



## Teaching Guide

| Teaching Guide      |   |       |            |  |
|---------------------|---|-------|------------|--|
| Identifying Data    |   |       |            | 2023/24  |
| 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>Monje Amor, Ariadna   |       | E-mail     | maria.alonso.seoane@udc.es<br>ariadna.monje@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 fashion sector. Students will acquire the necessary tools for the adequate management of talent in companies, as well as solutions to problems related to the management of headcount, teamwork, and decision-making in a creative and innovative way. |       |            |  |

## 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   |
| 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 |
|-------------------|-----------------------------|
|-------------------|-----------------------------|



|   |          |                                   |  |
|---|----------|-----------------------------------|--|
| To know the fundamentals of Human Resources management and management skills in fashion firms.  | A1<br>A5 | B2<br>B3<br>B4<br>B8<br>B9<br>B10 |  |
| To design analysis and application tools in Human Resource management in the fashion sector.  | A5       | B5<br>B6<br>B8<br>B9<br>B10       | C1<br>C2<br>C7<br>C9                   |
| 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. |          | B3<br>B4<br>B5<br>B6<br>B8<br>B9  | C1<br>C2<br>C4<br>C5<br>C7<br>C8<br>C9 |

| Contents                         |  |
|----------------------------------|--|
| Topic                            | Sub-topic  |
| Introduction to HR Management    | Strategies and functions of the HR Department<br>Main ways to manage HR today  |
| Analizing job positions          | How to Obtain Information: Research Methods<br>Profile utilities for DpO and DpC<br>How to present the information   |
| 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   |
| Recruitment and selection        | Concept of recruitment<br>Phases and objectives of the recruitment process<br>The recruitment sources<br>The recruitment methods<br>Impact of new technologies on recruitment<br>Concept of selection<br>Importance and basic considerations of selection<br>Selection tools and instruments<br>Final decision |
| Planning the professional career | Concept of professional career<br>Professional career: planning and management<br>Training and development of human resources<br>Training programs<br>Current trends in training and development of human resources  |
| Performance appraisal            | Performance management and appraisal<br>The performance appraisal process<br>Who should do the appraisal<br>Performance appraisal methods<br>The appraisal interview   |
| Motivation management            | The motivation management<br>Effective leadership  |



|                           |   |
|---------------------------|---|
| Compensation and benefits | Reward concept and goals<br>Reward components<br>Types of incentives<br>Managing a reward system<br>Concept and types of salary |
|---------------------------|---|

| Planning                        |                         |                      |                               |             |
|---------------------------------|-------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies            | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech  | A1 B10 C4 C5 C8         | 30                   | 0                             | 30          |
| Collaborative learning          | A19 B6 B8 B9 C7         | 2                    | 6                             | 8           |
| Research (Research project)     | B2 B3 C9                | 4                    | 20                            | 24          |
| Oral presentation               | B4                      | 4                    | 4                             | 8           |
| Case study                      | B2 B5                   | 7                    | 49                            | 56          |
| Mixed objective/subjective test | A1 A5 B2 B3 B4 C1<br>C2 | 4                    | 2                             | 6           |
| Workbook                        | 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  |
| Collaborative learning          | Team work<br>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  |
| Mixed objective/subjective test | Exam that will combine different types of questions (i.e., short or long-answer questions, practical exercises, objective test questions...). |
| Workbook                        | Lecturas complementarias recomendadas   |

| Personalized attention                                |  |
|---|--|
| Methodologies   | Description  |
| Research (Research project)<br>Collaborative learning | Support will be given to each team to lay the foundations to work efficiently.<br>Each team will also be tutored individually in the design of their field work and presentations. |

| Assessment                  |                 |  |               |
|-----------------------------|-----------------|--|---------------|
| Methodologies               | Competencies    | Description  | Qualification |
| Research (Research project) | B2 B3 C9        | Design of a questionnaire or interview to collect information, field work and presentation of the result.<br>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             |



|                                 |                         |  |    |
|---------------------------------|-------------------------|--|----|
| Case study                      | B2 B5                   | Evaluation of one or two case studies proposed and carried out in group.<br>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. | 10 |
| Mixed objective/subjective test | A1 A5 B2 B3 B4 C1<br>C2 | Exam that will combine different types of questions (i.e., short or long-answer questions, practical exercises, objective test questions...).  | 70 |

## Assessment comments

1. Second opportunity: The evaluation criteria apply to both first and second opportunities, including Erasmus and exchange students.
2. Early opportunity: In the advanced opportunity in December, a different evaluation criterion will be applied to the first and second opportunities. The average grade for this opportunity will be the final exam grade (100%).
3. 'No-show' grade: The grade of 'No-show' will only be awarded to students who have only participated in the course activities for less than 20% of the final grade.
4. Students with recognition of part-time dedication and academic exemption from attendance exemption: Students with "recognition of part-time dedication and academic exemption from attendance exemption" will have the following weightings: 70% will come from the exam, 20% will come from the completion of the research project in teams, and 10% will come from the completion of case studies. In this case, it will not be necessary to attend classes, but these students will have to present the activities carried out in the classroom, and their mark will be the same as that of the rest of the students.
5. Other evaluation observations:  
MINIMUM GRADE: Students must obtain a minimum grade of 4 out of 10 in the final exam; otherwise, the final grade will be "Fail" (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 higher than 5 points.  
The marks obtained by students in the continuous assessment will only be valid for the duration of the academic year.  
Access to the examination rooms with any data transmission and/or storage device (mobile phones, smart watches, etc.) is forbidden.  
Fraudulent conduct (copying in exams, plagiarism in papers, etc.) in any of the sections presented for assessment will result in a grade of "Fail (0)" in the corresponding call of the academic year, whether the offence is committed at the first or second opportunity. This type of behaviour will be penalised in the following exam sessions with 1 point less in the overall mark for the subject.

## Sources of information



|                      |  |
|----------------------|--|
| <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> <li>- Monje-Amor, A. (2023). Reinventing Human Resources Through Digitalization.. In Managing Technology Integration for Human Resources in Industry 5.0 (pp. 115?130). IGI Global. ht</li> <li>- Monje-Amor, A. (2023). Contributions of Motivation Theories to the Design and Implementation of Employee Reward Policies. . In Examining Applied Multicultural Industrial and Organizational Psychology (pp. 255?269). IGI Globa</li> </ul> |
| <b>Complementary</b> |  |

## 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

Se recomienda que los estudiantes que no asisten revisen el curso en Moodle para mantenerse actualizados. Se recomienda traer una computadora portátil a las sesiones interactivas, no a las conferencias.



(\*)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.