

# Careers in the Clothing Industry

**Unit:** Career Exploration Skills

**Problem Area:** Explore Family and Consumer Sciences Careers

**Lesson:** Careers in the Clothing Industry

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Identify six areas within the clothing industry.**
- 2 List skills needed for each area.**
- 3 Identify indicators for careers within each area.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

Fashion Careers: Guide for the Industry. Accessed Dec. 2, 2007 <[http://www.apparelsearch.com/employment/Careers/FASHION\\_CAREERS.htm](http://www.apparelsearch.com/employment/Careers/FASHION_CAREERS.htm)>.

U.S. Department of Labor: Bureau of Statistics. Accessed Nov. 5, 2007 <[www.bls.gov](http://www.bls.gov)>.



## ■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ apparel production
- ▶ design
- ▶ fashion merchandising
- ▶ fashion promotion
- ▶ fashion service
- ▶ textile production

## ■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Ask students to take out a piece of paper and list careers related to fashion, textiles, and design. See what they come up with and then go into the six areas, putting their answers in the correct categories.*

*Students could be taken on a field trip to a large clothing store to see the various career opportunities. The Internet could be searched for information relating to fashion, clothing, and design. A representative from a school that teaches fashion design, merchandising, and the other areas could be a speaker and discuss the training needed for various areas of this field.*

# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Identify six areas within the clothing industry.

**Anticipated Problem:** What are the six areas within the clothing industry?

- I. Jobs within the six areas of the clothing industry
  - A. Careers in **fashion merchandising** include buyer, customer-service representative, department manager, fashion coordinator, merchandise manager, product developer, sales associate, stock clerk, and store manager.
  - B. Careers in **fashion service** include alterationist, clothier, color consultant, dry cleaner, laundry worker, personal shopper, specialist for in-home decorations, stylist, textiles restorer, upholsterer, and wardrobe consultant.
  - C. Careers in **fashion promotion** include art/creative director, copywriter, display designer, fashion model, fashion-promotion specialist, graphic designer, market analyst, public-relations specialist, and sales representative.
  - D. Careers in **apparel production** include inspector, machine-manufacturer representative, patternmaker, sample maker, senior mill assistant, sewing-machine operator, shipping and receiving clerk, supervisor, and production manager.
  - E. Careers in **design** include accessories designer, apparel designer, apparel stylist, design associate, fabric designer, fabric librarian, fabric stylist, sketcher, and textile colorist.
  - F. Careers in **textile production** include chemical technician, environmental engineer, machine operator, process engineer, product-development manager, research scientist, textile chemist, textile converter, and yarn technician.

*Many techniques can be used to help students master this objective. Use VM–A for six areas of the clothing industry. Then go into the listing of careers within each area. Have students complete LS–A as the careers are mentioned in class.*

**Objective 2:** List skills needed for each area.

**Anticipated Problem:** What skills are needed for each area?

- II. Skills needed for each career area vary.
  - A. Fashion merchandise requires skills in interpersonal communication, organization, management, decision making, problem solving, mathematical ability, and analytical thinking in addition to mental and physical stamina.

- B. Fashion service requires skills in communication, organization, management, sewing, and fashion sense. An individual pursuing a career in this field must also have self-discipline and knowledge of fibers and fabrics.
- C. Fashion promotion requires skills in communication, organization, management, and analytical thinking. An individual pursuing this type of career should be creative, enthusiastic, confident, outgoing, and enjoy working with and being with others.
- D. Apparel production requires skills in interpersonal communication, manual labor, hand-eye coordination, mental concentration, communication, teamwork, flexibility, and computers.
- E. Design requires skills in communication, design knowledge, artistic ability, sewing, and teamwork. A person pursuing this type of career must have a “passion for fashion” in addition to being creative and having a strong work ethic.
- F. Textile production requires skills in problem solving, analytical thinking, communication, teamwork, hand-eye coordination, record keeping, and attention to detail.

*Many techniques can be used to help students master this objective. Use VM–B for discussion of common skills in the clothing industry.*

**Objective 3:** Identify indicators for careers within each area.

**Anticipated Problem:** What are indicators for careers within each area?

III. Indicators are characteristics that show a person is well suited for a career.

- A. Design careers have the following indicators:
  - 1. Like to shop for clothing
  - 2. Like to read fashion magazines and articles
  - 3. Attentive to new fashion designs
  - 4. Possess strong opinions about clothing styles
  - 5. Notice color
  - 6. Have knack for putting outfits together
  - 7. Receive compliments on clothing
  - 8. Enjoy working with fabric
  - 9. Have talent for sketching
- B. Fashion-merchandising careers have the following indicators:
  - 1. Possess people-oriented outlook
  - 2. Deal with high pressure
  - 3. Handle lots of stress
  - 4. Show extreme interest in fashion
  - 5. “Roll with the punches”

6. Enjoy learning different skills
  7. Work with others
  8. See new technology as asset
- C. Fashion-service careers have the following indicators:
1. Possess self-motivation
  2. Listen carefully
  3. Enjoy helping people
  4. Respond sensitively to other people and their circumstances
  5. Have confidence in personal judgments
  6. Believe in importance of reputation
- D. Fashion-promotion careers have the following indicators:
1. Have plenty of physical and mental energy
  2. Possess confidence in personal ideas
  3. Open to changes in plans or routines
  4. Like to travel
  5. Able (and willing) to take risks
  6. Enjoy working with different people
  7. Respect other views and concerns
  8. Argue persuasively
  9. Capable of predicting people's expectations and reactions in given situations
- E. Apparel-production careers have the following indicators:
1. Pay attention to details
  2. Appreciate the way parts of a process fit together
  3. Take pride in doing quality work
  4. Give input confidently
  5. Enjoy learning new skills
  6. Believe even small tasks are important
  7. Have talent for helping people work well as a group
- F. Textile-production careers have the following indicators:
1. Pay attention to details
  2. Show interest in the process by which things happen
  3. Have a strong sense of self-direction
  4. Take charge of the environment
  5. Enjoy seeing how efforts contribute to group's success
  6. Balance several tasks at once

*Many techniques can be used to help students master this objective. Use LS-B for students to complete as the various points are mentioned in class.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary. Students can refer back to LS–A and LS–B for help in reviewing for the test.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

## ■ **Answers to Sample Test:**

### **Part One: Matching**

1. e
2. a
3. d
4. f
5. b
6. c

### **Part Two: Short Answer**

1. Answers may include customer-service representative, fashion coordinator, store manager, merchandise manager, sales associate, stock clerk, buyer, department manager, and project developer.
2. Answers may include stylist, specialist for in-home decoration, wardrobe consultant, textile restorer, upholsterer, alterationist, clothier, dry cleaner, color consultant, laundry worker, and personal shopper.
3. Answers may include public-relations specialist, sales representative, market analyst, display designer, fashion model, graphic designer, fashion-promotion specialist, art/creative director, and copywriter.
4. Answers may include inspector, patternmaker, machine-manufacturer representative, sample maker, sewing-machine operator, supervisor, production manager, shipping and receiving clerk, and senior mill assistant.
5. Answers may include fabric librarian, accessories designer, design associate, fabric stylist, sketcher, textile colorist, apparel designer, fabric designer, and apparel stylist.
6. Answers may include chemical technician, environmental engineer, machine operator, process inspector, production-development manufacturer, research scientist, textile chemist, textile convertor, and yarn technician.

### Part Three: Multiple Choice

1. d
2. b
3. c
4. a
5. d
6. b

# Careers in the Clothing Industry

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- a. fashion services
- b. design
- c. textile production
- d. fashion promotion
- e. fashion merchandising
- f. apparel production

- \_\_\_\_ 1. Sale of clothing and accessories
- \_\_\_\_ 2. Services related to clothing and accessories
- \_\_\_\_ 3. Advertising and promotion of clothing
- \_\_\_\_ 4. Manufacturing clothes and accessories
- \_\_\_\_ 5. Planning and preparation for manufacturing
- \_\_\_\_ 6. Manufacturing of fabric for clothing and textile products

## ► Part Two: Short Answer

**Instructions:** Complete the following.

- 1. Name three careers in fashion merchandising.





2. Name three careers in fashion services.
  
3. Name three careers in fashion promotion.
  
4. Name three careers in apparel production.
  
5. Name three careers in design.
  
6. Name three careers in textile production.

► **Part Three: Multiple Choice**

**Instructions: Write the letter of the correct answer.**

- \_\_\_\_ 1. A skill that is an indicator for a career in design is \_\_\_\_:
- a. enjoy working with different people
  - b. a good listener
  - c. enjoy travel
  - d. a talent for sketching
- \_\_\_\_ 2. A skill that is an indicator for fashion-merchandise careers is \_\_\_\_:
- a. interest in the process of how things happen
  - b. able to handle high pressure
  - c. able (and willing) to take risks
  - d. appreciate the way parts of a process fit together

- \_\_\_\_\_ 3. A skill that is an indicator for fashion-service careers is \_\_\_\_\_:
- a. confident about giving input on a project
  - b. a strong sense of self-direction
  - c. confidence in personal judgments
  - d. enjoy learning different skills
- \_\_\_\_\_ 4. A skill that is an indicator for fashion-promotion careers is \_\_\_\_\_:
- a. can predict people's expectations and reactions in a given situation
  - b. takes pride in doing quality work
  - c. interested in fashion
  - d. genuinely enjoys helping people
- \_\_\_\_\_ 5. A skill that is an indicator for apparel-production careers is \_\_\_\_\_:
- a. "roll with the punches"
  - b. reputation is important
  - c. enjoy working with different people
  - d. pay attention to detail
- \_\_\_\_\_ 6. A skill that is an indicator for textile-production careers is \_\_\_\_\_:
- a. self-motivation
  - b. the ability to balance several tasks at once
  - c. confidence in personal ideas
  - d. the ability to help people work well as a group

# SIX AREAS IN THE CLOTHING INDUSTRY

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- ◆ Fashion merchandising
- ◆ Fashion services
- ◆ Fashion promotion
- ◆ Apparel production
- ◆ Textile production
- ◆ Design



# COMMON SKILLS FOR THE CLOTHING INDUSTRY

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- ◆ Teamwork
- ◆ Communication
- ◆ Organization
- ◆ Management
- ◆ Analytical thinking



# FASHION-MERCHANDISING CAREERS

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- ◆ Buyer
- ◆ Department manager
- ◆ Customer-service representative
- ◆ Product manager
- ◆ Merchandise manager
- ◆ Sales associate
- ◆ Store manager
- ◆ Fashion coordinator
- ◆ Stock clerk



# FASHION-SERVICE CAREERS

- ◆ Alterationist
- ◆ Color consultant
- ◆ Laundry worker
- ◆ Specialist for in-home decoration
- ◆ Textile restorer
- ◆ Wardrobe consultant
- ◆ Upholsterer
- ◆ Stylist
- ◆ Personal shopper
- ◆ Dry cleaner
- ◆ Clothier



# FASHION-PROMOTION CAREERS

- ◆ Art/creative director
- ◆ Display designer
- ◆ Fashion-promotion specialist
- ◆ Market analyst
- ◆ Sales representative
- ◆ Public-relations specialist
- ◆ Graphic designer
- ◆ Fashion model
- ◆ Copywriter



# APPAREL PRODUCTION CAREERS

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- ◆ Inspector
- ◆ Patternmaker
- ◆ Senior mill assistant
- ◆ Shipping and receiving clerk
- ◆ Production manager
- ◆ Supervisor
- ◆ Sewing-machine operator
- ◆ Sample maker
- ◆ Machine-manufacturer representative





# DESIGN CAREERS

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- ◆ Accessories designer
- ◆ Design associate
- ◆ Fabric stylist
- ◆ Apparel designer
- ◆ Fabric designer
- ◆ Sketcher
- ◆ Textile colorist
- ◆ Apparel stylist
- ◆ Fabric librarian



# TEXTILE-PRODUCTION CAREERS

- ◆ Chemical technician
- ◆ Environmental engineer
- ◆ Machine operator
- ◆ Process engineer
- ◆ Product-developer manager
- ◆ Research scientist
- ◆ Textile chemist
- ◆ Textile convertor
- ◆ Yarn technician



# Careers in the Clothing Industry

## Purpose

The purpose of this activity is to identify careers within each area of the clothing industry.

## Objectives

1. Listen to the career information.
2. List the careers in the appropriate area as the information is presented.

## Materials

- ◆ writing utensil
- ◆ lab sheet

## Procedure

1. As your teacher reads the career information, list the careers in the appropriate areas (listed below).
2. Turn this in to your instructor.
  - A. Fashion Merchandising:
  - B. Apparel Production:
  - C. Fashion Services:
  - D. Textile Production:
  - E. Promotion:
  - F. Design:

# Indicators for a Career in the Clothing Industry

## Purpose

The purpose of this activity is to identify the indicators for the various areas in the clothing industry.

## Objective

1. List the indicators in the appropriate area of the clothing industry.

## Materials

- ◆ writing utensil
- ◆ lab sheet

## Procedure

1. As the indicators are mentioned, list them under the appropriate headings.
  - A. Apparel Production:
  - B. Design:
  - C. Fashion Merchandising:
  - D. Textile Production:
  - E. Fashion Service:
  - F. Fashion Promotion: