



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 6/6/12

1. ACADEMIC UNIT: Supply Chain Management
2. COURSE PROPOSED: SCM 463 Global Supply Chain Management 3:0
3. CONTACT PERSON: Name: Michele Pfund Phone: 480-965-6409
Mail Code: 4706 E-Mail: michele.pfund@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

- Core Areas: Literacy and Critical Inquiry-L, Mathematical Studies-MA, CS, Humanities, Fine Arts and Design-HU, Social and Behavioral Sciences-SB, Natural Sciences-SQ, SG
Awareness Areas: Global Awareness-G, Historical Awareness-H, Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

A curriculum checklist is provided to describe how SCM 463 meets the Global Awareness criteria.

CROSS-LISTED COURSES: No Yes; Please identify courses:
Is this multisection course?: No Yes; Is it governed by a common syllabus? Yes

Dr. John Fowler Chair/Director (Print or Type) John W. Fowler Chair/Director (Signature)
Date: 6-6-12

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	Syllabus

Course Prefix	Number	Title	Designation
SCM	463	Global Supply Chain Management	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1: Study addresses or lead to an understanding of the contemporary world outside the U.S.</p>	<p>The course focuses on global issues as they relate to the supply of goods and services across national boundaries</p>	<p>Using international case studies, Sessions 2, 10 & 12 examine how China has become an attractive sourcing location for manufactured products and the challenges of operating in China. Sessions 3, 4 & 12 examine similar issues in European countries and Session 6 & 9 examine similar issues in other developing countries e.g. India and Indonesia.</p>
<p>2a: study examines culture-specific elements of a region, country or culture group</p>	<p>The course examines in-depth issues that affect the production of goods and service or the export/import activities in a specific industry in a non-U.S. context or country.</p>	<p>The course project assigns a non-U.S. country to each student team. Students are required to focus on a specific industry within a non U.S. country and research into factors such as cultural, labor, legislative, economic and demographic factors that impact the production of goods and services in that country/ region. For example, students have researched these issues in the automobile industry in Brazil, South Africa, India, China, Hungary, Poland and Japan.</p>

<p>2d.study the cultural significance of a non-U.S. centered global issue</p>	<p>The course examines how incidences of a global supply chain issue that occurs in Thailand and Spain can be handled and communicated effectively to customers located in global markets.</p>	<p>Cultural issues as they relate to the sourcing and supply of goods and services across international boundaries are discussed throughout the course. Specifically, Sessions 7 &8 focus on understanding the key cultural factors of different regions of the world. For example, using a role play simulation exercise, students assume the role of a global supply chain manager that has to manage the supply of products from a chicken factory in Thailand where a case of Avian flu had been detected. The manager has to communicate with and assure customers about the safety of the firm's product in different regions including Japan, Germany, Africa, India, UK and so on. In addition to the strategy adopted for ensuring continuous product supply, the content and the delivery of the message must reflect the manager's understanding of the target market and audience and this must be tailored to the specific culture of the market.</p>
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Global Supply Chain Management

SCM 463 Fall 2011

SLN 79165

Adegoke Oke, Ph.D

BA 420

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Wednesdays 11:30am–12:30pm

Office Hours:

Objectives:

With increased globalization and offshore sourcing, global supply chain management is becoming an important issue for many businesses. Like traditional, supply chain management, the underlying factors behind the trend are reducing the costs of procurement and decreasing the risks related to purchasing activities. The big difference is that global supply chain management involves a company's worldwide interests and suppliers rather than simply a local or national orientation. This course will enable the understanding of **global supply chain management issues** including:

1. **Global sourcing**
2. **Outsourcing: Make or Buy**
3. **Supplier selection and Global facility configuration**
4. **Managing cultural diversity in Global supply chains**
5. **Ethical issues in global supply chains.**
6. **Managing operations in developing countries**
7. **Environmental issues in Global supply chains**
8. **Managing global supply risks**
9. **Supplier network development**

10. Global distribution network: Global logistics, warehousing etc.

11. Evolution of global sourcing locations.

12. Critical global supply chain issues in specific contexts including Brazil, Russia, India, China and South Africa

Learning Methods

- We will use cases and relevant articles to help us understand the issues surrounding the above-mentioned areas.
- Through guest lectures we will try to understand the current thinking in Global SCM.
- Through a course research paper we will analyze and understand critical issues in Global SCM.

Required Text:

XanEdu SCM 463 Global Supply Chain Management (Available in ASU Bookstore)

Optional Text:

Simchi-Levi, D., P. Kaminsky, & E. Simchi-Levi (2008). *“Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies”*, Third Edition. McGraw-Hill Irwin.

Course Policy and Requirements:

1. The course grade will be determined as follows:

Participation	= 40 points
Case Analysis – 6 at 20points each	= 120 points
Simulation/Role play	= 40 points
Group project (including presentation and peer evaluation)	= 100 points
Exam 1	= 100 points
Exam 2	= 100 points
Final Exam	= 100 points
Total	= 600 points

Grading Scale

97%-100%	A+	80%-82.99%	B-
93%-96.99%	A	77%-79.99%	C+
90%-92.99%	A-	70%-76.99%	C
87%-89.99%	B+	60%-69.99%	D
83%-86.99%	B	Below 60%	F

Course Grade Components*

1. **Class participation:** This is an individual assessment. This is based on attending classes and actively contributing to the learning environment. Specifically, this includes: (a) Being able to answer questions or at least contribute to the discussion of reading assignments in class. I may call on you individually to answer questions. (b) Participating well in “In-class activities” which include case studies’ discussion and team presentation; (c) Providing new and pertinent information (example: articles) that enhances class value and (d) Actively participating in summarizing at the end of a class; (e) Excellent class attendance. If you do not attend a class, you cannot participate in class discussion. Behavior that disrupts active learning (such as: talking during class that is not related to the course or talking while the lecture is taking place; walking in or out during the class; being distracted or distracting others through communication devices such as cell phones, computers etc..) will be viewed negatively and will affect class participation grade.

2. **Home Work (Case Analysis):** This comprises mainly brief analysis of cases. There are six assignments, which are marked in the detailed course outline. Each assignment is due at the beginning of the class as indicated in the syllabus. The reports are graded for both content and presentation. Team-based case briefs must not exceed two pages. Individual case briefs must not exceed one page. Four of the case assignments will be a team-based assignment and two will be individual assignments. For the individual assignments, while you are encouraged to actively discuss with your team or classmates, you are expected to submit individually but must not copy someone else’s work. The case analysis should be based on the guiding questions posted on the blackboard. Case grading will focus on comprehensiveness and correctness in analyzing the case. You may enhance your score by

- (a). Bringing in additional knowledge through real world contact
- (b). Bringing in additional knowledge through additional library research and using the information in the analysis.
- (c). Linking the analysis to the information in the topic covered

For the team-based case analysis, the team may not include the name of any team member that does not participate in producing a particular case analysis work. You will be responsible for managing the dynamics of your team but you are free to discuss any issues that the team may be having with any member of the team. The instructor reserves the right to award different grades to team members on team-based work. Hence the final grade for all team-based work could vary across team members.

The submission dates for all the assignments are in the course outline. It is your responsibility to take note of these dates and adhere to them. The instructor will notify students should a change be required to the submission dates. I will not remind you of what is due and when. Late homework assignments will not be accepted; you will receive a zero grade for that assignment.

3. **Global Research Paper:** This is a team activity that will enhance the value of learning in this course by researching current and future-critical issues in SCM. Detailed instruction will be provided in BB. Your team will focus on one of the countries assigned to you. Your deliverables include three progress reports, final class presentation and final paper. The deadlines for these deliverables are clearly marked in the course outline. The grading will focus on the thoroughness and depth of the research, and quality of the report. Every member of the group should participate equally in completing the project and the report. Should your group have any problems with this, feel free to contact me and we can resolve the matter in a fair manner. The team will be given “peer evaluation” for this activity. Students will assess team members’ contribution and write a short paragraph that should reflect the key learning on the project. Thus the final grade for the report will be made up grades for the report itself, peer evaluation and self reflection. Hence the final grade for the report could vary across team members.

* Team size should not exceed “five” members for team activities and should be the same team for all team activities. On the first day of the class, I will assign you to your teams.

* All assignments, including case analysis must be submitted as hard copies.

* While I will try and do my best in creating a positive and interesting learning environment, the key to get a good grade in this course (like any other course) depends on your hard work, integrity and focus.

4. **Exams:** There are three exams and one simulation activity. They are marked in the course outline. Exams will cover the issues covered in the lectures, case discussions and reading assignments. They will be a combination of multiple choice and short answer questions. Reviews before each exam will provide useful hints and sample questions. The simulation activity will be a team-based activity. It will comprise an analysis of a scenario that demonstrates a global supply chain issue in different cultural contexts and a presentation. This activity may be video recorded.

No books or papers will be permitted during exams. No sharing of materials is permitted.

5. Make sure to bring your own calculator to every examination if required; sharing calculators is not permitted.

6. In general, make-up examinations will **not** be given. See point 13 below for the exam policy.

7. I will be using Blackboard to post announcements, any updates to the syllabus, assignments’ questions, lecture notes, and other important information. **Make sure that you read the Blackboard regularly!** You are welcome to use this conference to post questions or other communications relating to the course.

8. **Honor Policy:** The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the University or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism or facilitating such activities.

9. **Academic Integrity:** Each student has an obligation to act with honesty and integrity, and to

respect the rights of others in carrying out all academic assignments. Additional information on the student academic integrity code is at:

www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Academic Dishonesty and the grade of XE: A grade of XE is reserved for "failure for academic dishonesty."

The grade goes on the student's transcript; the student needs to petition to have it removed after 1 year.

Students found to be involved in academic dishonesty will be removed from the class and a grade of XE for the course will be submitted to the registrar. The student will be advised to repeat the course with another professor, possibly at another institution. This is the least action taken. Further, more serious actions may be taken if the situation indicated that such actions are appropriate. We will act very harshly against cheating during Quizzes or Exams.

10. ***Withdrawals:*** The instructor will **NOT** withdraw students for any reason. Specifically, students should be aware that non-attendance will **NOT** automatically result in their being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. It is the student's responsibility to be aware of their registration status.

Withdrawal transactions must be completed by the deadline date. If not, you will still be officially enrolled and you will receive a grade based on your work completed.

For additional information about ASU's withdrawal policy and the possible consequences of withdrawing from a class, contact Registration Services or your academic counselor.

Students are responsible for their registration status!

11. ***The Grade of Incomplete:*** A grade of incomplete will be awarded only in the event that a documented emergency or illness prevents a student who is doing acceptable work from completing a small percentage of the course requirements. The guidelines in the current general ASU catalog regarding a grade of incomplete will be strictly followed. A grade of incomplete will **NOT** be awarded unless there is documented evidence of extreme personal or immediate family hardship. Changes in work hours, child-care emergencies, or other similar personal problems will not be approved as reasons for awarding incompletes. The chair of the Department must approve any incomplete grade requests.

12. ***Reasonable Accommodations for Students with Disabilities:*** The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU. Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

13. ***Final Exam Policy:*** The final exam schedule listed in the *Schedule of Classes* will be strictly followed. Only the **Associate Dean** can approve requests for early final exams; only the Department Chair can approve requests for make-up exams.

Make-up exams will NOT be given for reasons of non refundable airline tickets, vacation plans, work schedules, weddings, family reunions, or other such activities. Students should consult the final exam schedule before making end-of-semester travel plans.

If there is a last-minute personal or medical emergency, the student may receive a grade of Incomplete and makeup the final within one calendar month. The student must provide written documentation and be passing the class at the time to receive an Incomplete. A signed

“Request for Grade of Incomplete” must be submitted by the student and approved by the student’s instructor and the chair of the Department.

14. Please be sure to turn off your cell phone or beeper while class is in session.

15. The Instructor reserves the right to make changes to this syllabus as needed.

Important Dates

*First Day of School, FALL 2011: **Thursday, August 18, 2011***

Labor Day Holiday ASU Holiday Observed, Monday, September 5, 2011 – No Classes

Course Withdrawal Deadline – In Person and Online Wednesday, November 2, 2011

Complete Withdrawal Deadline – In Person & Online Tuesday, December 6, 2011

Academic Status Report #1 September 15 – 22, 2011

Graduation Filing Deadline October 1, 2011

Academic Status Report #2 October 20 – 27, 2011

*Veterans Day ASU Holiday Observed, **FRIDAY**, November 11, 2011 – No Classes*

Thanksgiving Holiday ASU Holiday Observed, Thursday and Friday, November 24 and 25

*Last day of Classes **Tuesday, December 6, 2011***

Reading Day Wednesday, December 7, 2011

Final Exams Thursday, December 8 through Wednesday, December, 14, 2011

NOTE Final Exam schedule can be found at : <http://students.asu.edu/final-exam-schedule>. BUT this schedule is SUBJECT TO CHANGE!

Graduate Students Commencement Wednesday, December 14, 2011

Undergraduate Students Commencement Thursday, December 15, 2011

Final Grades Due December 12 – 19

Final day for entering grades is 11:59 p.m. Monday, December 19

Holiday Break Christmas Break – Monday, December 26 & Tuesday, December 27

New Years Break – Monday, January 2, 2012

Tentative Outline

Date	Topic	Pages in Coursepack	Deliverables
24-Aug	<p>Intro to GSCM: <i>Discussion of Syllabus, Course Projects, Grading... etc.</i></p> <p>Globalization: <i>Rationale, Issues, Opportunities and Barriers.</i></p> <p>Read “The everyday problems of global sourcing” Loren Gary, HBR</p> <p>“What is a Global Manager? Bartlett & Ghoshal, HBR, August 2003</p>		Meet your team members
31-Aug	<p>Global Sourcing</p> <p>Case discussion: Xbox</p> <p>Read “ Achieving excellence in Global Sourcing, Trent & Monczka, Sloan Management Review, Fall 2005</p>	1	Individual assignment: Prepare and submit answers to case study questions (1 page only).
7-Sept	<p>Outsourcing – Make or Buy</p> <p>Case discussion: ECCO</p> <p>Read “Volatile Exchange rates can put operations at risk”, Lessard & Lightstone, HBR July-Aug, 1986</p> <p>“Global Strategy –in the World of Nations”, Sloan mgt Review, 1989, 31(1)</p> <p>“Offshoring work: business hype or the onset of fundamental transformation?” Long Range Planning, 2006, 39(3)</p>	15	Team assignment: Prepare and submit answers to case study questions (2 pages only).
14-Sept	<p>Supplier selection and Global facility configuration</p> <p>Case discussion: Tegan CCC</p> <p>Read: Oke et al. Criteria for sourcing in developing countries. Strategic Outsourcing, An International Journal Vol. 2 (2), pp. 145-164. 2009</p>	47	1 page summary of progress on Global SCM project due Prepare answers to case questions for class discussion
21-Sept	<p>Guest Speaker: Managing global supply risk</p> <p>Read: Managing Disruptions in a Retail Supply Chain”. International Journal of Production Economics. Vol. 118, pp. 168-174, 2009 by Oke & Gopalakrishnan.</p>		
28-Sept	<p>Exam 1</p> <p>Ethical issues in Global supply chains</p> <p>Case discussion: Ikea</p> <p>Read “Improving work conditions in a Global supply chain, Locke & Romis, Sloan Management Review, Winter, 2007</p>	53	Team assignment: Prepare and submit answers to case study questions (2 pages only).

5-Oct	<p>Managing Cultural Diversity in Global supply chains.</p> <p>Video cases</p>		1 page summary of progress on Global SCM project due
12-Oct	<p>Managing Cultural Diversity in Global supply chains. Simulations and role play</p>		Role play
19-Oct	<p>Managing operations in developing countries</p> <p>Environmental issues in Global supply chains</p> <p>Case discussion: Freeport Indonesia</p> <p>Read "Beyond Greening: Strategies for a sustainable world" Stuart Hart, HBR, Jan-Feb, 1997</p>	67	Individual assignment: Prepare and submit answers to case study questions (1 page case brief only).
26-Oct	<p>Supplier network development</p> <p>Case discussion: Shanghai VW</p>	99	Prepare answers to case questions for class discussion
2-Nov	<p>Exam 2</p>		
9-Nov	<p>Global distribution network: <i>Global logistics, warehousing etc.</i></p> <p>Case discussion: Polaroid</p> <p>Read "The Logistics cost of achieving supply chain flexibility: An analysis of the downstream logistics operations of a South African FMCG Producer" International Journal of Production Economics 108, pp. 176-182, 2007 by Oke & Long.</p>	117	Team assignment: Prepare and submit answers to case study questions (2 pages case brief only).
16-Nov	<p>Evolution of global sourcing locations</p> <p>Case discussion: Palliser Furniture</p> <p>Read: Maltz et al. Global Sourcing: The Regional Dynamic. Supply Chain Management Review 14 (2), 2010</p>	139	Team assignment: Prepare and submit answers to case study questions (2 pages only).
23-Nov	<p>Implementing International Strategy</p> <p>Case discussion: Wal Mart 2005</p>	37	<p>Prepare answers to case questions for class discussion</p> <p>1 page summary of progress on Global SCM project due</p>
30-Nov	<p>Presentations</p>		Global SCM project submission
14-Dec	<p>Final Exam: 7:30am to 9:20am</p>		To be confirmed

Note: The instructor reserves the right to make changes to this outline

Global Supply Chain Management (SCM 463) Global Awareness Petition

The course has the following components and assessment which we believe fully support or fulfill the requirements for a G course through the contents and assessment.

Summary (NB: Highlighted areas indicate emphasis on Global Cultural awareness)

1. Lectures
 - a. Class lectures and discussions are based on case studies (see attached case studies and reading materials) that cover overarching global supply chain issues in different countries of the world including China, Countries in Europe, India, Mexico, Indonesia and countries in Africa. The underlying national and regional issues that affect supply chains in these locations are explored. These underlying issues include **cultural, social and ethical, labor (e.g. union and wage rates), economic (e.g. foreign exchange issues), education and infrastructure to name a few.**
 - i. Assessment: **Exams (50%); Participation (7%); Case Analysis (20%)**
2. Project
 - a. The primary objective of the project (see attached) is to explore in detail the auto supply chains in different countries. One country is assigned to each team of five students. The project is designed to explore in depth issues covered in class lectures and discussion as they relate to a specific country. Again these issues include **cultural, social and ethical, labor (e.g. union and wage rates), economic (e.g. foreign exchange issues), education, custom (e.g. import and export) and infrastructure.** **By the end of the course, each team will have an in-depth knowledge of the above issues relating to the country assigned to the team.** However, through the end of project presentations which are made to the entire class, it is expected that the entire class will be exposed to the research findings. In fact the *final exam comprises issues researched across the board and in all the countries* (presentation slides are made available on the blackboard for the entire class). The countries being examined in-depth in the Fall 2012 semester are: Brazil, Malaysia, Sweden, Mexico, Hungary, South Africa, Japan, China and India.
 - i. Assessment: **Group Project including presentation (17%) and exam (as above)**
3. Simulation/Role Play
 - a. Following students' **exposure to broad cultural issues** in lectures and case study discussion and an **in-depth lecture on different cultural orientations of different world zones/countries, the role play exercise attempts to bring cultural issues in different countries to life and actually tests the understanding through experiential learning.** I challenge the students to take up the role of a global supply chain manager of a company with *for example* a chicken processing plant in Thailand (we focus on plants located in different countries) whose products have recently been found to exhibit signs of Avian flu (we include other disasters as well). Their task would typically be to analyze how to coordinate the company's supply chain to ensure continuous supplies from other facilities to customers all over the world; and in particular address the call for immediate recall of all the company's products originating from Thailand. This would require them to literally 'face the press' (an activity that is video recorded and played back afterwards for review) and **tailor their communication strategies to different cultural zones or countries.** This role play not only develops students' analytical skills in a crisis scenario and helps them to understand how to handle a crisis scenario, it enables the appreciation of different cultures and how to communicate effectively to different cultural audiences.
 - i. Assessment: Examples of criteria: **who within this culture would your target your message to? How would you communicate to this specific cultural block? What would be the core content of your message? What are the likely reactions from this specific cultural block and how would you address these? (7%)**

In sum, the Global awareness is integrated into the entire SCM 463 course and into the way the overall course is assessed. There is no single element of the course content, delivery and assessment that does not capture key global issues.

Adegoke Oke, PhD

Details of Course Outline

(NB: Highlighted areas indicate emphasis on Global Cultural awareness)

Week 1

Topic: Introduction to Global Supply Chain Management

Objectives:

- Introduction to the course: Discussion of syllabus, course projects, course requirements etc.
- Globalization: Understanding globalization; advantages and challenges of globalization including cultural and social factors (social openness and tolerance, social degeneration, cultural intermingling, political issues etc.)
- Introduction to Global Supply Chains: Global Supply Chain Strategy and issues in Global Supply Chains (governmental red tape, custom issues, political issues, socio-cultural issues etc.)

Reading

“The everyday problems of global sourcing” Loren Gary, HBR

“What is a Global Manager? Bartlett & Ghoshal, HBR, August 2003

These articles reinforce and discuss some of the key points covered in the lecture as stated above

Week 2

Topic: Global Sourcing

Objectives:

- Understand the rudimentary of global sourcing: progression towards global sourcing
- Understand the challenges of global sourcing: language and communication issues; socio-cultural factors; regulatory issues; currency and time differences etc.
- Understand the global sourcing key success factors
- Understand how to use scoring models to select among potential global sourcing locations/suppliers

Class Exercise

- Your company, located in Oregon, needs to make a strategic global sourcing decision for printed circuit boards from known suppliers located in South Africa, Hungary, China, Indonesia and India. These boards are required for manufacturing electronic products in the USA. Which of these countries would you source from and why?
- You must use the scoring model to systematically arrive at your decision
 - Identify the criteria and assign weights
 - Rate each option based on the criteria
 - What are the key socio-cultural and other global supply chain issues that you would consider and why?
- Present your findings

Case Discussion/Graded Assignment

1. Evolution of the Xbox supply chain

- a. What supply chain changes did Microsoft make between the Xbox and the Xbox 360? What was the motivation for these changes?
- b. Previous videogame launches had been characterized by initial demand exceeding supply, even though launches had been regional, with many months separating each geographical expansion. What were the benefits and limitations of the global launch planned for the Xbox 360? How would you overcome the potential global supply chain issues?

- c. Microsoft planned to use three EMS firms for the Xbox 360, all manufacturing in China. What were the benefits and limitations of this approach? How should Microsoft coordinate the three suppliers?

Reading “Achieving excellence in Global Sourcing, Trent & Monczka, Sloan Management Review, Fall 2005

Week 3

Topic: Outsourcing

Objectives:

- Understand the differences between outsourcing and offshoring
- Understand the drivers of outsourcing, what should you outsource? And challenges in outsourcing
- Understand facilities configuration options

Video analysis: cultural issues of outsourcing of services to India

Case Discussion/Graded Assignment

2. Case: ECCO A/S – Global value chain management. Ivey, 908M14

- a. Describe the competitive environment of ECCO and determine how well ECCO is positioned (vis a vis competitors) to take advantage of the changes in the industry? This must include an analysis of economic factors, intensity of rivalry, supplier and buyer factors, political, socio-cultural and technological factors.
- b. Analyze ECCO’s global value chain. How well does this configuration match the drivers in the industry?
- c. ECCO has a fully integrated vertical value chain. What are the pros and cons of this strategy?

Reading

“Volatile Exchange rates can put operations at risk”, Lessard & Lightstone, HBR July-Aug, 1986

“Global Strategy –in the World of Nations”, Sloan mgt Review, 1989, 31(1)

“Offshoring work: business hype or the onset of fundamental transformation?” Long Range Planning, 2006, 39(3)

Week 4

Topic: Supplier selection and Global facility configuration (Network Planning)

Objectives:

- Understand network design, inventory positioning and resource allocation issues in global supply chains
- Understand data requirements for network planning in global supply chains
- Understand the criteria for supplier selection: cultural proximity, physical proximity, political issues, certification, quality etc.
- Understand supplier score card and paired comparison analysis

Class Exercise:

- Study the scenario given to your team (e.g. different suppliers with different attributes located in different cultural zones), analyze it and choose a global supplier for the organization and be prepared to explain the reasons for your choice.

Case Discussion

3. Case: Tegan c.c.c. HBS 9-609-038.

- a. What is your assessment of Tegan’s outsourcing strategy?
- b. What would your advice be to Tegan on how to prevent the failure of the account payable system?

c. What are the key learning points in this case on how to manage an outsourcing project?

Reading: Oke et al. Criteria for sourcing in developing countries. *Strategic Outsourcing, An International Journal* Vol. 2 (2), pp. 145-164. 2009

Week 5

Topic: Managing global supply risk

Objectives:

- Understand different types of risks in global supply chains
- Understand sources and impact of risks in global supply chains
- Understand risk mitigation and management strategies

Guest Speaker: Managing issues (socio-cultural, political etc.) in global supply chains with particular focus on risk and supplier management

Reading: Managing Disruptions in a Retail Supply Chain". *International Journal of Production Economics*. Vol. 118, pp. 168-174, 2009 by Oke & Gopalakrishnan.

Week 6

Topic: Exam

Week 7

Topic: Managing Cultural Diversity in Global Supply Chains

Objectives:

- Awareness of differences in cultures and business practices in global supply chain locations
- Understanding Hofstede's cultural dimensions
- Understanding the SPM cultural map including specifics of different world cultural zones (Anglo-Saxon, Scandinavian, Germanic, Latin & Mediterranean, Latin South American, Latin European, Japan, Asian, Arab and African cultures)

Video Cases:

Clips of expatriate managers in different cultural zones are analyzed to highlight cultural conflicts, cultural intermingling and discuss how to manage cultural issues in different cultural zones.

Reading:

G. Spony (2003), *SPM Cultural Clusters*, Center for research on the SPM, UK

G. Spony (2003), The development of a work-value model assessing the cumulative impact of individual and cultural differences on managers' work-value systems: empirical evidence from French and British managers, *International Journal of Human Resource Management*, 14(4), 658-679.

Week 8

Topic: Managing Cultural Diversity in Global supply chains. Simulations and role play

Objectives:

- To build on previous week's lecture on managing cultural diversity through experiential learning
- Tailoring communication styles to different cultural zones
- Develop effective business communication skills

Graded Role Play/Class Exercise

- Each team of students will be presented with a scenario of a crisis situation relating to a global supply chain crisis scenario, within a country setting.
- Based on the skills and knowledge acquired so far during the course, the students will be expected to analyze and present the issues, their chosen actions to resolve the situation, and their proposed communication strategy (1-page only).
- Each team will represent the senior management team of organization 'X'. The team present their communication strategy and implementation strategy which must be targeted towards a specific cultural world zone for 2 minutes and will nominate one person to carry out a live 3-minute TV interview with a journalist from "CNN" as a first step towards implementing the agreed international communication strategy.
- Using video clips and selected recordings from the interview, we will take the opportunity to discuss the role play.

Week 9

Topic: Managing operations in developing countries

Objectives:

- Identify what countries are classified as developing countries
- Understand the "bottom of the pyramid" concept
- Understand challenges of managing operations in developing countries

Graded Case Discussion/Assignment

4. Case: Freeport Indonesia. HBS 9-796-124

- a. What is your evaluation of Freeport's Indonesia environmental management?
- b. What is your evaluation of Freeport's treatment of social and cultural affairs?
- c. Is this project, or could this project be sustainable? How should economic rents be distributed?
- d. Should Freeport expand? Should Indonesia allow it?

Reading:

"Beyond Greening; Strategies for a sustainable world" Stuart Hart, HBR, Jan-Feb, 1997

"Serving the world's poor profitably", Prahalad and Hammond, HBR article, 2002. R0209C-PDF-ENG

Week 10

Topic: Ethical issues in Global supply chains

Objectives:

- Understand the drivers and benefits of green and sustainable global supply chains
- Understanding the challenges of building green and sustainable global supply chains
- Understanding the need for corporate social responsibility in global supply chains

Video cases/Analysis

- Ethical and Socio-Cultural Issues in Shell's operations in Nigeria
- Starbucks and corporate social responsibility

Graded Case discussion/Assignment

5. Case: Ikea's Global sourcing challenge (A). HBS 9-906-414

- a. How should Marianne Barner respond to the invitation for IKEA to have a representative appear on the upcoming broadcast of the German video program?

- b. What actions should she take regarding the IKEA supply contract with Rangan Exports? What are the socio-cultural implications of alternative actions?
- c. What long term strategy would you suggest she take regarding IKEA's continued operation in India? Should the company stay or should it exit? (Be prepared to describe the socio-cultural impact of such a decision and how you would manage it).

Reading: "Improving work conditions in a Global supply chain, Locke & Romis, Sloan Management Review, Winter, 2007

Week 11

Exam 2

Topic: Supplier network development

Objectives:

- Understand different structural configurations for managing supplier networks
- Understand the challenges of supplier development in global supply chains
- Understand the key success factors for supplier development

Case Discussion:

6. **Case: Shanghai Volkswagen HBS 9-696-092**

- a. What were the major challenges that faced SVW in trying to produce a truly "Made in China" car? What were the specific cultural issues that the company faced?
- b. Based on lessons from this case, what advice would you give to an automotive manufacturer seeking to localize its operations in a developing country context like China on how to source high quality components or parts? Consider all factors including socio-cultural issues
- c. How would you overcome the potential problems in sourcing parts locally as discussed in (b) above?

Week 12

Topic: Global distribution network: Global logistics, warehousing etc

Objectives:

- Understand the different modes of transportations in global supply chains
- Understand the logistics processes in the movement and flow of goods and services across global supply chains
- Understand export and import issues and regulatory requirements in global supply chains
- Understand the impact of infrastructure development and under-development on the movement of goods in global supply chains

Graded Case Discussion/Assignment

7. **Case: Polaroid Corporation: European Distribution System HBS 9-695-038**

- a. How does Polaroid's distribution needs vary by subsidiary in Europe? What are the socio-cultural and strategic implications of these differences? You must consider the cultural diversity of the countries in Europe where Polaroid operates.
- b. Should Polaroid implement a direct distribution strategy in Europe? If not what alternative do you recommend? What are the implications of the socio-cultural make up of the countries for your recommended strategy?

c. How should your recommendation be implemented? What implementation and other cultural challenges do you foresee? How would you address those challenges?

d. What other changes do you recommend Polaroid make to its European logistics system?

Reading: *The Logistics cost of achieving supply chain flexibility: An analysis of the downstream logistics operations of a South African FMCG Producer*” **International Journal of Production Economics** 108, pp. 176-182, 2007 by Oke & Long.

Week 13

Topic: Evolution of global sourcing locations

Objectives:

- Understand the connection between industry life cycle and evolution of global supply chains
- Understand the country differences and country similarities theory and implications on the evolution of global supply chains
- Understand the drivers of potential future sourcing locations and be able to predict the configuration of a typical future global supply chain

Case Discussion:

8. **Case: Palliser Furniture LTD: The China Question. Ivey 904M05**

a. As Art DeFehr, how would you evaluate the competitive pressures from Asia? What are the implications for Palliser’s strategy?

b. Should Palliser invest in China now? Why?

c. If Palliser decides to invest in China, do you think the investment strategy is viable in the long run? Consider all factors including changing economic factors, socio-cultural factors etc.

Reading: Maltz et al. *Global Sourcing: The Regional Dynamic. Supply Chain Management Review* 14 (2), 2010

Week 13

Topic: Implementing International Strategy

Objectives

- Understand how to leverage a firm’s corporate strategy to develop an international strategy
- Understand how to base an international strategy on global supply chain strategy
- Understand how to implement an international strategy that is over and beyond a global supply chain focus
- Understand how to move beyond a “Glocalization” thinking to a “Reverse Innovation” model

Case Discussion:

9. **Case: Wal Mart 2005 by David Yoffie. HBS # 9-705-460**

a. What are Wal Mart’s competitive advantages?

b. How sustainable are those advantages?

c. How transferable are those advantages as Wal Mart moves into new formats and especially into new international locations? Consider the potential cultural issues in new locations.

Reading:

Serving the world's poor profitably, Prahalad and Hammond, HBR article, 2002. R0209C-PDF-ENG
Reverse innovation, emerging markets, and global strategy, Govindarajan, V. And Ramamurti, R. Global Strategy Journal 1 (3-4), 191-205

Week 14

Topic: Graded Project Presentations

Objectives:

- *Understand the different configurations of auto supply chains in 9 different countries*
- *Understand the different cultural, social and ethical, labor (e.g. union and wage rates), economic (e.g. foreign exchange issues), education, custom (e.g. import and export) and infrastructure as they affect the auto supply chains in the 9 countries.*

Week 15

Topic: Final Exam

Attachments

Global Project Brief

Case studies

Selected Reading Materials

GLOBAL SUPPLY CHAIN MANAGEMENT PROJECT

AUTO SUPPLY CHAIN ANALYSIS

The primary objective of the project is to explore in detail the auto supply chain in the country assigned to your team. This entails three main activities:

1. Literature research:

- ⌚ Detailed literature analysis should be done to answer some fundamental questions and issues
- ⌚ Journals should be a mix of academic and industry (trade) journals and authentic Internet sources. Some journals in the supply chain area include: (1) Journal of supply chain management, (2) Supply chain management – an International Journal, (3) Supply chain management review, (4) Sloan Management Review, (5) Interfaces, (6) Decision Sciences, (7) Harvard Business Review, (8) Supply chain digest, (9) McKinsey Quarterly, (10) AMR Research reports, (11) Journal of Operations Management, (12) Production and Operations Management, (13) California Management Review, (13) Economist, (14) Wall Street Journal, and (15) strategy + business, (16) Economist and (17) Journals / News papers in the country of study.
- ⌚ The research paper should summarize key findings from the literature References should be professionally formatted.
- ⌚ The issues that you should focus on should include (but not limited to the following)
 - a. Structure of the auto industry supply chain
 - i. Could include 2-wheeler market too
 - b. Major players (domestic and foreign) and key success or competitive factors
 - c. Main models (domestic and foreign)
 - d. Import versus export including border and custom issues, foreign exchange etc
 - e. Competitiveness of the auto-industry in the country
 - f. Enablers and inhibitors of competitive advantage
 - g. Unions and wage rates and other cost issues

- h. Supplier management
- i. Raw material availability
- j. Quality of labor / training and education
- k. Influences of cultural and social factors and value systems on business/competitiveness
- l. Logistics infrastructure
- m. Other relevant issues (ex. Green initiatives etc..)

2. Fact finding through interview(s) and/or available data base of information:

- ⌚ This includes talking to experts in the area about the issues raised and documenting their thoughts
- ⌚ Researching through our library any surveys or other forms of published data bases that can throw more light on the topic.

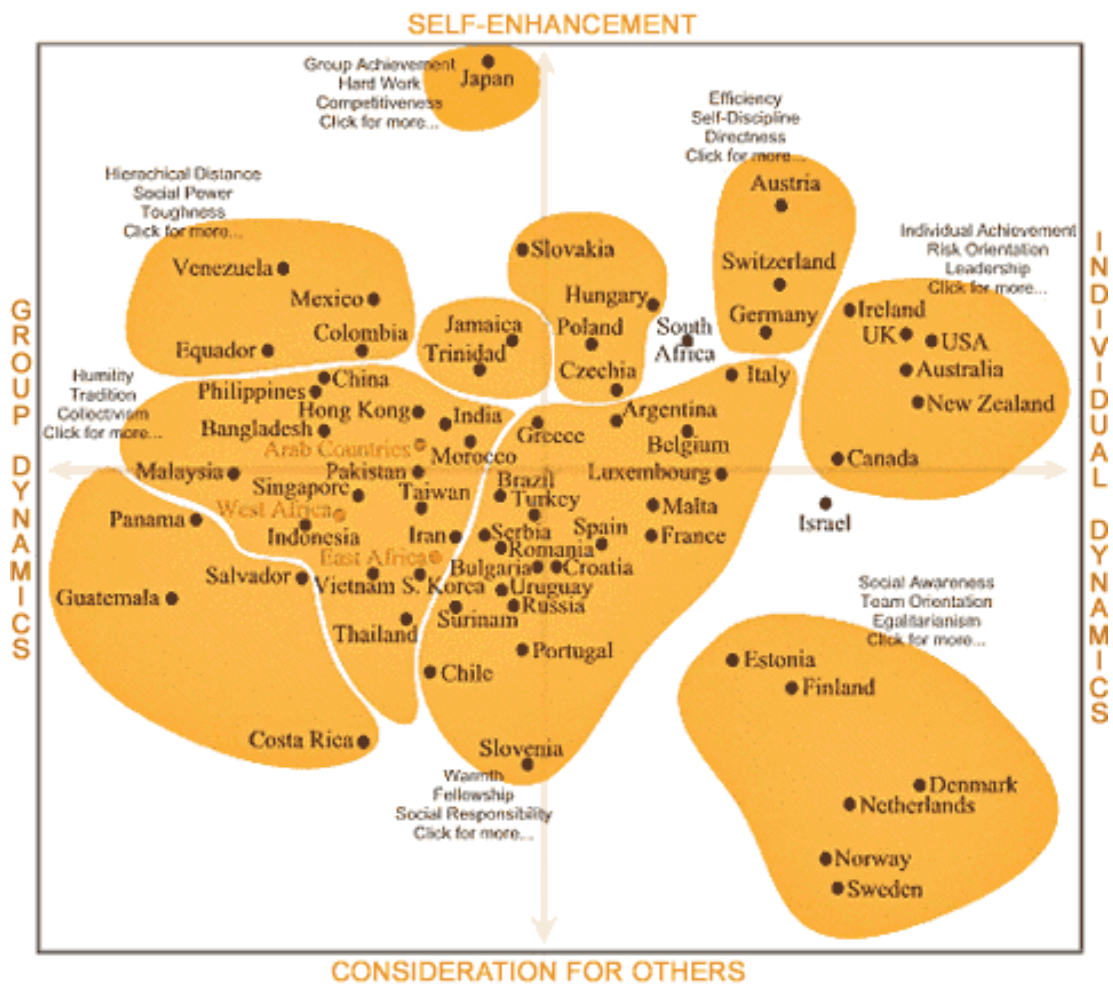
3. Presentation and report

- ⌚ Each team will get 7-10 minutes of presentation to highlight their area of research, key issues identified, results from fact finding and conclusions
- ⌚ Every team member should present
- ⌚ Presentation includes quality of the presentation (creativity in presentation, creativity in the slides, clarity of thought and engaging the audience will all form the crux of the evaluation).
- ⌚ Presentations will be done on December 7th in class. Report is due that day.
- ⌚ Report should be a maximum of 1500 words plus any appendix information. It should contain an executive summary, introduction to the topic, methodology, detailed literature analysis/ results of the fact finding, discussion and final conclusions and limitations of the research. Detailed reference list is also a key part of the report. Report can be double spaced and 12 font size (say Times New Roman font).

Target countries: Brazil, Mexico, South Africa, India, Malaysia, China, Hungary, Sweden and Japan

THE SPM CULTURAL CLUSTERS

CULTURAL IMPACT: GENERAL COMMENTS



Shared cultural values are of crucial importance in shaping a person's behaviour. The current difficulties that organisations encounter when implementing cross-border mergers and acquisitions or international operations are tell-telling signs of the powerful influence of our unconscious cultural programming. Recent studies have revealed that 50% of British CEOs consider their European acquisitions to be a failure. According to them, 90% of unforeseen difficulties have arisen from a clash of culture.

Unfortunately current personality inventories systematically ignore the fundamental impact of culture in shaping people's work-values and social behaviour. After the Second World War, their development was based on the need of HR departments to manage their workforce within each country. At that time, cross-cultural operations were rare and the current requirement of thinking and acting globally was not under consideration.

The undertaking of measuring cultural differences is quite recent. The very first exploratory study was undertaken in 1965 and was later found to be flawed by fundamental methodological mistakes. The most reliable comparative results achieved so far have been the outcomes of rigorous cross-cultural comparisons undertaken by Geert Hofstede (1981, 1991, 2001) and Shalom Schwartz (1992, 1994, 1999). The development of our instrument, the SPM, was based on the integration and extension of these works undertaken by these two famous professors.

The chart that we have introduced is based on the two fundamental axes found by Schwartz that can be used for both assessing cultural and individual differences:

- **The Self-enhancement – Consideration for Others Axis**
- **The Group Dynamics - Individual Dynamics Axis**

Hofstede studied cultural differences in the work-values of employees in more than forty countries. He found that four fundamental cultural dimensions could explain cultural differences. These dimensions can relate to Schwartz's axes:

- **The Self-enhancement – Consideration for Other Axis relates to Hofstede's Masculinity dimension**
- **The Group Dynamics – Individual Dynamics Axis relates to Hofstede's Power Distance, Individualism and Uncertainty Avoidance dimensions.**

As can be seen on the chart, the clustering of countries based on Hofstede's cultural results elicits **several typical cultural clusters** when **arrayed along Schwartz's axes: Collectivist** cultures demonstrated in Asian, African and Arab cultures, **Japanese** culture, **Scandinavian** cultures, **Germanic** cultures, **Anglo-**

Saxon cultures, and **two slightly different Latin** culture clusters. Please note that these comments are general cultural tendencies and do not take into consideration the cultural uniqueness of each specific country.

Cultural values are **not static**: they are influenced by numerous social and economic factors. For instance, their level of **economic development** undoubtedly influences the positioning of countries on the **Group Dynamics- Individual Dynamics axis**. Recent longitudinal studies done by **Inglehart** suggest, at the world level, that the general trend towards change in value systems is towards the **increased endorsement of Individual Dynamics** and values based on **Consideration for Others**.

However, the **relative measurement of cultural differences** is likely to elicit rather **stable differences**: cultural value systems do not change overnight. For instance, Anglo-Saxon cultures are still strongly influenced by the initial impact of the values promoted by the Protestant Work Ethic. Noticeable evolutions of cultural values require the emergence of new generations. It is likely that processes of change occur more or less at the same speed in different countries and follow the succession of different generations. However, some exceptions may occur, as can be seen by the positioning of Japan on the cultural map, which no longer clusters with other Asian countries.

COLLECTIVIST CULTURES: Asian, African and Arab countries

This cluster of cultures display high scores on group dynamic values and average scores on the Self-enhancement - Consideration for Other axis. These are therefore the countries in which the collective values of their cultural system have the most powerful impact on the types of behaviour that individuals must display in specific contexts and circumstances. However, it would be misleading to believe that individual differences are not expressed in these countries. Instead individuals are socialised to put systematically the needs and requirements of their social environment above their personal interests and desires.

This type of culture has been named the culture of interdependence (as opposed to the culture of independence typical of Western nations). This means that individuals are bound with their close social groups - extended family, work environment - through informal and reciprocal rules of social behaviour based on values such as showing high level of loyalty, a strict respect of the social hierarchy, obedience, humility, a sense of duty and commitment towards the group decisions and objectives, reciprocal support, reliability, etc.

For foreigners who have to do business in these countries it is therefore crucial to discover and to learn the underlying informal norms of social behaviours that regulate strictly social interactions. In these social systems, the decision making process is organised through a pronounced hierarchical and vertical structure based on the respect of clear-cut status differentiation. For foreigners, it is therefore important to respect this process of decisions and to adopt a long-term strategy involving spending time developing a network of relationship. This will enable foreigners to progressively get acquainted with the most influential people who are at the top of the hierarchical structure. Foreigners must also take into consideration that business relationships in these countries are rooted on the development of long-term relationship based on mutual loyalty and the exchange of reciprocal services.

Although all these countries shared the same tendency to rely on a collective dynamic, noticeable differences occur between these countries regarding the type of dominant ideological traditions which are at the roots of their rules and values. For instance, ethnic solidarity and the notion of extended family are of primary importance in African cultures. Religious values strongly influence the rules of social behaviours in Muslim countries or in India. The Chinese culture is rooted in Confucian values that highlight the primacy of family duty and the respect for the social hierarchy, etc.

JAPAN

As can be seen on the chart, the cultural characteristics of the Japanese culture are to some extent atypical of the other countries related to the Asian culture group. Although clearly less individualistic than the Western countries, this country has slightly moved away from the more traditional and collectivist values typical of other Asian cultures. This noticeable mutation is likely to be resulting from the impact of the amazing economic development that this country has undergone in the last forty years. Japan has moved earlier than other Asian countries from rural to urban settings and from agricultural to commercial and industrial occupations. The resulting increased in environmental complexity has triggered the development of self-directed orientations that have been progressively reflected in the change of Japanese child-rearing practices and social habits. For instance, recent studies have highlighted the decreasing acceptance of the traditional Japanese norms of having elderly parents living with their eldest son.

However, the most important aspect of the Japanese culture is its unusual degree of competitiveness that is reflected through its very high position on the Self-enhancement axis. Visible through its strong military power until the Second World War, this aspect was drastically refocused towards economic achievement after the Second World War. It has been apparent, for instance, by the high degree of aggressiveness of its commercial exportation policy. However, being still dominated by group dynamic values (i.e. respect of social hierarchy, loyalty towards the group, etc.) this competitiveness drive takes the unique form of a strong motivation for achievement at the group level. This is directly in relation with the emergence of omnipotent Japanese conglomerates, which have been flagging up the Japanese success all through the world. This is also clearly apparent from the amazing dedication and commitment that hard-working and self-disciplined Japanese employees show for their enterprises.

Economic difficulties met by the Japanese society in the last decade may be interpreted as the surface results of profound and difficult changes undergone by a cultural system moving inexorably toward more individualistic values. Split between its traditionally successful way of doing and its more recent social aspirations, the Japanese culture is currently undergoing incremental mutations in a search of reconciling these two aspects.

LATIN/MEDITERRANEAN CULTURES

The bulk of these countries encompass countries strongly influenced by Latin or Mediterranean cultural roots. Comparatively to other countries, this Latin group displays average scores on both axes and they are, therefore, positioned at the centre of the cultural map. Interestingly, recent studies have shown that many of Eastern Europe countries formerly part of the Communist block belong to this cluster (Russia, Serbia, Romania, Slovenia, Croatia). This finding suggests the underlying importance of the Latin roots in these cultures, and highlights similar aspects in term of business values (relationship orientation, the presence of a competing system between a strong and unified hierarchical system and the power of local authorities, etc.).

As a consequence, the traditional reliance on more collectivist values typical of more group oriented cultures (i.e. respect of formal and informal rules of decisions, prominence of group decision, pronounced hierarchical structure and high respect for status) are noticeably moderated by the dynamic of personal influences and interpersonal relationships. In these countries, the formal, predictable and stable hierarchical structures of more collectivist countries become undermine by the impact of personal endeavours and influences. As a result, complex systems of decision emerge at the horizontal level that compete which the authority of the formal hierarchical and vertical structure. This creates the emergence of intricate networks of decisions relying on informal relationship based on values such as personal friendship, emotional ties with people sharing current or past experiences, loyalty towards small social groups, etc.

Indeed these underlying and hidden network connections are difficult to understand and to discover for foreigners. The development of relational ties aimed at reducing uncertainty and building up mutual trust become therefore a key factor to successfully achieve business objectives in these countries.

As can be seen on the chart, some of these countries tend to endorse values based on Consideration for Others, which implies at the cultural level the preference for social system valuing the idea of social solidarity (for instance, in France, Spain, Portugal, Chile). In these countries, values such as achieving wealth or material individual success tend to be socially frowned upon. This aspect has a strong impact on the vision of organisations' social role in these countries for which their core objective of profitability must composed with their social responsibilities. For instance, making people redundant in these countries is often interpreted as an organisational failure to assume its social role. It must therefore be supported by different compensatory measures (support for outplacement, training) that other cultures, for instance Anglo-Saxon cultures, are unlikely to display.

Mexico, Colombia, Venezuela, Ecuador

This cluster of countries encompassing some of the South American Latin culture countries displays the twofold characteristics of being more influenced by collectivist and self-enhancement values compared to other Latin culture countries.

The combination of these two aspects highlights the preference for management values stressing the importance of a strong authority and the prominence of hierarchical relationships in the decision making process. In these countries, organisations' hierarchical structure is therefore likely to highlight clear-cut differentiation between status with the top of the hierarchy displaying a strong authority and centralising most of decisions while it is expected from employees to be diligent and obedient and not to take responsibilities without referring to their hierarchical superior. Preferred managerial style is likely to involve the display of a strong personality, the preference for a commanding style of management, the readiness for making tough and definite judgments, and the tendency to centralise decisions. Top managers tend also to supervise closely the work of their subordinates. As in many collectivist cultures, this overall tough and controlling style may also involve the display of paternalistic attitudes involving magnanimity and the sense of forgiveness.

The interaction process between two individuals not sharing hierarchical relationship is either based on the aura related to respective social status or is highly influenced by the quality of relationship built between them. For foreigners who have to negotiate in these countries it is important to take into consideration that, in collectivist countries, the focus of negotiation is less likely to be based on apparent objective decisions related to the object of transaction (cost, quality or reliability of products) but on the ability to demonstrate trustworthiness for a durable relationship. Therefore, negotiation processes will be more time consuming since they often involve spending time developing more in-depth relationships at the personal/affective level.

ANGLO-SAXON CULTURES

This cluster of countries also encompasses the Celt culture of Ireland and displays the twofold cultural characteristics of being strongly influenced by Self-enhancement and Individual Dynamics values. As a consequence, the core values of Anglo-Saxon cultures are dominated by a strong Action orientation with high value given to individual achievements and personal success (Self-enhancement) and the need for change and stimulating experiences (Individual Dynamics).

According to Weber, these typical Anglo-Saxon values are related to the Protestant Ethic, which was at the roots of the development of capitalist values epitomised, by personal achievement and entrepreneurial spirit. Reformers preached that individual achievement was the individual's mission to God and paved the road to redemption. Calvinists encouraged the valuing of mastery of one's social and economic environment.

In this value system, the focus on achieving concrete results is clearly associated with the expectation of material rewards which, through market regulation, should closely reflect the social value given by the society to any particular achievement. As a consequence, in Anglo-Saxon cultures wealth achieved by individuals is often considered as an objective assessment of the value of their social contribution. It is to be highlighted that this perspective is not shared by more collectivist countries or countries obtaining high scores on values based on Consideration for Others.

The concepts associated with management in Anglo-Saxon cultures reflect also typically their underlying core value system, which combines Self-enhancement and Individual Dynamics values. For instance the vision of a manager as a generalist who consults other but is assertive, good at communicating but take the strategic decisions, delegate responsibilities of implementation but control concrete and financial results is unique to the Anglo-Saxon cultures. The promotion of management techniques such as management by objectives, or management through profit centres is also the sheer product of Anglo-Saxon minds. All of these management methods are fundamentally based on the belief that economic success is linked to individuals' motivations for individual achievement and individual responsibilities.

Like in other cultures that obtain high scores on Individual Dynamic values, Anglo-Saxon organisations tend not to highlight differences in status and vertical hierarchical differentiation at the core of their managerial communication process. Communication at the different level of the hierarchy is rather direct, fluid, straight to the point and grounded on the preference for pragmatic decisions based on informal negotiation processes. Anglo-Saxon managers tend to value an informal style of management and having fun at work with their colleagues and team-mates.

Comparative studies focused on the analysis of differences at the organisational level confirms the underlying impact of Self-enhancement and Individual Dynamic values: Anglo-Saxon organisations tend to be strongly influenced by the equity-based system and their primary focus is on satisfying the interest of shareholders. This leads them to favour short-term financial results and immediate profitability rather than long-term investments in capital or labour. Investors in Anglo-Saxon

cultures tend also to be more risk-oriented with the increasing role of the venture capital market. In the same vein, the recruitment market highlights their preference for financial, general management skills or sale competencies which contrasts with the high value attributed to technical expertise or engineering skills in other countries (e.g. Germany, France).

GERMANIC CULTURES

As compared to the other cultural clusters, the cultural distance between Germanic and Anglo-Saxon cultures is of smaller magnitude. Germanic and Anglo-Saxon cultures obtain equivalent scores on Self-enhancement values but Germanic cultures appear slightly more influenced by Group Dynamics values than Anglo-Saxon nations. Similar to other countries obtaining relatively high scores on Individual Dynamics; Germanic organisations tend not to have pronounced vertical hierarchical structure. Status differentiation does not play a dominant role in their decision-making process or their managerial communication system that is based on direct and effective exchanges of information between the different levels of the hierarchy. Likewise at the managerial level, the principles of delegation of responsibilities and empowerment are preferred to the needs for close control of subordinates' work and for centralisation of decisions, which are prominent in most cultures dominated by Group Dynamics values. Their degree of openness to processes of change and mutation is as marked as in the other cultures scoring high on Individual Dynamics.

Finally Germanic cultures display also a high need for successful achievement and are as much competitive as their Anglo-Saxon counterparts, as demonstrated by their economic growth after the Second World War.

While the caricature description of the German managerial style as controlling and authoritarian is very much part of misleading stereotypes, Germanic cultures display, however, some noticeable cultural features which reveal the underlying presence of some lasting influences of Group Dynamics values. It is obvious for instance that the need for structure and precision of the German culture is much more salient than for their Anglo-Saxon counterparts. At the cultural level, these aspects appears closely related to some dominant features of the Analyser style: a strong preference for rigorous methodical approaches, a strong need to adopt rational, systematic and well-organised courses of action, the valuing of expertise, technical skills, precision and efficiency and an exceptional care for details and excellence of quality standard.

Interestingly, the control requirement for quality and precision is internalised by self-disciplined workers through their high level of professionalism and the strict application of well-defined functioning processes. The German education system reinforces this cultural requirement in valuing diploma involving high-level technical skills or in encouraging the development of expertise in specific domains. The specialisation of the German industry in high quality products is revealing of the cultural prevalence for precision and high technical competencies and contrast with the Anglo-Saxon preferences for financial and other business services.

Finally, the dominant need for structure underlying Germanic cultures is also visible through their well-organised social system whose complex processes have for main objective the avoidance of unpredictable and unwanted social conflicts susceptible of disturbing their well-oiled industrial system. Social partners tend to adopt consensual positions that are directed at maintaining the high degree of efficiency of the whole economic system.

SCANDINAVIAN CULTURES

The Scandinavian culture cluster also encompasses the Netherlands and displays the specificity of endorsing both values based on Individual Dynamics and Consideration for Others. This cultural value system highlights therefore the dominance of values based on respect for individual differences, open-minded attitudes, trust towards others, openness to change and egalitarian relationships. Like in any country that scores high on values based on Individual Dynamics, the notions of hierarchy and status differentiation have a minimum impact on the dynamic of social interactions in these cultures as compared to more collectivist countries.

However, while these countries score as high as the Anglo-Saxon culture cluster on the notion of Individual Dynamics, the fundamental differences between these two types of culture stem from their radical opposition on the other axis: Scandinavian countries score very high on Consideration for Others values while Anglo-Saxon cultures obtain high score on Self-enhancement values. Both cultures tend also to be Action oriented, however the high value attributed to individual achievements in Anglo-Saxon cultures is not dominant in Scandinavian cultures which display instead a strong preference for team work and team achievement. In their organisations, it is often part of the cultural routine and tradition to spend a lot of time at the team level sharing information, discussing in detail most issues that arise during the implementation of projects and helping each other.

It is also usual to implement participative management techniques, to adopt democratic and consensual process of decisions and to share equally outcomes and rewards. These participative and egalitarian managerial techniques are uncommon for Anglo-Saxon managers who may consider that this managerial approach is too time consuming and does not reward individual efforts. However, one of the main values of these methods stems from their high degree of reliability at the implementation stage.

In these cultures, the prominence of values based on the notion of Consideration for Others is also apparent through the preference for the display of modest and moderate attitudes, the tendency to resolve conflicts by compromise and negotiations and the dislike for assertive and competitive behaviours. Aspirations for personal career success, the fulfilment of personal ambitions or the need for personal achievement are less marked than in Anglo-Saxon cultures and these motivations tend to be replaced by values stressing the importance of harmony, the quality of work and family life, the notions of solidarity and equality at work.

In organisations, it is also part of the traditions for the management board to work in close cooperation with the different unions. Scandinavian cultures are nations well known for their social system of solidarity stressing the value given to supporting the people in needs and the promotion of a welfare society. Their governments spend much higher proportion of their budget in helping developing countries and less money on armament than other Western countries. These are also the countries that give highest priority to preserving the natural environment.