
TOPICS: FASHION BUSINESS, ENTREPRENEURSHIP AND MARKETING in Spring 2021 (CM5091C)

Course Code	CM5091C	Professor(s)	Wickie Meier Engstrom
Prerequisites	None	Office Number	N/A
Class Schedule	F: 09:00-13:30 in Q-604 S: 10:00-18:00 in Q-604 W: 15:20-21:25 in Q-A101	Office Hours	
Credits	4	Email	wmeierengstrom@aup.edu
Semester	Spring 2021	Office Tel. Ext.	

Course Description

Course description

The business of fashion is currently under pressure due to our common need of a more sustainable future.

Consumers and new fashion entrepreneurs are demanding and representing change.

Traditionally fashion

design and business were driven by creative innovation and the aim to give people status, freedom and an

instrument to blur social differences. We made it as far as to fast fashion communicates democracy.

Fashion is selling a dream, its main tool: promising customers the achievement of an aspirational self.

Marketing emphasizing the unique selling point of a fashion brand, to a unique set of clients in a defined market.

The two core questions of the fashion business are: Where do we play? And how do we win?

Fashion is

challenged by the increased focus on global climate regulations, hand in hand with people's needs and

demands for social and cultural engagement and responsibility. Inevitably this will change the fashion

industry of tomorrow. This course examines three pillars in fashion of tomorrow: business model,

entrepreneurship and marketing. Exploring the status quo as well as the emerging changes in business

models towards a future that demands more trustworthy offers. How do we perceive and

position

ourselves in the future landscape of fashion? Through a focus on intrapreneurial and entrepreneurial skills

and insights we explore our aspirations as fashion professionals, focusing on ourselves as a fashion

business unit to become.

“Perhaps when we find ourselves wanting everything, it is because we are dangerously close to wanting nothing” – Silvia Plath.

Choosing what to do and not to do is key to progression, empowerment and communication – the course will introduce easily applicable theory and models to analyse current businesses and map out the student’s own business or entrepreneurial model for the future.

About the course didactic process:

The course combines online class tutorials and groupwork in combination with individual online coaching

and tutorials. Case studies, personal reflections and discussions will part of the didactic process as well as

reading the recommended literature. Please use a notebook for noting running reflections and personal

tasks given during the days of the course.

Course Learning Outcomes

General Education

[PLEASE REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

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- Integrative Inquiry (coded CCI)
 - Experiential learning (coded CCX)
 - Research, Interpretation, and Writing (coded CCE)
 - Digital Literacy and Communication (coded CCD)
 - Disciplinary Research Methods and Writing (coded CCR)
 - Quantitative Reasoning (coded CCM)
 - Experimental Reasoning Course with Lab (coded CCS)
 - Expression Française (coded FR)
 - AUP Capstone (coded CCC)

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

DAY 1: Wednesday, 31 March, 15.20–21.25

(synchronous online core class time: 15.20–17.00 & 19.00–20.30

& Individual 5-minute feedback on preliminary task 20.30 – 21.25)

List will be send advance the class and shared on Teams

Strategy and entrepreneurship

Introduction to the course and the key building blocks: trends, situation-based leadership, the relationships

between business, entrepreneurship and marketing – and how we personally and professionally relate to these.

Identifying the link between strategy, business plan and marketing strategy: What is a strategy?

How can

we turn a business plan into a reflection of a strategy? Fashion market status quo and the arriving future?

Where do I want to play a role and how to navigate?

Set reading:

Roger L. Martin, A.G. Lafley, Harvard Business Review Press, Playing to Win, How strategy really works

p.1 – p.33 and p.35 – 50.

Set viewing:

Online introduction to Playing to Win, 7 Jun 2013, ArtCenter College of Design, by Roger L. Martin:

<https://www.youtube.com/watch?v=3vAlur-N8gM>

Entrepreneurial question:

How would I apply these tools in my future profession?

Group task (No preparations advance the task):

Division into groups of three – presentation and preparation for task to present in class.
(The task will be handed out after introduction).

Presentation Brief:

Analyzing an existing fashion player – Pick from a list presented – Research (desktop) and map out – the, from your point of view, perceived strategy of the company by using the framework of P2W. The presentation for the class needs to include current marked position – and illustration of the ambition of the company 3 - 5 years ahead. Make sure the presentation follows the guidelines for evaluation.

Format:

Please prepare a ten-minute presentation (excluding group discussion 10 minutes), spoken and visual, of your research and findings, simple analysis of the company's current market position and strategy for the future. Open up for comments and insights from fellow students, by clarifying the weaknesses of your analysis.

Remember:

Timing and clarity is everything – please be precise in choice of messages and visuals.

Aims of the presentation:

Learn from researching existing companies, where they are and where they want to move to – in order to reflect and understand how fashion business is diverse in value-based ambition. Collaboration as a tool to get more done – getting deeper and create mutual learning. Practice presentation skills, and how to convey a simple and efficient message.

DAY 2: Friday, 2 April, 09.00–13.30

Tutorials & synchronous online core class time: 09.00–12.00

Group work from 12.00 – 13.30

Business plan and fashion marketing

We will take a closer look of how a business plan unfolds and works – from offer to market and visa versa.

The teaching will be based on cases – to be discussed and analyzed using the Osterwalders business canvas.

Introduction to the most essential thematic and areas of a business plan Investigating the relationship

between market and offer, branding and business aim, values and narrative. Using smaller cases to

analyze: The why, what, how and who. Reflection on importance of the balance in-between the perceived

business plan (market/customer) and material sourcing, business culture and design portfolio?

Set reading:

Alexander Osterwalder, Yves Pigneur, 2010, Wiley, Business Model Generation p.1- 45 and p. 67 - 85

Posner, Harriet, 2011, Portfolio Series, Marketing Fashion p. 9 - 42

Set Viewing:

Sam Conniff Allende, 19 Jul 2018, Ted Talk: How pirates changed the course of history, and how you can

too <https://www.youtube.com/watch?v=yYITJFqVd08>

Doug Stephens, 17 Feb 2020: 10 Retail Archetypes of the Future, BoFVoices:

<https://www.youtube.com/watch?v=uiMnZHni3sU&feature=youtu.be>

Group task from Wednesday

Entrepreneurial question:

How would I apply these tools in my future profession?

DAY 3: Saturday, 3 April, 10.00–18.00

Synchronous online core class time: Tutorials &

12.00–14.00 & 15.30–18.00

Branding

Values and value propositions influence on the Business Canvas – Marketing and Customers.

This

session will focus on creating and value-based overview by using the business canvas as tool.

Values and

company aspiration will help us understand the importance of Value proposition in a business model,

marketing strategy and product strategy. Reflection on how this aligns with entrepreneurship will be the

bridge to the set task for next week teaching. Tools from the Growth wheel will be introduced during the

hours.

Set reading:

Guy Champniss and Fernando Rodés Vilà, 2011, Wiley: Brand Valued, p. 49-86.

Patrick E. Murphy. Gene R. Laczniak and Andrea Prothero 2012, Routledge: Ethics in Marketing p.12-55

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Set viewing:

Inside the fashion business how to build a fashion brand, 1. Oct. 2017, BoF:

<https://www.youtube.com/watch?v=2sTTELiNGB0>

Entrepreneurial questions:

How would I apply these tools in my future profession?

Presentations: Group one and two will present the group task for class from: 17.00 – 18.00

DAY 4: Wednesday, 7 April, 15.20–21.30

Synchronous online core class time: 15.20–17.00 & 18.00–19.25

Individual sparring meetings (10 minutes) 20.00 – 21.30

Entrepreneurship

The devil lies in the detail: taking a deeper dive into analyzing markets and opportunities – working with

position mapping while analyzing existing companies' business models and marketing strategy.

How do

companies create a winning strategy? How do we create a winning strategy in the fashion-

market. We will look at what it means to be an entrepreneur or an intrapreneur and how our understanding of strategy and business helps us navigate professionally and personally.

Set reading:

Best, Kathryn, 2006, AVA Publishing, Design management, p. 26 - 61.

Entrepreneurial question:

How would I apply these tools in my future profession?

Presentations: Group three and four will present the group task for class from: 16.00 – 17.00

DAY 5: Friday, 9 April 09.00–13.30

Tutorials & 10.00–13.30

Individual sparring meetings (10 minutes) 9.00 – 11.00

The business strategy and case of the future

Discussion and implementation of key tools from the Growth Wheel toolbox – short sum-up of key

elements for balancing strategy, business modeling and entrepreneurship. Q&A session.

Set reading:

David Madier – Growth Wheel articles to be send or posted on Teams beforehand.

Entrepreneurial question:

How would I apply these tool in my future profession?

Presentations: Group five and six will present the group task for class from: 11.00 – 12.00

DAY 6: Saturday, 10 April, 10.00–18.00

(TBD) synchronous time

Student presentations of final project (10.00 – 13.00 and 14.00 – 17.00)

Conclusion and Feedback - Final wrap up.

Entrepreneurial question:

What important question will I have the answer to for the fashion industry of the future?

Textbooks

This course doesn't have any textbook.

Attendance Policy

Attendance:

Class attendance and active participation on all days of this intensive course are essential.

Absence will
be reflected in the final grade.

Online etiquette:

The online meeting space will be our classroom for this course. Please treat this space and your fellow students with the same courtesy and respect, as you would in person. During synchronous class time, all cameras are to be turned on. Active and attentive participation in class is expected to make this an enriching experience for all participants.

Covid-19 temporary amendments:

Students studying at The American University of Paris are STILL EXPECTED TO ATTEND ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if

absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Grading:

Class participation, including preparation of tasks, and presentations in groups: 40%

Presentation of a set group task (three by three): 15% (Please refer to the Presentation Brief on page 5

(Day 1 of the course) for requirements.)

Presentation of final project: 20% (Requirements will be discussed in class.)

Final project: 25% (Subjects and requirements for the final project will be discussed in class.)

		Class participation, including preparation of set reading, research and tasks, and the set classroom tasks	Presentation of a set classroom tasks (in groups)	Presentation of final project	Final project
A+	Excellent / meets all criteria	Participant is always punctual and prepared for class with annotated research and completed tasks.	The presentation is very engaging and creative, very well designed and structured,	The presentation is very engaging and creative, very well- designed and structured,	The presentation is very engaging and creative, very well- designed and structured,

		Participant proactively demonstrating a high	demonstrating a high	cas	
			degree of preparation,		
A	Very good / meets most criteria	and constructively contributes to every class by offering ideas and asking questions that evidence an indepth and critical engagement with the set material and preparation. All set tasks are executed very well, structured and designed to support and brand the key aspiration and message of the task	degree of preparation, Business, Marketing and Entrepreneurial thinking and analysis. The presenters clearly worked as a group and practiced synergy, and consensus- building.	holistic thinking, model and market understanding and analysis.	exp of B con god the The den deg ma clea pro cre ver stru and wel
B+	Good / meets all criteria	Participant is usually punctual and prepared for class with annotated set readings, research and completed tasks. Participant proactively contributes to most classes by offering	The presentation is engaging and creative, welldesigned and structured,	The presentation is engaging and creative, well- designed and structured, demonstrating a good	The und dis res the cas

B	Good / meets most criteria	ideas and asking questions that evidence a good engagement with the set material and preparation. All set tasks are executed well with reference to relevant models, designed to support the content	demonstrating a good degree of preparation, group discussion, model understanding and analysis. The presenters mostly worked as a group.	degree of preparation, discussion and analysis.	exp of B con as is t and pap a god hol orie per pro cre clea des arg and
B-	Satisfactory / meets all criteria	Participant is punctual and prepared for the majority of classes. Participant irregularly contributes to class and only shows a basic engagement with	The presentation is satisfactory in terms of engagement, structure and design, showing a limited degree of preparation, group discussion,	The presentation is satisfactory in terms of engagement, structure and design, demonstrating a limited degree of preparation,	The und res the cas exp of B sati

C+

Satisfactory

/ meets

most criteria

the set material. Most

of the set tasks are

executed well design

and content wise

model understanding

and analysis. The

presenters rarely

worked as a group.

group discussion,

model understanding

and analysis

**C and
below**

Unsatisfactory

Participant is

unpunctual and/ or
not

prepared for class.

Participant rarely

contributes to classes,

asks questions or

engages in research
and discussions

around the set tasks.

Only some of the set

tasks are executed.

The presentation is

not engaging,
creative

or well- designed.

There is little

evidence of

preparation, model

understanding and
analysis. The

presenters did not

work as a group.

The presentation is
not

engaging, creative or

well- designed. There

is little evidence of

preparation, model

understanding and

analysis.

