

Guía docente de la asignatura

Fecha de aprobación por la Comisión Académica: 19/07/2023

## Flexibilidad y Cambio Estratégico (MA9/56/6/29)

### Máster

Máster Doble: Máster Universitario en Ingeniería de Caminos, Canales y Puertos + Máster Universitario en Economía / Economics

### MÓDULO

Asignaturas del Máster Economía/Economics

### RAMA

Ingeniería y Arquitectura

### CENTRO RESPONSABLE DEL TÍTULO

Escuela Internacional de Posgrado

Semestre	Primero	Créditos	4	Tipo	Obligatorio	Tipo de enseñanza	Presencial
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### BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

- Models applied to business environment related to flexibility and strategic change.
- Main recent contributions to the field.
- Real-case scenarios.
- Successful managerial practices.
- New lines of research.

### COMPETENCIAS

#### COMPETENCIAS BÁSICAS

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la



aplicación de sus conocimientos y juicios.

- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

### COMPETENCIAS GENERALES

- CG01 - Que al alumno obtenga capacidad de análisis y síntesis, lo cual implica ser capaz de definir, distinguir y relacionar tanto los conceptos básicos como las premisas sobre las que se construye la exposición de cualquier argumento, así como de enunciar y fundamentar su contenido de forma sintética y crítica, en el contexto ¿científico, político, económico, organizacional o del tipo que sea- en el que se presentan.

### COMPETENCIAS ESPECÍFICAS

- CE02 - Adquirir información bibliográfica sobre el estado actual de la investigación empresarial
- CE03 - Comprender las teorías, tendencias y debates relevantes existentes
- CE04 - Aplicar y extender las teorías existentes para solucionar problemas reales
- CE05 - Aplicar técnicas avanzadas a problemas reales
- CE06 - Formular y contestar cuestiones de manera aplicable a estrategias empresariales
- CE12 - Planificar y organizar estudios de diagnóstico empresarial
- CE18 - Asistir como personal de apoyo en proyectos de investigación
- CE19 - Asistir como personal de apoyo en proyectos de consultoría
- CE20 - Elaborar artículos científicos
- CE21 - Elaborar informes de consultoría adaptados a sus posibles usuarios
- CE22 - Presentación y defensa pública del trabajo propio

### COMPETENCIAS TRANSVERSALES

- CT01 - Que los estudiantes hayan demostrado una comprensión sistemática de un campo de estudio y el dominio de las habilidades y métodos de investigación relacionados con dicho campo;
- CT02 - Que los estudiantes hayan demostrado la capacidad de concebir, diseñar, poner en práctica y adoptar un proceso sustancial de investigación con seriedad académica;
- CT04 - Que los estudiantes sean capaces de realizar un análisis crítico, evaluación y síntesis de ideas nuevas y complejas;
- CT05 - Que los estudiantes sepan comunicarse con sus colegas, con la comunidad académica en su conjunto y con la sociedad en general acerca de sus áreas de conocimiento;

### RESULTADOS DE APRENDIZAJE (Objetivos)

- Understand the relevant theories, trends and debates related to the field.
- Apply and extend existing theories to solve real problems.
- Propose and solve research questions in such a way applicable to strategic change matters.



- Understand the network of firms that work together to design, produce and deliver products and services.
- Realize the benefits and problems arising from outsourcing decisions.
- Understand major challenges related to effective supply chain management.
- Recognize the importance of product and service designs in the supply chain process.
- Acquire a global view of the opportunities that exist through cooperation and collaboration in the network.
- Assimilate the servitization process inherent to the current business landscape.
- Interpret the possibilities of value co-creation derived from a strategic network.

## PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

### TEÓRICO

#### THEORY SYLLABUS:

##### PART 1: FLEXIBILITY AND STRATEGIC CHANGE.

- Chapter 1: FLEXIBILITY AND BUSINESS ENVIRONMENT
- Chapter 2: STRATEGIC CHANGE PROCESS

##### PART 2: STRATEGIC NETWORK DESIGN.

- Chapter 3: STRATEGIC NETWORK IMPLICATIONS
- Chapter 4: OUTSOURCING DECISION PROCESS

##### PART 3: SUPPLY CHAIN MANAGEMENT.

- Chapter 5: FUNDAMENTALS OF SUPPLY CHAIN MANAGEMENT
- Chapter 6: SERVICITIZATION AND VALUE COCREATION

### PRÁCTICO

- The teaching methodology is similar for each thematic session (as a module closed), articulated on the basis of selection, reading and general discussion of a selected number of book chapters and research papers considered by teachers. These materials are relevant on each of the topics covered by the program.
- Together with the necessary theoretical and methodological supplements provided, the teachers and students will expose the main conclusions derived from the papers analysed. Also, the last sessions of the course is devoted to oral presentation in class of a series of thematic work previously selected by students for discussions with the rest of participants (who also act as commentators).

## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL

- Baines, T., & Lightfoot, H. (2013). Made to serve: How manufacturers can compete through servitization and product service systems. John Wiley & Sons.



- Chopra, S., & Meindl, P. (2016). Supply chain management: Strategy, planning, and operation. Person
- Pettigrew, A. M., Whittington, R., Melin, L., Sanchez-Runde, C., Van den Bosch, F. A., Ruigrok, W., & Numagami, T. (Eds.). (2003). Innovative forms of organizing: International perspectives. Sage.

## BIBLIOGRAFÍA COMPLEMENTARIA

- Baines, T., Ziaee Bigdeli, A., F Bustinza, O., Shi, V. G., Baldwin, J., & Ridgeway, K. (2017). Servitization: revisiting the state-of-the-art and research priorities. *International Journal of Operations and Production Management*, 37(2), 256-278.
- Bustinza, O.F., C. Parry, G., & Vendrell-Herrero, F. (2013). Supply and demand chain management: The effect of adding services to product offerings. *Supply Chain Management: An International Journal*, 18(6), 618-629.
- Bustinza, O. F., Bigdeli, A. Z., Baines, T., & Elliot, C. (2015). Servitization and competitive advantage: the importance of organizational structure and value chain position. *Research-Technology Management*, 58(5), 53-60.
- Bustinza, O., Vendrell Herrero, F., Gomes, E., Lafuente González, E. M., Opazo-Basáez, M., Rabetino, R., & Vaillant, Y. (2018). Product-service innovation and performance: unveiling the complexities. *International Journal of Business Environment*, 10(2), 95-111.
- De Propriis, L. (2016). A fourth industrial revolution is powering the rise of smart manufacturing. UK: The Conversation Trust. Retrieved from <http://theconversation.com/a-fourth-industrial-revolution-is-powering-the-rise-of-smart-manufacturing-57753>
- Kempf, K. G., Keskinocak, P., & Uzsoy, R. (Eds.). (2011). Planning production and inventories in the extended enterprise: a state of the art handbook (Vol. 1). Springer Science & Business Media.
- Macintyre, M., Parry, G., & Angelis, J. (Eds.). (2011). Service design and delivery. Springer Science & Business Media.
- Parry, G., Bustinza, O. F., & Vendrell-Herrero, F. (2012). Servitisation and value co-production in the UK music industry: an empirical study of consumer attitudes. *International Journal of Production Economics*, 135(1), 320-332.
- Seifert, D. (2003). Collaborative planning, forecasting, and replenishment: How to create a supply chain advantage. AMACOM Div American Mgmt Assn.
- Stadtler, H. (2015). Supply chain management: An overview. In *Supply chain management and advanced planning* (pp. 3-28). Springer Berlin Heidelberg.
- Vandermerwe, S., & Rada, J. (1988). Servitization of business: adding value by adding services. *European Management Journal*, 6(4), 314-324.
- Vendrell-Herrero, F., Bustinza, O.F., Parry, G., & Georgantzis, N. (2017). Servitization, digitization and supply chain interdependency. *Industrial Marketing Management*, 60, 69-81.
- Wise, R., & Baumgartner, P. (1999). Go downstream: the new profit imperative in manufacturing. *Harvard business review*, 77(5), 133-141

## ENLACES RECOMENDADOS

- For more than a century, Institute for Supply Management® (ISM) has impacted supply management and the purchasing profession through best in class education, certification, leadership development and research: <https://www.instituteforsupplymanagement.org/>
- The centre of excellence in research and practice on servitization and advanced services: <https://www.advancedservicesgroup.co.uk/>



## METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD02 Sesiones de discusión y debate
- MD03 Resolución de problemas y estudio de casos prácticos
- MD05 Seminarios
- MD08 Realización de trabajos en grupo
- MD09 Realización de trabajos individuales

## EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

### EVALUACIÓN ORDINARIA

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (convocatoria ordinaria) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

It will be conducted an ongoing evaluation of student training in order to assess (shown in parenthesis the weight of each item in the final assessment):

- Individual tests: 45%. It consists on different tests assessing: 1) Flexibility and strategic change, 2) Strategic network design and 3) Supply Chain Management.
- Oral group presentations: 35%
- Active participation in discussion sessions and the degree of interest of the interventions. It will consider the level of student involvement in the subject matter and the degree of ongoing monitoring of the development of the course (20%). Attendance to seminars is compulsory to reach the highest marks

### EVALUACIÓN EXTRAORDINARIA

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

EXTRAORDINARY ASSESSMENT SESSION will take place in July (2nd-24th 2022). Date of the special exam will be fixed at least 15 days before the exam:

- 100% of the grade will correspond to that obtained in a final assessment of the following type:
- Written exam: 10 general questions related to the topics covered



## EVALUACIÓN ÚNICA FINAL

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (evaluación única final), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:

- The single final assessment will cover 100% of the potential mark through taking a written exam: 10 general questions related to the topics covered in the subject. (100%).
- Date of the evaluation (ordinary call) will be fixed no longer than 2 weeks after the end of the lecture period and, at least 15 days before the exam. Date of the evaluation (extraordinary call) will be fixed in June-July 2024 at least 15 days before the exam.

## INFORMACIÓN ADICIONAL

Información de interés para estudiantado con discapacidad y/o Necesidades Específicas de Apoyo Educativo (NEAE): [Gestión de servicios y apoyos](https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad) (<https://ve.ugr.es/servicios/atencion-social/estudiantes-con-discapacidad>).

