



Teaching Guide				
Identifying Data				2023/24
Subject (*)	Business Simulation Models and Techniques: Business Game	Code	710G03026	
Study programme	Grao en Xestión Industrial da Moda			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Mato Santiso, Vanessa	E-mail	vanessa.mato@udc.es	
Lecturers	Mato Santiso, Vanessa	E-mail	vanessa.mato@udc.es	
Web	https://humanidades.udc.es/estudos/gim			
General description	<p>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.</p>			

Study programme competences	
Code	Study programme competences
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		
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 A2 A3 A5 A8 A9 A10 A11 A13 A14 A15 A19	B1 B2 B3 B4 B5 B6 B7 B8 B9	C1 C2 C3 C4 C5 C6 C7 C8 C9
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 A2 A3 A5 A8	B1 B2 B7 B8 B9	C3 C4 C5 C7
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 A8 A14 A15	B3 B5 B7 B8 B9	C3 C4 C5 C7
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 A2 A3 A8 A10 A11 A14	B1 B2 B3 B4 B5 B6	C3 C4 C5 C7 C9



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		
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.	A15		
	A3	B4	C1
	A5	B5	C2
	A8	B6	C6
		B7	C7
	B8	C9	
	B9		

Contents	
Topic	Sub-topic
I: Introduction to business simulation in the fashion industry	Mission of business simulation Areas of decision making Simulation environment Levers and competitiveness Results and Balance Key indicators Business simulation as an active methodology
II: Strategic and tactical decision making in the fashion firm	Strategic analysis in the fashion firm Functional areas of the fashion firm Interrelation and dependence between flows in the fashion firm Elaboration of a business plan
III: Development of a business simulation in the fashion industry (with the support of the simulator Global2020)	Presentation of a simulator as a tool to manage a fashion firm in a simulated environment Running a business simulation Decision making (in the areas of production, commercial, human resources, accounting and finance, etc.) Analysis of the obtained results Establishment of corrective actions
IV: Final report of business simulation	Preparation of a final report (includes the strengths and areas for improvement of the business simulation carried out) Learned lessons

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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 C2 C1	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 industry will be explained.

Personalized attention	
Methodologies	Description
Supervised projects	To assist 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. ATTENTION TO DIVERSITY: The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If this is the case, they should contact the services available at the UDC/in the center: within the official deadlines stipulated prior to each academic semester, with the Diversity Attention Unit (https://www.udc.es/cufie/ADI/support_students/); failing that, with the ADI tutor from the Faculty of Humanities.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A1 A13 A14 A15 B2 B3 B4 B5 B6 B8 C4 C7 C8	Attendance and active participation in the lecture sessions and in the activities carried out in the interactive sessions (e.g. participation in directed classroom activities, etc.) will be valued. It is strictly necessary to attend at least 80% of all sessions (expositive and interactive sessions) in order to pass the course.	10



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 tutored assignments will be weighted 30% of the final grade, taking into account the eminently practical nature of the course (results achieved in the business simulation, deliverables requested from the teams such as the business plan, analysis of the data from the decision rounds, etc.).</p> <p>The following variables will be taken into account:</p> <ul style="list-style-type: none">- The active participation of all team members in the decisions.- The completion of the self-assessment questionnaire (simulator).	30
Multiple-choice questions	A8 C1 C2	<p>There will be a multiple-choice test (face-to-face or virtual administered via Moodle), where only one option is correct. Incorrect answers penalize a third of the value of the correct ones.</p> <p>It is strictly necessary to obtain a grade equal to or higher than 5 in the final exam, on a scale of 0-10, in order to pass the course.</p>	50
Oral presentation	A5 B1 B2 B3 B4 B5 B9 C2 C1	<p>All teams must make an oral presentation at the end of the course to present the strategic decisions they have made and implemented in the business simulation work (completion and presentation of the final lessons learned report).</p> <p>Attendance is mandatory for all team members.</p>	10

Assessment comments

1. Second opportunity: The evaluation criteria will apply to both the first and the second opportunity, including Erasmus and exchange students. 2. Anticipated opportunity: in the advanced opportunity for December, the evaluation criteria will be changed with respect to the first and second opportunity. The final grade of the subject in this advanced opportunity will depend exclusively on the grade obtained in the final exam (100%). This exam will consist of a multiple choice test. 3. Grade of Not presented: In all opportunities (first and second opportunity, and advanced opportunity) will be classified as 'Not presented' those who do not attend the final exam. 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: 30% will come from the completion of supervised projects (without counting classroom attendance), 60% will come from the exam, and 10% from the oral presentation of the report (completion and participation in the classroom presentation). In this case, attendance to the classes will not be a requirement, but these students must submit the activities done in the classroom and their qualification will be the same as the rest of the students. 5. Other evaluation observations: It is strictly necessary to attend at least 80% of all sessions (expositive and interactive sessions) in order to pass the course. Otherwise, the final grade will be "Fail" being the overall grade of the course a 4, even if the calculation of the overall grade was equal or higher than 5 points. Students must obtain a minimum grade of 5 points out of 10 in the multiple-choice test (final exam). Otherwise, the final grade will be "Fail" being the overall grade of the course the grade obtained in the final exam, even if the calculation of the overall grade was equal or higher than 5 points.

The control of the students' attendance to the sessions may be randomly performed.

The grades obtained by the students in the continuous evaluation will be valid only during the academic year in question.

Access to the exam rooms with any data transmission and/or storage device (mobile phones, smart watches, etc.) is forbidden.

Fraudulent behavior in any of the sections submitted for evaluation will result in the qualification of "Failure (0)" in the final evaluation.

Sources of information



Basic	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., & De la Fuente, F. G. (2013). Cómo crear y hacer funcionar una empresa. Esic Editorial. Graeml, F. R., Graciá, V. B., & 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., & 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., & 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., & 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.
Complementary	Navas López, J.E. y GuerrasMartín, L.A. (2012): Fundamentos de dirección estratégica de la empresa, Ed.Civitas?Thomson Reuters; Madrid.

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

- Internship/710G03037
- Final Year Dissertation/710G03038
- Strategic Management of Fashion Companies/710G03030
- Digital Fashion Business/710G03031
- Workshop 1: Fashion Business Plan/710G03032

Other comments

It is recommended the review and follow-up of the course on the virtual campus, where the materials and contents addressed in the classroom will be left and the activities to be carried out will be detailed. It is also recommended to bring the laptop or tablet to the interactive sessions. The documents of the course will be submitted through the virtual campus, in digital format. If this is not possible, it is recommended to use recycled paper, double-sided documents and to avoid the use of plastic materials.

(*)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.