



Teaching Guide

Teaching Guide				
Identifying Data			2021/22	
Subject (*)	Human Resources and Managerial Skills in Fashion Firms		Code	710G03020
Study programme	Grao en Xestión Industrial da Moda			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Alonso Seoane, Maria Jesus		E-mail	maria.alonso.seoane@udc.es
Lecturers	Alonso Seoane, Maria Jesus		E-mail	maria.alonso.seoane@udc.es
	Mato Santiso, Vanessa			vanessa.mato@udc.es
Web				
General description	The main objective of this subject is to teach students the fundamentals of human resources and other management skills in the firms of the fashion sector. In addition, students acquire the necessary tools for the adequate management of talent in companies, as well as learn to solve general and global problems related to the direction and management of people, and to adopt team decisions in a creative and innovative way.			



Contingency plan	<p>1. Modifications to the contents</p> <p>No modification in the contents</p> <p>2. Methodologies</p> <p>* Teaching methodologies that are maintained</p> <ul style="list-style-type: none"> - Lecturers - Guided discussion - Tutored work (they count in the evaluation) - Personalized attention <p>* Teaching methodologies that are modified</p> <p>The project would be exchanged for readings that would be presented online, recording a presentation or using the "Teams" tool. These theoretical readings would replace the practical ones: the project, the profile, the case studies, etc. The score will keep the same percentage.</p> <p>3. Mechanisms for personalized attention to students</p> <ul style="list-style-type: none"> - Email: used to make inquiries, and request virtual meetings to solve doubts. - Virtual campus: it is used to make the contents of the subject available to students. They have "thematic forums associated with the modules" of the subject, to formulate the necessary queries. There are also "forums for specific activities" to develop the "Directed Discussions", through which the development of the theoretical content of the topic is put into practice. - Teams: The sessions will be taught and the progress of the theoretical contents and supervised work will be checked, within the schedule assigned to the subject. <p>4. Changes in the evaluation</p> <p>The same percentage will be kept.</p> <p>* Evaluation observations:</p> <p>Those indicated in the teaching guide.</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>The same bibliography would be kept, but it is likely to be expanded if necessary.</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
A5	To develop the necessary skills to generate creative and innovative ideas
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
B8	Capacity to plan, organize and manage resources and operations
B9	Capacity to analyse, diagnose and take decisions



B10	Capacity to understand the social and historical-artistic dimension of fashion design and industry, as vehicle for creativity and the quest for new and effective solutions
C1	Adequate oral and written expression in the official languages.
C2	Mastering oral and written expression in a foreign language.
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.
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	
To know the fundamentals of Human Resources management and management skills in fashion firms.		A1	B2
		A5	B3
			B4
			B8
			B9
To design analysis and application tools in Human Resource management in the fashion sector.			B10
		A5	B5
			C1
			B6
			C2
Being able to work in a team, lead teamworks, developing the ability to analyze and synthesize information and critical reasoning, and improve communication skills in the field of human resources and management skills in fashion firms.			B8
			C7
			B9
			C9
			B10
			B3
			C1
			B4
			C2
			B5
			C4
			B6
			C5
			B8
			C7
			B9
			C8
			C9

Contents	
Topic	Sub-topic
Introduction to HR Management	Strategies and functions of the HR Department Main ways to manage HR today
Analizing job positions	How to Obtain Information: Research Methods Profile utilities for DpO and DpC How to present the information
Management by competences	Versus management by objectives (differences and advantages) Types of competences: core competencies and technical competences Profile of competences: building the tool and utilities



Recruitment and selection	Concept of recruitment Phases and objectives of the recruitment process The recruitment sources The recruitment methods Impact of new technologies on recruitment Concept of selection Importance and basic considerations of selection Selection tools and instruments Final decision
Planning the professional career	Concept of professional career Professional career: planning and management Training and development of human resources Training programs Current trends in training and development of human resources
Motivation management	The motivation management Effective leadership Emotional intelligence Coaching Mentoring
Reward and salary	Reward concept and goals Reward components Types of incentives Managing a reward system Concept and types of salary

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A1 B10 C4 C5 C8	30	0	30
Long answer / essay questions	A1 B2 B3 B4 C1 C2	6	0	6
Collaborative learning	A19 B6 B8 B9 C7	2	6	8
Research (Research project)	B2 B3 C9	8	32	40
Oral presentation	B4	4	4	8
Case study	B2 B5	5	35	40
Workbook	A3 A5	1	2	3
Personalized attention		15	0	15

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Explanation of concepts and practices in class
Long answer / essay questions	Exam of the theoretical part with large or medium-sized questions
Collaborative learning	Team work Preparation of competence profiles
Research (Research project)	Analysis of job positions
Oral presentation	Public presentation in the classroom of their field work and the tools developed to manage Human Resources
Case study	Activities carried out in the classroom and discussion of case studies



Workbook	Complementary recommended reading
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Personalized attention	
Methodologies	Description
Research (Research project) Collaborative learning	Support will be given to each work team to lay the foundations to work efficiently. Each team will also be tutored individually in the design of their field work and presentations.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Research (Research project)	B2 B3 C9	Design of a questionnaire or interview to collect information, field work and presentation of the result. It is part of the same deliverable practice note described in collaborative learning.	15
Collaborative learning	A19 B6 B8 B9 C7	Practical work carried out by groups: project on job position analysis, elaboration of profiles, etc.	5
Long answer / essay questions	A1 B2 B3 B4 C1 C2	Essay with questions of medium or long extension to develop in the exam.	60
Case study	B2 B5	Evaluation of the activities and case studies proposed and carried out individually. In the case study, the coherence and adequacy of the answers to the questions asked, the formal presentation and written expression, the consultation of appropriate bibliographic sources, etc. will be assessed.	20

Assessment comments
<p>1. Second opportunity: The evaluation criteria will apply to both the first and the second opportunity, including Erasmus and exchange students.</p> <p>2. Advanced opportunity: In the advanced opportunity of December, a different evaluation criterion will be applied to the first and second opportunities. The average grade in this opportunity will be the final exam grade (100%).</p> <p>3. 'Not presented' grade: The 'Not presented' grade will only be awarded to students who have only participated in course activities for a value lower than 20% of the final grade.</p> <p>4. Students with recognition of part-time dedication and academic exemption of attendance exemption: Students with ?recognition of part-time dedication and academic exemption of attendance exemption? will have the following weightings: 60% will come from the exam, 20% will come from carrying out the research project in teams, and 20% will come from carrying out case studies and other activities required in the sessions. In this case, attendance to classes will not be a requirement, but these students must submit the activities carried out in the classroom and their grade will be the same as the rest of the students.</p> <p>5. Other evaluation observations:</p> <p>MINIMUM GRADE: Students must obtain a minimum mark of 4 out of 10 in the essay/development test (final exam); otherwise, the final grade will be "Failure" (the average grade for the subject being the grade obtained in the final exam), even if the average grade gives a score equal to or greater than 5 points.</p> <p>The grades obtained by the students in the continuous assessment will be valid only during the academic year.</p> <p>Access to the exam rooms with any data transmission and/or storage device (mobile phones, smart watches, etc.) is forbidden.</p> <p>Fraudulent behavior (cheating in exams, plagiarism in papers, etc.) in any of the sections submitted for evaluation will result in the qualification of "Failure (0)" in the final evaluation. Teachers may penalize for this type of behavior in future calls with up to 1 point of the overall grade for the subject.</p>

Sources of information



Basic	<ul style="list-style-type: none"> - Marcus Adam (2018). The Role of Human Resources Management (HRM) for the implementation of Sustainable Product- Service System (PSS) ? An análisis of Fashion Retailers. Sustainability, 10 - Arengo, E (2019). Future of Fashion. Worker-Led Strategies for corporate accountability in the global apparel industry. International Labor Rights Forum - Barney, J. B. & Wright, P. M. (1997). On becoming a strategic partner: The role of human resources in gaining competitive advantage. CAHRS Working Paper 97-09 - Dunford, B. B., Snell, S. A. & Wright, P. M (2001). Human resources and the resource based view of the firm . CAHRS Working Paper 01-03 - Goleman, D. Boyatzis, R and McKee, A. (2004). Primal lidership: learning to lead with emotional intelligence. Harvard Bussiness school press - Hay Group (). Core Competencies Projetc: Competency Dictionary. . Hay Group - Kasahara, Tamiko (). Issues of IHRM in japanese multinational corporations: from a perspective of HRM system reform. IFEAMA SPSCP vol 2 - Keeley, T.D. (2001). International Human Resource Management in Japanese Firms. Palgrave Mac Millan. - Lado, A. A., & Wilson, M. C (1994). Human Resource Systems and Sustained Competitive Advantage: A Competency-based Perspective.. Academy of Management Review, 19(4), - Preece, D. Iles, P. and Chuai Xin (2010). Talent management as a management fashion in HRD: Towards a research agenda.. Human Resource Developmen , Vol 13, No, 2 - Sandford, G (2011). Cambridge English for Human Resources. Cambridge Profesional English - Soleas, E. (2020). Leader strategies for motivating innovation in individuals: a systematic review. Journal of innovation and entrepreneurship, 9 (1) - Sumetzberger, W (2005). Managing human resources in a multinational context. Journal of European Industrial Training, Vol. 29 No. 8 - Vuletich, C. (2011). We are disruptive: New practices for textile/ fashion designers in the supply chain. 10th European Academy of Design Conference - Crafting the future
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Introduction to Fashion Business Management/710G03004

Corporate and Professional Ethics in the Fashion Industry/710G03011

Anthropology of Clothing and Fashion/710G03007

Principles of Economics: Fashion Industry/710G03003

Subjects that are recommended to be taken simultaneously

International Fashion Business/710G03025

Business Simulation Models and Techniques: Business Game/710G03026

Management Planning and Control in Fashion Companies/710G03022

Subjects that continue the syllabus

Internship/710G03037

Final Year Dissertation/710G03038

Strategic Management of Fashion Companies/710G03030

Workshop 1: Fashion Business Plan/710G03032

Other comments

It is recommended to review and monitor the course of the subject on the virtual campus, where the activities to be carried out will be reported. It is also recommended to bring a laptop or electronic tablet to the interactive sessions. The activities of the subject will be submitted through the virtual campus, in digital format, unless expressly be requested in paper format.

(*)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.