

Fashion Marketing

COURSE OUTLINE - UC

DESCRIPTION:

Fashion is a \$1.2 trillion global industry, with more than \$250 billion spent annually on fashion in the United States alone. Marketing plays a crucial role in this global industry. It is a discipline that informs many of the strategic and creative decisions involved in fashion design and product development, and it operates at every level of the fashion industry supply chain from product development through to retail. It connects the commercial goals of a business with the personal ideals, values, and needs of consumers.

In this course, students will be introduced to the basic theoretical principles of marketing within the context of the global fashion industry. Students will define marketing, explain the marketing concept, explain market research, and make marketing connections that will allow them to understand the economic impact of the fashion industry. Activities in this course include work-based learning that connects students to industry and the local community.

INFORMATION:

PRE-REQUISITE: Algebra I (Recommended)

LENGTH: One Year

SECTOR: Marketing, Sales, and Service

PATHWAY: Marketing

ARTICULATED: No

UC A-G APPROVAL: Yes: College-Preparatory Elective (G) – Interdisciplinary Requirement

O*NET SOC CODES:

11-2011.00 Advertising and Promotions Managers

11-2021.00 Marketing Managers

11-2022.00 Sales Managers

Orientation
<p><u>Competencies</u></p> <ul style="list-style-type: none"> A. Introduce the course and facilities. B. Discuss the syllabus and major objectives. C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines. D. Review instructor/student expectations. E. Explain enrollment and attendance requirements and procedures. F. Review grading and student evaluation procedures. G. Discuss the community classroom aspect of the program if applicable. H. Discuss the “next steps” related to additional education, training, and employment. I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none"> A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite. B. Read and interpret written information and directions. C. Practice various forms of written communication appropriate to the occupation. D. Practice positive body language skills. E. Practice professional verbal skills for resolving a conflict. F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none"> A. Demonstrate positive teamwork skills by contributing to a group effort. B. Practice the importance of diversity awareness and sensitivity in the workplace. C. Define sexual harassment in the workplace and identify the employee’s role and responsibility. D. Practice participation skills. E. Identify different personality types and strategies for working effectively with each type. F. Practice business and social etiquette skills appropriate to the occupation. G. Discuss the role of business and personal ethics in the decision-making process. H. Evaluate various job-related scenarios and justify decisions based on ethics. I. Demonstrate flexibility and adaptability in working with others. J. Demonstrate the use of time management skills.

3. Employability Skills

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.

6. Evolution of Fashion
<ul style="list-style-type: none">A. List and explain the stages of the fashion life cycle.B. Distinguish between classic and fad.C. Identify the effect technology and the internet have on the fashion industry.D. List and explain the theories of fashion adoption.E. Define fashion trends and identify sources of fashion trends.F. Identify current fashion trends from designer runway shows.
7. The World of Fashion Marketing
<ul style="list-style-type: none">A. Define fashion marketing.B. Explain the marketing concept.C. Define demographics.D. Identify intellectual property rights.E. Analyze global and local economic impact of marketing fashion.F. Explain the marketing mix.G. Explain economics and free enterprise.H. Explain the different types of business ownership in the fashion industry.I. Explain the purpose and function of a marketing plan.
8. The Fashion Market
<ul style="list-style-type: none">A. Identify the different fashion sectors.B. Discuss the significance of removing international trade barriers.C. Explain the significance of charitable causes on image, branding, and consumer loyalty.D. Explain the differences between fashion goods and services.E. Differentiate between the product line and product mix.F. Explain the role marketing plays in product development.G. Summarize the difference between primary and secondary markets.H. Identify types of fashion products and services.
9. Marketing Research
<ul style="list-style-type: none">A. Define market research vs. marketing research.B. Explain how businesses use market research to make product decisions.C. Identify the steps used in the market research process.

- D. Explain how technology has changed marketing and customers' buying decisions.
- E. Explain how demographics are used to identify a target market.
- F. Explain how businesses make decisions as part of the marketing mix.
- G. Utilize research and analytical tools (e.g., PEST, SWOT, etc.)
- H. Discuss how fashion forecasting and sales forecasting are key components to market research.

10. The Customer

- A. Define customer segmentation and identify segmentation variables.
- B. Demonstrate the process of creating a customer profile.
- C. Explain the consumer purchase decision process.
- D. Explain Rogers' diffusion theory and its impact on the fashion industry.
- E. Explain how the customer experience can positively/negatively impact a brand.
- F. Describe how omni-channel retailing has influenced customer buying patterns and decisions.

11. Branding

- A. Explain the concept of branding and brand equity.
- B. Discuss the importance of product licensing.
- C. Discuss how licensed goods that are illegally produced and sold impact a fashion brand.
- D. Explain the importance of endorsements.
- E. Identify brand strategies used by fashion companies.
- F. Describe how to develop an effective brand name.
- G. Explain how celebrities are brands, and how their brand impacts fashion.
- H. Define the term "image."

12. Promotion

- A. Explain promotion and the promotional mix in fashion marketing.
- B. Identify the roles of advertising and sales promotion in fashion marketing.
- C. Discuss the importance of public relations and personal selling, including use of social media.
- D. Describe the use of technology in promotion.
- E. Compare media and non-media advertisements.
- F. Describe how other promotional methods are used in fashion marketing.
- G. Explain the importance of reaching diverse markets.
- H. Explain the significance of impulse spending.
- I. Identify the five types of guerrilla marketing - ambient, ambush, stealth, viral, and street.
- J. Identify growth hacking strategies used in the fashion industry.

13. Ethics in Fashion Marketing

- A. Define ethics and analyze the impact of ethical vs. unethical behavior in fashion marketing.
- B. Discuss current ethical issues in the use of technology in fashion marketing.
- C. Identify how diversity affects fashion markets.
- D. Explain the impact of celebrity endorsers' behavior on a fashion brand.
- E. Research how ethical decisions impact Product, Price, Promotion, and Place.

14. Portfolio

- A. Create a professional digital portfolio reflecting employability skills in the relevant industry to include an "About Me" page.
- B. Collect original works and documents that demonstrate technical skills and knowledge in the industry.
- C. Demonstrate knowledge of competencies by accompanying each selected document or work with a journal entry or summary.
- D. Write a brief resume and cover letter to be included in portfolio.
- E. Develop interviewing techniques using portfolio materials.
- F. Display portfolio materials for critique by a professional panel (industry partners and classmates).
- G. Gather feedback and update portfolio.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B, C, D, I, J 14	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. Students will research and present fashion trends of selected decades. Identify the historical events of the decade and their influence on fashion at that time. Analyze how fashion and design have been influenced by politics, society, economics, culture, and aesthetics.	1B, C, F 2J 3A 6A-E	1 2 11	2.0 4.0	Fashion: A5.0 A7.0	RHSS 11-12.7 WHSST 11-12.7 WH 10.11 US 11.2
3. Research and evaluate international marketing strategies for selected fashion products, and present electronically.	1A, B, D 7A, B, E, F 8F-H 9G 12A-C, F, G 13C	1 11 12	2 4 5 7 10	Marketing: A4.0 A7.0	LS 11-12.1 SLS 11-12.4 SLS 11-12.5 WHSST 11-12.7
4. Monthly, read various reports published on apparel.com. Identify current issues that impact fashion marketing and write 2-3 page papers on how the information directly or indirectly impacts the fashion industry's ability to market its products/services. http://apparel.edgl.com/home	1B, C 9A-H 13A-C	2 12	2	Marketing: A2.0 A3.0 A4.0	RHSS 11-2.7 WHSST 11-12.7 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>5. Evaluate the different marketing efforts and strategies used for male and female fashion lines, and create a marketing campaign for a specific male or female demographic group. After creating the marketing campaign, write a reflective essay on the following prompt:</p> <p style="padding-left: 40px;">How would your campaign have been different if you had created it for the opposite sex?</p>	7A-C 8C, F 9A, E, G, H 10A-F 11E, G 12A-J 13A, C	2 11	2 4 5	Marketing: A4.0 A7.0	LS 11-12.1 WHSST 11-12.6 WHSST 11-12.7 WS 11-12.4
<p>6. Perform a secret shopper survey in a local retailer, focusing on the consumer experience. Write a memo to the CEO of the company, describing the data collected and drawing conclusions about the image and marketing of the company's services/products to its consumers in their retail environment.</p>	1C 2H 4E, F 10E	2 11	2	Marketing: A1.0	SLS 11-12.4 WHSST 11-12.7
<p>7. Research a fashion product or service that could be endorsed by a celebrity and create a marketing plan and campaign. Write and electronically publish the marketing plan with the following parts:</p> <ul style="list-style-type: none"> • Executive summary • Analysis of the celebrity's image, history, background, and any other valid information that would influence the endorsement. • Concise objectives of the marketing plan, including image, sales, public relations, etc. • Description of the target audience the campaign will be designed around. 	7A, B, F 8C, H 9A-H 10A-D 11A, B, D, E, G, H 12A-J 13D	2 11 12	2 4 5 10	Marketing: A4.0 A7.0	LS 11-12.1 WHSST 11-12.7 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>8. Analyze a favorite brand(s) from one or more of the following perspectives: Brand Personality, Brand Experiences, Brand System or Brand Architecture, Brand Community or Word of Mouth. Write a 3-5 page paper describing the following:</p> <ul style="list-style-type: none"> • What makes the brand so great. • Why the student likes the brand. • A major competitor of the brand. • A comparison of the competing brands in terms of positioning. 	<p>1C 11A-H</p>	<p>2 11</p>	<p>2</p>	<p>Marketing: A1.0 A4.0 A5.0</p>	<p>RHSS 11-12.7 WHSST 11-12.7 WS 11-12.4</p>
<p>9. Using an existing business, research the current and potential use of social networking and its effectiveness. Develop a strategic plan to enhance or introduce social networking into the current promotional activities.</p>	<p>7A-C, E, F 8G 9D 10A, E, F 11F, H 12C, D, G, I, J 13B</p>	<p>1 2 10 11 12</p>	<p>2.0 5.0</p>	<p>Marketing: A1.0 A7.0</p>	<p>LS 11-12.1 WHSST 11-12.7</p>
<p>10. Research and prepare a presentation on a current fashion designer comparing how their target market has changed from past to present and identify specific ways the designer has updated their marketing and promotions to reach their current target market.</p>	<p>1A, D 7A-C, E, F 8E-H 9A-H 10A, B, F 11A, D-H 12A-J</p>	<p>1 2 9 11</p>	<p>2 4 5 9</p>	<p>Marketing: A4.0 A7.0</p>	<p>LS 11-12.1 SLS 11-12.4 SLS 11-12.5 WHSST 11-12.7 WS 11-12.9</p>

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
<p>11. Compare and contrast the marketing strategies of two emerging fashion products, lines, or services (not retailers) designed to meet the needs of the same consumer. Include the following in a 2-4 page paper:</p> <ul style="list-style-type: none"> •Who the consumer is. •How the marketing strategies are similar. •How the marketing strategies are different. •Which one you feel is the stronger strategy supported by data. •Resources cited. 	1C 7A-C, F 8H 9A-C, F 10B, C, E 12A-J	2 5 11	2 5	Marketing: A1.0 A7.0A	RHSS 11-12.7 SLS 11-12.4 WHSST 11-12.7 WS 11-12.9
<p>12. Create an electronic presentation comparing the marketing practices of two retailers that serve similar target markets. Include how they do business, what makes each company strong or weak, and what they would do to improve the marketing operations of the business.</p>	1A, C 7A-C, E, F 8A, C, E, G 10A-D 11A-C, E-H 12A-J 13C, D	2 10 11	2.0 3.0	Marketing: A2.0 A5.0	LS 11-12.1 SLS 11-12.4 SLS 11-12.5 WHSST 11-12.6 WHSST 11-12.7
<p>13. Search and read business press articles that pertain to marketing research. Write an analysis as follows: (1) Half page summarizing the central theme of the article. (2) One and a half pages discussing why the article is interesting and how it ties in with the material in chapter 3. Cite a page number and section title for material referred to in the text. Provide insights, critique content, and demonstrate the ability to link real world situations to concepts learned from the text and in class.</p>	1C 7A-I 9A-H	2 5	2 5	Marketing: A1.0 A4.0	RHSS 11-12.7 SLS 11-12.4 WS 11-12.4

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
14. Write a 3-5 page report on the marketing activities of a local fashion retailer and suggest marketing activities that would allow the company to expand into new markets with its existing products. Present the suggestions electronically to a “Board of Directors” for the company.	1A, C, D 7A-C 8E, H 9B, D-G 10A-F 11H 12A-J 13C	1 2 5 10 11	5.0	Marketing: A4.0	LS 11-12.1 SLS 11-12.4 SLS 11-12.5 WHSST 11-12.7
15. Research and analyze a current event related to marketing in the fashion industry. Hold a Socratic seminar to debate the legal, ethical, environmental and financial implications of the event.	1A,B,D,F 2B,D,F,G,H,I 11C 13A-E	2 5 9 12	2.0 8.0	Marketing: A. 3.0	SLS 11-12.2 SLS 11-12.4 WHSST 11-12.7
16. Utilizing the Internet, research the marketing strategies of a fashion brand whose advertising strategies focus on social issues. Write a reflection paper covering the following: <ul style="list-style-type: none"> • In what way is the strategy effective or ineffective? • Do you consider it ethical? Why or why not? • What market segment is the brand trying to reach? • Is the brand oversimplifying or exaggerating the social issue they are "supporting"? • Is the brand truly helping or sensationalizing the social issue? • As a consumer, do you agree or disagree with this brand's social marketing strategy? Why or why not? 	1C 7A-C 8C 10C 11A,E,H 12A-G 13A, C	2 5 11 12	2 5 8	Marketing: A1.0 A3.0 A7.0	RHSS 11-12.7 SLS 11-12.4 WHSST 11-12.4 WS 11-12.4

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Fashion and Interior Design – Fashion Design and Merchandising

A5.0: Understand how the history of social, cultural, political, economic, and technological changes influences fashion.

A7.0: Understand how trends, color, and societal forecasting are used in the fashion industry.

Marketing, Sales, and Service – Marketing

A1.0: Demonstrate an understanding of business fundamentals, uses and application of technologies, communications, and basic management functions.

A2.0: Demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators and trends, as well as international concepts.

A3.0: Demonstrate the importance of legal, ethical and financial issues in business marketing decisions.

A4.0: Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business marketing decisions.

A5.0: Demonstrate an understanding of the nature and scope of the product/service management function, quality assurance, product mix, positioning, and other market product considerations.

A7.0: Demonstrate an understanding of product and institutional promotion through advertising, publicity/public relations, promotional sales, and e-commerce, using product, services, images, and ideas to achieve a desired outcome.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 9-10, 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

Reading Standards for Literacy in History/Social Studies

RHSS 11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

SLS 11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

WHSST 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHSST 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Writing Standards

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

HISTORY/ SOCIAL SCIENCE

US History and Geography

US 11.2: Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

World History, Culture and Geography

WH 10.11: Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).