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DELIVERABLE NO 2

# BRAND MANAGEMENT CURRICULUM DEVELOPMENT

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## Curriculum development

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## Background

Brand Managers have a key role in the management of SME in the Children's fashion sector, including clothes, shoes and child-care products. Their responsibilities should take all the issues related with the perception, visualisation and communication of the brand into account, aiming to address the defined target groups with the desired values, thereby conveying the strategic mission and vision.

All brand-related activities toward the target groups must be aligned with the brand's values. The role of the brand manager is to achieve such alignment, from the logo to the smell of the product, and from the products' functionality to their perception by the final customer at the point of sale.

This profile requires a training that at present does not exist. Such training requires a sound curriculum, able to transfer to the future professionals the knowledge and skills that they need. It is necessary to define the professional profile, and accordingly to develop adequate training system and materials.

The objectives of the BraM project are:

- to define a professional profile for the Brand Manager of SME in the children's fashion sector;
- to define and develop a curriculum for the training, as a European standard, including a qualification and recognition framework;
- to define and develop an ICT-based training system, as well as the corresponding training materials; and
- to deploy a pilot action, with the corresponding evaluation and readjustment of the previous results.

The final result will be the 'BraM Course', aimed toward a professional management of the brands in the children's fashion sector. It will eventually be available in several European languages, primarily English, Spanish, Portuguese, French, German, Greek, Italian and Finnish.

The results of the project will be applicable to many SME, which deal with branded products being distributed by multibrand or independent retailer shops.

## Objective of the work package

The objective of the BraM work package WP2, as reflected in this report, is to create a curriculum based on brand management principles, including consumer-driven and demand-driven approaches. The project should cover market trend analysis, marketing, promotion of brands, consumer insight processes as well as a qualification and recognition.

## Sources

The curriculum is based on input from the following sources:

- BraM questionnaire performed by the Spanish partner, which covers the needs and requirements of the SME in Childrens' Fashion in WP1 and 2
- Discussions and workshop with the BraM project team

- The BraM project description

Additional input and discussions with

- Pia Mouwitz, Swedish School of Textiles
- Jan Carlsson, Swedish School of Textiles
- Håkan Torstensson, Swedish School of Textiles
- Robert Meeder, Swedish School of Textiles and LVMH
- Anders Hedén, Board member at WeSC

Much information was collected from the questionnaire of Work Package 1. The educational background of the persons, who answered the questionnaire, was business, marketing, management, economics and communications. Their professional positions were in the marketing and demand management areas. Their work tasks include sales, coordination, supplier communication and marketing. They identified a training need in marketing, retailing, internet and fashion in order to perform branding activities at the wholesale and retail levels. Some companies worked with agents.

### Delimitations of the curriculum development

We have chosen to work on this part of the project with a few delimitations:

- We develop a sample course curriculum
- The course is the equivalent of a 7.5 ECTS credit university course
- We assign one principal textbook to all modules.
  - Course in many languages but textbooks and curriculum in English
  - Suggested reading list is included.
- Structure and layout:
- A four-module concept that starts with a “common ground” module and moves on to the real competencies in the three focus modules.
- Each module has a generic part then moves on to the the application seminar.
- The generic half of each course ends with a formal exam (online multiple choice)
- The application seminar is based on case studies selected by the tutor and participant.

### Vision for the training programme

Based on the input described under the background in this report we have decided to use the following vision:

*“Learn the branding that brings the concept to the carrier bag”*

The suggested description of the professional update training course:

*“Are you ready to work in responsible positions in fashion branding and retailing? Have you worked at least two years in the fashion industry? Then this professional update programme is designed for you by the stakeholders in the industry.”*

*"You will acquire skills and competence in fashion marketing, brand management and consumer behaviour as well as insight into planning and performing marketing activities to the end customer."*

## Knowledge objectives

The curriculum is about understanding conditions and opportunities for stakeholders in the fashion sector, and how they can adapt to changes in the world market by knowledgeable approaches, focusing on branding, fashion marketing and fashion consumer behaviour in a broad sense. The course modules are intended to focus on

- Branding, fashion marketing and fashion consumer behaviour
- Consumer/brand relationship and retailing concepts

Important knowledge objectives are to achieve insights into:

- Consumer/brand relationship and retailing concepts
- Managing brand ownership, and designing communication campaigns
- Fashion marketing both in theory and in applications.
- The global structure of the fashion and apparel sector
- Polarization between global players and specialized enterprises opening up new opportunities for focused SME players.

The course puts emphasis on studying “the long tail” demand, as well as evaluating success stories from different industries.

## Curriculum contents

The contents are summarized in the following exhibit (see below)



*Exhibit 1: BraM contents.*

## Qualification framework

- Examination – formal and informal test system
- Multiple choice, online exams, written case studies
- Online exams and student support
- Classic distance teaching using platform of choice
- Recognition

- ECTS credits on a course basis
- Draft equals 5 weeks of full time workload, 7.5 ECTS credit equivalents over a 30 week period
- Vocational diploma when all modules are finished
- See also each course module below

## Curriculum modules (25% of full time studies, 200 hours, distance learning)

In order to achieve integration with the professional role of the participants, and to make it possible to study the course, we suggest:

- That the course is done in four modules
- Each module is based on a reading list and two case studies.
- That the course is the equivalent of 7.5 ECTS
- The workload for the participants is approximately 7.5 hours a week over a 30 week period.

The setup and the sequence are illustrated in exhibit 2 below.



Exhibit 2. Basic modules and sequence.

## Structure of the four modules

The course starts with a “Common ground” course and moves on to the real competencies in the 3 focus modules. Each course module has a generic component and an application seminar where the case studies pertaining to that module are discussed. The generic half of each module ends with a formal exam (online multiple choice)

The course is available in many languages but textbooks and curriculum only in English.

### Module 1. The business of fashion

This is the first module where a common ground is established. The overall objective is to achieve the ability to describe, analyze and understand the following process:

Concept -> design-> manufacturing -> marketing -> carrier bag

This includes providing basic insight in the apparel industry on a global scale with its domestic, regional, EU and global presence, including local selling markets and sourcing markets, and familiarizing the students with the cost structure on key markets.

The module also includes the following:

- Organization of a fashion company as a function of position within the supply chain.
- Basic insight in consumer behaviour
- Ability to define Brand Management in a fashion context

### **Module 2. Fashion retail marketing**

The main purpose of this module is to build supply and demand chain awareness. It includes the basics of:

- Micro- and macro-marketing environment,
- What defines the fashion consumer and the fashion buyer:
- Similarities and differences from the organizational buyer.
- What is the appropriate way to research the fashion market?
- Ability to plan and target marketing and managing the fashion marketing mix
- Retail principles: Current and Future, Brick and Mortar, Click and Brick, Click only

### **Module 3. Fashion consumer behaviour**

Module three provides insights into consumer behaviour in fashion and the ability to apply this insight in the fashion industry

In this module, the most important issue is to understand and apply the consumer behaviour models on a fashion value chain:

Process concept -> design -> manufacturing -> marketing -> carrier bag

Other topics that are relevant are:

- Brand advertising culture
- Insight into ethics and consumer protection
- Significance and meaning of a consumer perspective
- Ability to describe children as consumers and media users
- How children, family and culture affects the adoption of new products

### **Module 4. Fashion brand management.**

This is the module where all the knowledge acquired in the earlier modules is put together. The main objective is to understand the basics of how to build and sustain fashion brands.

The module also covers topics like:

- Brand value in relation to the fashion industry. Why, where, how is it important?
- Create visions and restate the visions in a brand context.

- Sustainable brands and ethical brand-building
- Marketing communication and branding tools such as the “brand bible” and the role MC plays in the formulation of brand promise

**Integrative case studies**

In order to reach the knowledge envisioned in the project description, the educator and the participant assemble an appropriate list of 4 to 8 integrative case studies (see exhibit 3 and 4 below).



Exhibit 3. Integrative case studies for the first two modules in the curriculum



Exhibit 4. Integrative case studies 5-8.



[Course Curriculum ]

## Course literature

The principal textbook:

*"The Business of fashion - Designing, manufacturing and marketing"* L.D. Burn, N.O. Bryant , 2nd edition 2005

Suggested reading list:

*"Fashion Marketing"* Mike Easey, 3rd ed. 2009

*"The Long Tail"* C. Andersson, Hyperion Books 2006

*"Consumer Behavior in Fashion"* Michael Solomon, Nancy J. Rabolt, Pearson Education 2009

*"Children, Media and Consumption"* Karin Ekström, Birgitte Tufte, Nordicom, Göteborg University 2007

*"Fashion Brands"* M. Tungate, Kogan Page 2008

*"Brands that Rock"* R Blackwell, T. Stephan, John Wiley and Sons 2004

## Examination

The examination is carried out by the following elements:

1. Four multiple choice exams to be done online
2. Eight integrative cases

The grading is based on the European Credit Transfer System (ECTS), using weighted averages of the exams and the cases.