**2019 Supply Chain Management Director’s Conference**  
*Syracuse University*

**Wednesday, March 13th**

06:00 – 08:00 PM  
**SCM Directors’ Conference Welcome Reception**  
Whitman School of Management  
David and Ilene Flaum Grand Hall  
721 University Ave  
Syracuse, NY 13244

**Thursday, March 14th**

07:30 – 08:15 AM  
**Registration and light breakfast**

08:15 – 08:45 AM  
**Conference Welcome:** Frances Tucker and Gary La Point (Syracuse), Shawn Alborz (UT Dallas)

08:45 – 09:00 AM  
**Opening Remarks:** Associate Dean for Global Initiatives and Prof. of Marketing, Kyu Lee, Syracuse

09:00 – 10:45 AM  
**Keynote #1: Global Supply Chain and Risk Factors now and in the Future**  
Nicholas Pinchuk, Chairman and CEO, Snap-on Incorporated

Break out Session: Reflecting and Planning for Global Uncertainty in SCM Education: Roles of Curriculum and Centers

**Moderators:**
* Nick Vayas  
* Rong Li  
* Mohan Gopalakrishnan  
* Anthony Ross

10:45 – 11:00 AM  
**Coffee Break**

11:00 – 12:15 PM  
**Discussion #1: Designing a Project/Problem Based Supply Chain Curriculum**  
* Can these be done in all programs (online, in person, blended)?  
* Can technology like augmented reality be a substitute? *Roles of centers!*

**Moderators:**
* Gary La Point  
* Stan Fawcett  
* Rob Hooker  
* Rosemary Coates  
* Mark Davis

12:15 – 01:45 PM  
**Lunch:** Flaum Grand Hall

01:45 – 03:15 PM  
**Keynote #2: Women in Supply Chain Management**  
Speaker: Micaela Niven Bulich

Break out Session: Lessons From the AWESOME-Gartner Research and Applying Them to Recruiting, Mentoring, Coaching and advocating Women in School and Workplace

**Moderators:**
Discussion #2: Future Course/Curriculum, Technology, Technique and Possible Joint Programs (e.g., Predictive Analytics, SAS, Joint Programs between SCM and Engineering or IT, etc.)

What are the tools and techniques needed?
Where would SCM programs acquire the skills?

Moderators:
Rong Li
Gary La Point
Jen Yi (Jay) Chen
Bill Lee
Joel Sutherland

Wrap up: Frances Tucker and Gary La Point (Syracuse)

Bus to Goldstein Faculty and Alumni Center (Syracuse Campus, 10 minutes walk from hotel)
Bus leaves at Adams Street Exit of Whiteman

Networking Reception and Dinner Event
Shuttle to Hotel or Walk Back

Friday, March 15th

Light Breakfast in Whitman SOM Flaum Grand Hall

Discussion #3: Roles of Centers: How and When to Engage With a Wide Variety of Industry Associations (e.g., CSCMP, APICS, WERC, ISM, etc.)?

Theme question
Theme question

Moderators:
Rick Blasgen (CSCMP)
Karen Eboch (ASCM/APICS)
Troy Pinkins
Zach Zacharia
Dave Malenfant
John Impellizzeri

Keynote #3: Gartner and Supply Chain Research (Academia and Industry)
Dana Stiffler, VP Research, Gartner

Discussion #4: Online/Hybrid programs, Micro Masters, APICS, ISM, etc.
Program development
Newest trends and challenges
What are the newest trends?
Success factors and interactive cases

Moderators:
Maria Saenz
Steven Dunlop

12:00 Noon

Closing Remarks: Frances Tucker and Gary La Point (Syracuse), Shawn Alborz (UT Dallas)
Box lunches will be provided
2019 SCM Directors’ Conference – Syracuse University
Registered Participants

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<th>Last Name</th>
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<th>University / Organization</th>
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<tr>
<td>Alborz</td>
<td>Shawn</td>
<td>UT Dallas</td>
<td>Associate Dean &amp; Director</td>
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<td>Blasgen</td>
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<td>President &amp; CEO</td>
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<td>Jon</td>
<td>University of Tennessee</td>
<td>Director of Supply Chain Partnerships</td>
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<td>Hooker</td>
<td>Robert</td>
<td>University of South Florida/Center for Supply Chain Management &amp; Sustainability</td>
<td>Center Associate/Associate Professor</td>
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## 2019 SCM Directors’ Conference – Syracuse University
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<td>Joseph</td>
<td>North Carolina A&amp;T State University</td>
<td>Dept Chair and Associate Professor of SCM</td>
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<td>John</td>
<td>Rutgers Business School</td>
<td>Asst. Professor and Director Center for SCM</td>
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<td>Kaci</td>
<td>University of Michigan</td>
<td>Managing Director, MSCM Program</td>
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<td>La Point</td>
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<td>Director, Outreach &amp;Partnerships</td>
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<td>Cynthia</td>
<td>Saint Louis University</td>
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<td>Mike</td>
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<td>Sr Dir Academics and Research</td>
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<td>Paulsen</td>
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<td>MIT</td>
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<td>VP</td>
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Future Supply Chains & Their Talent Implications

Dana Stiffler
March 14, 2019
Machines Are Intelligent
Virtual Is the New Reality
Supply Chains Act on Their Own
Circular Is the Only Economy
Labor Supply Is Shrinking
Skills Gap Is Second Biggest Internal Challenge Constraining Supply Chain Performance

- Too many organizational change initiatives in the organization competing for resources and attention: 14% (Largest), 13% (2nd), 10% (3rd), 37% (Top 3)
- Gaps in skills/talent to drive change and support new capabilities: 14% (Largest), 13% (2nd), 9% (3rd), 36% (Top 3)
- Unwillingness to invest in technology required for upgraded operating capabilities: 11% (Largest), 12% (2nd), 9% (3rd), 32% (Top 3)
- Lack of basic enabling systems and tools for effective transactional and planning processes: 11% (Largest), 7% (2nd), 8% (3rd), 26% (Top 3)
- Slow and ineffective decision-making mechanisms: 9% (Largest), 8% (2nd), 9% (3rd), 26% (Top 3)
Talent Shortage Is Top External Force With Greatest Impact on Supply Chain Performance

- Shifts in the customer or consumer base for target markets we serve: 31%
  - Top Impact: 11%
  - 2nd: 13%
  - 3rd: 7%

- A shortage of supply chain talent with the right combination of knowledge, skills, experience and behavioral maturity in one or more of our operating: 29%
  - Top Impact: 12%
  - 2nd: 11%
  - 3rd: 6%

- Changing market dynamics impacting the relationship between online, retail, direct and wholesale distribution channels: 29%
  - Top Impact: 12%
  - 2nd: 8%
  - 3rd: 9%

- Increased supply base risk: 29%
  - Top Impact: 11%
  - 2nd: 10%
  - 3rd: 9%

- Technology disruptions impacting the relationship between different entities in the value chain: 29%
TECHNOLOGY SKILLS NEEDED FOR NON-IT ROLES

2018

60% GROWTH

2014
More Digital = Narrower Pools

- Chicago: 3,600,000
- Demand Planning and Forecasting: 5,600
- Analytics: 2,900
- Additional Digital Skills (Tableau, SQL, Python, Other): 270
- Machine Learning OR Artificial Intelligence: 35

Source: Gartner TalentNeuron
Digital Dexterity
Digital Dexterity: New* Skills & Competencies

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<tr>
<th>Technical Skills</th>
<th>Business Skills</th>
<th>Behaviors/Traits</th>
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<td>Technology, Tools &amp; Apps</td>
<td>Cross-Functional Collaboration</td>
<td>Inclusive Leadership</td>
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<td>Advanced Analytics</td>
<td>Data-Driven Decision Making</td>
<td>Adaptability &amp; Risk Taking</td>
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<td>Process Improvement &amp; Project Mgmt</td>
<td>Innovation &amp; Creativity</td>
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<td>Customer &amp; Commercial Understanding</td>
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*for most supply chain organizations
The New Workforce: "Humans and Machines Combined"

- **Collaboration**
  - Human Beings
  - Ingenuity

- **Feature Detection**
  - Human and AI Symbiosis
    - Better than either one alone
  - Feature detection
  - Image analysis
  - Facial recognition
  - Speech to text
  - Smart advisors
  - Customer service

- **Precision**
  - Robots and AI

- **Brute Strength**
  - Robots and AI
8% Have a Digital Supply Chain Roadmap
47% Investing in Analytics
## Profiles To Support Supply Chain Analytics 1.0

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<th>Role</th>
<th>Supply Chain</th>
<th>Data Science</th>
<th>Data Management</th>
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<tr>
<td><strong>Data Scientist</strong></td>
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<td><strong>Data Engineers</strong></td>
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<td><strong>Citizen Data Scientist</strong></td>
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<td><strong>Supply Chain Expert</strong></td>
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Profiles To Support Supply Chain Analytics 2.0

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### Undergraduate Methodology Snapshot

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<th>Undergraduate Program Scope</th>
<th>Criteria Weighting</th>
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<tr>
<td>Number of attributes taught</td>
<td>40%</td>
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<tr>
<th>Undergraduate Industry Value</th>
<th>Criteria Weighting</th>
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<td>Recruit mentions</td>
<td>40%</td>
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<tr>
<td>“Best” mentions</td>
<td>40%</td>
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<td>Undergraduate internship participation</td>
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<td>Average starting salary</td>
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<th>Undergraduate Program Size</th>
<th>Criteria Weighting</th>
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<td>Number of full-time professors</td>
<td>20%</td>
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<tr>
<td>Number of full-time students</td>
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Source Key:
- How well curriculum aligns to Gartner Talent Attribute Model
- External industry survey
- University respondents to Gartner RFI

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SCM World’s “Top Supply Chain Universities,” derived from an external survey of supply chain professionals, would be the equivalent of one subset of Gartner’s ranking methodology.
2018 Top 25 University Findings

- Supply chain curricula is integrated and end-to-end
- Technology and analytics content is standard ("standard" is still SAP and Excel in many cases)
- "Edge" courses = customer service and NPDL
- Internships/co-ops, project work, previous work experience is pervasive
- Student bodies are more diverse than the supply chain organizations that want to hire them: 41%/37% women, 34%/48% ethnic minorities
- New MSSCM programs focus on procurement, planning, logistics. Less than half will require F&A or supply chain finance
- MBA students are more likely to study integrated, end-to-end supply chain and the manufacturing function than MSSCM students
Looking Ahead

- University Top 25 Rankings 2020
  - Global exposure in curricula and internships
  - Ethnic and gender diversity for student body and faculty
- European Top 25 graduate programs update
- Gartner events participation for students and faculty
  - Phoenix and Barcelona
  - Peer Forums
dana.stiffler@gartner.com

Look for my email in December!
**Recommended Gartner Research**

- **Map Your Supply Chain Future With the Supply Chain Talent Maturity Model (2.0)**
  Dana Stiffler, Ken Chadwick (G00320434)

- **Toolkit: Supply Chain Talent Maturity Self-Assessment**
  Dana Stiffler, Ken Chadwick (G00320433)

- **Brief: How to Compete With Google and Apple for Supply Chain Talent**
  (G00321080)
  Dana Stiffler, John Johnson

- **Associate Engagement Gaps Endanger Goal Achievement and Transformational Objectives for Chief Supply Chain Officers**
  Dana Stiffler, Ken Chadwick (G00320414)

- **2018 Women in Supply Chain Survey**
  Dana Stiffler, Amber Salley and Lisa Callinan (G00357860)
Reflecting and Planning for Global Uncertainty in SCM Education: Roles of Curriculum & Centers

- **Centers:**
  - How do we create an operational definition of “Center”?
  - Creating an outreach platform for industry
  - Most centers are self-funded. Difficult to justify centers. What is our value proposition?
  - Access to students is one value
    - Events; board meetings; center supporters reflect global environment

- **Curriculum:**
  - Problem is it takes years to change/create a new curriculum
  - Easier to build a brand new class
  - Difficult to build a curriculum fast enough
  - Change is very slow in academics
  - Experiential learning, cases should be done before curriculum change

- **What are some of the things that create risk?**
  - McKinsey Global Institute study on how technology will affect jobs
  - 73 million jobs will disappear by 2030
  - Geo-political uncertainty
  - All programs have some sort of risk component
  - There is difficulty in finding room in curriculum for a new course
  - What kinds of emerging technologies are important and how to integrate them into the curriculum?
  - Obsolescence occurs much faster which impacts the design of the curriculum. What are those transcendent skills we need to teach?
    - Scanning [the industry landscape], scenario planning
  - Education system is not inculcating the attitudes, behaviors, skills needed in this disruptive world
  - The education system is not designed for truly disruptive world but we live in a disruptive world!
  - More & more students are international, which is a risk.
    - Need to have a more international discussion about global environments/risk, not just from the US perspective.
  - Technology risks/governmental risks
  - Roll-out new topics every few weeks to get an idea of interest before creating a new curriculum
o **How centers can fill gaps in curriculum**
  - With Certifications such as: Six Sigma, APICS

o **Flexibility is key within SC curriculum**
  - How do we have a global mindset within our culture and curriculum?
    a. Courses can be taught by industry experts (ex. Trade compliance, int’l negotiation, etc.)
    b. Topics that address global aspects
    c. Conferences (students attendees)
  - Need to make sure faculty understands AACSB re: global mindset
  - How do we ensure faculty have the right mindset?
Breakout Session #2 (03/14/2019)

Lessons from AWESOME-Gartner Research

Q1. Do you measure gender diversity? Do you have a gender diversity goal?
   - Most schools do measure gender diversity but not necessarily a Goal for Gender Diversity.
   - Most schools do have a goal for diversity.
   - Only one school had a specific “goal” for gender diversity

Q2. What actions can we as supply chain directors take to encourage more women in SC?
   - Invite C-level women to speak
   - High school outreach
     Encourage faculty to go to high schools. Difficulty in getting university faculty to visit high schools. Bring along a student to accompany faculty on visits.
   - What is Supply Chain? Most high school counselors do not know what Supply Chain is. Most parents do not know what Supply Chain is.
   - Bring alumni back
   - Attend Conferences
   - Industry speakers
   - Examine curriculum. Does curriculum impact the number of women majoring in SC programs?
   - Diverse teams. Women do not want to be the only women on the team
   - Women in SC Scholars program (corporate sponsors)
   - Match women students with a corporate/professional mentor
   - Encourage women to be officers in the supply chain clubs
   - Upper classmen inviting underclassmen to SC events
   - Invite corporate representatives to speak
   - Have corporate recruiters bring women to help at recruiting events

Q3. Is your SCM program diverse and if not, what steps are you taking to increase diversity of faculty?

Some schools have dramatic differences in gender diversity while others are pretty close.
   - Schools consider diversity to include more than just women and universities are very aware of “total” diversity
Q4. How do you ensure in your outreach efforts that you have diverse role models to encourage young women’s careers in SC?

- Bring back successful women alum
- Outreach to corporations
- Round table discussions
- Annual women in SC award & mentorship
Breakout Session #2 (03/14/2019)

Designing a Project/Problem Based Supply Chain Curriculum

- Different pathways/types of experiential projects with working with different companies
  - Ex. Length of project
  - Independent Study (how are faculty incentivized?)
  - Company funded projects vs pure academic related project
  - Deep dive research projects (strategy oriented)
  - Process Improvement
  - Mfgday.com
  - Reach out to software companies to get academic license to bring into the classroom
  - 3-day Action Learning workshop at Weber State in May 2019

Challenges/Issues

- Increasing restrictions on use of company data. Required to use company computers
- Development of professionalism. How are students interfacing with companies? How do we develop this/train students to have this contact professionally?
- Technology, handling of data
- How is this structured in courses?
- Scoping projects. So, everyone has a common understanding of what the project is.
- Companies start off good but then attention/interest falls off
- Securing projects can be difficult
- Online is much more difficult. Lots of challenges. Simulations appears to work best
- Getting faculty involved with these projects
- Academic structure (where does experiential learning fit?)
- Scaling projects
- Getting students to want to do this type of class
- How do you dedicate the school resources to these types of classes?
- Getting experiential activities for the different SC classes is difficult
- Finding meaningful projects
- How to get cross functional experiential projects
o NDA’s
o Difficult to sustain a course if a key faculty leaves
o Risk of not getting results from student teams
o Takes a significant amount of faculty involvement outside of class
o Making assumptions about what students are thinking
o Manufacturers around the world operate differently so international students make have a very different perspective of what would work and what would not
o Most of these programs tend to be at graduate level but the undergrad population is much greater
o Use of technology

What makes a Successful Experiential Learning?

o Have a boot camp before project begins
o Develop a template to present to companies as to what kind of project you are looking for
o Have a methodology (plan of attack with deliverables at key milestone dates)
o Presentations to management
o Kick off meeting
o Cadence meetings
o Templates
o Pre-defined list of expectations
o Hire an industry professional to help find projects
o Use of technology (having prior knowledge of company software tools)
Discussion Session #2 03/14/2019

Future Course/Curriculum Technology Techniques & Possible Joint Programs

- What do we do with technology??? Blockchain, analytics? Skill sets are changing faster than we can change curriculum.
  - Ask corp. to support a faculty member for training
  - Collaborate with other universities or with schools within your university
  - Work with industry partners

- Future courses. What do the customers [industry] actually want? It seems like we are always chasing technology. Realistically we need to wait for technology to develop.

- Know what the existing technology is and how it can help you

- It’s not so much what we teach but how we teach it.
  - Getting students to learn skills on their own to allow the student to develop throughout their career

- The minute the curriculum is updated it’s out to date

- Need to have partnerships to bring new technology to the students. Don’t focus on the traditional class. Have a more flexible class structure
  - What does the school bring to the partnerships?
  - How do we build this into the curriculum?
  - Academia makes it very difficult to incorporate new thinking and innovation into curriculums to the point where we could make ourselves obsolete.
  - How do we create/design flexible curriculums?
    - Shorter, 1 credit offerings (instead of 3 credits) each with current/relevant topic

- SC is an interdisciplinary field so it makes sense to collaborate with other schools

- Partner with industry to evaluate curriculum

- Work with industry vendors to make software accessible to students

- Should the curriculum focus on more quantitative or more traditional curriculum?

- Many students know how to crunch numbers but don’t know what the numbers mean
  - Students have difficulty making the connection between data results and strategy

- We should be developing “Prescriptive Analytics”

- Curriculum development cannot keep up with technology
**Roles of Centers: How & When to Engage with a Wide Variety of Industry Associations**

Quite a bit of discussion on this topic; Representing CSCMP and ASCM/APICS were:

- **Rick Blasgen**: CSCMP, President and CEO
- **ASCM/ APICS**: Karen Eboch: Sr. Lecturer, Bowling Green State University

- Most schools have a faculty assigned for each organization whose responsibility it is to get student to register for events, help organize activities, etc.

- What kinds of certifications should students get? Professors are asked this question by students? Professors struggle with what to say.
  - ISM for Procurement?
  - APICS for Operations?
  - CSCMP for Supply Chain Logistics?

- Depends on what the student wants, but most students don’t know what they want. Students think about certifications the same way they think about what classes they need to take.

- Much discussion around APICS & CSCMP. There is much overlap, even their national conferences fall on the same date. (CSCMP plans meeting locations 10 years out; ASCM/APICS does not and directors felt they pick the cities where CSCMP meets.)

- Should APICS & CSCMP combine? Some schools have combined the clubs.

- Schools cannot do a good job of managing both organizations

- Some felt that CSCMP should not charge for student membership while others did not seem to mind

- Point of contention: the national certification exams. When APICS went from 5 certification exams to 2 certifications exams they dramatically increased the price of each exam. Each exam is $495 (not including any study materials). Certified SC Professional is even more expensive, ~$700. This is viewed as too excessive for students.

- Some schools mentioned they were creating their own certification exams.

- Many felt there should be a collaboration between the organizations.

- Need to consider a “national certification exam”
○ How do we differentiate between all the different certificates?

○ CSCMP has mentorship programs to help young people navigate careers, certifications, etc. (in addition to student roundtables (clubs) which ASCM/APICS has also)
Discussion Session #4 03/15/2019

On-Line/Hybrid Programs, Micro Masters, Etc.

- Session began by asking, what is a Micro-Masters?
  - For some schools this is 5 courses; 15 – 18 months (on-line or on-campus)
  - For on-line, proctored exams (guidelines & rules for exams) proctored by an outside proctor; student pays the proctor fee
  - Capstone project
  - MIT Micro-Masters is on-line, with a capstone project 5 courses over 15-18 months
  - [At Syracuse University this is referred to as a Certificate of Advanced Study (CAS); These students graduate with the Masters students at graduation]

- What is a Hybrid program?
  - Part in-house residency/part online
  - Self-paced or semester based

- Several individuals described their programs

- On-Line: in-house design vs vendor delivered (example 2U and others)
  - Vendor managed/delivered charges a huge fee, up to 65% of tuition

- Arizona has a fully on-line undergraduate program

- Course Auditing with no credit (for select companies)
Making Waves: Actions for Supply Chain Leadership

Supply Chain Directors Conference
Syracuse University
March 14, 2019
CD&R Announces Micaela Bulich, GE and Dupont Veteran and Supply Chain Expert, as Operating Advisor

Wednesday, September 5, 2018  
New York

Clayton Dubilier & Rice announced today that Micaela Bulich, former Vice President, Global Supply Chain for GE Renewable Energy’s $8 billion Onshore Wind business, has been engaged as an Operating Advisor to CD&R funds.

Ms. Bulich has more than 30 years’ experience as a strategy and execution leader of supply chain organizations in large, global, complex businesses. Most recently, Ms. Bulich served as VP Global Supply Chain for GE Renewable Energy’s Onshore Wind business, where her responsibilities included supply chain strategy, sourcing and global procurement, planning, manufacturing, logistics, and environmental health and safety. Other roles at GE included VP Global Sourcing for GE Energy, Senior Executive, Quality and Regulatory Compliance for GE Energy and Senior Executive, Global Supply Chain GE Plastics. Prior to joining GE, she spent 10 years at DuPont in supply chain and engineering roles. Her career began at United Technologies Skystar Aircraft as a flight controls engineer.

“Micaela is a highly skilled and savvy executive with a record of leading critical supply chain process initiatives, which have enabled more efficient procurement, manufacturing, sales, and distribution,” said Donald J. Gogel, CD&R’s Chairman and Chief Executive Officer. “It is a great pleasure to welcome Micaela as an advisor to our funds, and we are confident that she will add significant value across our portfolio.”

“I am a great fan of the CD&R investment model and its long-standing commitment to operational excellence,” said Ms. Bulich. “I very much look forward to my new role and to working closely with CD&R’s investment team and portfolio company leaders.”

Ms. Bulich is the executive co-creator of GE’s Women in Supply Chain effort and is on the advisory board of AWEsome, an organization focused on advancing women in supply chain leadership. She has served on private boards for joint ventures in the U.S. and serves on the board of University of Hartford’s College of Engineering, Technology and Architecture.
Inclusion and Diversity Improves Performance

Firms in the top quartile for gender diversity are more likely to enjoy **above-average profitability** (McKinsey & Co)

In a more diverse and inclusive workforce, individual **discretionary effort** improves by 12% and **intent to stay** improves by 20% (Gartner)

Organisations with inclusive cultures are 6x more likely to be **innovative** and **agile** (Deloitte)

Source: Gartner Live Americas Peer Forum Jan 2019
Diageo Performance Based Culture Presentation
United Nations Sustainable Development Goals
Gender Equality #5
Percentage of Female Students enrolled in Higher Education in Engineering, Manufacturing and Construction

Source: UIS:2015 UNESCO Cracking the Code
Ann Drake
Chairman, DSC Logistics
Founder, AWESOME

Heather Sheehan
Executive Director, AWESOME
Former VP, Danaher Corp.

AWESOME brings together senior level women in supply chain for

Collaboration
Learning
Recognition
and Inspiration
to advance women’s supply chain leadership

www.awesomeneaders.org
AWESOME Initiatives

• Network of more than 1,100 senior women in supply chain
• 7th Annual Symposium – May 2019 Hosted by
• AWESOME Legendary Leadership Award
• Excellence in Education Scholarships MIT Supply Chain Masters
• AWESOME / Gartner Research on “Women in Supply Chain”
• Powered by AWESOME sessions
• Reality Check, AWESOME Alerts and Website
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>2014</td>
<td>Heather Sheehan</td>
<td>VP, Indirect Sourcing and Logistics, Danaher Corp.</td>
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<tr>
<td>2014</td>
<td>Kathy Wengel</td>
<td>VP, Johnson &amp; Johnson Supply Chain (JJSC)</td>
</tr>
<tr>
<td>2015</td>
<td>Beth Ford</td>
<td>EVP, Chief Supply Chain and Operations Officer, Land O’Lakes</td>
</tr>
<tr>
<td>2015</td>
<td>Debbie Lentz</td>
<td>SVP, Chief Supply Chain Officer, Toys”R”Us</td>
</tr>
<tr>
<td>2016</td>
<td>Jackie Sturm</td>
<td>VP, Global Supply Management, Intel Corp.</td>
</tr>
<tr>
<td>2016</td>
<td>Annette Clayton</td>
<td>EVP &amp; Chief Supply Chain Officer, Schneider Electric</td>
</tr>
<tr>
<td>2017</td>
<td>Francesca DeBiase</td>
<td>Chief Supply Chain and Sustainability officer, McDonald’s Corp.</td>
</tr>
<tr>
<td>2017</td>
<td>Kristin French</td>
<td>Retired Brigadier General, U.S. Army, and Principal Deputy Assistant Secretary of Defense (Logistics and Materiel Readiness), U.S. Dept. of Defense</td>
</tr>
<tr>
<td>2018</td>
<td>Ilya Marotta</td>
<td>Executive Vice President for Engineering and Programs Management, Panama Canal Authority</td>
</tr>
<tr>
<td></td>
<td>Susan Brennan</td>
<td>Chief Operations Officer, Bloom Energy Corporation</td>
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(List reflects honoree’s position at time of selection)
Women in Supply Chain Leadership Roles

2016 vs. 2017 vs. 2018

Average % of Women in Roles

- Total Supply Chain Workforce: 37.4%
- First-line Managers & Supervisors: 29.7%
- Senior Managers & Directors: 24.5%
- Vice Presidents & Senior Directors: 20.2%
- CSCOs/EVPs/SVPs/CPOs: 14.0%

Source: AWESOME/Gartner
2018 Variation by Industry Sector

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<th>Industry Value Chain</th>
<th>Consumer</th>
<th>Industrial</th>
<th>Other Verticals</th>
<th>Supply Chain Providers</th>
</tr>
</thead>
</table>
| Source: AWESOME/Gartner }  | 41%                           | 29%        | 38%             | 31%                    | 14%
More Respondents Have Formal Diversity Goals in their Supply Chain Organization

2017
- No: 57%
- Yes, General Objective: 32%
- Yes, Formal Goals: 11%

2018
- No: 50%
- Yes, General Objective: 32%
- Yes, Formal Goals: 18%

Source: AWESOME/Gartner
Respondents with Targeted Initiatives in their Supply Chain Organization Jumps

2016 vs. 2017 vs. 2018

Q: Does your supply chain organization have any targeted initiatives to recruit, develop, retain and/or advance women in supply chain?

Source: AWESOME/Gartner
### Actions from Companies to Increase Diversity

#### To Better Attract and Retain Women?
1. Change Cultural Values, Leadership Orientation & Behaviors
2. Visibility of Women Leaders/Role Models/ Share Success Stories
3. Better Outreach & Candidate Identification
4. Integrated Pipeline Planning (Develop/Promote/Sponsor)
5. Workplace/Worktime Shifts/Family Policy Change

#### To Better Progress Women to the Top Jobs?
1. Integrated Pipeline Planning (Develop/Promote/Sponsor)
2. Visibility of Women Leaders/Promote Women/Success Stories
3. Change Cultural Values, Leadership Orientation & Behaviors
4. More Opportunities Available & Visible/Stretch Assignments
5. Better Outreach & Candidate Identification

*Source: AWESOME/Gartner*
How can you take initiative or “make waves”?
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"Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects." - Dalai Lama
Summary of Other Making Waves Workshops

16 WAYS TO MAKE WAVES AND ADVANCE WOMEN’S LEADERSHIP

The AWESOME Making Waves Action Agenda
WAVE ONE: Increasing the number of women in top leader roles

1. Actively help other high potential women.

2. Organize/lead company policies and practices to increase diversity.

3. Act as a role model for others.

4. Create a culture that supports women.
WAVE TWO: Advancing your own career

5. Own your career trajectory.

6. Keep learning and expanding skills.

7. Don’t downplay your achievements.

8. Develop and use your connections and relationships.
WAVE THREE: Increasing the pipeline of women in Supply Chain

9. Tell your story of why supply chain is a great field for women.

10. Be an active part of recruiting and hiring.

11. Participate in outreach to girls.

12. Develop and leverage internships and scholarships.
WAVE FOUR: Engaging men as advocates for change

13. Have candid conversations, find common ground, address unconscious bias.

14. Identify and involve male champions.

15. Communicate the business imperative.

16. Track progress, celebrate success.

“Men are 85% of senior leadership, which says we’re 85% of the problem. But we’re also 85% of the solution.”

— Jeffery Tobias Halter, President of YWomen, author of The Business Imperative to Advancing Women and Engaging Men, and speaker and moderator at 2018 AWESOME Symposium
What action will you take?

Download the full report at
www.awesomyleaders.org > Collective Wisdom > Making Waves
Thank You!