

**TEACHING GUIDES FOR THE EXECUTIVE MASTER IN FASHION BUSINESS  
ADMINISTRATION  
ACADEMIC COURSE 2018-2019**

**MODULE I: Fundamentals (25 ECTS)**

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**BUSINESS SITUATION ANALYSIS**

Teaching Program: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Business Situation Analysis

ECTS credits: 3.5

Type: Obligatory

Language: Spanish

No. of sessions: 10

Coordinator: Prof. José Luis Illueca

Professor: José Luis Illueca

E-mail: JIllueca@iese.edu

**DESCRIPTION:**

The program begins with this subject, whose objective is to develop the intellectual skills entailed by the general problem-solving method for management, together with analytical skills that, without falling into theoretical abstractions, allow students to formulate schemes that are as realistic and complete as possible. For this purpose, the subject develops a capacity for synthesis that enables students to diagnose and define problems and reject apparent problems, as well as applying imagination and creativity in the development of alternative options when solving problems at organizations and, in particular, at fashion companies. In this subject we shall review techniques for explaining problems by using tree formats, taking into account factors such as uncertainty and risk.

The profession of the person who seeks to undertake, lead and manage a business, a company, both in the field of fashion and in any other sector, is oriented towards action: "doing" things, acting in such a way that reality effectively changes and improves. But "acting well" means "deciding adequately," with rigor, speed and effectiveness, especially with regard to the solution of the problems that the business and the company face, in environments that are often increasingly new and uncertain, as well as fast-changing.

Acquired knowledge loses prominence when it comes to solving business problems in these environments. How can we develop "thought patterns" that allow us to

successfully tackle them, despite their characteristics of novelty, rapid change and uncertainty? How can we do this when there are no precedents and when we require answers that are both rapid and rigorous?

The interest in acquiring new knowledge gives way to an interest in developing new and permanent skills and competences aimed at developing a structured way of thinking, continually refined through the experience of mistakes committed and materialized in "schemes or patterns" of managerial thought, personal and specific to each individual.

The managing mind is able to "see" what is relevant in each situation quickly and accurately, looking in the right places in the right manner. We must be able to "think" and reason with rigor, with the depth that the situation requires, to elaborate effective and imaginative alternatives and to take decisions quickly, in spite of not having all the information at our disposal and despite the uncertain results that accompany the majority of management decisions. Finally, we must then put into practice what has been decided and carry out the appropriate follow-up so that the decision is truly effective and permanent.

An effective way of accelerating the acquisition of these personal "patterns" of thought is to deliberately face completely novel situations in which we need to exercise the various aspects of decision-making, in business environments, in specific business situations, improving our personal scheme itself little by little through the mistakes made in each of the situations analyzed.

#### **OBJECTIVES:**

The objective of this course is to train students in the art of managerial thinking. It is not so much a question of acquiring new knowledge as that of perfecting skills that endure. The aim is to be able to reason better, to structure one's reasoning more effectively, to make "reasonable" decisions about new and complex situations in which both speed and rigor are required.

Each student is encouraged to develop his own "pattern" of looking at things, of thinking about them and of establishing effective lines of action to make integral decisions that improve both the business situation in which the professional activity takes place and the people who are impacted by this decision, including the decision-maker himself.

#### **LEARNING OUTCOMES:**

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Resolution and discussion of cases where creativity is demonstrated in the application of knowledge, along with a practical understanding of how to use tools to develop good managerial judgment.

Resolution and discussion of cases where ethical and deontological dilemmas are raised regarding decisions relating to managerial actions at fashion companies in a broad sense.

Implementation of practical exercises that demonstrate an understanding of the appropriate research techniques to gain an in-depth and detailed knowledge of the information necessary for decision-making.

Assessed participation in group discussions where the students' management skills are demonstrated, as well as their communicative and negotiating skills.

**SKILLS:**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG06 - Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE02 – Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.

CE01 – Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.

CE03 – Students shall acquire knowledge and skills relating to the management of people in creative environments, as well as the management and development of people and teams within these organizations.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES:**

### Training Activities

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### Teaching Methodologies:

- Face-to-face classes

- Resolution of practical cases
- Learning based on problem solving
- Implementation of practical exercises
- Assessed participation in group discussions
- Elaboration of reports
- Personal study

The Business Situations Analysis (ASN) course shall be conducted over ten sessions, combining lectures, case studies, videos and both individual work and teamwork.

The use of cases that reflect real and concrete situations, situations that were faced in their day by specific managers, opens the door for the exercise of managerial thinking. The situation: unknown. The problem: unable to be resolved through books. The decision: important and to be taken quickly. What to do in this kind of situation? Students must employ their best personal resources in order to reach the best possible decision. Then comes analysis and reflection regarding their performance in order to detect possible faults in their reasoning, their vision or the realistic nature of their decision. Based on this approach students will perfect their personal scheme, finishing the course with the individual development of their own personal reference scheme.

A key aspect regarding this training exercise in the art of managerial thinking is that this exercise should be carried out by bringing into play one's best personal abilities, as if it were a real situation and not an academic exercise, which implies dedication and prior effort in terms of study and rigorous preparation for each debate. Without this preparation, any teaching effort in class will be useless. During the session in class we shall discuss the decision to be taken as if it were a management committee meeting. In this respect, all students are expected to participate by contributing their own point of view, actively listening to and understanding the proposals of others and reworking their proposal as the debate progresses.

After the session: reflection on what should be changed and what should be learned from this simulated "experience," one that will allow students to grow and refine the skills required to make the right decisions.

Participants on the Program who wish to make the most of this course must:

1. Go into each of the cases as if they are really experiencing them, not simply regarding the case as an academic exercise, effectively dedicating the study time needed to correctly identify the problem within a unique geographical context, environment and time period.
2. Strive to formulate the relevant questions, seeking and contrasting the necessary information, analyzing it, ordering it and drawing conclusions, as one would in reality when taking the decision that seems most appropriate in such a case.
3. Present their ideas in the session, in a timely, succinct and clear manner, being willing to defend them with flexibility and modify them when necessary, debating and

generating new and better ideas during the session, as part of a working and reflection-based approach and not simply one of listening to others.

4. Focus attention on the steps taken during the session and the process followed to reach a decision, rather than considering the decision reached to be the most important aspect.

5. Identify the personal errors committed during the process, being willing to admit them with flexibility and without fear, whilst reflecting to identify their causes and establish specific points of improvement, thus enabling them not to repeat them in the future.

### **ASSESSMENT:**

In line with what is intended on this course and the methodology that is followed to achieve its goals, the final evaluation shall consist of two parts.

1. Assessment of personal work during the course (50% of the grade), specifically:
  - a. Number and quality of contributions during the discussion sessions for the cases
  - b. Individual work and teamwork
2. Assessment of the final work (50% of the grade)

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this subject.

### **BIBLIOGRAPHY**

Cases and technical notes  
Material handed over in class

### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. José Luis Illueca: [jillueca@iese.edu](mailto:jillueca@iese.edu)

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## ACCOUNTING AND FINANCE FOR MANAGEMENT

Teaching Program: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Accounting and Finance for Management

ECTS credits: 7

Type: Obligatory

Language: Spanish

No. of sessions: 31

Coordinator: María Luisa Garayalde

Professors: Financial Accounting - Prof. Vicente Bermejo

Cost Accounting - Prof. Javier Arellano

Finance - Prof. María Luisa Garayalde

### DESCRIPTION:

Any manager at a fashion company must integrate financial considerations into company policies; understand the impact of commercial, production and organizational decisions on the resources, benefits, liquidity and value creation of the company and adequately analyze new investment projects. This subject aims to familiarize students with financial concepts in order to improve their evaluation of their decisions. In this respect, it offers the tools required to interpret data and diagnose financial situations at companies. It also includes notions to analyze investment projects and negotiate with banks.

The subject Accounting and Finance for Management has 7 ECTS, and consists of three courses:

#### 1. Financial Accounting

No. of sessions: 11

Language: Spanish

Professor: Vicente J. Bermejo Boixareu

E-mail: [vicentejbermejo@gmail.com](mailto:vicentejbermejo@gmail.com)

#### 2. Cost Accounting

No. of sessions: 9

Language: Spanish. The recommended course book is in English.

Professor: Javier Arellano

E-mail: [jarellano@unav.es](mailto:jarellano@unav.es)

#### 3. Finance

No. of sessions: 11

Language: Spanish

Professor: María Luisa Garayalde

E-mail: [mlgarayalde@telefonica.net](mailto:mlgarayalde@telefonica.net)

**LEARNING OUTCOMES:**

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Resolution and discussion of cases where creativity is demonstrated in the application of knowledge, along with a practical understanding of how to use tools to develop good managerial judgment.

Resolution and discussion of cases where ethical and deontological dilemmas are raised regarding decisions relating to managerial actions at fashion companies in a broad sense.

Implementation of practical exercises that demonstrate an understanding of the appropriate research techniques to gain an in-depth and detailed knowledge of the information necessary for decision-making.

Assessed participation in group discussions where students' management skills are demonstrated, as well as their communicative and negotiating skills.

Completion of exams in which students demonstrate a systematic comprehension of the knowledge required to understand decision-making in companies and to apply the necessary tools for effective management measures.

**SKILLS**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE02 – Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.

CE01 – Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### Training Activities

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study

- Assessment

#### Teaching Methodology

- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Implementation of practical exercises
- Student's study based on different sources of information
- Completion of off-campus work
- Elaboration of reports
- Personal study

#### **ASSESSMENT:**

The course grade will be the average of the grades for the subjects that make up the course. The grade for each subject will depend on the different assessment procedures indicated by each professor in their teaching guide.

All courses must be passed to calculate the average.

Should students fail the course, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this course.

Percentage of each subject with regard to the Course Grade:

- *Financial Accounting* 33%
- *Cost Accounting* 33%
- *Finance* 33%

#### **1. FINANCIAL ACCOUNTING**

Module and Subject: Fundamentals Module / Accounting and Finance for Management

Course: Financial Accounting

Professor: Vicente J. Bermejo Boixareu

E-mail: vicentejbermejo@gmail.com

No. of sessions: 11

Language: Spanish

#### **OBJECTIVES AND DESCRIPTION OF THE COURSE:**

The main objective of this course is to facilitate a better understanding of the financial information contained in financial statements and to establish a solid basis of interpretation for financial information that might serve as a starting-point for other courses on the Program.

In order to achieve this goal, it is essential to:

Understand accounting interrelations;  
Understand the preparation of financial statements;  
Study the content and purpose of the three main financial statements (balance sheet, income statement and statement of cash flows); and  
Show how you can obtain useful information from them.  
The course consists of 10 sessions and a final exam.

In the first two sessions, the fundamentals of accounting information shall be explained through a series of introductory exercises. In addition, the application of accounting regulations shall be reviewed, as well as the utility of the Spanish General Accounting Plan.

In Sessions 3, 4, 5 and 6, the basic concepts and criteria for the construction of accounting information shall be discussed. In a simple and intuitive manner, accounting mechanics shall be exercised, seeing how business events are recorded by the information system in order to generate information through the Financial Statements (the Balance Sheet and the Results Account). Sessions 3 and 4 are based on a commercial company, while Sessions 5 and 6 analyze the changes caused by the transformation of that same company into an industrial company.

In Sessions 7 and 8, the GdL case will be tackled. On the one hand, the case is intended to emphasize not only the construction, but the use of financial statements as an aid to the management process, both regarding the diagnosis and the generation of possible solutions to business problems of an economic or financial nature.

In Sessions 9 and 10 we use the accounting concepts we have learned to analyze the progress of an industrial company. In this respect, we shall use accounting ratios and shall make a series of very simple forecasts.

Finally, the course closes with a FINAL EXAM, as foreseen by the Program, one that aims to complete the evaluation of the knowledge acquired throughout the course.

## **WORKING METHOD**

Through readings, exercises and, above all, cases, we will achieve the objectives of the course. The course includes a great deal of technical material, some of it difficult. Most of the readings have been taken from the textbook: "Contabilidad para dirección" (24th edition) by Pereira, Ballarín, Rosanas and Grandes. Some of the concepts in class will be illustrated with news items from the press and other tools that shall be handed out throughout the course.

It is important to follow a regular study program. Accounting is often called (and not just by accountants) "the language of business". As with the study of any language, constant practice is required to obtain good results.

The Case Method will be used fundamentally in order to address all the accounting concepts and problems that arise.

With this method, the student himself is expected to discover and learn the principles and contents to be tackled on the course, naturally with the help of the Professor and the other participants in the group discussions.

In order to achieve these objectives, the method requires:

Individual study (working the cases in depth with the support of the indicated reading).  
Exchanging opinions with the other participants before the sessions, thus enriching one's point of view with that of others.

Contributions to and active participation in the general sessions.

The so-called "fourth time": review of what has been seen, establishing the concepts and strengthening the learning achieved, as well as resolving any doubts that may remain.

In order to facilitate the preparation of cases, these can be accompanied by a "Preparation Sheet" that suggests (it is only a guide) the points to work on and perhaps the most significant aspects or data to be taken into account.

## **ASSESSMENT**

The means of evaluation include, on the one hand, "class participation" and, on the other, the "final written and individual exam," to be carried out in the last session.

Class participation, which the professor will seek to assess in the most positive manner possible, will result in a value judgment regarding:

Intensity and effort of individual work.

Personal progress and contribution to the progress of the other participants and the development of the general session.

Sufficient handling of fundamental concepts and accounting information as a tool for managing companies.

For its part, the final exam will consist, predictably, of various questions about the cases and material that have been worked on during the course, raising aspects that demonstrate the level of knowledge and mastery of the topics covered.

The approximate weight to be given to each form of assessment shall be: 75% for the final exam and 25% for participation in class; it should be noted that absence or virtual non-participation in class may be sufficient reason to fail the student on the course, regardless of the result of the written exam.

In any case, the Professor's assessment shall be complemented with information obtained from the Program Directors.

ABSENCES, especially on such a short course, affect learning. Therefore, the criterion to be applied is as follows: should the student foresee he will be absent, he must provide advance notice and send his "personal notes" for the case preparation (by e-

mail) to the Professor before the session; "an extensive report" is not required, simply the working notes in which the case in question is sufficiently developed.

If the absence is unforeseen, in addition to delivering the aforementioned "personal notes" as soon as possible, the student is expected to contact the professor to assess whether any additional assignment is necessary to consider the session recovered.

These absences of attendance may be taken into account in the final grade.

## **LITERATURE**

Recommended reading: "Contabilidad para Dirección (XVII edición. F. Pereira, E. Ballarín, JM Rosanas and MJ Grandes. Ed. EUNSA

Plan General Contable. RD 1514/2007 BOE 20 de Noviembre del 2007

## **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof.: Vicente J. Bermejo Boixareu: vicentejbermejo@gmail.com

## **2. COST ACCOUNTING:**

Module and Subject: Fundamentals Module / Accounting and Finance for Management

Course: Cost Accounting

Professor: Javier Arellano

E-mail: jarellano@unav.es

No. of sessions: 8

Language: Spanish

## **OBJECTIVE:**

The main objective of the course is the study of management accounting as an information system aimed at facilitating rational decision-making at companies. In this respect, students will discover the basic methodological aspects that underlie the different cost systems and their usefulness when it comes to reflecting the financial reality of the organization through the prism of decision-making.

Throughout the program we shall review each of the fundamental analyses that make it possible to logically structure a cost system, as well as discovering their possibilities and limitations regarding the preparation of information and the financial interpretation of reality.

In this respect, students are encouraged to develop their own criteria to design a cost system that best meets the needs of each company according to its specific circumstances.

**CURRICULUM:**

We will look at 4 blocks of cases. In the first, by analyzing a long case we shall study the foundations of Direct Costing and the concept of contribution margin. In the second, we shall view three cases to analyze how to use the information from a Direct Costing approach in order to make operational decisions such as selection of optimal production, special orders, price determination, own manufacturing and subcontracting to third parties, etc. The third block will be devoted to studying the Full Costing model, the elements of a cost system and the concept of gross margin. In addition, we shall talk about the impact of inventories. The last case will be devoted to comparing the contribution margin with the gross margin and explaining the influence of the cost model when it comes to determining the accounting result.

**METHODOLOGY:**

In order to make the most of the course, it is essential for students to work before attending the sessions (individually and, when appropriate, in groups) by studying both the recommended readings and the cases or exercises proposed. The sessions will usually begin with a debate regarding the concepts, methods and techniques described in the recommended readings. Then the case or exercise assigned to the session will be discussed.

**ASSESSMENT SYSTEM:**

30% participation  
70% final exam

**LITERATURE**

Contabilidad para Dirección (XVII edición). E. Pereira, E. Ballarín, J.M. Rosanas, J.C. Vazquez-Dadero. Eunsa. 2000  
Malea Fashion District. A. Davila, D. Oyon.

**STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof.: Javier Arellano: [jarellano@unav.es](mailto:jarellano@unav.es)

**3. FINANCE**

Module and Subject: Fundamentals Module / Accounting and Finance for Management  
Course: Finance  
Professor: María Luisa Garayalde  
E-mail: [mlgarayalde@telefonica.net](mailto:mlgarayalde@telefonica.net)  
Nº of sessions: 11  
Language: Spanish

**COURSE OBJECTIVES:**

This course aims to analyze the issues that affect the financial area of the company from a business strategy point of view. It aims to teach students how to establish the strategy of companies numerically and facilitate decision-making, especially in terms of investment and financing projects.

The issues that are going to be addressed are basically issues of profitability and cost that affect the entire company and, in this respect, the entire balance sheet and the income statement will come into play.

The course is not aimed exclusively at people who might work in the financial department, but seeks to ensure that any manager, whatever area he works in, is able to quantify and analyze any decision he may have to make from the point of view of creating value for the shareholder, this being the ultimate goal of the company from a financial point of view.

**CURRICULUM:****INVESTMENT ANALYSIS**

In the sessions dedicated to the analysis of investment projects, we shall study the relevant cash flows for decision-making and the different factors that influence the viability of projects. The different measures of profitability will also be addressed, with special emphasis on the NPV and the IRR as decision tools.

**THE FINANCING STRUCTURE AND THE COST OF RESOURCES**

The different financing alternatives available to companies will be studied and the cost of each of them will be quantified. In order to determine the cost of own resources, the Capital Asset Pricing Model will be explained.

**METHODOLOGY:**

This module aims to be eminently practical. Given that we are dealing with new concepts, which are sometimes complicated in terms of their formulation, a theoretical framework will be offered, but special emphasis will be placed on the practical application of these concepts. In order to achieve this, the case method will be used.

**ASSESSMENT SYSTEM:**

The case method requires that students participate very actively. Some 40% of the grade will be established based on their contributions in class.

The final exam will account for the other 60%.

**LITERATURE**

Locate these books in the Library:

- Richard Brealey; Stewart Myers and Franklin Allen (2010): Principios de Finanzas Corporativas, 9ª edición. Ed. Mc Graw-Hill.
- Eduardo Martínez Abascal (2005), Finanzas para Directivos, Mc Graw Hill.
- Aswath Damodaran (2002), Investment Valuation, John Wiley & Son.
- Mark Grinblatt, Sherindan Titman (2003), Mercados financieros y estrategia empresarial, Mc Graw Hill.

### **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof.: María Luisa Garayalde: [mlgarayalde@telefonica.net](mailto:mlgarayalde@telefonica.net)

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### **MARKETING FUNDAMENTALS**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Marketing Fundamentals

ECTS Credits: 3.0

Type: C

Language: English

No. of sessions: 8

Coordinator: Prof. Pedro Mir

Professor: Pedro Mir

E-mail: [pmir@unav.es](mailto:pmir@unav.es)

### **DESCRIPTION:**

This subject aims to help students master marketing tools, their applications and their interrelationship. Learning is based on generic case studies (from which it is possible to extrapolate certain lessons) and cases applied to the fashion field (with the consequent specification of the sector and the use of its main marketing tools).

### **OBJECTIVES:**

The objective of this course is to teach students the basics of marketing, as well as the logical structure and interdependence of marketing planning.

The course will provide students with knowledge that can be applied in future practice. The methodology is crucial, since data-based science and the course itself will provide basic concepts for future marketing courses.

An important part of the course is the methodological basis of marketing as a science, providing the necessary professional basis for further commercialization

The idea is to develop students' ability to contribute to overall marketing management decisions.

### **LEARNING OUTCOMES:**

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Resolution of cases in which creativity in the application of knowledge is demonstrated, along with a practical understanding of how to use tools to develop good managerial judgment.

Resolution of cases where ethical and deontological dilemmas arise regarding decisions relating to managerial actions at fashion companies in a broad sense.

Implementation of practical exercises that demonstrate an understanding of the appropriate research techniques to gain an in-depth and detailed knowledge of the information necessary for decision-making.

### **SKILLS:**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE02 – Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.

CE01 – Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES:**

### Training Activities

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### Teaching Methodologies

- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Implementation of practical exercises
- Assessed participation in group discussions
- Personal study

#### **ASSESSMENT:**

- Class participation (30%)
- FINAL PROJECT regarding positioning-target-segmentation work (70%)

Class participation

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this subject.

The most important part of the course will focus on analyzing the assigned cases. The case method is one of the most effective means of improving decision-making. A successful discussion of the case requires active participation on the part of students.

They should read and analyze these cases carefully and come to class prepared to provide their qualitative and quantitative assessments of the situation and arguments in favor of the proposed solution. The situations in the cases are complex.

It is likely that your fellow course participants will have different points of view and opinions on how to deal with the problem posed by the case. Real learning takes place when you see how others address the problem.

These should be problems that you have thought about carefully. The more you prepare, the more you learn.

The assigned cases are intended to give you practice in assembling data to support your decisions and recommendations. The case discussion format provides an opportunity to discuss your position and learn from others by listening to their comments, analysis and criticism.

Therefore, it is essential that all cases are fully prepared.

Several criteria will be considered when evaluating your participation in class:

- The quality of class participation is the most important.
- High-quality class participation is reflective and includes comments that add to our understanding of a situation and help advance the class discussion.
- Comments should take into account and build on the comments and analyses of your classmates and be relevant to the topic under discussion.

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this subject.

**STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

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**CULTURE AND FASHION**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Culture and Fashion

ECTS Credits: 3

Type: C

Language: Spanish

No. of sessions: 15

Coordinator: Prof. Amalia Barefoot

Professor: Amalia Barefoot

E-mail: [adescalzo@isem.es](mailto:adescalzo@isem.es)

**OBJECTIVES:**

- The course program provides students with an understanding of clothing customs and fashions throughout the history of the West, which is necessary for them to perform managerial tasks with professional competence within the fashion sector.
- The course will allow students to acquire specialized knowledge in the field of culture, by addressing clothing as a cultural element linked to ideas, art and history.
- Students will discover the main theoretical contributions that have been made regarding fashion throughout history.
- Students will gain an awareness that a knowledge of clothing and historical fashion is essential when it comes to addressing the multiple facets of the fashion sector with scientific rigor. Their knowledge will facilitate an understanding of the most varied aspects of the fashion industry today.
- Students will discover the documentary, iconographic and bibliographical sources required to elaborate any fashion research plan or report in the most rigorous manner.

**CURRICULUM:**

## HISTORY OF DRESS AND FASHION IN THE WEST

### I. INTRODUCTION.

- Methodology and sources for the study of clothing and fashion.

### 2. THE ANCIENT ERA (7th century BC - 6th century BC).

#### 2.1. THE SIMPLICITY OF THE GREEK STYLE.

- Sources. Sculptures and reliefs.
- Materials and Colors.
- Dress: masculine and feminine.

#### 2.2. ROMAN DRESS.

- Written sources. Sculpture and mural painting.
- Dress: the female Stola and the male Toga.

#### 2.3. THE SUMPTUOUS NATURE OF BYZANTINE DRESS.

- Sources. Use of rich materials.
- Importance of the sumptuary arts: mosaics, fabrics, enamels.
- Dress: the long suit for men is generalized.

### 3. THE MIDDLE AGES. International character of Medieval dress: from simplicity to ostentation (6th-15th centuries).

#### 3.1. DRESS IN THE VISIGOTHIC AGE.

- Etymologies of Saint Isidore of Seville.

#### 3.2. ROMANESQUE DRESS. 11th AND 12th CENTURIES.

- Sources: miniatures, reliefs and paintings.
- The Cantar del Mío Cid.
- The dress of classical tradition: women's clothing; masculine attire.

#### 3.3. THE INTERNATIONAL CHARACTER OF GOTHIC DRESS (13th CENTURY).

- The Sources: Miniatures in the codices of Alfonso X the Wise. The collection of authentic dresses from the Museum of Las Huelgas in Burgos.
- Social differentiation by colors, ornaments and materials.

- Male dresses. Stringed "sayas" (skirts) and "pellotes" (overalls).
- Women's dresses. Stringed "sayas". Original features of the Spanish female dress.

#### 3.4. FROM SIMPLICITY TO COMPLICATION AND OSTENTATION IN THE DRESS OF THE 14TH CENTURY.

- Sources: inventories of goods; accounts of the Royal Houses; paintings.
- Fashion-creating hubs.
- Fabrics and furs.
- Appearance of the man's short suit.
- Feminine dress. Short mantles.

#### 3.5. THE 15TH CENTURY: ITALIAN FASHION OR FRENCH FASHION.

- The Sources: written chronicles, songbooks and *Tirant lo Blanc*; paintings; sculpture.
- Fashion-creating hubs: Italy. The Court of the Duke and Duchess of Burgundy.
- The reign of the Catholic Monarchs. Sumptuary laws and social differentiation according to dress.
- Male dress. Feminine dress.

. The uniqueness of feminine dress: blouses and balaclavas.

#### 4. RENAISSANCE. DRESS AND FASHION IN THE 16TH CENTURY.

- The Sources: the first works, printed and handwritten, devoted to dress.
- Social importance of dress in Renaissance Spain. Sumptuary Laws.
- Charles V. Nationalism and cosmopolitanism.
- . French, Flemish and German influences.
- Philip II.
- . Influence of Spanish fashions in Europe.
- . Ruffled collars.
- . Feminine dress. The chest cardboard. The farthingale (structure used to support skirts) and *chopines* (footwear).

#### 5. BAROQUE PERIOD. DRESS IN 17TH CENTURY SPAIN.

- Sources - Tailoring Books: Juan de Alcega, 1580; Rocha Burgen, 1618; and Martín de Andújar, 1640.
- The Sumptuary Laws. Philip IV. The pragmatics of 1623 and its consequences.
- Male dress.
- Feminine dress.
- . The last farthingales.
- . The reign of the pannier (clothing).
- Charles II of Spain.
- . "Spanish style" dress.
- . "French style" dress or "à la mode".

#### 6. ROCOCO AND NEOCLASSICISM. 18TH CENTURY. SPAIN BETWEEN A NATIONAL STYLE AND THE INFLUENCE OF FRENCH FASHION.

- The Sources: fashion magazines.
- The first Bourbon, Philip V.
- . Spanish-style dress.
- . French-style dress or "à la mode".
  - Ferdinand VI and Charles III.
- International Fashion.
- . French influence.
- . English influence.
- The project for a national costume.
- . Majismo (Goyesque style).
- French Revolution and change of style.

#### 7. ROMANTICISM. THE 19TH CENTURY AND THE DAWN OF THE CONTEMPORARY AGE.

- Sources: fashion magazines.
- The democratization of clothing.

- The dress of Romanticism.
- . Women: The reign of Crinoline. Shawls. Street clothing.
- . Men: Tailcoat and frock coat. Trousers.
- The reign of the "Bustle".
- Male dress: jacket and blazer.

## 8. THE 20TH CENTURY.

- Sources: fashion magazines; cinema; television; new technologies.
- The great masters of fashion: Paul Poiret; Fortuny; Coco Chanel; Cristóbal Balenciaga; Christian Dior.
- From haute couture to "prêt à porter": André Courrèges; Yves Saint Laurent.
- Japanese designers.
- From construction to deconstruction: Martin Margiela.

## 9. THE 21ST CENTURY.

- Today's fashion.

### **SKILLS:**

CG02 - Identification and effective handling of information relevant to the project. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE08 – Students will study fashion as a multidisciplinary phenomenon, together with its cultural and historical references, as well as its main markets and players.

## **LEARNING OUTCOMES**

By the end of the course, students will have acquired a knowledge of the history of clothing in the West, from Ancient Greece to the twentieth century, and will have learned to:

- Identify the dress and fashions that have emerged in the West
- Analyze the phenomenon of fashion and its role within society, not to mention the world of culture, the economy, politics, etc.
- Apply the history of clothing as tool with which to understand current fashion and its development within the industry.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### Training Activities

- Face-to-face classes
- Guided projects
- Tutorials
- Personal study
- Assessment

### **Teaching Methodology**

The course will be implemented through the following teaching activities:

- The face-to-face classes will encompass both the theoretical presentation of the different topics specified in the program as well as power-point and audiovisual projections.
- Visit to the Clothing Museum and temporary exhibitions relating to the subject.
- Preparation of a personal piece of work from each student, following certain presentation rules to be defined at the beginning of the classes. The work will be linked to the course and to the connections and interests of the student.

- Personalized tutorials in the Professor's office in order to consolidate the learning process, in accordance with a set schedule.
- Supervision of course work.
- Addressing any doubts that may arise regarding the subject

### **ASSESSMENT:**

Each student will have to produce a piece of work that is supervised by the Professor of the course, in accordance with the rules and topics explained at the beginning of the course.

This work will represent 80% of the final grade.

In this piece of work, students will have to demonstrate their knowledge of the chosen topic with clarity and scientific rigor.

In general, the system consists of continuous assessment, in which respect attendance in class is extremely important. In addition to students' knowledge, their attitude and collaboration in the different activities, their participation during visits to museums, as well as their participation in class, shall be evaluated, representing 20% of the final grade.

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this subject.

### **LITERATURE**

The first publications dedicated to the History of Dress appear in the sixteenth century. During the Renaissance an interest in the dress of other countries and their varieties emerged, which led to a rich output of books featuring engravings of the clothing worn in countries known at the time. The first example of publications of this kind was the work of the German, Christoph Weiditz, namely his *Trachtenbuch* of 1529.

In the second half of the century we might mention the first edition of the *Recueil de la diversité des Habits qui sont de present en usaige tant es pays d'Europe, Assie, Affrique et Isles Sauvage, le tout fait apres le naturel*, published in Paris in 1562, which was dedicated to Prince Henry of Navarre. This book would be followed by the following publications: Bertelli, *Omnium fere gentium nostrae aetatis habitatus nunquam ante hac aediti*, Venice, 1563; Weigel, H. and Amman *Habitus praeciporum tan virorum quan foeminarun*, Nuremberg, 1577; Boissard, J. *Habitus variaum orbis gentium*, Mechelen, 1581; *Vecellio Habiti antichi et moderni di tutto il mondo*, Venice, 1585; and Fabri, A. *Diversarum nationum ornatus*, Padua, 1593. These books offer a huge repertoire of clothing items, of great interest for students of clothing fashion.

In the seventeenth century, interest in books on clothing was somewhat lower, but various other collections similar to those of the previous century were published. Of great importance around the end of this century was the book *Recueil des costumes du siècle de Louis XIV* by Bonnard, which offers valuable information on the prevailing fashion through a number of excellent prints. These prints were copied throughout Europe and logically contributed to the spread of French fashion.

In the eighteenth century, the interest in "Costumbrismo" during the Enlightenment and then continued by the Romantics, encouraged the publication of books featuring clothing collections. In France, Italy and Germany collections were published replete with engravings representing different social, regional and local types. In Spain we have a very important work, namely the *Colección de trajes de España tanto antiguos como modernos* by Juan de la Cruz Cano and Olmedilla. In 1777 the first notebook featuring twelve figures appeared, and in 1788 the seventh and last appeared. During this century new types of publications would also appear, such as fashion magazines. Among the oldest ones we must mention "La Galerie des Modes et Costumes Francaises" (Paris, 1778), "Le Cabinet des modes" (Paris, 1785-1789) and "Il Giornale delle nuove mode di Francia e d'Inghilterra" (Milan 1786-1787).

In the nineteenth century the volume of publications devoted to clothing increased significantly, and one publication of great value for Spain was *Discurso histórico sobre el traje de los españoles desde los tiempos más remotos hasta el reinado de los Reyes Católicos* by the Count of Clonard, published in 1869. At the end of the century the works by Aznar, *Indumentaria Española*, and by Puiggari, *Monografía histórica e iconográfica del traje* (Barcelona, 1886) were published. In 1925, Max von Boehn began the publication of a huge study of eleven volumes under the title *Fashion*, covering the history of clothing in Europe from the Middle Ages to the date of its publication. This collection was rapidly published in Spain, and the Marquis of Lozoya was commissioned to start each volume with preliminary studies on Spanish clothing, an addition of great importance for us.

In the twentieth century publications continued to increase significantly, featuring a large number of monographic studies, together with ambitious studies on the history of clothing that, in many cases, have been addressed in a summary manner, with the study being summarized in a simple detailed description of the changes in dress. Fortunately, during the century studies were published in which the complexity of dress-sense can be observed, together with how economic and social factors have a direct impact on this daily human phenomenon. Even within the field of psychology, studies of great interest were published, such as James Laver's *Clothes* (London, 1952). Laver can be considered one of the precursors of the psychology of clothing.

Most of the works on the history of dress and fashion published prior to 1933 are collected in R. Colas, *Bibliographie générale du costume et de la mode* (Paris, 1933). Since then our bibliography has continued to increase.

When referring to Spain, fortunately we have the studies of Doña Carmen Bernis, a pioneer in studying the history of clothing in an academic manner, as in her study on the clothing of the Middle Ages, *Indumentaria medieval española* (Madrid, 1956) and during the Renaissance, *Indumentaria española en tiempos de Carlos V.* (Madrid, 1962) and *Trajes y modas en la España de los Reyes Católicos, 2 vols.* (Madrid, 1978). Dress-sense and everyday life in Spain at the beginning of the seventeenth century, in all their aspects, make up the theme of her book *Los trajes y los tipos sociales en El Quijote* (Madrid, 2001). The remaining publications, produced by other Spanish scholars, are of a highly monographic nature, and some should really be updated.

Listing the existing bibliography on the history of clothing would require an endless note, but here are some of the most important works of a general nature:

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ANDERSON, R.M. *Hispanic Costume 1480-1530*. New York, 1979.

ARZALLUZ, M. *Cristóbal Balenciaga: La forja del maestro (1896-1936)*, Donostia-San Sebastián, Diputación Floral de Gipuzkoa y Nerea, 2010

BARTHES, R. *El sistema de la moda y otros escritos*. Barcelona, 2003.

BAUDRILLARD, J. *La société de consommation*. Paris, 1970.

BEAULIEU, M. *El vestido moderno y contemporáneo*. Barcelona, 1987.

BENITO VIDAL, M. Pilar. *La moda en la Valencia del siglo XV*, Valencia, Real Academia Valenciana de Cultura, 2003.

BOUCHER, F. *Historia del traje en Occidente. Desde los orígenes hasta la actualidad*. Gustavo Gili, Barcelona, 2009.

BREWARD, C. *The Culture of Fashion*, Manchester University Press, Manchester, 2002.

BUXBAUM, G (Ed.), *Iconos de la Moda. El Siglo XX*, Electa, 2007.

CERRILLO RUBIO, L. *La moda moderna. Génesis de un arte nuevo*, Siruela, Madrid, 2010.

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COLOMER, JL. DESCALZO, A (dirs.), *Vestir a la española en las Cortes Europeas (S. XVI-XVII)*, 2 vols. Madrid, Centro de Estudios Europa Hispánica, 2014.

DEJEAN, J. *La esencia del estilo. Historia de la invención de la moda y el lujo contemporáneo*. Ed. Nerea, San Sebastián, 2008.

DELPYERRE, M. *Se vêtir au XVIIIe. siècle*. Paris, 1996.

DESCALZO, A. "Les vêtements royaux du monastère Santa María La Real de Huelgas" in *Fashion and Clothing in Late Medieval Europe*, Abegg-Stiftung Riggisberg. Schwabe Verlag Basel. Switzerland, 2010, pp. 97-106.

\_\_\_\_ "Nuevos tiempos nuevas modas: el vestido en la España de Felipe V," in *Minute of the International Colloquium Sevilla y Corte: Las Artes y el Lustró Real (1729-1733)*. Collection from Casa de Velázquez. Volume 114. Casa de Velázquez, Madrid, 2010, pp. 157-164.

\_\_\_\_ "La permanence du panier dans les Cours Européennes" in the catalog of the exhibition *Fastes de Cour et Cérémonies Royales. Le Costume de Cour en Europe 1650-1800*. Château de Versailles, 31 March-28 June, 2009, pp. 72-77.

\_\_\_\_ "Carlos IV y María Luisa de Parma: Vestidos para reinar," in the minutes of the IV Congreso Internacional de la Sociedad Española de Estudios del Siglo XVIII, *La época de Carlos IV (1788-1808)*, Oviedo, 2009, pp. 375-387.

\_\_\_\_ "Lo español en la moda," catalog of the *Genio y Figura* exhibition. Sociedad Estatal para Exposiciones Internacionales (SEEI), Saitama, 2005, p. 29-39.

\_\_\_\_ "La Costura española en la época de Pertegaz," in the *Pertegaz Exhibition's* catalog. Museo Nacional Centro de Arte Reina Sofía, Madrid, February-May 2004. pp. 137-150.

\_\_\_\_ "Costumbres y vestimentas en el Madrid de la Tonadilla," article for the exhibition entitled *Paisajes sonoros en el Madrid del siglo XVIII. La Tonadilla escénica*. Museo de San Isidro, Madrid, May-July 2003.

\_\_\_\_ "Modos y Modas en la España de la Ilustración," article for the exhibition's catalog entitled *Siglo XVIII: España el sueño de la razón*. Museo de Bellas Artes de Río de Janeiro, 4 July - 25 August 2002. pp. 166-191.

DESLANDRES, Y. *El traje imagen del hombre*, Barcelona, 10987.

DÍAZ MARCOS, A, *La edad de seda: representaciones de la moda en la literatura española (1728-1926)*, Cádiz, Servicio de Publicaciones de la Universidad de Cádiz, 2006.

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ENTWISTLE, J. El cuerpo y la moda. Barcelona, 2002.

FRESNEDA, N. Moda y Belleza femenina en la corona de Castilla durante los siglos XIII y XIV. Madrid, Dykinson, S.L. 2016.

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TOUSSAINT-SAMAT, M. Historia técnica y moral del vestido. Madrid, 1994, 3 vols.

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### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

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## **HUMAN BEHAVIOR**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Human Behavior

ECTS Credits: 3

Type: C

Language: Spanish

No. of sessions: 9

Coordinator: Prof.: José Ramón Pin

Professor: José Ramón Pin

E-mail: [JPin@iese.edu](mailto:JPin@iese.edu)

### **DESCRIPTION:**

This subject seeks to lay the foundations of people's motivations and the way dynamics and teamwork work; the dimensions of the organization and the way it functions (based on an anthropological model); and the development of people and change processes. It also focuses on the management of labor relations, the role of personnel and policies and practices inherent to Human Resources (recruitment, selection, assessment, diversity ...).

### **OBJECTIVES:**

Although companies are well aware of the importance of the human factor, in practice a vision focused on costs and improving productivity predominates in the short term.

The objective of this module is two-fold. First of all, it seeks to raise awareness amongst students of the importance of considering and treating people at organizations as their dignity demands. In this sense, the first part of the module is oriented towards understanding the keys to human behavior, motivation, leadership, reaction to change, etc., thus enabling managers to manage the people who depend on them well. Secondly, the main HR policies and practices used by companies to select, evaluate, develop and reward their employees will be studied, as well as the strategic role played by the HR department in terms of their implementation. All this with a focus on the fashion industry and its unique characteristics.

### **LEARNING OUTCOMES**

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Resolution and discussion of cases where creativity is demonstrated in the application of knowledge, along with a practical understanding of how to use tools to develop good managerial judgment.

Resolution and discussion of cases where ethical and deontological dilemmas are raised regarding decisions relating to managerial actions at fashion companies in a broad sense.

Implementation of practical exercises that demonstrate an understanding of the appropriate research techniques to gain an in-depth and detailed knowledge of the information necessary for decision-making.

Assessed participation in group discussions in which students' management skills are demonstrated, as well as their communicative and negotiating skills.

### **SKILLS**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among

team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG06 - Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE02 Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.

CE03 – Students shall acquire knowledge and skills relating to the management of people in creative environments, as well as the management and development of people and teams within these organizations.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES**

### Training Activities

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### Teaching Methodology:

- The methodology used is the case method. This helps students to develop managerial skills whilst dealing with real business problems in class, effectively teaching them to think and decide as managers.
- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Implementation of practical exercises
- Assessed participation in group discussions
- Personal study

### **ASSESSMENT:**

- 70% Class participation
- 10% Quiz
- 20% Case studies

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this subject.

### **RECOMMENDED BIBLIOGRAPHY:**

Technical Notes delivered during the course (IESE and Harvard)

Material handed out by the Professor

Consistencia: La Estrategia De La Empresa Es la Estrategia sobre sus personas; Pin Arboledas, José Ramón. Prentice-Hall (2006): 2nd part of the course

### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. José Ramón Pin: JPin@iese.edu

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## **OPERATIONS IN THE FASHION INDUSTRY**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Operations in the Fashion Industry

ECTS Credits: 5.5

Type: C

Language: Spanish / English

No. of sessions: 36

Coordinator: Prof. Philip Moscoso

Professors: Operations: Prof. Philip Moscoso

Planning a Collection: Prof. Marina Duque

Retail: Prof. Manuel Domínguez, Prof. Francisco Iniesta

Purchasing: Prof. Clemente Hernández, Prof. María Martín Montalvo

This subject encompasses three key aspects: understanding the main variables of action that we have to influence the way in which operations add value to a fashion company; understanding the main phenomena that appear in operations (analysis, diagnosis and management of stock queues); and knowing how to design an operations system based on "destroying the problem," by going to the very root of it. This subject also addresses the question of how to plan a fashion collection, as well as the management of information systems and their impact on the organizational structure.

The subject Operations in the Fashion Industry has 5.5 ECTS and consists of 4 courses:

### 1. Operations

No. of sessions: 12

Language: Spanish

Professor: Philip Moscoso

E-mail: [pmoscoso@iese.edu](mailto:pmoscoso@iese.edu)

### 2. Planning a Collection

No. of sessions: 5

Language: English

Professor: Marina Duque

E-mail: [marina.duque@isem.es](mailto:marina.duque@isem.es)

### 3. Retail

No. of sessions: 12

Language: Spanish

Professor: Manuel Domínguez

E-mail: [mdominguez@mayoral.es](mailto:mdominguez@mayoral.es)

Professor: Francisco Iniesta

E-mail: [finiesta@iese.edu](mailto:finiesta@iese.edu)

#### 4. Purchasing

Nº of sessions: 7

Language: Spanish / English

Professor: Clemente Hernández

E-mail: [clemente.hernandez.s@gmail.com](mailto:clemente.hernandez.s@gmail.com)

Professor: María Martín Montalvo

E-mail: [mmmontalvo@isem.es](mailto:mmmontalvo@isem.es)

#### **LEARNING OUTCOMES:**

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Resolution and discussion of cases where creativity is demonstrated in the application of knowledge, along with a practical understanding of how to use tools to develop good managerial judgment.

Resolution and discussion of cases where ethical and deontological dilemmas are raised regarding decisions relating to managerial actions at fashion companies in a broad sense.

#### **SKILLS:**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE02 – Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.

CE01 – Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.

CE04 - Managing techniques relating to the management of operations (products, processes, information systems, etc.) at fashion companies; being able to diagnose and implement continuous improvement processes.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES**

### Training Activities

- Face-to-face classes

- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

#### Teaching Methodologies

- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Implementation of practical exercises
- Student's study based on different sources of information
- Implementation of off-campus work
- Drafting of reports
- Personal study

#### **ASSESSMENT**

The course grade will be the average of the grades for the subjects that make up the course. The grade for each subject will depend on the different assessment procedures indicated by each professor in their teaching guide.

All courses must be passed to calculate the average.

Should students fail the course, they have a right to a retake test.

Lack of attendance shall be taken into account in the final grade for the course.

Percentage of each subject with regard to the Course Grade:

- Operations 40%
- Planning a Collection 20%
- Retail 20%
- Purchasing 20%

#### **1. OPERATIONS**

Module and Subject: Fundamentals Module / Operations in the Fashion Industry

Course: Operations

Professor: Philip Moscoso

E-mail: pmoscoso@iese.edu

No. of sessions: 11

Language: Spanish

#### **OBJECTIVES:**

On this course, the term “operations” refers to the way in which a company executes each and every one of its processes: both business and support. The objective of operations management is, therefore, to find the optimal way to operate in a company (the "HOW"), thus helping to generate value for the customer and, ultimately, generate competitive advantage for the company. In fact, excellence and innovation in terms of operations has been the foundation of many of the great successes that the business world has witnessed (Dell, Zara, Toyota, etc.) and it has been observed that it is an aspect that competitors cannot copy that easily. This is especially true and relevant in the fashion industry.

The objective of this course is to establish a global and integrated vision of the operations in a fashion company. Above all, we shall explore the variables, concepts and basic tools that allow us to understand the world of operations better. This will lay the groundwork for diagnosing and improving the different types of operating systems and, thereby, improving customer service, reducing current assets or accelerating the cash cycle, for example.

### **CURRICULUM:**

The three main sections of the course are:

1. Understanding the main variables of action that we have in order to influence the way in which operations contribute value to the company.  
Variables, concepts and basic tools
2. Understanding the main phenomena that appear in operations and reviewing what the possible measures are in order to control their effects. Analysis, diagnosis and management of capacities, queues and stocks
3. Understanding the keys to the management of a value chain (supply).  
  
Analysis, diagnosis and management of extended systems (client-company-supplier networks)

### **ASSESSMENT SYSTEM:**

The formal evaluation of the course will be based on the following two criteria:

1. Class participation (20-40%)
2. The final exam (60-80%)

The percentages mean that general participation would tend to improve the grade rather than worsen it, which is to say, optimum participation can account for as much as 40% of the final grade; in the case of poor participation, it will be limited to 20%.

### **LITERATURE:**

Operations Management for Executives

**STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. Philip Moscoso: pmoscoso@iese.edu

**2. PLANNING A COLLECTION**

Module and Subject: Fundamentals Module / Operations in the Fashion Industry

Course: Planning a Collection

Professor: Marina Duque

E-mail: marina.duque@isem.es

No. of sessions: 5

Language: English

**COURSE OBJECTIVE**

- To understand what planning a collection means and its purpose
- To explore the variables, concepts and tools that help us improve this planning
- To understand the interpretation of the quantitative results and their influence on the qualitative aspects of a collection
- Become familiar with all the departments involved in bringing a collection together and the relationship between them
- The ability to set a calendar, follow all the steps involved
- To understand fairs, the sources of information
- An introductory knowledge into how to transform money into garments with sizes and colors.

**COURSE EXPECTATIONS**

Welcome to the course!

This is one of the first classes that directly concerns the fashion industry. We will approach how to build a collection and the thoughts that go into the selection of garments. This approach considers the creativity of designers and how you, on the business side, will make these garments sellable.

I will ask you to read some literature that I assign to you; you are expected to use the insight it provides to work on the case employed in the classroom and give me your opinion and explain why you believe what you are telling me.

Please feel free to reach out with any questions, comments or concerns, as I am here for you!

**READINGS AND RESOURCES**

Mandatory reading:

☐ The Business of Fashion, Basics Series article - sent by email to you.

☐ <https://theswatchbook.offsetwarehouse.com/2015/06/11/what-is-a-range-plan-for-fashion-designers/>

Suggested resources

- <https://open.lib.umn.edu/principlesmarketing/chapter/13-1-the-role-professional-salespeopleplay/>
- <http://www.mytopbusinessideas.com/factors-product-pricing-strategy/>
- <http://www.sartia.com>
- <http://www.businessoffashion.com/community/voices/discussions/how-should-fashionschools-integrate-business-learning-into-a-creative-education/fashion-students-say-theyneed-more-business-training>
- <http://www.businessoffashion.com/community/voices/discussions/how-should-fashionschools-integrate-business-learning-into-a-creative-education>
- <http://mariaeugeniagiron.es/en/madrid-world-capital-shopping/>
- <http://www.businessoffashion.com/community/voices/discussions/how-should-fashionschools-integrate-business-learning-into-a-creative-education/balancing-business-andcreative-learning>
- <http://www.wgsn.com/en/>
- <http://www.wwd.com>
- <http://www.moda.es>
- <http://www.fashionfromspain.com>

### **ONLINE COURSES ON FASHION**

I advise you to follow the free courses:

- the education section of the Business of Fashion
- on coursera management of Fashion and Luxury Management  
<https://www.coursera.org/learn/mafash>
- <https://www.futurelearn.com/courses/sustainable-fashion>
- <https://www.futurelearn.com/courses/fashion-innovation>
- <https://www.futurelearn.com/courses/who-made-my-clothes>
- <https://www.futurelearn.com/courses/sustainable-business>

### **ASSESSMENT**

Your presentation and content should feature good presentation, clarity, correct spelling and mechanics. We judge one another substantially by the quality, clarity and depth of our writing.

Content= 60 points

Presentation= 35 points

Class attendance and participation= you can improve by 5 with participation or lose 5 by lack of attendance

Your lack of participation does not work against you, only in favor

### **3. RETAIL**

Module and Subject: Fundamentals Module / Operations in the Fashion Industry

Course: Retail

Professor: Manuel Domínguez

E-mail: [mdominguez@mayoral.es](mailto:mdominguez@mayoral.es)

Professor: Francisco Iniesta

E-mail: [finiesta@iese.edu](mailto:finiesta@iese.edu)

No. of sessions: 12

Language: Spanish

## **DESCRIPTION**

Within the limits of the allotted time, this module of twelve sessions intends to provide the student with a first glimpse of the fashion distribution industry.

It is an introductory course and, as such, begins with a conference where various aspects of the industry and key concepts that are used in the day-to-day of companies are explained. In another of the initial sessions there will be a talk in which important parameters measured by executives from the industry are explained, as well as a breakdown of the type of results account characteristic at chain stores.

The six cases used on the course are recent cases of chains of both Spanish and international stores, involving children's, youth, men's and women's clothing. Each case emphasizes different topics. The Superdry Case is focused on the brand and the logo as key elements in the success of a fashion chain, together with the human component in the company. Superdry is the creation of two entrepreneurs who struggle to professionalize the management as the company grows. The Missa Case focuses on the various levers that chain store managers can use to increase sales and the profitability of the chain. In the Michael Kors case, the commercial distribution of an accessible luxury brand is analyzed, as well as the problems that arise when it grows too much. As a business model with a strong Internet presence, we shall study the case of J.Jill, a women's fashion chain in the United States for clients over 45 years old. The Gymboree Case is an example of different business models within an industry and a country and the differences that exist when it comes to managing them. This case also has a financial component because the company in question is the object of an acquisition by a venture capital fund that takes a series of decisions that lead Gymboree towards a very difficult situation. Finally, the Moncler Case describes how a company re-launches a brand and positions it in the luxury sector and develops its retailing.

To complete the module, students must carry out a project in groups in which it will be necessary to choose a company from the fashion retail sector about which public information is available (preferably listed companies). In this project they must describe the company, measure the KPIs, and propose a strategy for the future. The best projects, in the Professor's opinion, will be presented in the last session and the students themselves will choose the winning project.

## **METHODOLOGY**

This is a course that aims to be mainly practical and on which participation in class will be highly valued. At the beginning of each session we shall enjoy a section called "News of News" in which we shall briefly talk about the latest news in the world of fashion retail.

It is, therefore, convenient for students to read both the financial press and fashion websites, such as Modaes.es, on a regular basis

## **ASSESSMENT**

Class participation will contribute 60% of the grade, the written project 20% and the presentation in class the remaining 20%.

## **LITERATURE**

Books:

Why We Buy?, Paco Underhill, Editorial Simon&Schuster

What Women Want, Paco Underhill, Simon&Schuster

Branding a Store, Ko Floor, Editorial Kogan Page

How to Succeed at Retail, Keith Lincoln and Lars Thomasen, Editorial Kogan Page

The New Rules of Retail, Robin Lewis and Michael Dart, Ed. St. Martin Press

Retail Marketing, Peter J. McGoldrick, Editorial McGrawHill

Retail Management, Barry Berman and Joel R.Evans, Ed. MacMillan

Hug Your Customer, Jack Mitchell, Hachette Books

Internet pages:

[www.modaes.es](http://www.modaes.es)

<https://www.businessoffashion.com/>

<http://www.expansion.com/empresas/distribucion.html>

<http://www.therobinreport.com/>

<https://www.retail-week.com/sectors/fashion>

<http://wwd.com/business-news/retail/>

<https://www.cnbc.com/retail/>

<https://www.ft.com/companies/retail>

<https://wwd.com/business-news/retail/>

<https://www.bloomberg.com/>

<https://www.forbes.com/forbes/welcome/>

<https://cincodias.elpais.com/seccion/companias>

#### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. Manuel Domínguez: Manuel Domínguez - [mdominguez@mayoral.es](mailto:mdominguez@mayoral.es)

Professor: Francisco Iniesta - [finiesta@iese.edu](mailto:finiesta@iese.edu)

#### **4. PURCHASING**

Module and Subject: Fundamentals Module / Operations in the Fashion Industry

Course: Purchasing

Professor: Clemente Hernández

E-mail: [clemente.hernandez.s@gmail.com](mailto:clemente.hernandez.s@gmail.com)

Professor: María Martín Montalvo

E-mail: [mmmontalvo@isem.es](mailto:mmmontalvo@isem.es)

No. of sessions: 7

Language: English/ Spanish

#### **OBJECTIVES**

- Understanding of the merchant role in fashion and the fashion retail business
- Decision-making process in the buying/merchandising process.
- Understanding of key decision drivers
- Buyer/merchant role, buyer/merchant tools

At the end of the term the student should be able to understand the merchandising planning process, the roles and the tools in different fashion environments. For instance, fast fashion vertically integrated companies, high-end fashion vertically integrated companies, fashion retailers, etc.

#### **CONTENT:**

- Merchandising planning – fundamentals
- Merchandising planning in slow fashion and luxury retail
- Merchandising planning in fast fashion
- The buyer and the buyer environment
- Buying preparations
- Buying tools
- The role of the merchant looking ahead.

#### **METHODOLOGY**

Both professors have over 10 years' experience in the fashion industry.

Classes are a combination of the theoretical fundamentals of the subject and the experiences of each professor in the industry.

Additionally, a series of compulsory readings will be set.

**ASSESSMENT**

- Exam (70%)
- Participation (30%)

**STUDENT TUTORIAL TIMES:**

At the request of the student, tutorial times shall be arranged.

Prof.: Clemente Hernández - [clemente.hernandez.s@gmail.com](mailto:clemente.hernandez.s@gmail.com)

Professor: María Martín Montalvo- [mmmontalvo@isem.es](mailto:mmmontalvo@isem.es)

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**EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
TEACHING GUIDES  
COURSE 2018-2019**

**MODULE II: Applied Module (23 ECTS)**

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**NEGOTIATION**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Applied Module / Negotiation

ECTS Credits: 1.5

Type: C

Language: Spanish

No. of sessions: 6

Coordinator: Agustín Avilés

Professor: Agustín Avilés

**DESCRIPTION**

This subject aims to improve the negotiation skills of students in a practical way. The premise is that people can improve their negotiation skills when given the opportunity to practice using new ideas and new tactics, experimenting and incorporating into their own repertoire those ideas that best suit their personal style or situation.

## **OBJECTIVES**

Negotiation is an essential aspect for any human activity in which there is a relationship with other people. This module aims to provide students with the learning and practice required regarding the basics of correct negotiation.

In addition to the development of negotiation skills during the course through negotiation practice, the objective of the course is for students to learn how to learn from their own experiences.

## **LEARNING OUTCOMES**

Simulation of a negotiation situation. In teams, the students design a strategy for the proposed negotiation situation and put it into practice during the simulation in front of the other groups.

Solving problems and practical issues relating to the subject.

## **SKILLS**

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG06 - Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.

CG07 - Develop initiative and entrepreneurial behavior capabilities, initiating and promoting the necessary changes with energy and personal responsibility.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CE06 - Identify, in the fashion industry, the specific problems of small and medium-sized companies that are not very professional.

CE07 - Acquire knowledge and skills relating to the analysis, design and evaluation of company policies, in changing environments, to satisfy the interests of its clients and other stakeholders, including criteria such as sustainability, globalization and corporate social responsibility.

CE09 - Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional - have to be known in depth (segmentation, behavior, trends).

CE10 - Design a commercial strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES**

### Training Activities

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### Teaching Methodologies

One case of individual negotiation (simulation) and two cases of group negotiation, plus an analysis of negotiations with video support and two lectures to clarify concepts.

Face-to-face classes

Implementation of practical exercises

Student's study based on different sources of information

Implementation of off-campus work

Elaboration of reports

## **CURRICULUM:**

The essential types of negotiation are studied, as well as the reasons/causes that make a negotiation one type or another; their advantages and disadvantages and the ways to modify and/or address each type.

Students are provided with a step-by-step, gradual and progressively more complex learning process and a methodology for approaching negotiation in such a way that a win/win situation can be achieved in practice, going beyond classical theory.

The entire course is oriented towards a strategic approach to negotiation, limiting habitual negotiation tactics to one's ability to defend the strategy.

#### **ASSESSMENT:**

- Individual report
- Active presence. Contribution to classes, seminars and practical classes

Should students fail the subject, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for the subject.

#### **LITERATURE**

- **Obtenga el sí** (el arte de negociar sin ceder).

R. Fisher, W. Ury, B. Patton, Editorial Gestión 2000, Barcelona, 1996, Spain

- **De la negociación al acuerdo** (claves para superar cualquier negociación).

W. Ury, Editorial Parramón, 1993, España; Editorial Gestión 2000, Spain

- **The Art & Science of Negotiation** (How to Resolve Conflicts and Get the Best of Bargaining).

H. Raiffa, Harvard University Press, 1982, USA.

- **El directivo como negociador**

D. Lax, J. Sebenius, Instituto de Estudios Fiscales, 1988, Spain.

- **Coopetición** (teoría de juegos para la combinación de competencia y colaboración).

B. J. Nalebuff, A. M. Brandenburger, Díaz de Santos, 1997, Spain.

- **La solución ganar-ganar** (cómo garantizar que cada uno se queda con la parte que le corresponde).

Steven J. Brams, Alan D. Taylor, Ariel Sociedad Económica, 2000, Spain.

- **NO, the Only Negotiation System You Need for Work and Home.**

Jim Camp, Crown Business, 2007, USA. 288 pages

- **The Power of a Positive NO: How to Say No and Still Get to Yes**

William Ury, Bantam Books, 2007, USA. 272 pages

#### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Agustín Avilés

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## **FASHION COMPANY MANAGEMENT**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Fundamentals Module / Business Situation Analysis

ECTS Credits: 4.5

Type: C

Language: Spanish and English

No. of sessions: 28

Coordinator: Luis Lara

Professors: General Management - Prof. Agustín Avilés

Business Ethics - Prof. Ignacio Ferrero

Brand Internationalization - Prof. Luis Lara

### **DESCRIPTION:**

This subject focuses on developing conceptual schemes and advanced tools, especially oriented towards defining a competitive strategy and business keys through information and control systems, as well as tackling aspects such as government bodies and their responsibilities, professionalization, growth and consolidation, and crisis situations. The student must analyze the business, structures, processes and institutional configuration at fashion companies and discuss them with senior managers from the sector.

The subject, Fashion Company Management, has 4.5 ECTS and consists of 3 courses:

#### Courses

##### 1. General Management

No. of sessions: 11

Language: Spanish

Professor: Agustín Avilés

E-mail: agavi@iies.es

##### 2. Business Ethics

No. of sessions: 7

Language: Spanish.

Professor: Ignacio Ferrero

E-mail: jiferrero@unav.es

##### 3. Brand Internationalization

No of sessions: 11

Language: English

Professor: Luis Lara

E-mail: luislaraarias@gmail.com

### **LEARNING OUTCOMES**

Solving problems and practical issues relating to the subjects that make up the module.

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Presentation in public of the conclusions of the case analysis, reports and proposals, demonstrating the student's ability to communicate effectively, both orally and in writing

**SKILLS:**

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG06 - Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.

CG07 - Develop initiative and entrepreneurial behavior capabilities, initiating and promoting the necessary changes with energy and personal responsibility.

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE06 - Identify, in the fashion industry, the specific problems of small and medium-sized unprofessional companies.

CE07 - Acquire knowledge and skills relating to the analysis, design and evaluation of company policies, in changing environments, to satisfy the interests of its clients and other stakeholders, including criteria such as sustainability, globalization and corporate social responsibility.

CE09 - Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional - have to be known in depth (segmentation, behavior, trends).

CE10 - Design a commercial strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.

CE11 – Gain an in-depth knowledge of the most innovative business models in the fashion industry and understand and manage factors concerning innovation relating to products, designs, materials, manufacturing processes, distribution and the sale of fashion items.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### **TRAINING ACTIVITIES**

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### **TEACHING METHODOLOGIES**

- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Implementation of practical exercises
- Student's study based on different sources of information
- Implementation of off-campus work
- Preparation of reports
- Personal study

### **ASSESSMENT:**

The course grade will be the average of the grades for the subjects that make up the course. The grade for each subject will depend on the different assessment procedures indicated by each professor in their teaching guide.

All courses must be passed to calculate the average.

Should students fail the course, they have a right to a retake test.

Lack of attendance shall be taken into account in the final grade for the courses.

Percentage of each subject with regard to the Course Grade:

- General Management 40%
- Brand Internationalization 40%
- Business Ethics 20%

### **1. GENERAL MANAGEMENT**

Module and Subject: Applied Module / General Management of Fashion Companies

Course: General Management

Professor: Agustín Avilés

E-mail: agavi@iies.es

No. of sessions: 11

Language: Spanish

### **COURSE OBJECTIVES:**

Company policy is a field of knowledge that seeks to offer assistance to senior management in their task of governing the company. This course aims to offer an applied perspective on what the role of the leader in the company could be.

It aims to train students in the habit of considering the company from the point of view of Management or the people at the summit, i.e. those who have the greatest power. The course has an integrational character in the sense that it leans on all of the functional areas studied in other subjects and provides specific concepts of governance.

### **CURRICULUM:**

Eleven companies are studied, which show specific ways of approaching the matter at hand. It is about analyzing them and diagnosing what they do and how they do it; and, above all, it is about reflecting on the future challenges they have and how they should face them. All this is achieved without prescriptive models, but by simply applying the good business judgment of the different participants in the sessions. In addition, various work methodologies will be addressed as tools to support management, such as SWOT analysis, the formulation of a strategy, etc.

Specifically, it is suggested that at least four general tasks be considered:

- The choice of the Business,
- The creation of an Organization,
- The selection of Procedures in order to facilitate a reasonable and harmonious working environment
- Institutional Configuration (understood to be the identification of different powers that may affect business life and the channeling of same in order to fulfil work objectives).

### **METHODOLOGY:**

In addition to "the cases," some technical notes and books will be used as optional complementary readings. The sectors studied revolve around creative activities, talent-intensive knowledge companies and distribution.

Each case has a Preparation Sheet to help focus attention, with slides being used in some sessions.

There will be a Conference-Colloquium to summarize, structure and address the issues that raise the greatest difficulty and interest.

### **ASSESSMENT SYSTEM:**

100% of the grade will consist of class contributions during the discussion of cases: their relevance, clarity, accuracy, reasoning, contribution, rectification, respect for colleagues, etc.

However, those students who are in the bottom 10% regarding their contributions or about whom the Professors have been able to gain a clear idea, will have to pass a written test regarding questions raised by the various cases discussed in class.

## LITERATURE

Collins, J.C.

***“Empresas que caen”***

Ed. Harper Business, 2011

Lorsch, J.W. y Tierney, T.J.

***“Aligning Stars. How to Succeed When Professionals***

***Drive Results”.***

Harvard Business School Press, 2002

Lucas, J.L. y Valero, A.:

***Política de Empresa. El Gobierno de la Empresa de***

***Negocios”***

Ed. EUNSA, 8th Edition, Pamplona, 2011

Nueno, Pedro:

***“Reestructurado la Empresa. Business Turnaround”***

Ed. Deusto

## CORPORATE BOARDS STRUCTURE

Khurana, Rakesh

***“Searching for a Corporate Saviour: The Irrational Quest***

***for Charismatic CEO’s”***

Harvard Business School Press, 2003

-

Mintzberg, Henry

***“La Estructuración de las Organizaciones”***

Ed. Mc Graw-Hill, 1992

## ADVANCE PROCEDURES

-

Maucher, Helmut:

***“Breviario para la Alta Dirección de Empresas”***

Campus/Verlag, Frankfurt, New York, 2009

-

Sull, D.N.

***“Closing the Gap Between Strategy and Execution”.***

L.B.S: 2008

## INSTITUTIONAL SETTING

Charam, Ram

***“Boards that Deliver”***

Jossey-Bass. Wiley, 2005

Vancil, Richard F.

***“Passing the Batton”***

Harvard Business School Press, 1990

**STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Agustín Avilés: agavi@iies.es

**2. BUSINESS ETHICS**

Module and Subject: Applied Module / General Management of Fashion Companies

Course: Business Ethics

Professor: Ignacio Ferrero

E-mail: jiferrero@unav.es

No. of sessions: 7

Language: Spanish

**COURSE OBJECTIVES:**

This course aims to introduce the student to the world of ethics and corporate social responsibility in the fashion business sector. Departing from an initial study of the map of human action and some basic ethical principles, we shall consider, through a discussion of practical cases in class, certain ethical dilemmas that arise in the daily activity of the company and its relationship with internal stakeholders (shareholders and employees), external stakeholders (customers and society), the natural environment and the legal environment.

**CURRICULUM:**

- |          |  |
|----------|--|
| Topic 1  | Personal ethics. The ethics of human action<br>Ethics and human happiness<br>The dimensions of ethics in the company<br>Values, virtues and principles. The map of human action<br>The map of ethical decision-making<br>Cases: The parable of Sadhu; Levine & Boesky; Touvier; Diamonds   |
| Topic 2  | Frequent ethical issues in business <ul style="list-style-type: none"> <li>I. Contracts</li> <li>II. Theft or misappropriation</li> <li>III. Secrets: confidential information</li> </ul> Conflicts of interests<br>Denouncement of immoral actions: whistle-blowing<br>Bribery and extortion<br>Cases: Holders, Flights, Buildings. |
| Topic 3. | Sense and purpose of the company<br>The purpose of the company<br>Relationship between ownership and control within the company  |

## Cases: Malden Mills

Compulsory readings: The Social Responsibility of Business, Milton Friedman

### **METHODOLOGY:**

The course is eminently practical and will be based on the resolution of cases. These cases are written in a simple and brief manner so that the class can go directly to the discussion of the topics that the case addresses. For the debate to be useful, students must have previously read the bibliography surrounding the themes that correspond to the cases under discussion.

### **ASSESSMENT SYSTEM:**

Assessment will be mainly based on the participation of students in class (60%). The evaluation will depend on the success of their contributions, as well as the logic and substance of their reasoning notes. Any contribution, successful or not, will always be valued more highly than no contribution at all.

40% resolution of a practical case.

### **LITERATURE: (Mandatory and recommended)**

Mainly lecture notes for the cases that will be handed over before the classes.

### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Ignacio Ferrero: [jiferrero@unav.es](mailto:jiferrero@unav.es)

### **3. INTERNATIONALIZATION:**

Module and Subject: Applied Module / General Management of Fashion Companies

Course: Internationalization

Professor: Luis Lara

E-mail: [luis.lara@isem.es](mailto:luis.lara@isem.es)

No. of sessions: 11

Language: English

### **COURSE OBJECTIVES:**

This program has been designed so that students:

Understand the scope of globalization and how it affects the retail and fashion sector.

Can evaluate the need to internationalize the company, the different options that exist and the need to prepare adequately before doing so.

Know how to implement an internationalization plan in the most appropriate manner for each company and are able to avoid mistakes that some have made.

Strategy and Structure: the people, key to the success of any internationalization plan. The functioning of an International Department.

Know how to follow up on the internationalization plan and take measures to achieve the objectives that have been planned.

Know how to analyze the legal aspects of internationalization.

Know how to carry out an "Internationalization Diagnosis" for a company.

### **CURRICULUM:**

The phenomenon of globalization, within the global macroeconomic environment, and how this affects the need to internationalize in the fashion sector

The keys to internationalization

Business strategy and definition of our competitive advantage as the foundation of international success

The steps of the internationalization process

Operational, logistical and financial challenges

People Management: the challenges of internationalization

The International Department

Legal and ethical aspects

International negotiation

Internationalization diagnosis

### **METHODOLOGY:**

The classes will be taught in English and our use of the case method will be combined with theory sessions in which an analysis of each of the phases of internationalization will be carried out. For this purpose, students will be handed texts for the cases and preparatory technical notes for each session.

In class some 9 business cases will be discussed, all of them featuring real companies in the fashion sector, and students will be required to carry out an analysis from the point of view of general management. Likewise, when dealing with aspects of theory in class, these will be illustrated with numerous examples from the fashion industry. Finally, a working document will be delivered to perform an Internationalization Diagnosis of a real company. The Professor will solve any doubts students may have regarding the methodology and/or the choice of the company.

### **ASSESSMENT SYSTEM:**

The evaluation system is threefold:

One third of the grade will be for active participation in class. For the case presentation, a second third will be attributed, for an exam that will be carried out on the last day of class.

The final third of the grade will correspond to an internationalization project whose details will be explained in class. The deadline for submitting this work will be established taking into account the work schedule of other courses.

Participation in class is vital in order to pass the course. A grade of zero in any of the three thirds indicated will result in a fail.

### **LITERATURE:**

Books:

ADÁN, P. (2011). "Los pasos de Camper". Lid Editorial. Madrid. Libro reciente sobre la marca española de zapatos de mayor proyección internacional.

CANALS, J. et al. (1997): "Globalización: hacia la interdependencia" Biblioteca IESE de Gestión de Empresas, Folio. A book that summarizes the keys of business management in a globalized economy.

CASILDA BÉJAR, R. (2011). "Multinacionales españolas en un mundo global y multipolar". ESIC Editorial. Madrid.

GUILLÉN, M.; GARCÍA-CANAL, E. (2011): "Las nuevas multinacionales: las empresas españolas en el mundo". Ariel. Barcelona. The two previous books are highly recommended for the analysis they offer regarding the internationalization process of Spanish companies.

LARA, L.; MAS, J. (2012). "Por qué unas tiendas venden y otras no. Claves del Retail". Libros de Cabecera, Barcelona. The keys to success for companies that carry out retailing and the importance of internationalization are discussed. In addition, here we can find a guide of the 20 most important retail gurus, plenty of quotes, etc.

LUNDBY, K. WITH JOLTON, J. (2008). "Going global. Practical Applications and Recommendations for HR and OD Professionals in the Global Workplace". Josey-Bass, San Francisco. Featuring plenty of contributions regarding the challenges to be faced when working in people management at an international level.

O'SHEA, C. (2008). "Así es Amancio Ortega, el hombre que creó Zara". La Esfera de los Libros. Madrid. The best book to understand the mind of the creator of Inditex, the Spanish company that has achieved the greatest international success

RIVOLI, P. (2005). "The Travels of a T-Shirt in the Global Economy". Wiley. Hoboken, NJ. The author helps us to understand how internationalization works through the example of a T-Shirt.

SANTISO, J. (2012): "La década de las multilatinas". Siglo XXI (Mexico). Recent book about the emergence of multinationals based in Latin America that have a global vocation.

SCHIRATO, T.; WEBB, J. (2003). "Understanding Globalization". Sage Publications, London. This book traces the idea of globalization, how it arose and its influence on our lives.

STUDWELL, JOE (2013). "How Asia Works". Profile Books Limited. A very interesting book by a journalist specialized in Asia that reveals, country by country, how the world of the company works, dismantling some myths.

TUNGATE, M. (2004). "Fashion Brands: Branding Style from Armani to Zara". Kogan Page. London. Essential to understand how the global fashion consumer thinks and how certain brands have successfully crossed borders.

VIJAY HARBIN, MAHAJAN (2013). "África despierta". Pearson. A very interesting book that takes us from country to country to show us how this continent works and its great interest as a market, since Africa is the 10th largest world economy.

VERDIN, P.; VAN HECK, N. (2007). "De campeones locales a líderes globales". Gestión 2000. Barcelona. Interesting book to discover cases of companies of different sizes and the factors that led to their internationalization.

WANG, J. (2008). "Brand New China: Advertising, Media and Commercial Culture". Harvard University Press. Cambridge, MA. China is a huge market and books like this help us to understand it better.

Articles:

CASTELLANO RÍOS, J.M. (2002). "El proceso de internacionalización de Inditex". Revista ICE. No. 799. Pages 209-17.

DAWSON, J.A. (1994) "Internationalisation of Retail Operations". Journal of Marketing Management. Vol. 10. Pages 267-282.

DAWSON, J.A.; MUKOYAMA, M. (2003) "Concepts, Dimensions and Measurements of the Retail Internationalisation Process". Society for Asian Research in Distribution Management. Kobe, Japan.

EVANS, J., BRIDSON, K., BYROM, J., and MEDWAY, D. (2008) "Revisiting Retail Internationalisation: Drivers, Impediments and Business Strategy" International Journal of Retail & Distribution Management 36.4: pages 260-280.

NUENO, J.L. (2010). "Cuando las ventas de aquí van mal, van bien en otros países". Revista Paradigmes. Barcelona. Pages 47-55.

NUENO, J.L.; QUELCH, J. (1998). "The Mass Marketing of Luxury". Business Horizons, Vol. 41. No. 6, pages 61-68

SALMON, W.; TORDJMAN, A. (1989). "The Internationalisation of Retailing". International Journal of Retailing, Vol. 4, No. 2, pages 3-16

#### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Luis Lara: [jiferrero@unav.es](mailto:jiferrero@unav.es)

### **CREATIVITY, INNOVATION AND ENTREPRENEURIAL INITIATIVE**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Applied Module / Creativity, Innovation and Entrepreneurship  
ECTS Credits: 3

Type: C

Language: Spanish / English

No. of sessions: 17

Coordinator: Prof. María Eugenia Josa

Professors: The Theory of Creativity and Creativity Workshop: Prof. Miguel Ángel Alonso del Val, Prof. María Eugenia Josa, Prof. Jorge del Río

Fashion Innovation: Prof. Isabel Cantista

Entrepreneurship: Prof. Juan Luis Segurado

#### **DESCRIPTION**

This subject explores entrepreneurial behavior, the nature of opportunities and the entrepreneurial process. Various concepts and useful tools for the design, evaluation and implementation of new opportunities are introduced and topics such as the

direction and management of entrepreneurial teams, the search for capital and the formation of a board of directors will be reviewed. Finally, the life-cycle of a new company is reviewed, featuring the following phases: Pre-Natal Phase, including the development of a "Business Plan"; Natal Phase, which involves a study of the critical aspects that can have a crucial influence on the future development of a new company when it is created; Post-Natal Phase, featuring a study of how its development should be organized.

The subject Creativity, Innovation and Entrepreneurial Initiative has 3 ECTS, and consists of 3 courses:

1. The Theory of Creativity and Creativity Workshop

No. of sessions: 9

Language: Spanish

Professor: Miguel Ángel Alonso del Val: [adeval@unav.es](mailto:adeval@unav.es)

María Eugenia Josa: Email: [eugenia.josa@isem.es](mailto:eugenia.josa@isem.es)

Jorge del Río: [jrio@unav.es](mailto:jrio@unav.es)

2. Innovation

No. of sessions: 5

Language: English.

Professor: Isabel Cantista: [icantista@gmail.com](mailto:icantista@gmail.com)

3. Entrepreneurship

Nº of sessions: 3

Language: Spanish.

Professor: Juan Luis Segurado

E-mail: [JlSegurado@iese.edu](mailto:JlSegurado@iese.edu)

## LEARNING OUTCOMES

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Presentation in public of the conclusions of the case analysis, reports and proposals, demonstrating the student's ability to communicate effectively, both orally and in writing.

## SKILLS

CG01 – Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.

CG02 - Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.

CG03 – Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the

foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

CG04 - Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.

CG05 – Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.

CG06 - Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.

### **CG07**

CG08 - Acquiring new knowledge, modifying habits and being open to change.

CG09 - Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.

CG10 - Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

CB6 - Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.

CB7 - Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.

CB8 - Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.

CB9 - Students should know how to communicate their conclusions and knowledge and the ultimate reasons that underpin them to specialized and non-specialized sections of the public in a clear and unambiguous way.

CB10 - Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

CE09 - Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional – have to be known in depth (segmentation, behavior, trends).

CE10 - Design a commercial strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.

CE11 – Gain an in-depth knowledge of the most innovative business models in the fashion industry and understand and manage factors concerning innovation relating to products, designs, materials, manufacturing processes, distribution and the sale of fashion items.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### **TRAINING ACTIVITIES**

- Face-to-face classes
- Seminars or Team Workshops
- Guided projects
- Tutorials
- Personal study
- Assessment

### **Teaching Methodology**

- Face-to-face classes
- Resolution of practical cases.
- Learning based on problem-solving
- Student's study based on different sources of information
- Implementation of off-campus work
- Elaboration of reports

## **ASSESSMENT**

The course grade will be the average of the grades for the subjects that make up the course. The grade for each subject will depend on the different assessment procedures indicated by each professor in their teaching guide.

All courses must be passed to calculate the average.

Should students fail the course, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this course.

Percentage of each subject with regard to the Course Grade:

- Creativity and Creativity Workshop 60%
- Entrepreneurship
- Innovation 40%

## **1. CREATIVITY**

Module and Subject: Applied Module / Creativity, Innovation and Entrepreneurship

Course: Creativity

Professor: Miguel Ángel Alonso del Val

E-mail: adeval@unav.es

No. of sessions: 2

Language: Spanish

### **COURSE OBJECTIVES**

The objective of the course is to present the Creative Process and the fundamentals of creativity in an orderly and sequential manner, based on the discourse of practical reason and its application according to PROJECTS. A description of the implications that exist between Theory, Practice and Criticism regarding creative activity allows us to reflect on the fundamentals of the creative process, providing a key form of support for design strategies.

### **CURRICULUM**

CREATIVE PROCESSES: Know and do as per project

#### **Session 1: With the project in mind, consider**

Creation as a training enterprise	01
The theory of the creative project	02
<i>Modernity as a creative legacy</i>	03

#### **Session II: With the project in mind, take action**

In terms of practicing the creative process	04
In terms of criticism as a form of creative reflection	05
<i>In terms of the alchemy of creative knowledge</i>	06

### **METHODOLOGY**

The methodology of the course will be mixed: a theoretical presentation and an individual practical exercise.

First, a set of two sessions divided into two short 30-minute sessions with an appendix will be presented, leading to a final colloquium. In each session a topic will be developed, in a synthetic way, one that has previously been studied by the students thanks to the Notes of "Theory and Fundamentals of Creativity" provided in the section "Contents".

Second, using the Notes as a reference tool, students will produce a practical piece of work (*paper*) in which they shall briefly expound upon the reference-points (speeches, aphorisms and symbols) of their creative recollection, as a practical reflection of the value of recollection as a creative medium.

### **ASSESSMENT SYSTEM**

- Attendance (compulsory attendance at 50% of the sessions) 50%
- Written text with a maximum of 3,000 characters 50%

(Maximum 3 pages (A4), including illustrations, in .pdf format)

### **LITERATURE**

Mandatory:

1. ALONSO DEL VAL, M.A. Procesos Creativos: saber y hacer por proyectos. ISEM 2018.
2. AICHER, Otl. El mundo como proyecto. G. Gili, Mexico, 1994 (1991).

Recommended:

1. AICHER, Otl: Analógico y digital. G. Gili, Barcelona, 2001 (1991).
2. BROWN, Tim: Change by Design. Harper, New York, 2009.
3. CALVINO, Italo: Seis propuestas para el próximo milenio. Siruela, Madrid 1989.
4. GARDNER, Howard: Mentas creativas. Paidós, Barcelona, 1995 (1993)
5. LAUREL, Brenda (Ed.): Design Research. MIT Press, Cambridge, 2003.
6. LLANO, Alejandro: La nueva sensibilidad, Espasa, Madrid, 1988.
7. LÓPEZ QUINTAS, Alfonso: Estética de la creatividad. Cátedra, Madrid, 1978.
8. PALLASMAA, Juhani: La mano que piensa. G. Gili, Barcelona, 2012 (2009)
9. ROOT-BERNSTEIN, R&M: El secreto de la creatividad. Kairós, Barcelona, 2002 (1999).
10. STEINER, George: Presencias reales. Destino, Barcelona, 2001 (1989).

### **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof.: Miguel Ángel Alonso del Val

## **2. CREATIVITY WORKSHOP**

Module and Subject: Applied Module / Creativity, Innovation and Entrepreneurship  
Course: Creativity Workshop  
Professor: María Eugenia Josa  
e-mail: [eugenia.josa@isem.es](mailto:eugenia.josa@isem.es)  
Professor: Jorge del Rio  
E-mail: [jrio@unav.es](mailto:jrio@unav.es)  
No. of sessions: 7  
Language: Spanish

### **COURSE OBJECTIVES:**

*“Creativity is the process of formulating ideas or hypotheses, retesting them and communicating the results, assuming that the product created is something new”*

According to this definition established by Thurston in 1952, Creativity transcends areas other than the fine arts with which it has been historically linked. When analyzing the multiple definitions provided by professionals such as Barron or Rodríguez Estrada, it can be established that Creativity is, in a few words, *the ability to generate original and groundbreaking solutions*. Therefore, it is considered essential in the training of professionals, especially entrepreneurs.

The Creativity course tries to bring this knowledge to the student through intensive work on the development of Creativity and its link with Design, from the general field to the specific field of fashion. The aim is for students to understand the intellectual process that underpins the development of creative activities and to acquire the necessary tools and notions for the communication of these ideas, in order to facilitate, in the near future, strong communication with the design department of the company where they will carry out their professional activities. In addition, the Creativity course allows the student to establish new mental structures and intellectual processes applicable to business activity, which encourages the generation of new entrepreneurial ideas.

Therefore, the fundamental objectives of the course are to analyze the process whereby creative ideas are generated, managed and communicated, essentially for its future implementation in the business field. The aim is to achieve the following two objectives at a training level:

- To convey the fundamentals of creativity/design thinking in relation to solving problems, making decisions and exploring new opportunities, whilst understanding their potential, understanding how to reason and what tools exist.

- To generate "creative confidence" (concept coined by the Kelley brothers, IDEO) amongst executives through this course, enabling them to make use of what they have learned in their professional activity. This "creative confidence" is achieved through, first, the experience of the workshop itself, in which the environment and working approach oblige entrepreneurs to put their creative potential into practice; and, second, through the innovative results that are proposed and presented, which they have helped to bring to fruition.

### **DELIVERABLES**

- Deliverables will take the form of an exam.

### **METHODOLOGY:**

· **THEORY:** In this part, different definitions, concepts and basic techniques will be tackled in order to understand and favor the development of creativity in disciplines relating to both design and fashion. The aim of the theoretical class is for students to acquire some basic notions about Creativity, Design and Communication so that they can put them into practice in their professional future.

· **PRACTICE:** The workshop consists of following a creative design process (Design Thinking). The result of the workshop should be an innovative idea in the field of fashion, one that has emerged from an opportunity that has been detected and which is framed within a business model (through a basic canvas) and possibly tested through a prototype.

This part shall be carried out through the different deliverables that are created throughout the sessions in order to implement the creative process, until the final prototype is tested.

In the practical sessions, students must be able to apply theoretical knowledge to the practical field. In this manner, these concepts will be internalized in a more intense and permanent way, so that, in the future, they can be applied to the professional field. The objective of this part is to familiarize students with various creative fundamentals, thus favoring their approach and understanding of the design processes present in the fashion company.

### **ASSESSMENT SYSTEM:**

#### **I. Information on assessment criteria:**

At the beginning of the course, the objectives and assessment criteria will be clearly communicated, as well as the weight that the different activities will have regarding the final grade.

#### **II. Student learning assessment:**

The grade will be determined by the practical part, since it is understood that this represents the application of the theory and, therefore, brings together the knowledge and skills learned in both parts of the course.

The final work will be evaluated taking into account the deliverables that the student has been producing throughout the sessions. The final work will not be evaluated if it is not accompanied by the other deliverables. The course will conclude with submission of the final work, which must consist of all the graphic documentation and material necessary for the correct understanding of the proposed work. All the exercises must be delivered without exception on the date and time indicated, outside of which they will not be subject to evaluation. The professors shall evaluate the work numerically in the form of a grade between 0 and 10. This grade will take into account both the idea and the development of the work and its final result. This grade will account for 90% of the final grade.

Attendance at the theoretical classes will be taken into account, as well as the participation of the student in face-to-face classes (theoretical and practical). Participation in the classes is understood to be a mandatory requirement, so the non-appearance of a student when he is summoned to present his work publicly will have a penalty of -2 points on the grade for the current year. On the contrary, active participation during the sessions will have a value of 10% of the final grade.

### III. Final Grade:

Therefore, in the final grade for the course, in addition to the final assessment of the work, the professors shall take into account attendance at theoretical classes as well as the participation of the student in face-to-face classes (theoretical and practical). An essential requirement for students to pass the course will be a minimum score of 5 in the section on practical exercises.

Those students who do not pass the course in the ordinary assessment will face the corresponding exam set for the retake assessment.

In accordance with the provisions of Article 5 of Royal Decree 1125/2003, the results obtained by the student will be classified according to the following numerical scale from 0 to 10, featuring the expression of a decimal, to which the corresponding qualification may be added. Qualitative:

0-4.9: Fail (SS)

5.0-6.9: Pass (AP)

7.0-8.9: Grade of B (NT)

9.0-10: Distinction (SB)

10 Distinction. With honors. (SB.MH)

### Final Grade for Theory of Creativity Courses and Innovation Workshop:

- The subject Theory of Creativity will be graded out of 3, accounting for 30% of the final grade
- The Creativity Workshop will be graded out of 7, accounting for 70% of the final grade

### RECOMMENDED BIBLIOGRAPHY:

The proposed bibliography is not *mandatory* for this course, since its nature is predominantly practical. However, we *recommend* all the texts that are capable of promoting culture, knowledge and the production of creative ideas. Below, we include a few books related to the development of creativity in the field of art, design, psychology and business:

- BODEN, M. A. *La mente creativa. Mitos y mecanismos*. Gedisa, 1991.
- GELB, M. *Pensar como Leonardo Da Vinci*. Barcelona: Editorial Planeta, 1999.
- BACUS, A. y ROMAIN, C. *Creatividad. ¿Cómo desarrollarla?* Paidós, 1992.
- DE BONO, E. *Seis sombreros para pensar*. Granica, 1997.
- DE BONO, E. *El pensamiento creativo. El poder del pensamiento lateral para la creación de nuevas ideas*. Paidós, 1992.
- DEMORY, B. *Técnicas de creatividad*. Barcelona: Editorial Granica, S.A., 1997.
- GARDNER, H. *Mentes creativas. Una anatomía de la creatividad*. Paidós, 1993.
- GARDNER, H. *Mentes extraordinarias: cuatro retratos para descubrir nuestra propia excepcionalidad*. Barcelona: Kairós, 1999.
- GERVILLA, Á. *Creatividad aplicada. Una apuesta de futuro*. Dykinson, 2003.
- KOESTLER, A. *The Act of Creation*. London: Hutchinson, 1976.
- MARTÍN POYO, I. *Teoría y práctica de la Creatividad*. Madrid: Instituto Nacional de Publicidad, 1978.
- MICHALKO, M. *Los secretos de los genios de la creatividad*. Gestión 2000, 2007.
- MONREAL, C. *Qué es la creatividad*. Biblioteca nueva, 2001.
- MUNARI, B. *¿Cómo nacen los objetos? Apuntes para una metodología proyectual*. Barcelona: Gustavo Gili, 2011.
- OSBORN, A. *Imaginación Aplicada*, Buffalo: Creative Education Foundation Press, 1993.

- PONTI, F. *La empresa creativa. Metodologías para el desarrollo de la innovación en las organizaciones*. Barcelona: Granica, 2001.
- PONTI, F. *Pasión por innovar. De la idea al resultado*. Barcelona: Granica, 2006.
- PONTI, F. *¡Innovación! Los siete movimientos de la empresa innovadora*. Barcelona: Granica, 2009.
- RODRÍGUEZ ESTRADA, M. *Mil ejercicios de creatividad*, Mexico: Mc Graw-Hill, 1995.
- ROBINSON, K. *El elemento*, DeBolsillo, 2010.

@X@buscador\_unika.obtener@X@

### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. María Eugenia Josa: [eugenia.josa@isem.es](mailto:eugenia.josa@isem.es)

Prof.: Jorge del Rio: [jrio@unav.es](mailto:jrio@unav.es)

### **3. FASHION INNOVATION**

Module and Subject: Applied Module / Creativity, Innovation and Entrepreneurship

Course: Fashion Innovation

Professor: Isabel Cantista

E-mail: [icantista@gmail.com](mailto:icantista@gmail.com)

No. of sessions: 5

Language: English

### **COURSE OBJECTIVES**

By the end of the sessions students will be expected to have acquired knowledge regarding the two main drivers of innovation in the fashion business: new consumers and new technologies, bearing in mind a sustainable model of development. Students should also understand the strategic innovation options available for fashion companies.

Specific learning objectives

At the end of these sessions students will be able to understand the main trends in terms of market consumption and new technologies that are shaping the future of production, retail and communication in the fashion business and how these trends come together when the company is deciding on its innovation strategy.

Students are expected to develop the following skills:

- Knowledge regarding innovation in the fashion business
- Skills regarding information analysis and decision-making
- Skills regarding teamwork, based on the case method

## **CURRICULUM**

New Markets and New Consumers

Globalization and the fashion markets – trends shaping the world market.

New Fashion Consumers: 7 values/7 emerging segments in fashion

New Technologies

Impact of the new technologies on economic development.

New Technologies: IT, Biotechnology, New Materials and Nanotechnology.

Applications of the new technologies on the fashion business.

Innovation Strategies

Incremental versus radical innovation.

The four strategic options: differentiation, architectural, technological and complex.

## **METHODOLOGY**

The sessions will be based on an analysis of case studies.

For the first four sessions: Patagonia (HBS 9-711-020); for the last two sessions: Stella McCartney (HBS 9-515-075)

At the end of each day/two sessions a summary of the theoretical concepts explored shall be highlighted, accompanied by an introduction for further reading and other examples from fashion companies.

## **ASSESSMENT SYSTEM:**

Evaluation shall be based on students' case study preparation and participation in class

## **LITERATURE**

Books:

TIDD, Joe and BESSANT, John (2013) 5th edition "Managing Innovation – Integrating Technological, Market and Organizational Change" (2013) 5th edition. Wiley, UK

NOBBS, Karina and MANLOW, Veronica (2016) "An Exploration of the Form and Function of "Third Space" within the Luxury Fashion Flagship Store Format" in "Fashion Spaces" published by Isabel Cantista. Actual – Almedina, Portugal

SURCHI, Micaela (2016) "The Pop-up Stores" in "Fashion Spaces" edited by Isabel Cantista. Actual – Almedina, Portugal

LOSS, Caroline et al (2016) Electromagnetic Pollution and the New Challenges in Fashion: Integration of Antennae in Clothing and the Body as a Space for Fashion in "Fashion Spaces" edited by Isabel Cantista. Actual – Almedina, Portugal

Articles:

GUERCINI, Simone, BERNAL, Pedro Mir and PRENTICE, Catherine (2018) "New Marketing in Fashion e-commerce" in Journal of Global Fashion Marketing, vol.9 nº 1, 1-8

PARK, Hyejune, LEE, Min-Young and KOO, Wanmo (2017) "The Four Faces of Apparel Consumers: Identifying Sustainable Consumers for Apparel" in Journal of Global Fashion Marketing vol.8, nº 4, 298-312

### **STUDENT TUTORIAL TIMES**

At the request of the student.

Prof: Isabel Cantista

## **FASHION MARKETING**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: Applied Module / Fashion Marketing

ECTS Credits: 14

Type: C

Language: Spanish/ English

No. of sessions: 32

Coordinator: Prof. Patricia San Miguel

Professors: Brands and Consumer Behavior: Prof. Xavier Oliver

Communication: Prof. Teresa Sádaba

Digital Marketing: Prof. Patricia San Miguel

Luxury Industry: Prof. Silvia Ortega

Visual Merchandising: Prof. George Homer

### **DESCRIPTION**

In this subject, consumer behavior will be studied in order to understand what consumers value, analyzing them as a social agent. We shall look at how social conditions influence people's decisions but, on the other hand, how these choices affect the maintenance or transformation of the initial conditions. We shall also analyze how the preferences, tastes and opinions of people are formed. This subject also aims to address the application of fundamental concepts of the Marketing Fundamentals Module to the fashion sector: how to develop and analyze market surveys; more in-depth brand management; understanding the special aspects presented by Luxury/Prestige brands; and learning about the main tools of fashion communication. In addition, special emphasis shall be placed on the elements of distribution and the implementation of commercial strategies. In this respect, we shall analyze the management of customer value, the management of the sales force, the distribution channels (design and management), and students will be guided towards creating a marketing plan.

The subject Fashion Marketing has 14 ECTS and consists of 5 courses:

Courses:

1. Brands and Consumer Behavior

No. of sessions: 9

Language: Spanish

Professor: Xavier Oliver

E-mail: XOliver@iese.edu

2. Communication

No. of sessions: 10

Language: Spanish and English

Professor: Teresa Sádaba

E-mail: teresa.sadaba@isem.es

3. Luxury Industry

No. of sessions: 7

Language: Spanish

E-mail: Silvia Ortega

4. Visual Merchandising

No. of sessions: 6

Language: English

Professor: George Homer

E-mail: george@gheassociados.com.br

5. Digital Marketing

No. of sessions: 5

Language: English

Professor: Patricia San Miguel

E-mail: patricia.sanmiguel@isem.es

## LEARNING OUTCOMES

Solving problems and practical issues relating to the subjects that make up the module.

Resolution of cases whilst demonstrating an ability to apply knowledge to a series of complex situations at fashion companies.

Presentation in public of the conclusions of the case analysis, reports and proposals, demonstrating the student's ability to communicate effectively, both orally and in writing

## SKILLS

- CB6 Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.
- CB7 Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.
- CB8 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB10 Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.
- CG01 Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.
- CG02 Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.
- CG03 Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.

- CG04 Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.
- CG05 Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.
- CG06 Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.
- CG07 Develop initiative and entrepreneurial behavior capabilities, initiating and promoting the necessary changes with energy and personal responsibility.
- CG08 Acquiring new knowledge, modifying habits and being open to change.
- CG09 Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.
- CG10 Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.
- CE02 Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.
- CE01 Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.
- CE09 Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional - have to be known in depth (segmentation, behavior, trends).
- CE10 Design a business strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.
- CE11 Gain an in-depth knowledge of the most innovative business models in the fashion industry and understand and manage factors concerning innovation relating to products, designs, materials, manufacturing processes, distribution and the sale of fashion items.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGIES**

### **TRAINING ACTIVITIES**

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study
- Assessment

### **TEACHING METHODOLOGIES**

- Face-to-face Classes
- Resolution of practical cases
- Learning based on problem-solving
- Implementation of practical exercises
- Student's study based on different sources of information. Assessed participation in group discussions
- Implementation of off-campus work
- Drafting of reports

### **ASSESSMENT**

The course grade will be the average of the grades for the subjects that make up the course. The grade for each subject will depend on the different assessment procedures indicated by each professor in their teaching guide.

All courses must be passed to calculate the average.

Should students fail the course, they have a right to a retake test.

Non-attendance shall be taken into account in the final grade for this course.

Percentage of each subject with regard to the Course Grade:

- Brands and Consumer Behavior 40%
- Communication 25%
- Visual Merchandising ???
- Luxury industry 10%
- Digital Marketing 25%

### **1. BRANDS AND CONSUMER BEHAVIOR**

Module and Subject: Applied Module / Fashion Marketing

Course: Brands and Consumer Behavior

Professor: Xavier Oliver

E-mail: xoliver@unav.es

No. of sessions: 8

Language: Spanish

## **COURSE OBJECTIVES**

To help students discover how a brand becomes fashionable and how to ensure that they become integrated into people's lifestyle.

To acquire an in-depth knowledge of consumer behavior and define strategic consumer groups, over and above socio-economic variables.

To understand the changes that have taken place in purchasing behavior since the emergence of "low cost"

## **METHODOLOGY:**

Cases and Workshops

Exercise on two compulsory reading books

## **ASSESSMENT SYSTEM:**

Participation in discussions (65%) and assessment of the exercises, workshop and mandatory readings (35%)

## **LITERATURE**

Mandatory

Locate these books in the Library:

Marcas que sueñan

Oliver, Xavier; Serra, Elisenda

Lo que ahora importa

Gary Hamel

Deusto S.A. Ediciones, 2012

## **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. Xavier Oliver: [xoliver@unav.es](mailto:xoliver@unav.es)

## **2. COMMUNICATION**

Module and Subject: Applied Module / Fashion Marketing

Course: Communication

Professor: Teresa Sádaba

E-mail: teresa.sadaba@isem.es

No. of sessions: 8

Language: Spanish

### **COURSE OBJECTIVES**

Enabling students to gain an insight into how a communication plan is created at a company

- Knowledge of the main communication strategies in the fashion sector, and strategies for specific situations such as crisis communication
- Knowledge of the variables that come into play in communication plans
- Comparative analysis of the different tools used in business communication.
- Comparative analysis of the so-called "traditional media" and the "new media"

### **CURRICULUM**

1. Strategic Communication: the Communication Plan
2. Communication tools: sponsorships, media planning
3. Crisis Communication
4. Social Media & Fashion
5. Internal and external communication
6. Definition of the message: Storytelling
7. Penetration of the message: Influentials

### **METHODOLOGY**

The course combines the use of the case method, lectures and a Guest Professor who is an expert in Social Media.

In addition to the cases, mandatory reading material shall be provided

### **ASSESSMENT SYSTEM**

Participation in the sessions (30%) and evaluation of a piece of work that shall be explained on the first day of class (70%)

### **LITERATURE**

Recommended:

Carr, Nicholas: Superficiales. ¿Qué está haciendo Internet con nuestras mentes? Taurus, Madrid, 2011.

Díaz Soloaga, Paloma: El valor de la comunicación: cómo gestionar marcas de moda. Madrid: CIE Inversiones Editoriales Dossat 2000.

Gladwell, Malcolm: The Tipping Point: How Little Things Can Make a Big Difference. Little, Brown and Company, 2000.

González Herrero, A.: Marketing preventivo. La Comunicación de crisis en la empresa. Ed. Bosch, 1998.

[Jove, Matias. Influentials. Localizando líderes de opinión en El Confidencial. Eunate, 2011.](#)

[Kim, W. Chan y Renee Mauborgne](#): Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant. Harvard Business School Press, Boston, 2005.

Lakoff, George: Don't Think of an Elephant. Know your Values and Frame the Debate. Chelsea Green Publishing, 2004. (Translated into Spanish by Universidad Complutense Publishing Dpt.)

Luntz Frank: Words That Work. It's Not What You Say. It's What People Hear. Ed. Hyperion, New York, 2007.

Nuñez, Antonio: ¡Será mejor que lo cuentes! Los relatos como herramientas de comunicación. Ed. Ediciones Urano, Barcelona 2007.

Orihuela, José Luis. Mundo Twitter. Una guía para comprender y dominar la plataforma que cambió la red. Alienta, Barcelona, 2011.

Orihuela, José Luis: 80 claves sobre el futuro del periodismo. Anaya Multimedia/800 BOOKS, Madrid, 2011.

Penn, Mark J.: Microtrends. The Small Forces Behind Tomorrow's Big Change. Twelve, New York, 2007.

Salmon, Christian: Storytelling: la máquina de fabricar historias y formatear las mentes. Península, Barcelona, 2008.

Tungate, Mark: Marcas de moda. Marcar estilo desde Armani a Zara. Ed. Gustavo Gili, Barcelona, 2008.

### **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. Teresa Sádaba: [teresa.sadaba@isem.es](mailto:teresa.sadaba@isem.es)

### **3. LUXURY INDUSTRY**

Module and Subject: Applied Module / Fashion Marketing

Course: Luxury Industry

Professor: Silvia Ortega

E-mail: [Silvia.ortega@isem.es](mailto:Silvia.ortega@isem.es)

No. of sessions: 7

Language: Spanish

## OBJECTIVES

Immersion in the past, present and future of Luxury

We shall offer a multidisciplinary and sectoral vision of the Luxury sector, which provides the student with the necessary knowledge to face the future, giving priority to reflection and an analysis of current affairs.

Students will analyze the phenomenon of Luxury, ranging from a study of its attributes to its development and most recent manifestations.

We shall study the key players and their strategies.

We shall focus on macro movements, global consumer trends, their implications and the challenges faced by the great luxury conglomerates.

In order to provide the student with the widest possible vision, and bearing in mind the 360º consumer, we shall review the different manifestations of luxury under the umbrella of the luxury concept.

## ASSESSMENT SYSTEM

The following criteria shall be applied:

50% class participation and volunteer participation at the #ISEMLuxuryTalks debate forums. The exchange of opinions shall be valued, as long as contributions are well-argued, relevant and enrich the group.

50% individual pieces of work throughout the course. Reflection, analysis and research, as well as originality and presentation format, will be valued over the length of the work.

## LITERATURE

The following online sector media and reference publications are considered essential in order to acquire a broad view of the sector and its relevance and implications regarding today's society

Links of interest:

Modaes.es  
Fashion Business  
Wmagazine.com  
Trendencias.com  
Nowness.com  
WWW.com

In order to reflect on and study the topics that make up the course in depth, students will be provided with articles and bibliography relating to the topics of each session, at the end of each class.

### **STUDENT TUTORIAL TIMES**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Silvia Ortega: [Silvia.ortega@isem.es](mailto:Silvia.ortega@isem.es)

### **4. DIGITAL MARKETING**

Module and Subject: Applied Module / Fashion Marketing

Course: Digital Marketing

Professor: Patricia San Miguel

E-mail: [patricia.sanmiguel@isem.es](mailto:patricia.sanmiguel@isem.es)

No. of sessions: 5

Language: Spanish

### **COURSE OBJECTIVES**

Students will gain a knowledge of the key aspects of digital marketing and e-commerce at fashion companies

- Students will acquire knowledge regarding a digital marketing plan and the tools required for its development.
- Students will understand the opportunities offered by Big Data for the development of business strategies and consumer knowledge.
- We shall analyze the evolution, reality and perspectives of e-commerce and its application to retailing

### **CURRICULUM**

1. Digital Marketing Plan
2. Big Data
3. E-commerce

### **METHODOLOGY**

Face-to face classes, use of the case method and lectures. Recommended readings.  
Development of a digital marketing plan.

### **ASSESSMENT SYSTEM**

Participation in the sessions (30%) and evaluation of a piece of work that shall be explained on the first day of class (70%)

## LITERATURE

Fashion in the digital environment / [Teresa Sádaba (ed.)]

<https://eds.a.ebscohost.com/eds/detail/detail?vid=8&sid=91c6d061-2113-4f68-8561-4f97e18af9ee%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBIPWlwLHVybCZsYW5nPWVzJnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=bnav.b2985862&db=cat00378a>

The fundamentals of digital fashion marketing / Clare Harris.

<https://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=91c6d061-2113-4f68-8561-4f97e18af9ee%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBIPWlwLHVybCZsYW5nPWVzJnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=bnav.b3308887&db=cat00378a>

Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation

<https://eds.a.ebscohost.com/eds/ebookviewer/ebook/ZTAwMHh3d19fMTQwNjA3MF9fQU41?sid=91c6d061-2113-4f68-8561-4f97e18af9ee@sdc-v-sessmgr04&vid=13&format=EB&rid=6>

Social Media Marketing: The Next Generation of Business Engagement / Dave Evans.

<https://eds.a.ebscohost.com/eds/detail/detail?vid=5&sid=91c6d061-2113-4f68-8561-4f97e18af9ee%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBIPWlwLHVybCZsYW5nPWVzJnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=bnav.b2996781&db=cat00378a>

Social Media Marketing: An Hour a Day / Dave Evans.

<https://eds.a.ebscohost.com/eds/detail/detail?vid=6&sid=91c6d061-2113-4f68-8561-4f97e18af9ee%40sdc-v-sessmgr04&bdata=JkF1dGhUeXBIPWlwLHVybCZsYW5nPWVzJnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=248416&db=e000xww>

## STUDENT TUTORIAL TIMES

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Patricia San Miguel: [patricia.sanmiguel@isem.es](mailto:patricia.sanmiguel@isem.es)



**EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
TEACHING GUIDES  
COURSE 2018-2019**

**MODULE III: MASTER'S FINAL DISSERTATION (6 ECTS)**

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**MASTER'S FINAL DISSERTATION**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: MASTER'S FINAL DISSERTATION

ECTS Credits: 6

Type: C

Language: Spanish

No. of sessions: 6

Coordinator: David Luquin

Professors: TFM- David Luquin  
TFM- Gustavo Pego

**DESCRIPTION:**

The Master's Final Dissertation (TFM) to be created by MEDEM students consists of preparing and presenting the business plan for an idea that has emerged from the students themselves. The project allows students to apply and synthesize concepts and techniques from the functional areas of accounting, finance, management, marketing, operations management and organizational behavior within the context of the creation of a new company.

They are expected to summarize and integrate the knowledge acquired during the Master's and put it into practice. Therefore, it is an opportunity to develop the general and specific skills acquired and consolidated throughout the Program.

Students work in groups and have the support and guidance of the person responsible for the course and a tutor who will accompany them during the development of the business idea, leading up to its presentation.

**LEARNING OUTCOMES**

This includes the preparation, elaboration, discussion and final drafting of the Dissertation. It includes the public presentation of the Master's Final Dissertation, and

the active participation of the student in the public presentations of the rest of the students on the Program.

The Master's Final Dissertation helps students acquire the necessary skills to work on a successful business model, developing and writing a concise, coherent, effective and complete business plan, reflecting on the launch of an entrepreneurial business (reflecting on some fundamental issues related to the creation of businesses and learning how to evaluate the risks, challenges and rewards related to the process). Thus, the Master's Final Dissertation becomes a project that allows students to embark with confidence on the process of turning their entrepreneurial aspirations into a reality.

#### **SKILLS:**

- CB6 Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.
- CB7 Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.
- CB8 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB10 Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.
- CG01 Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.
- CG02 Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.
- CG07 Develop initiative and entrepreneurial behavior capabilities, initiating and promoting the necessary changes with energy and personal responsibility.
- CG08 Acquiring new knowledge, modifying habits and being open to change.
- CG09 Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values

to the situations and options that are presented.

- CG10 Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.
- CE05 Reflect, as eventual entrepreneurs, on the field of fashion, analyzing the circumstances that often surround the phenomenon of entrepreneurship.
- CE09 Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional - have to be known in depth (segmentation, behavior, trends).
- CE10 Design a business strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### **TRAINING ACTIVITIES**

- Face-to-face classes
- Guided projects
- Tutorials
- Personal study
- Assessment

### **TEACHING METHODOLOGIES**

- Face-to-face classes
- Student's study based on different sources of information
- Study, personal work and teamwork.
- Drafting a report and carrying out a public oral presentation of the Master's Dissertation

### **ASSESSMENT:**

For the evaluation of the Final Master's Project, the following shall be taken into account:

- Submission of the CANVAS business model. Team Grade (10%)
- Participation in tutorials. Individual Grade (20%)
- Business Plan. Team Grade (40%).
- Public presentation of the Team Business Plan (30%).

### **Participation in Classes and Tutorials**

During the sessions of the course and during the tutorials held throughout the course, students must actively participate by raising any doubts that may arise in the development of their work or the material delivered for study.

### **Business Canvas**

Students must submit, within the established deadlines, the business idea stated on a Canvas business model, whose fundamental aspects shall be explained previously in one of the sessions of the course. The delivery and validation of this business idea shall be a part of the assessment regarding the final grade for the work.

### **Business Plan (Final Report)**

The deadline for the business plan that represents the bulk of the course assessment is 14<sup>th</sup> June, to be presented at the School. Each group must submit a copy of the document in digital format, three copies printed in color and two copies in black and white.

### **Public Presentation**

There will be two different presentations that correspond to two milestones regarding the assessment.

The first will consist of a detailed half-hour presentation of the business plan before the course's professors. Students will have to answer questions, receiving feedback as a form of training that complements the training already received. This presentation will represent 40% of the final grade and will be awarded to the team.

The second presentation is a quick presentation model to investors. It will be carried out during the last session. Each group will have 10 minutes to make a presentation with a free format, one that will be evaluated for its originality, its fidelity to the previously presented project, its capacity to capture the jury's interest and its strength and consistency.

### **Methodology of Tutorials:**

In order to ensure that the students' business ideas are firmly grounded to real and viable market needs, we shall rely on the advice of people with experience in the world of entrepreneurship and the fashion industry.

The assignment of the groups to the tutors shall be carried out in accordance with the scope of the business idea and the specialization of the selected tutors.

**STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.

Prof. David Luquin: [dluquin@unav.es](mailto:dluquin@unav.es)

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**EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
TEACHING GUIDES  
COURSE 2018-2019**

**MODULE IV: EXTERNAL INTERNSHIPS (6 ECTS)**

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**EXTERNAL INTERNSHIPS**

TEACHING PROGRAM: EXECUTIVE MASTER IN FASHION BUSINESS ADMINISTRATION  
ACADEMIC COURSE 2018-2019

Module and Subject: External Internships

ECTS Credits: 6

Type: C

Language: Spanish and English

No. of sessions: 3

Coordinator: Javier de Rivera

Professors: Javier de Rivera  
Enrique Morales

**DESCRIPTION:**

Business consulting projects in which students must apply the knowledge relating to fashion company management that they have acquired throughout the Program. These are projects requested by companies from the industry that raise an issue regarding a topic of interest: repositioning of a brand, consumer surveys, internationalization plans, functional analysis for human resources, etc.

All of these projects feature a broad scope that includes a consumer survey, competition strategy, marketing plan, communication strategy, financial plan, etc., according to the needs of each case.

**OBJECTIVE**

The aim of these internships is not limited to ensuring that students apply the knowledge and skills acquired during the Program, but also enables them to assess their personal work style and the level of improvement of their skills. The structure of the internships ensures that students perform a real consulting project from within the framework of a critical issue for the company.

Once the internships are finished, MEDEM students must produce a report on the work they have carried out, which must be signed by the two people who have supervised it: the ISEM professor and the internal manager of the company.

### **LEARNING OUTCOMES**

With these internships students are expected to be able to apply the knowledge and skills acquired during the Program, while assessing their personal work style and the level of improvement of their skills, resulting in their professional and personal development.

The content of these internships will depend on the needs specified by the company. In order to carry out these internships, students are expected to apply the problem-solving model, internalized throughout the Program, to the specific problems posed by the company. This includes the preparation, elaboration and discussion of a Final External Internship Report with the Head of Internships at the company and with professors on the Master's course, as well as the final drafting of the report itself.

### **SKILLS:**

- CB6 Possessing and understanding knowledge that provides a basis or opportunity to be original regarding the development and/or application of ideas, often within a research context.
- CB7 Students should know how to apply the knowledge acquired and have an ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts relating to their area of study.
- CB8 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB9 Students should be able to integrate knowledge and face the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
- CB10 Students should have the learning skills that allow them to continue studying in a way that is largely self-directed or autonomous.

- CG01 Development of a problem-solving approach; becoming accustomed to thinking critically and proposing creative solutions to problems.
- CG02 Identification and effective handling of information relevant to the work. Exhaustive management of information sources within the fashion industry and gathering of data, contrasting them with different situations.
- CG03 Development of personal skills for management: prioritizing objectives, programming activities in an appropriate manner and executing them within the foreseen period, revealing a capacity for criticism, reflection, time management, sensitivity to human diversity, in different situations and in different cultures, as well as an ability to continue learning through experience.
- CG04 Achieving effective performance in teamwork environments. Developing the ability to foster an environment of collaboration, communication and trust among team members, as well as diagnosing, facing and resolving interpersonal conflicts without damaging personal relationships.
- CG05 Listening to and conveying ideas effectively, using the appropriate channel at the right time, basing your observations and conclusions on specific data.
- CG06 Reaching satisfactory agreements for the parties involved, and discovering or creating elements that generate an added-value dimension for the relationship.
- CG07 Develop initiative and entrepreneurial behavior capabilities, initiating and promoting the necessary changes with energy and personal responsibility.
- CG08 Acquiring new knowledge, modifying habits and being open to change.
- CG09 Recognizing and addressing the ethical and social responsibility dilemmas in an appropriate manner, applying deontological principles and organizational values to the situations and options that are presented.
- CG10 Developing business leadership, not only as a matter of knowledge, technology or charisma, but becoming aware that it also feeds on generosity, creativity, enthusiasm and the example of one's own behavior, as well as an ability to create a climate of trust among collaborators.

- CE02 Students should develop, from an anthropological point of view, the concepts of motivation, organizational dimension, management style and organizational behavior.
- CE01 Students shall acquire the knowledge and precise skills to define and evaluate the "Marketing Mix," the management of operations, the strategy and business model, the financial management and the economic impact of decisions within the fashion industry.
- CE03 Students shall acquire knowledge and skills relating to the management of people in creative environments, as well as the management and development of people and teams within these organizations.
- CE04 Managing techniques relating to the management of operations (products, processes, information systems, etc.) at fashion companies; being able to diagnose and implement continuous improvement processes.
- CE05 Reflect, as eventual entrepreneurs, on the field of fashion, analyzing the circumstances that often surround the phenomenon of entrepreneurship.
- CE06 Identify, in the fashion industry, the specific problems of small and medium-sized companies with a poor level of professionalization.
- CE07 Acquire knowledge and skills relating to the analysis, design and evaluation of company policies, in changing environments, to satisfy the interests of its clients and other stakeholders, including criteria such as sustainability, globalization and corporate social responsibility.
- CE08 Students will study fashion as a multidisciplinary phenomenon, together with its cultural and historical references, as well as its main markets and players.
- CE09 Acquire a global vision of the fashion industry and the functioning of its market: to understand fashion as a sector of activity subject to progressively shorter cycles, one that struggles to adapt to a complex consumer in which decisive factors - aesthetic, sociocultural, anthropological, emotional - have to be known in depth (segmentation, behavior, trends).
- CE10 Design a business strategy, in constantly-changing contexts, in which the following play a key role: commercial research, consumer behavior, the portfolio of company brands, the distribution process and business plans.

CE11 Gain an in-depth knowledge of the most innovative business models in the fashion industry and understand and manage factors concerning innovation relating to products, designs, materials, manufacturing processes, distribution and the sale of fashion items.

## **TRAINING ACTIVITIES AND TEACHING METHODOLOGY**

### **TRAINING ACTIVITIES**

- Face-to-face classes
- Teamwork
- Guided projects
- Tutorials
- Personal study

### **TEACHING METHODOLOGIES**

- Face-to-face classes
- Student's study based on different sources of information
- Elaboration of reports
- Personal study

### **ASSESSMENT:**

The final assessment (which shall be individual) of the internships will be carried out as follows:

50% Tutor  
25% Company  
25% Jury Panel

The assessment criteria to be used (Jury, Company and Tutors) are:  
Identification and description of the challenge posed by the company.  
Qualitative approach of same.  
Quantitative approach of same.  
Teamwork.  
Individual work.

Should students fail the subject, they have a right to a retake test.

### **STUDENT TUTORIAL TIMES:**

At the request of the student, the most convenient tutorial times shall be arranged.  
Prof. Javier de Rivera: javier.derivera@isem.es

Prof. Enrique Morales: [emoralesmartin@gmail.com](mailto:emoralesmartin@gmail.com)

