

Exploratory Research on Internship Programs in Fashion-Related Areas -Focusing on Consciousness of Company Practitioners, Internship Participants, and Internship Applicants-

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패션관련 분야의 인턴십 프로그램에 관한 탐색적 연구
-기업 실무자, 인턴십 참가자, 인턴십 희망자의 의식을 중심으로-

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Abstract

In this study, internships in fashion-related areas were explored based on survey data obtained from 64 companies running an internship program, 55 internship participants and 118 internship applicants. In results, both internship participants and company practitioners were fairly satisfied with internship programs. Also, the academia and the industry were well collaborating for an internship operation. Internship in the fashion industry is considered as an important way to build practical abilities for college students. Product development and design were job areas that interns often took charge of. Active and sincere personnel who have good interpersonal skills, creative abilities, communication skills, and foreign language skills are welcomed as a good candidate for an intern. Reflecting the results, implications for internship offering companies and internship participants were generated.

Key words: Internship, Fashion, Company, Skill, Competence; 인턴십, 패션, 회사, 기술, 능력

I. Introduction

Internship has been one of the most important tools to let students develop practical skills that would be essential in the real work environment before they graduate universities(Kim, 2008). As an increasing number of companies provide more job openings for experienced personnel, an internship has been considered as a crucial opportunity for university seniors to build work experiences as well as to take an advantage getting into the company.

In a survey with 1,023 university graduates in Korea, conducted by Career Portal Site, an average number of submitting job applications before getting a job was 27.3 times, reflecting the extremely competitive job market in these days(Min, 2008). In the same survey, the most important advantage for getting a job was indicated as a work experience such as an internship(28.7%), preceding foreign language skills(13.9%) and human networks(11.1%)(Min, 2008). Therefore, more and more colleges and universities have been adopting internship programs as a part of the core coursework in each major field(Thiel & Hartley, 1997).

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Companies use the internship program as a way to recruit and train good personnel as well as to promote the company itself and to be stimulated by creative and fresh ideas of university students. An increasing number of companies are expanding the internship opportunity as a way to screen good candidates appropriate for the company(Cho, 2008). Consistently, in a survey conducted by Job Korea with 787 companies, the most important advantage of job candidates affecting recruitment was considered as an internship experience in the related field(44.3%), preceding English communication skills(43.7%), certificates in the related field(40.4), etc.(Lee & Lee, 2008). However, expenses needed for operating internship programs and an overwork load of supervisors who need to train interns as well as to complete everyday's routine works become a barrier to actively expand the opportunity of internships.

Prior research related to internships were concentrated on the tourism(Collins, 2002; Ju et al., 1998/99), journalism(Beard & Morton, 1999; Bourland-Davis et al., 1999) and education fields(Beard, 1998; Campbell & Kovar, 1994). Lee(2002) also found that Korean faculty and curricula in the department of textile and clothing were less oriented on practical training, compared to those of the US, resulting in lower understandings of the industry among Korean students than the US students. However, previous research on university education of the textile and clothing focused on undergraduate curricula comparison(Ku et al., 1999; Lee, 2002, 2003), graduate curricula comparison(Lee & Park, 2007), and educational requirement analysis(Donnellan, 1996; Yoh & Gaskill, 1999). In spite of an increasing significance of internships, only a few studies(Yu, 2005; Yu & Chung, 2005) focusing on internship in the field of fashion were found.

Considering the lack of internship literature in the fashion field, diverse aspects of internship are explored in this study, based on survey data obtained from company practitioners, internship participants, and internship applicants who have a certain level of knowledge on internships in fashion-related areas.

Purposes of the research are as follows. Focusing on the fashion industry, 1) Explore operation status

of internship programs, 2) Explore motivation, purpose, and information source for internships, and 3) Explore considerations, satisfactions, and competencies for internships.

II. Literature Review

1. Purpose and Effect of an Internship

Since the 1960s, internships have been actively adopted to the higher education in the colleges and universities for the purpose of promoting academia-industry collaborations in student training(Choi, 2006). Most of internship programs consist of company introduction, factory visiting, and practical work project with other workers at 1-2 departments of a company. Possibility and amount of payment are diverse depending upon company policies. The process selecting interns is not much different from that of general employee recruitment. In the case of Proctor & Gamble, a general process of intern recruitment includes resume evaluation, personality test, 3-stage intensive interviews, and 3 day-training camp(Kim, 2007). Internships are becoming diverse so that long-term internships allowing 15 academic credits for a semester are increasing, in addition to a short-term internship option run during the summer and winter breaks. Also, an increasing number of students are participating in the overseas internships(Shin, 2005).

Internships provide benefits to students, companies, and universities. Knemeyer and Mourphy(2002) found that students learned in-dept knowledge, communication skills and problem-solving skills through internships through a survey with 238 university students. In another survey(Beard, 1998), students recognized that companies offering internships also received benefits such as obtaining new ideas, saving labor charge, establishing good images, etc. Beard(1998) and Bourland-Davis et al.(1999) also reported that universities received benefits through company feedbacks of an internship operation, which could be reflected on updating of educational programs.

In Kim and Kang's(1995) research, about 68% of 676 survey respondents were positive toward an internship program since an internship provides an

opportunity to build work experience. Students were dissatisfied with discrimination in terms of gender or university reputation that may be occurred in the process of selecting interns. About 80% of students wanted to be employed by the company where they served as an intern if work environments and job contents were favorable to them.

The satisfaction level of internship participants is different by an expectancy level, an intention to be employed, job contents, and work environments. Dissatisfaction of internship participants could be come from not well established training systems and lack of sincere guidance(Wiled & Mount, 1998). According to prior researcher(Ko, 2000), since interns experience both the positive and negative aspects of job contents and company environments, their job satisfaction levels tend to be higher and their job switching intentions tend to be lower than people who did not have an internship experience when they get a job in the same company.

2. Internship Programs in Fashion-Related Areas

Granger(2003) explained about a fashion internship in her book, "The Fashion Intern", as follows. Internship in the fashion industry is a system letting students work at a company for a short period of time to enhance students' knowledge and skills that would be applied to the real world of fashion industry.

Granger(2003) mentioned that more than 80% of the college students in the field of fashion were participating in internships while attending to the university in the US.

Yoh and Gaskill(1999) found that an internship was a necessary course for the successful career of students majoring in apparel retailing through interviews with 13 top apparel retail executives. In the fashion field of the US, diverse companies and universities are providing student and faculty internship programs. In spite of constant offerings of internship courses in each university, Laughlin and Kean(1995) stated that an internship program was needed to be more widely adopted in the fashion-related curricula. As a specific program for an internship, [TC]² which is one of the most important organization with more than 200 membership companies, provides monetary funding for fashion internships for 6 faculty members and 8 university students in each summer.

In Korea, there are many companies such as E-Land, Cheil Industries, Youngwon trading, Baucré merchandising, Kolon, etc. have been providing internship programs in fashion-related areas for more than 10 years. <Table 1> indicates a few representative internship cases in fashion-related areas.

Yu and other colleagues(Yu, 2005; Yu & Chung, 2005) conducted a series of research focusing on the internship in fashion-related areas. Based on surveys with 50 companies, Yu and Chung(2005) found that

Table 1. Internship cases of fashion companies

| Company | Applicant | Internship Program | Time |
|----------------------|--|---|--|
| Kolon | 30 junior or senior students enrolled at the fashion-related department/1 recommended student selected by a university | Fashion styling, coordination, fashion design and color, design practice, market research, brand marketing, production process, trend contents, VMD, fashion journalism, product planning, sports marketing, etc. | 2 weeks during the summer break |
| Cheil Industries | Senior students enrolled at the fashion-related department/Focusing on fashion design and modelist field | Conversation with brand managers and designers, fashion and culture, fashion research, fashion trend, pattern making, factory visiting, team project, etc. | During the summer break |
| Baucré Merchandising | 30 junior or senior students enrolled at the fashion-related department/Selected by an excellency in foreign language and major tests/Allocated by specialties (clothing · textile · pattern design, MD, VMD, managing plan, promotion, marketing, Web planning) | <Ex. Fashion Merchandising> Marketing practice, target marketing, event and product promotion, online marketing, promotion strategy, market research, foreign market advance and promotion strategy, etc. | 2 months during the summer and winter breaks |

most of internship openings were for fashion design and merchandising sectors. Companies depended mainly upon professors' recommendations or public openings to recruit interns. Considerations for selecting interns were GPA, foreign language skills, computer-use skills and reputation of the university where students were enrolled. Yu(2005) also conducted a survey with professors of 50 universities as well as 43 college and university students who completed an internship and 88 students who did not have an experience of an internship. In the result, most of professors responded that important reasons for adopting an internship program were to provide a field-experience to students and to get an advantage for employment. Information for an internship was mainly obtained from companies with an industry-academia collaboration relationship.

Prior studies generated results separately from the view of company practitioners, internship participants, or internship applicants. In this study, consciousness on internships is explored by comparing three groups who have knowledge of an internship (company practitioner, internship participant, internship applicant) using parallel items. The differences and similarities generated from the group comparison might provide valuable implications for preparation of internship operation and participation.

III. Research Methods

In order to explore diverse perspectives of internships, three groups of people(company practitioner, internship participants, internship applicants) were surveyed. First, internship applicants were juniors or seniors who had never participated in an internship but who want to participate in an internship in the near future. Second, internship participants were senior students who completed an internship in a company in the fashion field. These student samples were obtained by the convenient sampling method at 3 different universities in the Daegu Province. Third, company practitioners who have experiences in supervising interns in their companies were surveyed. To obtain a sample of company practitioners, supervisors of internships in companies with collaborative relations with 3 universi-

ties were contacted through e-mail or phone to request a participation to the survey.

Survey data were collected from 64 company practitioners, 55 internship participants, and 118 internship applicants between May and September in 2006. Characteristics of company practitioners and internship participants are summarized in <Table 2>. About 58% of the company practitioners surveyed were males. The majority of the company practitioners surveyed was working at a company focusing on manufacturing women's wears with more than 50,000 million won of annual sales. On the other hand, 69% of the internship participants surveyed were females. The majority of companies where the internship participants worked was a company focusing on manufacturing women's wears with less than 50 or more than 50,000 million won of annual sales. All internship participants were seniors or graduates who were majoring in the fashion-related department. Internship applicant samples were all junior and senior students majoring in the fashion-related department and hoping to participate in an internship in the near future. All samples were obtained through a convenient sampling.

Questionnaire was developed by researchers based on results of interviews with 5 internship participants and 2 company practitioners. In this pre-testing interviews, questions for: 1) contents of internship programs(training program, recruiting criteria, benefits), 2) satisfaction and dissatisfaction, 3) competencies needed for interns, and 4) difficulties and requirements in relation to internships, were asked.

Key information generated from the interview results is as follows. First, company practitioners stated that space and computer resources to be provided to the interns are difficulties in addition to extra time consumption for intern training besides routine works. Also, company practitioners insisted that crucial competencies needed for interns were computer and foreign language skills as well as knowledge of terminologies used in the work field. Second, internship participants who completed an internship mentioned that a systematic training program and a sincere guiding support of supervisors would be the most important matter to affect a success of an internship. Core competencies for interns

Table 2. Characteristics of respondents and companies

| Characteristics | | | Company practitioners (N=64) | | Internship participants (N=55) | |
|--|----------------|-------------------------------|---------------------------------|------|-----------------------------------|------|
| | | | N | % | N | % |
| Demographic characteristics of respondents | Gender | Male | 37 | 57.8 | 17 | 30.9 |
| | | Female | 27 | 42.2 | 38 | 69.1 |
| | Education | 2-year college | 4 | 6.3 | 0 | 0 |
| | | 4-year university | 50 | 78.1 | 55 | 100 |
| | | Graduate school | 10 | 15.6 | 0 | 0 |
| Company characteristics* | Business area | Manufacturing | 32 | 50.0 | 29 | 52.7 |
| | | Retailing | 23 | 35.9 | 16 | 29.1 |
| | | Others | 9 | 14.1 | 10 | 18.2 |
| | Handling items | Women's wear | 24 | 37.5 | 17 | 30.9 |
| | | Men's wear | 10 | 15.6 | 11 | 20.0 |
| | | Children's wear | 3 | 4.7 | 7 | 12.7 |
| | | Sportswear | 8 | 12.5 | 4 | 7.3 |
| | | Fashion accessories | 7 | 10.9 | 2 | 3.6 |
| | | Others | 12 | 18.8 | 14 | 25.5 |
| | | Annual sales (Million Won) | Less than 500 | 2 | 3.1 | 10 |
| | 500-1,000 | | 1 | 1.6 | 4 | 7.3 |
| | 1,000-2,000 | | 3 | 4.7 | 9 | 16.4 |
| | 2,000-5,000 | | 2 | 3.1 | 5 | 9.0 |
| | 5,000-10,000 | | 2 | 3.1 | 6 | 10.9 |
| | 10,000-30,000 | | 7 | 10.9 | 9 | 16.4 |
| 30,000-50,000 | 6 | | 9.4 | 4 | 7.3 | |
| More than 50,000 | 40 | | 62.5 | 8 | 14.5 | |

*Company means a company where a practitioner works for; and a company where an internship participant was served as an intern.

were sincere, active, and lively manners as well as good communication skills to clearly express their own thoughts and interpersonal skills to be well associated with others. Based on the interviews and the literature(Yoh & Gaskill, 1999), three sets of the questionnaire were developed for company practitioners, internship participants, and internship applicants.

In the questionnaire for company practitioners, 15 questions were used to access internship operation status, motivation and purpose of internship operation, considerations for selecting interns as well as characteristics and competencies needed for interns. In addition, 9 questions were asked to obtain data of company's and respondent's demographic characteristics. In the questionnaire for internship participants,

15 questions were included to address motivation and purpose of internship participation, information source for an internship, considerations for selecting a company for an internship, characteristics and competencies needed for interns, and satisfaction on an internship; and 9 questions were adopted to access characteristics of companies where they served as an intern as well as respondent's demographic characteristics. In the questionnaire for internship applicants, 12 questions were used to access motivation and purpose of wanting an internship opportunity, information source for an internship, considerations for selecting a company for an internship, characteristics and competencies needed for interns. In addition, 4 questions were used to obtain data of respondent's demographic characteristics.

Motivation of internship operation and participation, purpose of internship operation and participation, considerations for selecting company or student for internship, as well as characteristics and competencies needed for successful interns were assessed by 5-point Likert scales whereas other questions were measured by nominal scales. Data were analyzed through t-test and descriptive analysis.

IV. Results and Discussion

1. Operation Status of Internship Programs

Explored was an operational status of internship programs such as time schedule of internships, number of students participated in each internship program, ways to recruit interns, contents of internship program, evaluation programs for internships, and work areas of internships in the field of apparel manufacturing and retailing.

In results, 70% of internship programs were being run during the summer or winter breaks. About 40% of companies reported that their internship programs were being run for 1-2 months. About 67% of companies recruited 30-40 students as interns per year. Ways to recruit interns were to depend on professor's recommendations(42%), post ads in the company's homepage(28%), send official letters to universities (22%), and post ads on the recruiting web site (15.6%). Internship programs consisted of mainly practical works(53.1%) and educational programs including lectures and discussion(25%). Fifty three percent of companies provided some allowances to

interns. Fifty three percent of companies had evaluation programs for internships; 31% of the companies had a quantitative evaluation program with evaluation tables and 23% depended on perspective evaluations by managers. In addition, 13 companies(20.3%) did not have any specific evaluation program for an internship.

In apparel manufacturing companies, interns were assigned to divisions such as design(48.4%) and product planning(32.8%), sales(15.6%), marketing/management(7.8%), VMD(9.4%), and production(7.8%). In fashion retailing companies, interns were assigned to divisions such as product planning(32.8%), promotion(9.4%), VMD(6.0%), sales(4.7%), and buying(1.6%).

2. Motivation, Purpose, Information Resource of Internships

Motivation, purpose, and information sources in relation to internship were also studied(Table 3 and 4). Company practitioners thought the most important motivation for running an internship program as a request from universities(M=3.46). Also, significant purposes of running an internship program were considered as for recruiting good personnel(M=4.29), for getting human workforces at low cost(M=3.59), and for actively participating in the industry-academia collaborations(M=3.56).

As summarized in <Table 4>, internship applicants often get strong motivations for internship participation from other students' successful performance and recommendations(M=3.81) than do internship participants(M=2.39). However, internship participants who

Table 3. Motivation and purpose for running an internship program: View of company practitioners

| Item | | Company practitioners (N=64) | |
|--|---|---------------------------------|------|
| | | Mean | S.D. |
| Motivation for running an internship program | Request from universities | 3.46 | 1.12 |
| | Performance of internship in other companies | 3.06 | 1.16 |
| | Request from students | 2.39 | 1.36 |
| Purpose of running an internship program | To recruit good employees | 4.29 | .99 |
| | To get human workforce at low expenses | 3.59 | .96 |
| | To actively participate in the industry-academia collaborations | 3.56 | 1.16 |
| | To take an advantage in the public relations | 2.03 | .87 |

Table 4. Motivation, purpose, and information source for internships: View of internship participants and applicants

| Item | | Internship participants (N=55) | | Internship applicants (N=118) | | t |
|---|--|--------------------------------|------|-------------------------------|------|----------|
| | | Mean | S.D. | Mean | S.D. | |
| Motivation for internship participation | Professor's recommendation | 3.46 | 1.12 | 3.64 | 1.15 | -.832 |
| | Early participant's recommendation | 3.06 | 1.16 | 3.60 | 1.04 | -2.62* |
| | Other students' successful performance | 2.39 | 1.36 | 3.81 | .96 | -2.54* |
| Purpose of internship participation | To improve practical abilities | 4.29 | .99 | 4.55 | .70 | -1.75 |
| | To reinforce resume | 3.59 | .96 | 3.56 | .88 | .175 |
| | To take an advantage to get a job in the company | 3.56 | 1.16 | 4.13 | .84 | -3.18** |
| | To enlarge relationships with students in other universities | 2.03 | .87 | 2.96 | .97 | -5.05*** |
| Information source for internship | Professor | 4.00 | 2.24 | 3.81 | 1.11 | .69 |
| | Early participants | 3.09 | 1.26 | 3.12 | 1.15 | -.11 |
| | Friends | 2.79 | 1.27 | 2.92 | 1.11 | -.58 |
| | Web site of the company | 2.61 | 1.25 | 3.11 | 1.03 | -2.34* |
| | Web site of recruiting agencies | 2.24 | 1.09 | 3.05 | 1.07 | -3.76*** |

* $p < .05$, ** $p < .01$, *** $p < .001$

actually completed an internship program thought that professors' recommendations were more important motivations ($M=3.46$). Enhancing the practical ability was identified as the most important purpose for an internship participation by the both internship participants ($M=4.29$) and applicants ($M=4.55$). Internship participants thought an internship as a way to get an advantage to get a job in the certain company less than did internship applicants ($p < 0.01$).

In addition, internship participants actually received information for internships from professors ($M=4.00$) or early participants ($M=3.09$). However, internship applicants thought more as they might be able to get information for internships through web sites of the company or recruiting agents than did internship participants ($p < .05$).

3. Considerations, Satisfactions, and Competencies Related to Internships

Considerations for selecting students or companies for internships were explored. Company practitioners recognized the professor's recommendation ($M=4.00$) as the most important consideration for selecting interns in addition to GPA ($M=3.09$). On the

other hand, internship participants thought that job contents associated with personal interest ($M=4.17$), company reputation ($M=4.03$), and environmental atmosphere of the company ($M=3.74$) were more important than others (Table 5). Internship participants were generally satisfied with internships ($M=3.91$). Specifically, interns expressed much satisfaction in relationships with a supervisor ($M=4.03$) and other workers ($M=3.91$).

Important characteristics and competencies for successful interns were examined (Table 6). Active and sincere manners were considered as much important competencies for interns both by company practitioners and internship participants. Leadership would be more significantly recognized as an important characteristic for interns by company practitioners than did internship participants ($p < .01$).

In addition, both the company practitioners and internship participants considered interpersonal skills as the most important competency for successful interns. In addition, communication skills and computer use skills were highly ranked as significant competencies both by company practitioners and internship participants. Company practitioners thought creative ability, foreign language skills, and mathe-

Table 5. Considerations and satisfactions: View of company practitioners and internship participants

| Item | | Company practitioners (N=64) | |
|--|--|-----------------------------------|------|
| | | Mean | S.D. |
| Considerations for selecting interns | Professor's recommendation | 4.00 | 2.24 |
| | GPA | 3.09 | 1.26 |
| | Foreign language skills | 2.79 | 1.27 |
| | Reputation of university | 2.61 | 1.25 |
| | Allocation of number of students by university | 2.24 | 1.09 |
| Item | | Internship participants (N=55) | |
| | | Mean | S.D. |
| Considerations for selecting a company for an internship | Job contents associated with personal interest | 4.17 | .99 |
| | Company reputation | 4.03 | .75 |
| | Environmental atmosphere of the company | 3.74 | .95 |
| | Company size | 3.63 | .91 |
| | Working hours | 3.09 | 1.01 |
| | Payment | 2.77 | 1.06 |
| Satisfaction on an internship | General satisfaction | 3.91 | .98 |
| | Relationships with a supervisor | 4.03 | .79 |
| | Relationships with other workers | 3.91 | .70 |
| | Contents of work practice | 3.60 | .85 |
| | Quality of training program | 3.14 | .94 |

Table 6. Characteristics and competencies required for successful interns: View of company practitioners and internship participants

| Item | | Company practitioners (N=64) | | Internship participants (N=55) | | t |
|---|----------------------------|---------------------------------|------|-----------------------------------|------|---------|
| | | Mean | S.D. | Mean | S.D. | |
| Characteristics required for successful interns | Active manner | 4.59 | .69 | 4.69 | .53 | -.71 |
| | Sincere manner | 4.57 | .81 | 4.80 | .48 | -1.53 |
| | Harmony with other workers | 4.30 | .80 | 4.17 | .75 | .74 |
| | Lively manner | 4.00 | .93 | 4.06 | .84 | -.28 |
| | Leadership | 3.72 | .98 | 3.00 | .87 | 3.38** |
| Competencies required for successful interns | Interpersonal skill | 4.00 | .80 | 4.40 | .60 | -2.44* |
| | Creative ability | 4.00 | .86 | 3.40 | .91 | 2.99** |
| | Communication skill | 3.98 | .60 | 4.17 | .66 | -1.36 |
| | Foreign language skill | 3.95 | 1.01 | 3.11 | 1.02 | 3.60** |
| | Computer use skill | 3.86 | .84 | 4.09 | .66 | -1.31 |
| | Mathematical skill | 3.62 | .80 | 3.00 | .59 | 3.81*** |
| | Analytical skill | 3.53 | 1.03 | 3.46 | .74 | .37 |

* $p < .05$, ** $p < .01$, *** $p < .001$

mathematical skills more significantly than did internship participants while interpersonal skills were more sig-

nificantly considered by internship participants than did company practitioners. The results regarding dif-

ferences between two groups suggest that company practitioners may expect a higher level of diverse practical work skills for interns whether or not those skills are readily used during the internship program. Also, company practitioners thought all characteristics and competencies given in the questionnaire are important when referring to the mean value of all items higher than 3.5, however, internship participants thought a few characteristics and competencies (e.g., foreign language skills and mathematical skills) less importantly since they might not have many chances to use those skills during the internship.

V. Conclusions

Important findings were generated based on survey data exploring participation and operation of internships in fashion-related areas. First, most of internships are usually offered during the summer and winter breaks, for less than 2 months. Major contents of internship programs are work practices. More than a half of companies responded to the survey provided some allowances to interns. Most of companies had their own evaluation program for internships. Both in the apparel manufacturing and retailing companies, interns are often allocated to the division of product planning or related works since those are works that interns may be able to contribute to after a short-term training.

Second, the academia and the industry were favorably collaborated for an internship. Important motivation of the company offering an internship was a request from the university. Also, companies depended much upon professor's recommendations for intern recruitment. Internship participants also directly affected by professor's recommendations when they decide to participate in internships. Also, companies considered an internship as a pre-screening chance to recruit good personnel out of many interns. Interns thought crucial purpose of internship is to improve practical abilities for future career.

Third, company practitioners considered professor's recommendation and GPA significantly when selecting interns while internship participants consid-

ered job content and company reputation most significantly when selecting companies for an internship. Internship participants and company practitioners were pretty much satisfied overall about internship programs, consistently with prior finding (Kim & Kang, 1995). Company practitioners and internship participants commonly thought active and sincere manners as key characteristics of successful interns. Interpersonal skills were recognized as the most important competence of interns by company practitioners and internship participants, however, company practitioners considered creative ability, foreign language skills and mathematical skills more importantly than did interns. The result may reflect that company practitioners consider all kinds of competencies significantly whether or not those skills are not readily used.

Based on results, some conclusions were generated. First, internship is considered as an important way to build practical abilities before getting into the real world of the industry. Second, most of internships were arranged by professors based on company-professor relationships. Third, students participate internships to improve practical competencies whereas companies are running internship programs to recruit good personnel. Fourth, product development and design were job areas that interns often took charge of. Fifth, active and sincere personnel who have good interpersonal skills, creative abilities, communication skills, and foreign language skills are welcomed as a good candidate for an intern. Sixth, both students and companies are fairly satisfied with internship programs.

Study results provided information regarding consciousness of company practitioners, internship participants, and internship applicants on internships in the fashion-related area. Key findings could be helpful to enhance understandings of motivation and purpose of internships, considerations for recruitment, characteristics and competencies needed for successful interns, etc. These findings could be used as a reference for internship program planning for practitioners as well as internship preparation for students who want to participate in an internship in the future. Reflecting results, students need to try to build good interpersonal skills, communication skills, computer use skills as

well as foreign language skills and mathematical skills for successful internships.

One of the limitations of the present study was a small sample size obtained through convenient sampling processes. In the future study, data collected from more companies and students would help to increase the credibility of results. The present study provides only exploratory results, therefore, further research would be needed for expanding the internship-related issues. For example, the relationships between internship participation and job selection decision, job satisfaction, job switching intentions, etc. would be valuable to provide good implications for the academia and the industry.

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요 약

본 연구에서는 인턴십 프로그램을 제공하는 64개 패션기업, 패션관련 전공자 중 인턴십 참가자 55명, 인턴십 참가희망자 118명을 대상으로 설문조사를 실시한 결과를 토대로 패션기업 인턴십의 운영과 참여에 관한 의식을 조사하였다. 결과에서 인턴십 참가자와 기업 모두 인턴십 프로그램에 대체로 만족하는 것으로 나타났으며, 인턴십 운영을 위해 회사와 대학간 협력이 잘 이루어지고 있는 것으로 판단되었다. 인턴십 참가동기로는 실무능력 향상을 위해 참여한다는 응답이 많았으며, 실제적으로 의류제조와 의류유통 분야 모두에 걸쳐 인턴들이 상품개발과 디자인 등 단기간에 개인능력을 활용할 수 있는 업무에 많이 투입되는 것으로 나타났다. 패션기업들은 적극적이면서 성실한 성격을 가지는 동시에 대인기술, 창의성, 의사소통능력, 외국어능력 등을 갖추는 것이 성공적인 인턴십을 위해 가장 중요한 준비라고 지적했다. 연구결과를 바탕으로 패션기업과 인턴참여자들을 위한 제안점들이 제시되었다.
