



## Teaching Guide

| Teaching Guide      |  |        |   |           |
|---------------------|--|--------|---|-----------|
| Identifying Data    |  |        |   | 2020/21   |
| 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<br>Mato Santiso, Vanessa  | E-mail | maria.alonso.seoane@udc.es<br>vanessa.mato@udc.es |           |
| Web                 |  |        |   |           |
| General description |  |        |   |           |
| Contingency plan    | <p>1. Modifications to the contents</p> <p>No changes will be made</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>Master class</p> <ul style="list-style-type: none"><li>- Guided discussion</li><li>- Tutored works (with personalized attention) (counts in the evaluation)</li><li>- Personalized attention</li></ul> <p>*Teaching methodologies that are modified</p> <p>The project would be changed for readings that would be exposed online, recording a presentation or using the tool "teams". This theoretical readings would sustite the prácticas: the project, the profile, etc. The score will keep the same percentage.</p> <p>3. Mechanisms for personalized attention to students</p> <p>Email: Days of class. Used to make inquiries, request virtual meetings to resolve doubts and monitor supervised work.</p> <ul style="list-style-type: none"><li>- Moodle: scheduled class weekly. They have "thematic forums associated with the modules" of the subject, to formulate the necessary queries. There are also ?specific activity forums? to develop the ?Directed Discussions?, through which the development of theoretical contents of the subject is put into practice.</li><li>- Teams:1 weekly session in large group for the progress of the theoretical contents and the supervised works. In the time assigned to the subject in the schedule programade.</li></ul> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>The same percentage will be kept. (50% for the exam, and 50% for the kind of practice which have been possible)</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>The same bibliografy would be kept, but could be extended if is necessary , depending on the moment we were lockdown.</p> |        |   |           |

## Study programme competences / results

|      |                                       |
|------|---------------------------------------|
| Code | Study programme competences / results |
|------|---------------------------------------|



|     |   |
|-----|---|
| 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   |
| A12 | To have the basic knowledge of English necessary for international business relations (demonstrating a B1 level at minimum)   |
| 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  |
| A16 | To apply sustainability criteria to decision making in the fashion firm (and generally to the fashion industry)   |
| 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  |
| 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.  |
| 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 |  |
|                   |  | A3                                    |  |
|                   |  | A5                                    |  |
|                   |  | A12                                   |  |
|                   |  | A14                                   |  |
|                   |  | A15                                   |  |
|                   |  | A16                                   |  |
|                   |  | A19                                   |  |
|                   |  | B2                                    |  |
|                   |  | B3                                    |  |
|                   |  | B4                                    |  |
|                   |  | B5                                    |  |
|                   |  | B6                                    |  |
|                   |  | B8                                    |  |
|                   |  | B9                                    |  |
|                   |  | B10                                   |  |



|  |  |  |    |
|--|--|--|----|
|  |  |  | C1 |
|  |  |  | C2 |
|  |  |  | C5 |
|  |  |  | C4 |
|  |  |  | C7 |
|  |  |  | C9 |

| Contents                      |  |
|-------------------------------|--|
| Topic                         | Sub-topic  |
| Introduction to HR Management | Strategies and functions of the HR Department<br>Main ways to manage HR today  |
| Management by competences     | versus management by objectives (differences and advantages)<br>types of competences: core competencies and technical competences.<br>Profile of competences: building the tool and utilities. |
| Analizing post of job         | How to Obtain Information: Research Methods<br>Profile utilities for DpO and DpC<br>How to present the information   |
| Recruitment and selection     | Ways<br>Methods<br>Process   |
| Planning profesional carrer   | Planning and its tools<br>Learning and development<br>Competency-based promotion and assessment  |
| Motivation management         | Effective leadership<br>Emotional intelligence<br>Coaching and mentoring   |
| Reward and salary             | Rationalization and design of salay based on APJ<br>Kinds of rewards   |

| Planning                       |                        |                                      |                               |             |
|--------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A14 A15 A16            | 21                                   | 0                             | 21          |
| Collaborative learning         | A19 B6 B8 B9 C7        | 5                                    | 10                            | 15          |
| Long answer / essay questions  | C1 C2                  | 4                                    | 0                             | 4           |
| Research (Research project)    | B2 B3 C9               | 8                                    | 32                            | 40          |
| Directed discussion            | B10 C4 C5              | 2                                    | 2                             | 4           |
| Oral presentation              | B4                     | 2                                    | 2                             | 4           |
| Document analysis              | B5                     | 3                                    | 9                             | 12          |
| Completion exercises           | A12                    | 5                                    | 0                             | 5           |
| Workbook                       | A3 A5                  | 6                                    | 24                            | 30          |
| 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  |
| Collaborative learning         | Team work<br>Preparation of competence profiles |



|                               |  |
|-------------------------------|--|
| Long answer / essay questions | Exam of the theoretical part with large or medium-sized questions  |
| Research (Research project)   | Analizing post jobs  |
| Directed discussion           | Discussion about reading and / or practical part (depending on the COVID situation)                              |
| Oral presentation             | Public presentation to the class of their field work and of the tools developed to manage Human Resources.       |
| Document analysis             | Exercises and practical cases  |
| Completion exercises          | Specific English exercises for Human Resources.<br>The speaking part is related to the directed discussion part. |
| Workbook                      | Complementary recommended reading  |

## Personalized attention

| Methodologies  | Description   |
|--|---|
| Research (Research project)<br>Collaborative learning<br>Directed discussion | Support will be given to each work team so that they put the groundwork to work efficiently as soon as possible.<br>Each team will also be mentored individually for the design of their fieldwork and presentations. |

## Assessment

| Methodologies                 | Competencies / Results | Description  | Qualification |
|-------------------------------|------------------------|--|---------------|
| Research (Research project)   | B2 B3 C9               | Designing a questionnaire or interview to gather information, fieldwork and presentation of the result for use. It is scored in the same percentage of collaborative learning.(50% on the whole) | 25            |
| Collaborative learning        | A19 B6 B8 B9 C7        | Practical work carried out in groups: project of job analysis post, elaboration of profiles, etc.  | 25            |
| Long answer / essay questions | C1 C2                  | Essay with questions of medium or long extension to develop in the exam.   | 50            |

## Assessment comments

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## Sources of information

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|----------------------|--|
| <b>Basic</b>         | <ul style="list-style-type: none"> <li>- 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</li> <li>- Arengo, E (2019). Future of Fashion. Worker-Led Strategies for corporate accountability in the global apparel industry. International Labor Rights Forum</li> <li>- Barney, J. B. &amp; Wright, P. M. (1997). On becoming a strategic partner: The role of human resources in gaining competitive advantage. CAHRS Working Paper 97-09</li> <li>- Dunford, B. B., Snell, S. A. &amp; Wright, P. M (2001). Human resources and the resource based view of the firm . CAHRS Working Paper 01-03</li> <li>- Goleman, D. Boyatzis, R and McKee, A. (2004). Primal lidership: learning to lead with emotional intelligence. Harvard Bussiness school press</li> <li>- Hay Group (). Core Competencies Projetc: Competency Dictionary. . Hay Group</li> <li>- Kasahara, Tamiko (). Issues of IHRM in japanese multinational corporations: from a perspective of HRM system reform. IFEAMA SPSCP vol 2</li> <li>- Keeley, T.D. (2001). International Human Resource Management in Japanese Firms. Palgrave Mac Millan.</li> <li>- Lado, A. A., &amp; Wilson, M. C (1994). Human Resource Systems and Sustained Competitive Advantage: A Competency-based Perspective.. Academy of Management Review, 19(4),</li> <li>- 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</li> <li>- Sandford, G (2011). Cambridge English for Human Resources. Cambridge Profesional English</li> <li>- Soleas, E. (2020). Leader strategies for motivating innovation in individuals: a systematic review. Journal of innovation and entrepreneurship, 9 (1)</li> <li>- Sumetzberger, W (2005). Managing human resources in a multinational context. Journal of European Industrial Training, Vol. 29 No. 8</li> <li>- 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</li> </ul> |
| <b>Complementary</b> |  |

## Recommendations

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

Strategic Management of Fashion Companies/710G03030  
 Corporate and Professional Ethics in the Fashion Industry/710G03011  
 Fashion Marketing and Market Research/710G03012  
 Principles of Economics: Fashion Industry/710G03003

### Subjects that are recommended to be taken simultaneously

Workshop 1: Fashion Business Plan/710G03032  
 International Fashion Business/710G03025  
 Sustainable Management of the Fashion Value Chain/710G03018  
 Promotional Strategies in Fashion I: Communication/710G03021

### Subjects that continue the syllabus

Internship/710G03037  
 Final Year Dissertation/710G03038

### 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.