

\* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
2nd	4	Elective	Face-to-face	English
MODULE		Management		
SUBJECT		Flexibility and Strategic Change		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Máster Universitario en Economía / Master in Economics		
FACULTY / SCHOOL		Faculty of Economics and Business Studies		
TEACHING STAFF <sup>(1)</sup>				
<b>Oscar F. Bustinza Sánchez</b>				
CONTACT DETAILS		Dpt. Organización de Empresas I, Faculty of Economics and Business Studies. Office A205. Email: oscarfb@ugr.es		
OFFICE HOURS		<a href="https://organizacionempresas.ugr.es/">https://organizacionempresas.ugr.es/</a>		
GENERAL AND SPECIFIC COMPETENCES				
<p><b>BASIC AND GENERAL COMPETENCES</b></p> <ul style="list-style-type: none"> <li>• CG1 – That the student attains the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.</li> <li>• CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.</li> <li>• CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.</li> </ul>				

<sup>1</sup> Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>)

- CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.
- CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.
- CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.

#### SPECIFIC COMPETENCES

- CE2 – Acquire bibliographical information on the current state of business research
- CE3 – Understand the relevant existing theories, tendencies and debates
- CE4 – Apply and extend existing theories to solve real problems
- CE5 – Apply advanced techniques to real problems
- CE6 – Formulate and answer questions in a way applicable to business strategies
- CE12 - Plan and organize business diagnostic studies
- CE18 – Assist as support staff in research projects
- CE19 – Assist as support staff in consulting projects
- CE20 – Draw up scientific articles
- CE21 – Draw up consulting reports adapted to their possible users
- CE22 – Public presentation and defense of own work

#### CROSS-CURRICULAR COMPETENCES

- CT1 - Show a systematic understanding of a considered field of study while mastering the research skills and methods related to that field
- CT2 – Demonstrate the ability to conceive, design, implement, and adopt rigorous research processes
- CT4 – Carry out a critical analysis as well as evaluate and synthesize new and complex ideas
- CT5 – Communicate research propositions properly to peers and academic community

#### OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

Student will be able to:

- 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.

#### BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)

This course aims to analyze those models applied to business environment related to flexibility and strategic change. In this sense, the main recent contributions are reviewed while different real-case scenarios are presented for studying the aforementioned models. Emphasis will be placed not just on reviewing successful managerial practices but opening new lines of research as well.



## SYLLABUS

### 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: SERVICIZATION AND VALUE COCREATION

## REQUIRED AND RECOMMENDED READING

### REQUIRED READING:

- 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.

### RECOMMENDED READING:

- 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.



- Stadler, 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

#### USEFUL LINKS (OPTIONAL)

<https://www.instituteforsupplymanagement.org/>

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.advancedservicesgroup.co.uk/>

The centre of excellence in research and practice on servitization and advanced services

#### TEACHING METHODOLOGY

- 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).

#### ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

##### ORDINARY ASSESSMENT SESSION

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 3 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



## EXTRAORDINARY ASSESSMENT SESSION

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 September (2nd-24th 2021). 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

## DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

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 September (2nd-24th 2021) at least 15 days before the exam.

## SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

### TUTORIALS

#### TIMETABLE

(According to Official Academic Organization Plan)

#### TOOLS FOR TUTORIALS

(Indicate which digital tools will be used for tutorials)

- Questions and / or queries by email will be answered as soon as possible. In the event that the student requires face-to-face tutoring, the timetable set for tutoring is as detailed below, exceptions made for incompatibility with the student classrooms

- Students who require tutoring should contact by email. In-person tutoring will be used in case the doubts and / or queries cannot be answered through asynchronous tools.



<ul style="list-style-type: none"> <li>The tutorial schedule is as follows: <a href="https://organizacionempresas.ugr.es/">https://organizacionempresas.ugr.es/</a></li> </ul>	
<b>MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY</b>	
<ul style="list-style-type: none"> <li>Measures to adapt teaching to health measures derived from the COVID 19 pandemic approved by the University of Granada can be found at: <a href="https://www.ugr.es/universidad/noticias/adaptacion-ensenanza-curso-academico-20-21-exigencias-covid19">https://www.ugr.es/universidad/noticias/adaptacion-ensenanza-curso-academico-20-21-exigencias-covid19</a></li> </ul>	
<b>MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)</b>	
<b>Ordinary assessment session</b>	
<ul style="list-style-type: none"> <li>See previous section ORDINARY ASSESSMENT SESSION</li> </ul>	
<b>Extraordinary assessment session</b>	
<ul style="list-style-type: none"> <li>See previous section EXTRAORDINARY ASSESSMENT SESSION</li> </ul>	
<b>Single final assessment</b>	
<ul style="list-style-type: none"> <li>See previous section SINGLE FINAL ASSESSMENT</li> </ul>	
<b>SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)</b>	
<b>TIMETABLE</b> (According to Official Academic Organization Plan)	<b>TOOLS FOR TUTORIALS</b> (Indicate which digital tools will be used for tutorials)
<ul style="list-style-type: none"> <li>Questions and / or queries by email will be answered as soon as possible. In the event that the student requires face-to-face tutoring, the timetable set for tutoring is as detailed below, exceptions made for incompatibility with the student classrooms</li> <li>The tutorial schedule is as follows: <a href="https://organizacionempresas.ugr.es/">https://organizacionempresas.ugr.es/</a></li> </ul>	<ul style="list-style-type: none"> <li>Synchronous tools: Videoconferences through Google Meet and Skype.</li> <li>Asynchronous tools: Email. Oscar F. Bustinza Sánchez (<a href="mailto:oscarfb@ugr.es">oscarfb@ugr.es</a>)</li> </ul> <p>Students who require tutoring should contact by email. Synchronous tools will be used in case the doubts and / or queries cannot be answered through asynchronous tools.</p>
<b>MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY</b>	
<ul style="list-style-type: none"> <li>See previous section TEACHING METHODOLOGY taking into account that teaching will be taught by Synchronous tools</li> </ul>	
<b>MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)</b>	
<b>Ordinary assessment session</b>	
<ul style="list-style-type: none"> <li>See previous section ASSESSMENT taking into account that assessment will be through Synchronous tools</li> </ul>	



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**Extraordinary assessment session**

- See previous section EXTRAORDINARY ASSESSMENT taking into account that assessment will be through Synchronous tools

**Single final assessment**

- See previous section SINGLE FINAL ASSESSMENT taking into account that assessment will be through Synchronous tools

