



## Teaching Guide

Teaching Guide				
Identifying Data			2020/21	
<b>Subject (*)</b>	Business Simulation Models and Techniques: Business Game	<b>Code</b>	710G03026	
<b>Study programme</b>	Grao en Xestión Industrial da Moda			
Descriptors				
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>
Graduate	2nd four-month period	Third	Obligatory	6
<b>Language</b>	Spanish			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>				
<b>Coordinator</b>	Mato Santiso, Vanessa	<b>E-mail</b>	vanessa.mato@udc.es	
<b>Lecturers</b>	Mato Santiso, Vanessa	<b>E-mail</b>	vanessa.mato@udc.es	
<b>Web</b>				
<b>General description</b>	The main objective of this subject is to teach students to solve general and global problems related to the direction and management of firms, as well as to take team decisions in a creative and innovative way. To achieve this, the students, organized into work teams, will adopt the role of managers of firms in the textile / fashion sector, who will compete in a simulated environment. The teams must take decisions in aspects such as: strategies, products, design, brand and positioning, price policies, channels, communication, hiring, costs, investments, financing, etc., and analyze the results obtained, as a consequence of the interaction of the different teams.			



<b>Contingency plan</b>	<p>1. Modifications to the contents No changes will be made</p> <p>2. Methodologies</p> <p>* Teaching methodologies that are maintained</p> <ul style="list-style-type: none"> <li>- Lectures (will be held online, preferably via Teams)</li> <li>- Interactive sessions to develop and present the simulation project (will be held online, preferably via Teams)</li> <li>- Multiple-choice test exam (will be held online, preferably via Moodle)</li> </ul> <p>* Teaching methodologies that are modified</p> <ul style="list-style-type: none"> <li>- The requirement to attend face-to-face sessions will be eliminated after face-to-face activity is cancelled</li> </ul> <p>3. Mechanisms for personalized attention to students</p> <ul style="list-style-type: none"> <li>- Moodle: will be used to consult course materials, request personalized attention and follow-up the simulation project.</li> <li>- Teams: will be used for individual and small group tutoring</li> </ul> <p>4. Modifications in the evaluation No changes will be made</p> <p>* Evaluation observations: Those already included in the teaching guide will be maintained, except for control of attendance to face to-face sessions, that will be exerted only for the face to-face sessions held until suspension of face-to-face activity</p> <p>1. SITUATIONS: Those already included in the teaching guide will be maintained</p> <p>2. REQUIREMENTS TO PASS THE COURSE: Those already included in the teaching guide will be maintained</p> <p>5. Modifications to the bibliography or webgraphy No changes will be made</p>
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Study programme competences / results	
Code	Study programme competences / results
A1	To acquire basic knowledge of the management of a textile/fashion firm at a strategic, operational and functional level
A2	To know the aspects of the environment that shape the evolution of the fashion industry and its firms, with particular focus on the impact of economic and legal trends
A3	To develop competencies for interpersonal relations and interaction with external and internal stakeholders (customers, suppliers, media, partners?)
A5	To develop the necessary skills to generate creative and innovative ideas
A8	To be able to design and implement efficient marketing strategies from knowledge of the social environment, with a focus on communication and distribution: messages, media, channels, customer relationships, etc?
A9	To master the logistics process of a fashion firm from a global perspective, from procurement to manufacturing and transportation, with a special focus on the typical textile industry processes: selection of materials and fabrics, patternmaking, manufacturing, etc, ?
A10	To acquire the economic-financial fundamentals needed to assess the status of a fashion firm and to adequately manage it from a triple perspective of liquidity, solvency and profitability
A11	To acquire an international perspective of the fashion industry, and to master internationalization planning and management tools
A13	To know the impact of technology on the different processes of the textile industry



A14	To acquire a clear perspective of the role of people in organizations, and to know the human resource management tools needed to achieve maximum commitment and performance
A15	To know and to commit to the ethical perspective and values that the fashion industry and its firms must rest upon
A19	To acquire the capacity to collect, select and analyse information flows; their integration in the information systems and processes of the firm; and their application to strategic and operational decision-making; always from an ethical perspective
B1	That students demonstrate that they acquired and understood knowledge in a study area that originates from general secondary education and that can be found at a level that, though usually supported by advanced textbooks, also includes aspects implying knowledge from the avantgarde of its field of study
B2	That students know how to apply their knowledge to their job or vocation in a professional form, and have the competencies that are usually demonstrated through elaboration and advocacy of arguments and problem resolution within their field of study
B3	That students have the capacity to collect and interpret relevant data (normally within their field of study) in order to issue judgements that include a reflection upon relevant topics in the social, scientific or ethical realm
B4	That students may convey information, ideas, problems and solution to the public, both specialized and not
B5	That students develop those learning skills that are needed to undertake ulterior studies with a high degree of autonomy
B6	Capacity for cooperation, team-work and collaborative learning in interdisciplinary settings
B7	Capacity to analyse trends (critical thinking)
B8	Capacity to plan, organize and manage resources and operations
B9	Capacity to analyse, diagnose and take decisions
C1	Adequate oral and written expression in the official languages.
C2	Mastering oral and written expression in a foreign language.
C3	Using ICT in working contexts and lifelong learning.
C4	Acting as a respectful citizen according to democratic cultures and human rights and with a gender perspective.
C5	Understanding the importance of entrepreneurial culture and the useful means for enterprising people.
C6	Acquiring skills for healthy lifestyles, and healthy habits and routines.
C7	Developing the ability to work in interdisciplinary or transdisciplinary teams in order to offer proposals that can contribute to a sustainable environmental, economic, political and social development.
C8	Valuing the importance of research, innovation and technological development for the socioeconomic and cultural progress of society.
C9	Ability to manage times and resources: developing plans, prioritizing activities, identifying critical points, establishing goals and accomplishing them.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Applying the theoretical and conceptual knowledge acquired in other subjects related to business management (investment, financing, human resources, operations, logistics, marketing and communication, product development and commercialization, pricing, etc.).	A1	B1	C1
	A2	B2	C2
	A3	B3	C3
	A5	B4	C4
	A8	B5	C5
	A9	B6	C6
	A10	B7	C7
	A11	B8	C8
	A13	B9	C9
	A14		
	A15		
	A19		



Understanding the importance of know how to adapt in changing scenarios and new situations, approaching the contexts of incomplete information, uncertainty, strategic movements between competitors, possible conflicts derived from teamwork, among others.	A1	B1	C3
	A2	B2	C4
	A3	B7	C5
	A5	B8	C7
	A8	B9	
Understanding the importance of analyzing, evaluating and selecting the most appropriate strategies in each time, taking into account the changing situation of the fashion firm and its environment (macro and micro).	A5	B3	C3
	A8	B5	C4
	A14	B7	C5
	A15	B8	C7
		B9	
Understanding the importance of properly identifying the main decision variables in the different operational areas of the fashion firm, as well as their interrelationships.	A1	B1	C3
	A2	B2	C4
	A3	B3	C5
	A8	B4	C7
	A10	B5	C9
	A11	B6	
	A14		
Knowing the importance of carrying out an adequate analysis of the problems, doing a diagnosis of the situation, proposing corrective actions and detecting opportunities for improvement in the administration and management of the firm.	A2	B1	C4
	A3	B2	C7
	A8	B3	C8
	A13	B7	C9
	A14		
	A15		
Developing skills such as management skills, teamwork, critical thinking, adaptation to changes, ability to innovate, problem solving, etc., key for the reality of the business world.	A3	B4	C1
	A5	B5	C2
	A8	B6	C6
		B7	C7
		B8	C9
	B9		

Contents	
Topic	Sub-topic
PART I: Strategic and Tactical Decision Making in the Fashion Firm	Strategic analysis in the fashion firm Decision making (production, commercial, human resources, financial, etc.). Capacity building Assessment of situations
PART II: Introduction to business simulation in the fashion sector	Characteristics of the environment Information analysis Evaluation of alternatives Selection and implementation of strategies
PART III: Development and stages of a business simulation in the fashion sector	Executing and developing a business simulation Analysis of the results obtained in the business simulation Establishment of corrective actions Making a final report

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours



Collaborative learning	A2 A3 A5 A8 B1 B2 B5 B6 B7 B9 C1 C3 C6	10	30	40
Supervised projects	A1 A2 A3 A5 A8 A9 A10 A11 A19 B2 B3 B4 B5 B6 B7 C2 C3 C5 C9	20	40	60
Multiple-choice questions	A8 C1 C2	2	10	12
Oral presentation	A5 B1 B2 B3 B4 B5 B9 C1 C2	7	13	20
Guest lecture / keynote speech	A1 A13 A14 A15 B2 B3 B4 B5 B6 B8 C4 C7 C8	5	10	15
Personalized attention		3	0	3

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Collaborative learning	This methodology is based on working in small groups, where students with different skill levels use a variety of learning activities to improve their understanding of a subject.
Supervised projects	Students will work in teams and must take decisions on aspects such as: strategies, products, design, brand and positioning, pricing policies, channels, communication, hiring, costs, investments, financing, etc., and analyze the results obtained, as a consequence of the interaction of the different teams. Students will participate in face-to-face tutorials where they will receive personalized attention for its preparation, which will require supervised work in the classroom and autonomous work outside of it. The presentation of the different phases of the business simulation will be face-to-face and plenary.
Multiple-choice questions	Multiple-choice test exam where only one option is correct and wrong answers penalize.
Oral presentation	The teams of students will carry out oral presentations on the strategic decisions made in business simulation.
Guest lecture / keynote speech	In the classroom, the theoretical and conceptual bases necessary to carry out a business simulation in the fashion sector will be explained.

Personalized attention	
Methodologies	Description
Supervised projects	Help students in the treatment and resolution of problems, in the preparation of the supervised projects, and in the oral presentation, both in the classroom in person and through synchronous tutorials carried out online via Teams (both in the case of students enrolled in a full-time dedication regime, as in the case of students with recognition of part-time dedication and academic exemption). Students with an academic exemption will have to carry out the supervised project with a team, but their attendance in the classroom will not be controlled, except when the team perform the final oral presentation of the project. The oral presentation of the project may be in person or online (via Teams).

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Supervised projects	A1 A2 A3 A5 A8 A9 A10 A11 A19 B2 B3 B4 B5 B6 B7 C2 C3 C5 C9	<p>The grade obtained in the supervised team projects will weigh 30% of the final grade, considering the eminently practical nature of the subject. The following variables will be taken into account:</p> <ul style="list-style-type: none"> <li>- The results achieved in the business simulation of the fashion firm, in each of the decision-making session.</li> <li>- The active participation of all team members.</li> <li>- Attendance to the classroom is mandatory for interactive sessions (except for justified cause), therefore, an attendance control will be carried out.</li> </ul> <p>All members of each team will obtain the same qualification for the results obtained in the business simulation (there must be consensus in the decisions made in the team). But attendance will be assessed individually (members of the same team can obtain a different grade for classroom attendance).</p>	30
Multiple-choice questions	A8 C1 C2	<p>There will be a multiple-choice test exam (face-to-face or online administered via Moodle), where only one option is correct. Incorrect answers penalize one third of the value of correct ones.</p> <p>It is strictly necessary to pass the exam (with a grade equal or superior to 5, in a 0-10 grading system) in order to pass the course.</p>	50
Oral presentation	A5 B1 B2 B3 B4 B5 B9 C1 C2	<p>All teams must perform an oral presentation at the end of the course to expose the strategic decisions they have taken and implemented in the business simulation. Attendance is mandatory for all team members and will represent a maximum of 20% of the final grade.</p> <p>If a student does not make the oral presentation, they will not be able to pass the course.</p>	20

### Assessment comments

The control of the attendance of the students to the face-to-face interactive sessions could be randomly checked. The aforementioned evaluation criteria will apply to both the first and the second opportunity, including Erasmus and other exchange students. Those students with part-time registration and "dispensa académica de exención de asistencia" will have the following weights: 30% of the final grade will come from the realization of the supervised team project (results achieved, but without counting the attendance to the sessions), 20% of the final grade will come from the oral presentation, and 50 % of the final grade will come from the multiple-choice test exam. The grade obtained by students from continuous evaluation, coming from their supervised team projects and oral presentation (up to 50%) will be valid only for the ongoing academic year. It is forbidden to access the classroom with any device allowing for data transmission and/or warehousing when any of the evaluations is taking place (mobile phones, smart watches, etc.).

### Sources of information

<b>Basic</b>	<p>Thompson, A.A., Stappenbeck, G.J. y Reidenbach, M.A. (2020): The business strategy game. Competing in a global Marketplace (Players Guide). Editorial McGraw-Hill Education. Estallo, M. D. L. A. G., &amp; De la Fuente, F. G. (2013). Cómo crear y hacer funcionar una empresa. Esic Editorial. Graeml, F. R., Graciá, V. B., &amp; Yiannaki, S. M. (2010). La integración de diferentes campos del conocimiento en juegos de simulación empresarial. REDU. Revista de Docencia Universitaria, 8(2), 29. Chamorro Mera, A., Gracia Gallego, J. M., &amp; Miranda González, F. J. (2015). Los simuladores de empresa como instrumentos docentes: un análisis de su aplicación en el ámbito de la dirección de marketing. REDU. Revista de Docencia Universitaria, 13(3), 54-72. Urda, B. S., Hernández, Y. B., de Pablo López, I., &amp; Borrajo, F. (2010). Innovación en docencia virtual: los simuladores de gestión empresarial. RELADA-Revista Electrónica de ADA-Madrid, 4(2). Regaliza, J. C. P., Gual, J. C., &amp; Val, P. A. (2016). Simulación como herramienta de ayuda para la toma de decisiones empresariales. Un caso práctico. Revista de Métodos Cuantitativos para la Economía y la Empresa, 21, 188-204.</p>
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<b>Complementary</b>	Navas López, J.E. y GuerrasMartín, L.A. (2012): Fundamentos de dirección estratégica de la empresa, Ed.Civitas?Thomson Reuters; Madrid.
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## Recommendations

### Subjects that it is recommended to have taken before

Fashion Supply Chain Management I: Procurement/710G03005  
Fashion Supply Chain Management II: Operations Management/710G03017  
Fashion Marketing and Market Research/710G03012  
Accounting and Financial Management in Fashion Firms/710G03015  
Principles of Economics: Fashion Industry/710G03003

### Subjects that are recommended to be taken simultaneously

International Fashion Business/710G03025  
Fashion Supply Chain Management III: Logistics and Transportation/710G03019  
Human Resources and Managerial Skills in Fashion Firms/710G03020

### Subjects that continue the syllabus

Strategic Management of Fashion Companies/710G03030  
Workshop 1: Fashion Business Plan/710G03032

### Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.