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LM 5 – COMMUNICATION FOR SUSTAINABILITY CONTENT STRUCTURE OUTLINE

This document describes the structure of the first learning module (out of six) developed as part of the "Fashion & Food Synergy for Sustainability" project. It is meant as a tool for teachers that can be adapted to a specific audience.

It is the basis of the corresponding e-learning module published as self-directed course on EduOpen platform <https://learn.eduopen.org/>

All the mentioned additional materials in brackets to create your own course can be asked to 'Centro per lo studio della moda e della produzione culturale', writing to centro.modacult@unicatt.it

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CONTENT DETAILS & ORGANIZATION

WELCOME

Welcome to "Communication for Sustainability" learning module.

This is 1 of the 6 Learning Modules developed as part of the "Fashion & Food Synergy for Sustainability" project, an avant-garde initiative in an interdisciplinary and international context funded under the Erasmus+ programme - Higher Education, and that explores the intersecting trends and demands within the fashion and food sectors, emphasizing the need for informed and skilled professionals dedicated to sustainable practices.

The Learning Module "Communication for Sustainability" provides basic knowledge to address and understand the complexity of communication processes today, delving into different aspects of communication for sustainability. Click on the folder to access the Learning Module and its content.





0. INTRODUCTION

In the Unit 0, also known as the Introduction, of the "Challenge of Sustainability" learning module you'll be presented with:

- an overview of the "Fashion & Food Synergy for Sustainability" project;
- an in-depth look at the "Communication for Sustainability" learning module, detailing its aims, structure, and assessment methods.

This foundational unit is designed to prepare you for the journey ahead, ensuring you understand the course objectives and how to navigate through the content effectively.

0.1 The project "Fashion & Food synergy for sustainability"

The "Fashion & Food Synergy for Sustainability" project explores the intersecting trends and demands within the fashion and food sectors, emphasizing the need for informed and skilled professionals dedicated to sustainable practices.

Funded under the Erasmus+ programme – Higher Education, it aims to equip learners with the knowledge and tools necessary to navigate and contribute to these vital industries' sustainable futures.

To get into the spirit of the project, please watch this short video: [\[Fashion & Food Intro.mov\]](#)

More information on the project can be found at this link: <https://centridiricerca.unicatt.it/modacult-la-ricerca-fashionfood-for-sustainability?rdeLocaleAttr=en>

02. The Syllabus of the LM "Communication for Sustainability"

02.01. Introduction

How do we communicate in a very attractive way Fashion and Food Synergies? How can we enhance the focus on sustainability? Through which tools can we tell the story of respect for the environment, for workers, for the cultural spill-over effects, and avoid the danger of having our communication strategy perceived as greenwashing? Which are the rules to create a real effective communications strategy/plan? And, once our communication plan is implemented, how do we monitor its progress and evaluate its effectiveness?

02.02. Objectives

The Learning Module aims on the one side to provide the LM participants with essential competences to manage tools for building communications strategy for sustainability by monitoring, listening, and analysing online and offline communication flows of sustainable brands and companies working in the Fashion and Food Sector; on the other side the module also aims to provide students with a space for practical experimentation in which they can test themselves with the concrete design and implementation of the a sustainable communication strategy.

02.03. Learning outcomes

- B3 Students can communicate information, ideas, problems, and solutions to both specialized and general audiences on the topic of sustainability and circular economy.
- S9 Students can promote responsible consumption using various communication tools, such as original cases, multimedia programs, and storytelling on inspiring local products and/or practices.





02.04. Evaluation:

The "Communication for Sustainability" learning module consists of 4 comprehensive units.

At the end of each unit, learners will complete a self-assessment test, earning up to 25 points per test (100 points). This evaluation method allows learners to monitor their progress and understanding throughout the module, fostering a thorough grasp of sustainability challenges and solutions within the fashion and food sectors.

The cumulative score from these self-assessment tests will determine the result of the course. The grading rubric is published here [Grades and descriptions LM#5.docx].

To successfully complete the "Communication for Sustainability" learning module, learners must:

- Complete all 4 Unit Tests
- Obtain an overall score of 50 or more

02.05. Badges and Certificate of Attendance

Learners meeting the criteria stated above will be awarded a digital badge indicating their final result in the learning module. Additionally, all learners will receive a certificate of attendance.

Badges and attendance certificates will be issued upon completion of the learning module and sent via email.

More info on the content, structure and aims of the Learning Module "Communication for Sustainability" can be found in these documents:

- LM5_Introductory Lecture [LM5_Intro.pptx]
- Communication for Sustainability_Detailed Syllabus (which also includes the content outline and planning for the LM) [LM 5 _Simplified Syllabus.docx]

02.06. Reading List

Here you will find a list of in-depth readings on the topics that will be covered during the Learning Module.

- Baldassarre, F., & Campo, R. (2016). Sustainability as a marketing tool: To be or to appear to be?. *Business Horizons*, 59(4), 421-429.
- SanMiguel, P., Pérez-Bou, S., Sádaba, T., & Mir-Bernal, P. (2021). How to communicate sustainability: From the corporate Web to E-commerce. The case of the fashion industry. *Sustainability*, 13(20), 11363.
- Blas Riesgo, S., Codina, M., & Sádaba, T. (2022). Does Sustainability Matter to Fashion Consumers? Clustering Fashion Consumers and Their Purchasing Behavior in Spain. *Fashion Practice*, 1-28.

Here you will find also the case studies that we suggest you read carefully for the implementation of activities related to this Learning Module.

The case studies are listed in alphabetical order; some may be used by teachers to explain themes, concepts and processes connected with this module; others will be assigned to you for the realization of the group activities planned from time to time within the learning Units.

1. 3Quarters
2. Das Gramm
3. SKFK





1. UNIT 1 – GENERAL CONCEPTS

In this Unit we will cover the general concepts of this module *Communication for Sustainability*.

1.1. Introduction to the Unit 1

In this Unit, we will explore the fundamental concepts that define sustainability in these Fashion and Food To help you delve into this topic, we have prepared a comprehensive array of materials, including:

- Unit 1, Lessons 1 & 2
- A glossary of key terms

After engaging with the lectures, case studies, and glossary entries, you will be prompted to complete a multiple-choice test to assess your understanding. For further details and instructions, please proceed to the next section.

1.2. Lecture 1 “Sustainability and its strategic communication”

Classroom activity (2H)

Live (in presence or streaming according to course rules and regulations).

Lecture on Sustainability and its strategic communication (theory and framework)

Short description

The course co-ordinator introduces the principles of strategic communication by showing how fashion and food brands today strategically use online and offline communication channels to create strong brand communication; in the second part of the lesson, students are invited to reflect on how sustainability is a strategic value for fashion and food brands today, with the aim of helping students understand how sustainability is central to fashion and food communication.

Materials:

- Slideshow “Unit1_Lecture 1_Sustainability and its strategic Communication”

Please read carefully the PowerPoint of the lecture [LM5_Unit1.1_Lecture_Sustainability and its strategic communication.pptx] and then proceed to the next section.

1.3. Lecture 2 “SWOT ANALYSIS”

Short description

In this lecture, the class learns how to analyse the strategic communication of sustainable Food and Fashion brands, in particular through SWOT Analysis. The lesson then includes an introduction by the lecturer on the characteristics and principles of SWOT Analysis. Subsequently, the class works partly individually in groups on case studies, identifying and discussing **Strengths, Weaknesses, Opportunities, Threats in the communication of 3Quarters, SKFK and Das Gramm.**

Materials

- Slideshow “LM5_Unit1.2_Lecture SWOT Analysis”
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Case study SWAT Analysis: analysing SKFK, Das Gramm, 3 Quarters
- A glossary of key terms

Independent study activity (2H)

What’s strategic in this case? Comparing sustainable Fashion and Food cases

- Students can watch the recording of the lecture and access the slideshow
- Students must read suggested entries from the glossary (independent)
- Students must read the SKFK Case Study and complete the task (independent and group activity)
- Students must read the 3Quarters Case Study and complete the task (independent and group activity)





- Students must read the Das Gramm Case Study and complete the task (independent and group activity)
- Students must individually answer one of the multiple-choice quizzes, according to the case study they choose

1.4. Glossary Readings

[The Glossary of Sustainability](#) is a digital, open and participatory resource. Through key words, it describes the dimensions of sustainability in the fashion and food industries and brings together case studies, research practices, and exemplary European-level information sources that are freely accessible and useful for education and research. It is designed with the aim of strengthening and developing the understanding of sustainability as a concept, by interpreting terms and issues of growing importance for the fashion and food sectors. Accordingly, it aims to inform and advance action and debate on the most pressing challenges affecting the environment, available resources, respect for workers' rights etc.

Please read the following entries of the glossary <https://centridiricerca.unicatt.it/modacult-risorse-a-disposizione-glossario-della-sostenibilita?rdeLocaleAttr=en> :

- Sustainability
- Sustainable consumption
- Ethical fashion
- Greenwashing
- Zero waste

1.5. Multiple-Choice Test Unit 1

1.5.1. 3QUARTERS Case Study Multiple-choice quiz

After reading the 3Quarters Case Study document, please answer the multiple-choice questions.

- I. Which of the following best describes the target of 3Quarters?
 - a. **The target of 3Quarters is to be leather-free, polyester-free and use only sustainable materials in the near future.**
 - b. The target of 3Quarters is to be the first upcycling manufacturing fashion brand in the near future.
 - c. *The target of 3Quarters is to use second-hand material in the manufacturing process.*
 - d. The target of 3Quarters is to use organic and certified plastic in the manufacturing process.

- II. Which of the following statements represents the core of 3Quarters' sustainable production practices?
 - a. *They use renewable sustainable energy resources in electricity and transport to ship their products worldwide.*
 - b. **They collect leftover fabrics with the purpose of challenging the concept of zero waste.**
 - c. They make everything by hand.
 - d. *They do not outsource any of their production processes.*

- III. the choice of materials, and suppliers, is a central point in the production of 3quarters. Where the brand's three main suppliers operate?
 - a. The textile hemp is from Italy, the metal buttons are from Germany and the inks are from Japan.
 - b. **The textile hemp is from Romania, the metal buttons are from Italy and the inks are from Japan.**
 - c. *The textile hemp and the metal buttons are from EU and the inks are from Japan.*
 - d. The textile hemp is from Romania, the metal buttons are from Germany and the inks are from Japan.

- IV. According to their communication (i.e. website, social media and case study report); which are the 4 principles and values that guide 3quarters?
 - a. **Local, upcycled, handmade, unique.**
 - b. *Local, zero waste, handmade, upcycled.*
 - c. Local, upcycled, handmade, organic.
 - d. Upcycled, handmade, organic, zero waste.

- V. Which of the following is the main challenge for 3quarters?
 - a. **Incorporation of sustainable means of transportation throughout the whole supply chain.**
 - b. *High production costs.*



- c. *Traceability and transparency issues in the supply chain.*
- d. International vendors.

1.5.2. SKFK Case Study Multiple-choice quiz

After reading the SKFK Case Study document, please answer the multiple-choice questions.

- I. Which of the following best describes the one of the great fears of fashion companies?
 - a. **the lack of control they sometimes have over suppliers.**
 - b. the debate with consumers and experts who can challenge the brand's commitment to sustainability.
 - c. the lack of control on CSR Reports.
 - d. *the risk of being singled out and attacked by NGOs, which are willing to analyze whether these sustainability actions are real.*

- II. Which of the following best describes the Fashion companies' main rule in corporate sustainability communications?
 - a. Any sustainable fashion product, even if it is a product with a high level of sustainability, must always be accompanied by certifications.
 - b. **Any sustainable fashion product, even if it is a product with a high level of sustainability, must always be accompanied by good communication and constant marketing so that consumers do not distrust it.**
 - c. *Any sustainable fashion product, even if it is a product with a high level of sustainability, must always be accompanied by good social media reputation.*
 - d. Any sustainable fashion product, even if it is a product with a high level of sustainability, must always be accompanied by sustainable processes of production.

- III. SKFK is a slow fashion company with a strong commitment to ethic fashion. What do the initials of the name refer to?
 - a. **The meaning of the initials are: S from slow fashion, K from kaleidoscopio, F from fibres and K from kintsukuroi.**
 - b. The meaning of the initials are: S from slow fashion, K from kaleidoscopio, F from food and K from kintsukuroi.
 - c. The meaning of the initials are: S from slow fashion, K from KPI, F from food and K from kintsukuroi.
 - d. *The meaning of the initials are: S from Slow, K from kaleidoscopio, F from Fashion and K from kintsukuroi.*

- IV. For a fashion company, the use of sustainable materials is a necessary (though not sufficient) condition to start a sustainable transition of its production. What materials does SKFK use?
 - a. Lyocell, hemp, wool, cotton
 - b. Organic hemp, recycled wool, recycled nylon, spandex
 - c. **Lyocell, organic hemp, recycled wool, organic linen.**
 - d. *Organic hemp, recycled wool, organic cotton, organic linen*

- V. What notable business model innovations has SKFK introduced?
 - a. **clothes rental**
 - b. suppliers' control
 - c. upcycling
 - d. *recycling*

1.5.3. DAS GRAMM Case Study Multiple-choice quiz

After reading the Das Gramm Case Study document, please answer the multiple-choice questions.

- I. Which of the following best describes the main purpose/mission of Das Gramm?
 - a. **Raising awareness about sustainability and zero-waste movement.**
 - b. Selling bio products.
 - c. *Building a community aware of the sustainable challenges of the contemporary world.*
 - d. Searching and financing sustainable producers.



- II. Which of the following best describes the business of Das Gramm?
- Das Gramm is a retail store with a full range (food, care and cleaning products, etc.) of products and that fulfills the complex and efficient purpose of the zero-waste movement.**
 - Das Gramm is an online store with a full range (food, care and cleaning products, etc.) of products and that fulfills the purpose Friday For Future movement.
 - Das Gramm is a retail supermarket with a full range of organic and bio products.
 - Das Gramm is a retail store with a full range of products food, care and cleaning products, etc.) with no package.*
- III. The zero-waste movement, in which the idea of packaging-free trade began, summarizes a philosophy that promotes resource-saving behavior. The achievement of this goal is sought through a cycle of five values.
- Refuse; Reduce; Reuse; Recycle; Red.**
 - Boycott; Reduce; Reuse; Recycle; Red.
 - Refuse; Reduce; Reuse; Recycle; Compost.*
 - Refuse; Eliminate; Reuse; Recycle; Red.
- IV. Which of the following best describes the way in which Das Gramm translate its zero-waste policy into its communication strategy?
- Das Gramm does not place any advertising in print media.*
 - Das Gramm does not support social media.
 - Das Gramm does not place any advertising in print media and does not support media that publish print formats with placements in their online formats.**
 - Das Gramm uses its website, Facebook, Instagram, LinkedIn and a weekly newsletter as the only communication media.
- V. Which values and principles do the founder, and the employees associate the brand Das Gramm?
- Fairness towards producers, customers, and the environment.*
 - Zero waste, circularity, and certified processes.
 - Fairness; zero waste principle, circularity, and transparency**
 - Zero waste, circularity, transparency.*



2. U2 – TARGET AUDIENCE

In this Unit we will cover the aspects relating brand and consumers within the framework of the *Communication for Sustainability*.

2.1. Introduction to the Unit 2

In this Unit, the class will gain a better understanding of the strategic communication of sustainability, paying attention to how sustainability is communicated considering consumers. Following the teacher's presentation of the concepts of target audience and customer personae, the class will work individually and in group on the target audience and customer personae analysis of case studies.

To help you delve into this topic, we have prepared a comprehensive array of materials, including:

- Unit 2, Lessons 1 & 2
- Readings
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Individual and group activities

After engaging with the lectures, readings, and case studies, you will be prompted to complete a multiple-choice test to assess your understanding. For further details and instructions, please proceed to the next section.

2.2. Lecture 1 “Target Audience in communicating sustainability”

Short description

The course co-ordinator introduces the principles of strategic communication by showing how fashion and food brands today strategically use online and offline communication channels to create strong brand communication; in the second part of the lesson, students are invited to reflect on how sustainability is a strategic value for fashion and food brands today, with the aim of helping students understand how sustainability is central to fashion and food communication.

Materials:

- Slideshow “LM5_Unit2.1_Lecture Target Audience in communicating Sustainability”
- Individual reading “Introduction to Unit 2: TARGET AUDIENCE in communicating sustainability”
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Group Activity, Task 1
- Group Activity Task 2

Please read carefully the PowerPoint of the lecture [LM5_Unit2.1_Lecture Target Audience in communicating Sustainability] and then proceed to the next section.

- Students must read individually the file “Introduction to Unit 2: TARGET AUDIENCE in communicating sustainability”
- Students will be divided into groups and must read the assigned Case Study
- Students must carry out Task 1: Task 1. Case study analysis (group work) - identify the target audience of one of the proposed case studies
- Students must carry out Task 2: Task 2. Target audience profile (group work) - Imagine possible further target audiences for the brands of the proposed case studies
- Students present, in groups, to the class the work of analysis, identification of the current target audience, and identification of possible new targets.
- Students must individually answer the multiple-choice quiz





2.3. Lecture 2 “Target audience in communicating sustainability: Customer Persona”

Short description

This lesson takes the class deeper: from the target audience to a more individualised communication by building customer personae.

Materials

- Slideshow “LM5_Unit2.2_Lecture Target Audience in communicating sustainability: Customer Persona”
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Group Activity, Task 3

Please read carefully the PowerPoint of the lecture [LM5_Unit2.2_Lecture Target Audience in communicating Sustainability: Customer Persona] and then proceed to the next section.

- Students will be divided into groups and must read the assigned Case Study
- Students must carry out Task 3: [Task 3. Customer Persona (group work)] Imagine possible further target audiences for the brands of the proposed case studies
- The students present, in groups, to the class, the drafted customer personae of current consumers and possible new consumers.

2.4. Multiple-Choice Test Unit 2

I. Which data do we need in order to define target audiences?

- a. Basic demographic data
- b. **Basic demographic data and typical habits and behavior**
- c. Basic demographic data and psychological consumption attitudes
- d. Typical habits and behavior, gender, age

II. What is a customer persona?

- a. A target audience
- b. **A semi-fictional model that includes basic characteristic of target audience**
- c. Typical consumer of a brand
- d. A target group divided according to their values, motivations and frustrations.

III. What data can be useful to better define target audiences?

- a. Data possessed by the organisation/company
- b. Data from market research
- c. Data from market research, particularly on sustainability
- d. **Data owned by the organisation, but also data from market research and social surveys, particularly on sustainability, as well as competitor data.**

IV. Which of these customer personas is most useful, in terms of the information provided, to describe the possible typical consumer in the proposed case studies?

- a. Ernst, m, 24, student, born in Germany, lives in Milan. studies economics. He is interested in football, plays in the university team. In his free time, he volunteers in an association that takes care of abandoned pets.





- b. Michele, m, 18, student, has been actively participating for several years in the activities of the Fridays for Future movement in Milan
- c. Anne, f, 27, sustainability manager, living in Milan, vegan
- d. **Paula, f, 35, high school professor, born in Poland, living in Rome; she is not a vegetarian or vegan, but states that she is very attentive to the origin of what she eats. She is very interested to the discourse of sustainability, and even with respect to fashion she prefers sustainable brands. She thinks that the actions of individual consumers can have a strong impact on the market and give a signal to define the sustainable policies of the future.**

V. Why is it important to define the target audience?

- a. It is important to better organise sales
- b. **It is important to better define the brand's main message, and to set the tone and channels for reaching the audience. Defining target audience is important also to understand who could be potential new consumers.**
- c. It is important to understand possible new market segments and new target audiences
- d. It is important to better know the opinions of consumers



3. UNIT 3 – TONE AND CHANNELS OF COMMUNICATION FOR SUSTAINABILITY

In this Unit we will cover the concepts of Brand Voice, Brand message, Tone of Communication, Channels of Communication.

3.1. Introduction to the Unit 3

In this Unit, the class will gain a better understanding of the strategic communication of sustainability, paying attention to how sustainability is communicated considering tone and channels of communication.

To help you delve into this topic, we have prepared a comprehensive array of materials, including:

- Unit 3, Lessons 1 & 2
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Individual and group activities
- A glossary of key terms
- Reading List

After engaging with the lectures, readings, glossary entries, and case studies, you will be prompted to complete a multiple-choice test to assess your understanding. For further details and instructions, please proceed to the next section.

3.2. Lecture 1 “Tone and Channels of Communication for Sustainability”

Short description

This lecture aims to introduce communication methods by considering tones and channels of communication. The lesson provides an overview of the tools and ways in which different tones and channels are used to communicate brand voice and brand message.

Materials:

- Slideshow “LM5_Unit 3.1_Lecture Tone and Channels of Communication”
- Individual reading “Introduction to Unit 2: TARGET AUDIENCE in communicating sustainability”
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Group Activity, Task 1
- Group Activity Task 2

Please read carefully the PowerPoint of the lecture [LM5_Unit2.1_Lecture Target Audience in communicating Sustainability] and then proceed to the next section.

- Students must read individually the file “Introduction to Unit 3: TONE AND CHANNELS OF COMMUNICATION FOR SUSTAINABILITY”
- Students will be divided into groups and must read the assigned Case Study
- Students must carry out Task 1: Task 1. Case study analysis (group work) - analyse the brands and analyse what are their key channels of communication

3.3. Lecture 2 “Tone and Channel of Communication for Sustainability”

Short description





This lecture aims to verify the understanding of the contents of Unit 3, but also to verify the critical elaboration of the contents of the previous Units: the communication of sustainability and the way in which brand voice and key messages are conveyed cannot be separated from the considerations related to the target audience.

Materials

- Slideshow “LM5_Unit3.2_Tone and Channels of Communication for Sustainability”
- List of case studies
 - 3Quarters
 - Das Gramm
 - SKFK
- Group Activity, Task 2

Please read carefully the PowerPoint of the lecture [LM5_Unit3.2_Tone and Channels of Communication for Sustainability] and then proceed to the next section.

- Students will be divided into groups and must read the assigned Case Study
- Students must carry out Task 2: Task 2. Improvement proposal of communication (group work) - create an **improvement proposal** for the brand, establishing at least 3 main aspects in which the brand could be better
- Students present, in groups, to the class, their analysis of the channels of communication of the case studies, and their improvement proposal.
- Students must individually answer the multiple-choice quiz

3.4. Glossary Readings

Please read the following entries of the glossary <https://centridiricerca.unicatt.it/modacult-risorse-a-disposizione-glossario-della-sostenibilita?rdeLocaleAttr=en> :

- Greenwashing
- Corporate Social Responsibility
- Influencer Marketing

3.5. Reading List

Ash, 2018. *Chaitanya Cherukuri advises on the importance of content for online businesses*. Newswires. Link: https://www.einnews.com/pr_news/441143704/chaitanya-cherukuri-advises-on-the-importance-of-content-for-online-businesses

Forsy, 2022. *Creating Your Brand Voice: A Complete Guide*. Hubspot. Link: https://blog.hubspot.com/marketing/brand-voice?hubs_content=blog.hubspot.com%2Fmarketing%2Fbrand-voice&hubs_content-cta=Brand%20Voice%20Examples

Freeman, 2012. *Three Myths about What Customers Want*. Harvard Business Review. Link: <https://hbr.org/2012/05/three-myths-about-customer-eng>

Indeed Editorial Team. *Marketing Communication Channels: Strategies and Examples*. Indeed. Link: <https://www.indeed.com/career-advice/career-development/communication-channels-marketing>

Kyamko, 2023. *74 Branding Statistics Every Entrepreneur and Marketer Needs to Know in 2023*. Crowspring. Link: <https://www.crowspring.com/blog/branding-statistics/>

Plahonina, 2020. *Defining Your Brand Tone Of Voice: Types, Examples, Pro Tips*. Reverbico. Link: <https://reverbico.com/blog/brand-tone-of-voice/>

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3.6. Multiple-Choice Test Unit

This test contains multiple choice questions regarding the reading materials in Unit 3.

I. Brand voice and tone of voice of communication are distinguished by: (3pt.)

- a. They are the same thing
- b. Tone of voice refers to individual pieces of communication, while brand voice refers to the general way of communicating**
- c. Brand voice refers to individual pieces of communication, while tone of voice refers to the general way of communicating
- d. They can be considered similar approaches to communication, which the brand declines brand voice and tone of voice depending on the target audience and channel of communication

II. What is a key characteristic of a consistent brand voice? (3pt.)

- a. Frequently changing messaging to keep things interesting
- b. Varying the language and tone based on the communication channel
- c. Maintaining a consistent personality and messaging across all communications**
- d. Using different emotions to evoke varied responses

III. The use of a precise type of tone of voice communication is based on: (4pt.)

- a. Analysis of the target audience
- b. Choice of channel based on the target audience
- c. Dissemination of the message and brand voice
- d. Target audience analysis, channel choice, key message**

IV. What is the primary distinction between traditional and digital channels of communication? (3pt.)

- a. The cost involved in using the channels
- b. The level of personalization in messages
- c. The medium or platform used for communication**
- d. The speed at which messages are delivered

V. How do channels of communication contribute to enhancing return on investment (ROI) for a company or organization? (4pt.)

- a. By targeting only a specific audience
- b. By using specialized techniques in digital channels
- c. By choosing the most cost-effective channels
- d. By enabling companies to reach various audiences effectively**

VI. What role does differentiation play in choosing the tone and channels for a brand, as per the provided definition? (4pt.)

- a. Imitating similar brands for a cohesive industry image
- b. Avoiding any differentiation to maintain consistency
- c. Observing other brands and striving to stand out from them**
- d. Ignoring the strategies of similar brands for uniqueness

VII. Why is it recommended to update the brand's tone and channels regularly? (4pt.)

- a. To stick to a fixed communication style
- b. To reduce adaptability and stay traditional
- c. To ensure messages always contain the same keywords
- d. To assess what is effective and make necessary adaptations based on performance**



4. UNIT 4 – HOT TOPICS OF SUSTAINABILITY

In this unit you'll learn about economic sustainability.

4.1. Introduction to U4

Unit 4 is dedicated to the Hot Topics for Sustainability. Unit4 focuses on the most contemporary key concepts related to communication for sustainability.

This Unit aims to highlight the salient discourses in communication for sustainability: traceability, labels, certification, transparency are some of the keywords of a different approach to communication. Consumers' demands for more assurances from companies, more information and generally more transparent communication are now protected by new European communication regulations. In a communication landscape where sustainability is at the centre of the debate, recognising the risks and opportunities of sustainability communication is crucial today. The Unit is divided into two parts: the first focuses more on the presentation and understanding of key concepts and issues; the second part focuses on the empirical application of what has been learnt through the readings, glossary, individual and group work.

4.2. Lecture 1

This lecture aims to prepare students for the topic of transparency in communication as part of companies' strategies. By discussing the key topics of the debate (Storytelling, Social Sustainability, Csr, Circular Economy, Greenwashing), the Unit aims to develop a critical approach to communication both as consumers and as future professionals.

Materials

- Slideshow “LM5_Unit4.1_Hot Topics for Sustainability
- Knowledge Clip – Greenwashing - Prof Burguera, ISEM
- A glossary of key terms
- Group Activity, Task 1

Please read carefully the PowerPoint of the lecture [LM5_Unit4.1_Hot Topics for Sustainability] and then proceed to the next section.

- Students will be divided into groups and must read the assigned Case Study
- Students must carry out Task 1: Task 1. Re-write a campaign (group work) - What would an advertising campaign look like if it were really transparent? The group has to choose a brand and analyse one of its communication campaigns using what they have learnt about transparency and the accuracy of information (words, labels, colours, dates, logos). The group should then work on the redefinition of the advertising campaign so that it is complete in terms of the information provided to the consumer.

4.3. Lecture 2

This lecture, of the Unit is intended to provide a moment of discussion in the class. In this lesson, the class, in groups, present the output required by Task 1. The activity aims to exercise the ability to recognise the proposed information, and to apply correct and transparent communication principles. In proposing a new campaign, groups should consider the elements of communication explored in the previous Units (positioning, target, tone and channels).

Please read carefully the PowerPoint of the lecture [LM5_Unit4.2_Hot Topics for Sustainability] and then proceed to the next section.

Materials

- Slideshow “LM5_Unit4.2_Hot Topics for Sustainability”
- Students present, in groups, to the class, their analysis of the channels of communication of the case studies, and their improvement proposal.
- Students must individually answer the multiple-choice quiz





4.4. Glossary Readings

[The Glossary of Sustainability](#), is a tool we have already encountered in Unit 1. It is a digital, open and participatory resource. Through key words, it describes the dimensions of sustainability in the fashion and food industries and brings together case studies, research practices, and exemplary European-level information sources that are freely accessible and useful for education and research. It is designed with the aim of strengthening and developing the understanding of sustainability as a concept, by interpreting terms and issues of growing importance for the fashion and food sectors. Accordingly, it aims to inform and advance action and debate on the most pressing challenges affecting the environment, available resources, respect for workers' rights etc.

To understand these innovative approaches, it is essential to become familiar with new vocabulary and practices. With Unit 4, please read the following entries from [The Glossary of Sustainability](#).

- Greenwashing
- Corporate Social Responsibility & Sustainability (CSR)
- Circular Economy
- Transparency

4.5. Knowledge Clip - Greenwashing

In this Knowledge Clip, Professor Maria Àngeles Burguera explains the concept and practices of greenwashing. This practice is becoming increasingly widespread in an economic and cultural context that makes sustainability an indispensable value to communicate. How can consumers defend themselves against this miscommunication? First of all, the European Commission's directives are proof of the relevance of the issue and the urgency of policy makers in terms of consumer protection. On the other hand, it is important to stress the role of knowledge: verifiable information and data provided by reliable bodies, sustainability reports, certifications, logos and labels are the tools that protect consumers and allow them to make informed choices about their consumption. Circular Economy: Commission proposes new consumer rights and a ban on greenwashing

4.6. Reading List

- European Commission (2022) Circular Economy: Commission proposes new consumer rights and a ban on greenwashing
- European Commission (2023) Consumer protection: enabling sustainable choices and ending Greenwashing
- European Commission (2023) Circular Economy: New criteria to enable sustainable choices and protect consumers and companies from greenwashing
- European Commission (2023) Proposal for a Directive of the European Parliament and of the Council on Substantiation and communication of explicit environmental claims (Green Claims Directive)

4.7. Multiple-Choice Test Unit 4

This is the multiple-choice test related to the Unit 4 – Hot Topics for Sustainability. This evaluation tool aims to gauge your understanding of the topic covered.

Unit 4 – Hot Topics for Sustainability

I. What is Storytelling??

- Storytelling is a practice of disseminating the brand voice
- Storytelling is a practice of transforming content into a message conveyed by images
- Storytelling is a narrative technique to engage the audience, in which facts and content are transformed into a narrative form called “story”**
- Storytelling is a technique of disseminating the key message through communication channels

II. How can Social Sustainability be defined?





- a. Social sustainability is one of the pillars of the Sustainable Development Goals, which includes the reduction of economic inequalities
- b. Social sustainability is one of the pillars of the Sustainable Development Goals that refers to concern and care for human rights, the environment and the well-being of the people involved at all stages of the value chain**
- c. Social sustainability is considered an umbrella concept that embraces environmental, cultural and economic sustainability
- d. Social Sustainability is a narrative technique that entails the communication of the brand's actions towards employees and their well-being

III. Which of the following is a greenwashing tactic to avoid?

- a. Evocative pictures, or use branding images that give an unjustified green impression**
- b. Labels, i.e., use in communication certifications obtained from third-party bodies certifying the sustainability of raw materials/production process
- c. Verifiable data, i.e. use reliable and verifiable data sources in communication
- d. Avoiding oxymorons, i.e. using a credible narrative that enhances brand actions without misrepresenting them

IV. What is the Fluffy language greenwashing tactic?

- a. is a technique consisting of using words with a vague or unclear meaning**
- b. is a technique of flattering the audience by highlighting the consumer's merits and virtues
- c. is a technique involving the use of completely false data
- d. is a narrative technique involving storytelling based on evocative images

V. What is Circular Economy?

- a. Circular economy is a model that provides for greater circulation of goods in all strata of society
- b. Circular Economy is an economic model promoted by the European Union to connect more producers and consumers to achieve greater social sustainability
- c. Circular Economy is an economic model that provides for greater contact and integration between production sectors such as fashion and food
- d. Circular economy is an economic model that involves reducing waste, valorising materials and products at all stages of the chain so that they last as long as possible**

