED
   1. What the product is made of
   2. How the product is made

II. INFORMATION ON USE OF PRODUCT
   1. How the product will perform
   2. How the product should be cared for

III. IDENTIFYING NAMES
   1. Name of producer or manufacturer
   2. Trade name or brand

Attach label to upper left-hand corner of this sheet with a paper clip.

*Virginia Unit, General Merchandise Information, p. 19
APPENDIX E (Con't)

"PRODUCT KNOWLEDGE FOR SALES"

I. Each student should select a product or service that is in the area of his or her occupational interest. Make a careful study and analysis of the product or service, using the following as a guide to writing your report:
   a. Name of the product or service and some background
   b. manufacturer, brandname, model #, style or type.
   c. material used in production
   d. quality features
   e. construction details
   f. grades or classifications available
   g. how product is priced
   h. choices of styles, colors, designs, fabrics, etc.
   i. uses for product or services
   j. processes used in manufacturing product
   k. serviceability and durability of product
   l. care of the product
   m. company history and company policies
   n. how the product compared with competitors product.

II. After careful study and analysis of the product or service, determine who the potential customers are. What do they want or expect from your product? Where is it available? Is it obtainable nationally, regionally, locally only? Is it serviceable or does it have any kind of guarantee? How is it distributed? How is it sold (retail, wholesale, door-to-door, direct from the factory)?

III. Write at least three good opening lines or approaches that could be useful in selling the product or service.
Generally, fashions are introduced via the "haute couture" or "high fashion" market. In the United States women's fashions often find their origins in an area around 7th Avenue in New York City. Fashions in other types of clothing such as sportswear may be introduced in a city such as Dallas. Buyers from the top stores or departments congregate in such cities to view the latest creations. If the new creations are acceptable to the buyers, orders for thousands of dollars worth of clothing are placed.

1. Ask your fashion buyer what considerations she must keep in mind before making her buying decision.

2. Using your own observations as well as the opinions of the buyer, determine at what stage of the fashion cycle most of your customers buy.
3. Find out if different departments of your store handle merchandise at different stages of the fashion cycle. Describe these departments, their location, their fashion operation, and the types of customers who shop in each.

4. Describe the sources of information your buyer or fashion coordinator uses in helping to determine "trends."

5. Describe how your buyer decides at what point a particular item has established itself enough to warrant reorders. Are any kind of records kept to help her?
APPENDIX E (Con't)

"MERCHANDISE INFORMATION"

1. If your store is visited by salesmen representing manufacturers or wholesale distributors, ask one to give you information about an item he sells to your store. Describe the kind of information he gave you and judge whether you could have obtained this information in any other way.

2. You can often obtain selling information from either tags, leaflets, or brochures that the manufacturer packs with the merchandise. Attach to this sheet several leaflets or small brochures that you may use as a ready reference of information about products you are selling. Underline the strong selling points for each product.

(over)
3. Check the labels of three items you sell. From the information given on the labels, answer the questions on the form below.

<table>
<thead>
<tr>
<th></th>
<th>Product 1</th>
<th>Product 2</th>
<th>Product 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) What will the product do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) What is it made of?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) How is it made?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) How should it be cared for?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) What are its recommended uses?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E (Con't)

"SALES PRESENTATION"

Divide into groups of twos and prepare a tape of a sales presentation using a product of your choice. Use a merchandise sales approach and translate each sales feature into a customer benefit. One student will act as the customer with objections and doubts about the purchase of the product. The other student will act as the salesperson overcoming the objections and making them selling points for the customer.
APPENDIX E (Con't)

"INTERVIEW"

Explain in detail everything you can about what it takes and what is involved in selling a pair of jeans from the time they are manufactured until you take them home. The following questions may help:

1. What about transportation from the factory?
2. Were they shipped to the store or was a jobber involved?
3. How was receiving done?
4. What type of sorting and marking was done?
5. What happened when they reached the store itself?
6. What about sizing and display?
7. What kind of advertising was done?
8. Did the display sell them or did a salesperson sell them?
9. What motivated you to buy them?
10. What about the sales slip, the register and the guarantee?
11. If the store made a 50% markup, how much did the store pay for them?
12. What happens if you want to make a return?
"INTERVIEW"

Interview two women who were consumers in the 50's and one manager of a soft goods department who would have had experiences with rayon and acetate when they were first produced. Ask their opinion of the quality of rayon and acetate. Record their opinions. In light of your facts, write an evaluation of their opinions. If they were unfavorable and based on misinformation, write your ideas on how to help overcome the objections and give correct information. Remember the importance of tact in overcoming objections.
APPENDIX E (Con't)

"INTERVIEW"

Interview a buyer or a merchandise manager concerning product knowledge. Use the following questions as a guide in your interview:

1. What are the major sources you would suggest your salespeople use to obtain product information?

2. What type of information is available on merchandise tags (hanging from the garment or inside)?

3. How could a salesperson effectively use this information in a sales presentation without coming on too strong?

4. Are there any magazines, newspapers or publications that would help to learn more product information?

5. Any other comments on the responsibilities of the salesperson concerning product information?
"INTERVIEW"

Visit a local specialty store (big ticket items are effective)

A. Ask one of the salespeople why he likes selling that product.

B. Ask the salesperson the objections that commonly come up with that product and how he handles them.

C. Be prepared to present to the class an oral report on your findings and how to use them to convince a prospective customer to buy your product.
APPENDIX F

"CLASS PROJECT"

Teacher will arrange with a community department store or discount store to do inventory for them. Have the manager come in to speak before the project concerning responsibilities expected of the students. Have him consider the following areas to discuss in his presentation:

1. The purpose of inventory
2. The cost to take inventory
3. The importance of housecleaning
4. How often it is taken and when
5. What an inventory sheet looks like
6. The importance of teamwork (listening, questions, consideracy, etc.)
7. Neatness
8. Price tag information and where to find it.
9. Seriousness and importance of the assignment.
APPENDIX F (Con't)

"INVENTORY PROJECT"

The purpose of the project is to prepare students to take an actual physical inventory and to impress on them the importance of accuracy in taking physical counts. Students should be divided into inventory teams and are sent to local businesses to take inventory.

The project should be scheduled for the month of January, yet preparations and planning on the part of the teacher should begin early in the school year. Contacts to a local business should be made far enough in advance so that students can be adequately trained. Areas of training should include math, record keeping, terminology and actual inventory methods and procedures. Have the manager of the store come to class one day and speak to the students on the above mentioned topics.
APPENDIX F (Con't)

"GUEST SPEAKER"

Have a warehouse manager, merchandise manager or inventory control manager come and speak on the procedures and importance of stockkeeping.
Occasionally you may be asked to help take inventory. Sometimes this will be during normal store hours; in other cases it will be after hours. Usually what you are helping to do is to take a physical inventory. Taking a physical inventory is actually counting the amount of stock on hand. Usually this task takes place only once a year. However, some stores take inventory every day by means of a stock control system.

1. How often does your store take a physical inventory? Find out why they take a physical inventory and why they use this time period. Ask if there are different time periods for different merchandise and why.

2. What systems for keeping inventory, other than a physical inventory, are used in your store? Describe them.

(over)
3. Ask your job sponsor or employer for a copy of the form that is used in keeping a perpetual or running inventory. Ask him what the advantages are of keeping a perpetual inventory in the store and how this form helps. (Attach the form if the store will provide you with a copy.)
APPENDIX F (Con't)

"INVENTORY"

Investigate the inventory procedures used by three local retail businesses. Determine how physical inventory counts are made and how frequently they are taken.

1. Explain and illustrate your system for keeping purchase and expense records.

2. Describe or outline how sales data are collected in the store.

3. Show samples of forms used if possible.

4. Basically outline the procedures used to take inventory.
"INVENTORY"

Draw a poster showing the process of moving merchandise from the receiving dock to the sales floor. Show the appropriate documents to be used in each area and the different methods that could be used.
APPENDIX F (Con't)

"INVENTORY"

Develop a flow chart after interviewing a manager of a community store that you are familiar with concerning a) the merchandise flow and b) the invoices used in the warehouse and c) explain how merchandise is received, checked, marked and then distributed within the store.
"STOCKKEEPING"

Visit a large, a medium or a small retail store in your community. Observe the receiving, checking and marking operations of the store and be prepared to report back to class where the receiving points and receiving areas are located. Explain how they are laid out and the procedures used by the store.

Use the following activities as a guide:

1. Outline the procedures for receiving, checking, marking, storing and arranging stock.

2. List the steps of invoice control from receipt of the invoice to payment.

3. Explain at least five policies that you will follow in preparing goods for selling.
APPENDIX F (Con't)

"STOCKKEEPING"

Obtain from the police department, chamber of commerce or the manager of a local store in your community information on the level of shoplifting in your community. Try to learn which types of merchandise are most frequently stolen, characteristics of the shoplifters and the penalties imposed on those caught. Develop your findings into a report and show how this loss of merchandise affects the retailer and the consumer.
"STOCKKEEPING"

Obtain these five forms used in handling stock:

1. stock card
2. purchase requisition
3. purchase order
4. stock requisition
5. invoice

Show how the forms flow in a business and the purpose along with the importance of each of the forms.
APPENDIX F (Con't)

"STOCKKEEPING"

Go to a small area or community boutique and interview the owner/manager concerning stockkeeping procedures in his store. Consider the following questions to guide you in your interview.

1. What are the effects of increased wholesale prices on the buying plan of a store's buyer.

2. What type of merchandise-control plan is used in the store. Describe.

3. Ask to see a sales slip and what information is included on it that is essential for stock control?

4. Is this information important for the buyer to know and why?

5. Do they use a perpetual inventory system? How?

6. How does inventory serve as an investment for the company?
Plan a fundraising activity and treat the inventory as if it was in a store. Divide the class into teams giving each a responsibility in inventory control. Supply the necessary forms and instructions.
APPENDIX G

MATHEMATICAL SKILLS FOR SELLING
"THE REGISTER TELLS A STORY"

A cash or sales register tells a financial story to the merchant. A register in a modern store is more than a place to keep change—it keeps a record of sales: how many, what taxes were collected, who made the sale, and in what department the goods were sold. This information is later transferred to accounting records, and forms the basis for management decisions.

1. Describe the type of register used in your firm (or department). What basic functions does it serve?

2. List the types of information that the register prints on the receipt. How is each item of information used?
3. List the kinds of information that the register stores. Describe how each item of information is used by your employer.


4. Is your register equipped in any way to punch tape or otherwise transmit information to data-processing equipment? If so, give a brief description of how this system operates.


APPENDIX G (Con't)

"COUPONS"

Locate 10 examples of coupons that offer consumers a discount with a purchase of a particular product. Using the form below, write the name of the product or the company in the first column. In the second column, write the distribution method used, such as mail, door delivery, magazine, or newspaper. In the third column, list the value of the coupon; and in the last column, figure the percent of discount by comparing the value of the coupon with the selling price of the product.

<table>
<thead>
<tr>
<th>PRODUCT OR COMPANY</th>
<th>DISTRIBUTION METHOD</th>
<th>VALUE OF COUPON</th>
<th>PERCENT DISCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G (Con't)

"INTERVIEW"

Interview a buyer concerning the math skills used in purchasing merchandise. Consider the following questions:

1. Discounts permitted for early payment.
2. Shipping charges
3. Mark-up
4. Merchandise sales discounts
5. Damaged goods
6. Employee discounts
7. Counting stock
8. Open-to-buy
"INTERVIEW"

Interview a salesperson in a store of your career interest. Ask the salesperson how he uses his arithmetic skills in his job. Consider the following questions in the interview:

1. How much to charge a customer
2. Determining sales productivity
3. Making comparisons
4. Figuring commission
5. Pricing goods and services
6. Calculating net income
7. Figuring discounts
APPENDIX G (Con't)

"GUEST SPEAKERS"

1. Have a guest speaker come to school from a department store to talk to fashion students about cash register procedures and the methods the store uses to accept a customer's money. Have him also discuss how the machine handles returns, layaways, discounts, etc.

2. Have a guest speaker from NCR illustrate correct methods for ringing sales on a cash register and the accepted way of returning change to the customer. Have him explain how the register keeps inventory, shows discounts, etc. on the new computer machines.

3. Visit a community discount store or department store where several cash registers are available. Arrange to have the assistant manager give a demonstration on operating the cash register and possibly allowing students to practice.
APPENDIX H

FASHION STYLE SETTERS
APPENDIX H

DESIGNER PROJECT

1. Choose 1 American or 1 European designer to research. Refer to the designer lists for your choice.


3. Check classroom files for available information. Make arrangements with instructor to use files during class or after school.

4. If necessary, write directly to the designer for information. You may also write Eleanor Lambert, Publicity Director, in New York.

5. The written report will include biography of the designer, pictures when possible of their designs, 3 sketches of the designs, and a written report of the fabrics, colors, silhouettes, styles, accessories, makeup and hairstyles. The following is an example of how to organize your report.

   Designer: Calvin Klein
   1. Biography
   2. Written report of designer's characteristics and trends
   3. 3 sketches of designs
   4. Additional photographs or sketches and other materials or articles relevant to report

6. Some students will be selected to do oral reports in class.

7. To be handed in to the instructor:
   a. Written and visual report in a professional notebook.
   b. Copy of letters sent to designer or firms for information.
APPENDIX H (Con't)

PROJECT DESCRIPTION

Name of Unit: History of Fashion

Title of Project: Fashion Designers

Type of Project: (Check one or more) ___Large Group ___ Small Group

X Individual

Estimated Time to Complete: (Days, Weeks or Months) 18 Weeks

Objectives: The student will be able to:

1. Explain the designer's influence on current fashions.
2. Relate the historical significance of the designer's works.
3. Identify the current fashions of the designer.
4. Quote the current price ranges of the designer's fashions.
5. Describe the designer's significant contributions to design, line, color, tailoring and fabrics.
6. Organize a biographical manual in logical sequence.
7. Present a 20 - 30 minute oral biographical sketch
8. Design an original bulletin board based on his designer.

Nature and Scope:

This is a project designed to build understanding and appreciation for the field of fashion design through research. The student will become deeply involved with the personality studied over the 18 week period. Interviews will be conducted with persons who are familiar with high fashion. The results of the research will be organized into an originally designed manual and presented orally to the entire class. A bulletin board will be prepared by each student presenting his designer.
Step by Step Description: (Instructions to Students)

1. Review the list of suggested designers. If you have another in mind, check with the coordinator.

2. Visit a store carrying designer clothes. Observe the department and ask to see available fashions.

3. Make designer selection in class using the list of suggested designers. In order to have broad coverage, agree on one person per designer if at all possible.

4. Visit a pattern department and obtain recently out-dated pattern books.

5. Check the Readers Guide in the library and list sources of information on your chosen designer. Read widely.

6. Check the coordinator's resource file on designers.

7. Collect illustrations of designer's work. Give source and date of publication.

8. Follow the fashion pages of major newspapers for information.

9. Write a letter to the designer's house. Briefly explain your project and request information. Address may be obtained from local buyer or by writing a major fashion store.

10. Contact the fashion coordinator of a fashion store regarding possible fashion shows of your designer and attend these shows.

11. Design an appropriate cover and theme for your manual. Be original.

12. Prepare oral presentation not to exceed 30 minutes. Use visuals.

13. Prepare a bulletin board using your designer's fashion. It is suggested that you use the theme of your manual for the board theme.
### PROJECT DESCRIPTION - continued

**Rating Your project:**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visiting the store and observing fashions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Attending designer fashion shows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reading the current magazines and newspapers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Obtaining information via letters and interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Background research from books and files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Neatness, originality, and completeness in manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Oral presentation - organization, presentation, thoroughness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Bulletin board originality, neatness, information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Buyer interview - information gained, business like manner in which interview conducted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Overall project prepared according to directions with the materials completed on time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade:** 85
1. A student must complete a 25-pt. required project for each six-weeks grading period. Additional points can be accumulated only if the required points have been received.

<table>
<thead>
<tr>
<th>6-Week Point Value</th>
<th>Grade Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>A</td>
</tr>
<tr>
<td>45</td>
<td>B</td>
</tr>
<tr>
<td>35</td>
<td>C</td>
</tr>
<tr>
<td>25 (required activity)</td>
<td>D</td>
</tr>
<tr>
<td>20</td>
<td>E</td>
</tr>
</tbody>
</table>

2. If student fails to complete the required 25-pt. project, he or she will receive a grade of 0 in simulation for the six (6) weeks.

3. Simulation activities will not be given a letter grade, but will be judged as acceptable or not acceptable. If work is returned unacceptable, student will have a maximum of one (1) week to bring the activity up to minimum acceptable standard.

4. Each student will have their own activity work sheet for keeping track of their accumulated points.
APPENDIX J

VIRGINIA BEACH CITY PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
DISTRIBUTIVE EDUCATION SECTION

Fashion Merchandising Activities Record

Name of Student ______________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Type of Activity</th>
<th>Student's Initials</th>
<th>Teacher's Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher's Initials | Date | Points Awarded
--------------------|------|--------------------