

資 料

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KEYNOTE ADDRESS

WHAT COMPANIES ARE LOOKING FOR IN POTENTIAL EMPLOYEES

Fumiya Tamiaki

President & CEO, Molten, Inc., Hiroshima, Japan

(Presentation given in Japanese)

基調講演

企業はどのような人材を求めているのか

—— 株式会社モルテンのケーススタディ ——

ただいまご紹介を頂きました民秋史也でございます。40分と言うことでございますので、早速今日のテーマに従いまして、ご報告をさせていただきたいと思えます。今日申し上げます事はあくまでも、株式会社モルテン、私の会社のケース、事例の一つでございまして、ケーススタディとしてご理解を賜りたいということをお願い申し上げます。まず、どんな人材を求めているかってことなんですが、それは当然のことございまして、モルテンという業態にフィットした社員を求めているというのが事実なんです。モルテンという業態にフィットしている人材。即ち、「おい、ちょっと。」って言えば、「はい、そいじゃ明日からバンコク行ってきます。」「そいじゃアメリカ行ってきます。」と言ってパッと行ってパッと帰ってくるタイプ。こういうタイプじゃないとこれは困るんで、最初から入社の際にそれは厳しくお約束をさせていただいております。だからまず最初にモルテンの業態にフィットした社員。それから次には一緒に仕事をして楽しい社員というのを私は非常に重要視しています。一緒に仕事をして楽しい。それから3つ目には、できることなら社員が成長していきますから、その成長が見える社員ですね。本当に嬉しそうに、本当に実力ついたなあと言う風なことが見える社員を私どもは求めています。しかし、そんなうまい話はどこにもございませんでして、やはり社員の成長と、私どもが責任を持っている社員教育とがベアでなくてはなりません。私は社員教育というものに非常に力を入れております。

まず社長の仕事とは、まず最初にポッキリ死なないこと。ポッキリ死なない。それから2番目に会社を潰さない。会社を潰さないというのが社長の2番目の仕事です。3番目には給料をば

つちり払う。給料は絶対ケチらない。そして4番目には社員教育。社員を教育する。5番目には、社長の健康、忍耐、愛嬌。この5つが社長の仕事だと言う風に考えて、日夜努力を致しております。それでは、目次の方に移らせていただいて、今日は経済大学様からご下命をいただきました項目ごとに私がやっております事をご報告させていただきます。

まず最初に人材を求めていると言っても、そんなに最初からうちの業態にフィットした学生さんが見つかるわけがないんですね。で、私がいつも大学の先生方をお願いしてますのは、やっぱり学力の品質保証書もつけて卒業証書を出してくれということをお願いしています。卒業証書はあるけれども、基礎学力が非常に劣って、読み書きソロバンができてない。そういう学生さんが今多いと思うんですね。でもそれでは困ります、しかし、それが現実でございますから、社員の社員教育というものに、力を入れております。ところが、ところがですね、社員教育するといっても、もう今の認識ギャップってのは甚だしいんですね。一番いい例が、我々が写真機って平気で言いますが、この前ゴルフ場へ行ったら、ゴルフ場のキャディにあるおじさんが「おーい、あそこの写真機取ってくれ。」って言ったら、通じないんですからね。「おまえこれじゃないか。」ってそのおじさんがキャディを叱ったら、「ああ、デジカメですか。」とこう言ったんですからね。これぐらい、認識ギャップがあるのです。我々の世代は、シャツ、パンツ、ステテコって言います。しかし今の若い子に百貨店でシャツ、パンツ、ステテコを買いに行くって言えば、「このおじさん何言ってるの。」っていう感じになるんですね。それぐらい今、我々と新入社員と学生さんとの間に認識ギャップ、それから理解ギャップ、それから目線のギャップというものがあるわけです。だからこの10年間の世の中の変化というものをまとめさせていただきましたけれども、大きく世の中が変化しておるということを、理解がまず最初に社員教育上のときに注意をいたしております。全部は申し上げられませんが、一つだけ重要な例として、今までは、やはり我々の子供の時には、父親は雷親父で、きちんと働いてる。そしてお母さんは家にいて手作りのご飯をつくってくれて、雷親父であり、母親は優しいお袋であったわけですね。広島で言えば、マツダさんとか中国電力、広島銀行に勤めて、そして海外出張すればお土産を買ってきてくれて、きちんと夏休み、冬休みあり、有給休暇があつて。「いいなあこんな生活ができれば。」と。「よし、僕も勉強はしんどいけれども頑張って勉強しよう。」と。「そうすればこんなにいい事があるぜ。」というように社会が子供たちに進むべき道を示してたんです。子供はこっちゃ。こういう道を進めば、1億総中流でいい生活ができる。そしてこれが進むべき道だという、そういう道を社会が示してたわけです。ところが、バブル崩壊後、失われた10年以降、その道がガラガラと崩れて、あんなに親父が一生懸命私生活を犠牲にして家庭を犠牲にして働いたにも拘らず、「なんだ。親父はリストラになって帰って来たんか。」と。こういう今までの神話、生きる道の神話が、社会が子供に教育してた神話が崩れちゃったわけですね。そうすると子供は、「なんだよ、あれだけ苦勞してあれだけやったのに親父クビになって帰ってきたじゃねえか。」と。「勉強するのをやめた。こんな馬鹿らしいことやめた。コンビニでアルバイトやって、コンビニ弁当食って、楽しくおかしくやってた方がいいわね。」と。こういう風潮が今出てきて、それに流されてアルバイトをやってる学生がすごく増えてるわけですね。で、私はいつも大学に行きました時に言うのは、「アルバイトはすぐにやめろ。」ということを言います。「なぜならば、アルバイトをやったらスポーツカーは買えないだろう。」と。「それだったらモルテンの社員になって、タイの駐在員になった途端に、運

転手つきの車が1台ついて、家族を連れて一軒家に住んだらお手伝さんが2人ついた社宅があって、マンションに入ったらお手伝さんが1人ついてる、そういう社宅に住めるぞ。」と。「アルバイトなんかやってたらそういう会社には就職できないよ。」ということを彼らに言うんです。しかしそういう教育が、知識が、今の学生さんには不足しているように思えます。こういう風に世の中のまずは進むべき方向が社会が示しておったのが、今、その進むべき方向が崩れかけておるといことであります。同時に今35歳男性で、35歳男性で独身は東京の環状線の中では2人に1人は独身であります。東京の環状線の中で、35歳独身男性は2人に1人は独身で、女性は3人に1人は独身であります。それが2010年には全国の平均になるんです。こういう風な状況のときに、今までと同じような考え方で教育をしておったのでは、若い人にはコミュニケーションができないということは当然だと思うんですね。やはり我々、教育に携わるものは、まずは社会の変化、社会の地殻変動、パラダイムシフトって言う言葉をお使いになる方もいらっしゃると思いますが、要は世の中の変化です。その世の中の変化に、我々がどの程度理解が示せるか、ということが非常に教育にとって重要だと。これが理解できてないと、私は社員教育というものはできないし、社員は育たないと思っています。私どもの会社の中で、よく問題になりますのは人事異動の時の発令の方法であります。「はい、転勤。来週から。」これで通用した時期があったんです。「なんだ女房がガタガタ言うんなら単身で行け。」これで通用した時期は、我々の時には、我々の年代にはありました。しかし今そんなことを言おうものなら、そう簡単にはいきません。しかしモルテンという業態はこういう性格で、今これからロンドンへ転勤。デュッセルドルフへ転勤。そして中国へ転勤は、あなたにはこういうことをやってもらいたい、こういう才能の人はこういう人間が必要なんだという、まず説得をして、「なるほど。」と思ってもらう。要は、コミュニケーションというものが非常に重要になってきております。我が社では、コミュニケーションとは元来、ズレるものであるという前提で話をしております。まずコミュニケーションは相手の心の窓を開いていただく。社員に対して「いただく」ですよ。相手に、社員の方に心の窓を開いてもらって、そして相手を説得して、次にアクションを起こしたかどうか、アクションを起こしたかどうかを確認して、結果が出たかどうかを確認して初めてコミュニケーションは終了である。Eメール送っておきました、FAX送っておきましたと言うのは、単に一方的に情報を投げつけた。放言。ものを投げた。と。“throw away”ですね。これでコミュニケーションが出来ると思ったら大間違いなんです。しかも、同じ建物の中で、同じフロアに座ってて、ひどい時には後ろに座ってる社員に対して、Eメールで伝達をしてると、こんなことが起こってるわけですね。これが当たり前だと思ってる社員がたくさんいるんですから。これを教育するためには、やはり今の目線の高さというものが合うようにしないと、コミュニケーションというものはできないと思います。次に世の中の変化で、我々、教育側が注意しなければならないのは、特に、日本では特に官。それから民。官、民合わせ、一体となってという言い方をしますが、それじゃ道にゴミが落ちてた時に拾うのは官か民かと。若い女の子が夜遅くまでふらふらして、中学生と思いき女の子が道端でたばこを吸ってたときに、素通りをするのか？ 「おい、おい。」というのは官か民か、どっちの仕事ですか。私は公。官と民との間の公。公共の公という考え方が、今日本には欠けておると思うんです。これを小学校、中学、高校、大学で誰が教育してらっしゃるのかということをいつも申し上げておりますけれども、今こそ公共心。こういう気持ちがなければならないのではないかという風に考えて

教育をいたしております。それでは、次に我々が、企業が、モルテンが求める公共心。そして求める社員像。どういう社員を今求めているのか。どういう社員を育てようとしておるのかということをご報告を申し上げます。どういう社員を育てようとしておるのか。今から申し上げるような社員像を持ってらっしゃる学生さんがどのくらいいらっしゃるでしょうか。その潜在能力を見極めるのが我々の面接の仕事でございまして、見極めたらその社員さんをどういう風に教育するのかは採用者した側の我々の責任であるという風に考えます。で、その時にうちでいつも留意いたしておりますのは、いったん採用したら、適切な仕事を探して差し上げる。差し上げるんだと。適切な仕事を。こういう考え方で教育をいたしております。

まず最初に当社が求める社員像や、教育する時のいろいろな心構えを今申し上げましたけども、根底条件としましては学校の秀才は必ずしも立派なビジネスマンではないという前提に立っております。学校の秀才は必ずしも立派なビジネスマンではないし、立派なビジネスマンは必ずしもいい親父、いいお袋ではない。この前提に立っております。逆にしまして、いいビジネスマンで、モルテンで優秀な社員になっていただくためには、必ずいい家庭ではいい親父、いいお袋じゃなければならぬ。それがいいビジネスマンになって、そしてそのご本人が学校の秀才であれば、なおさらベターであるという風に私は考えて一つの基準にいたしております。なおさらベターで、しかし一番重要なのは家へお帰りになった時に、子供が漫画のテレビを見てても、「ただいま。」って言って親父が帰ってきた時に、「パパお帰りなさい。」と言って、子供が玄関へバーっと走り寄ってきますか？ 「ふん。親父帰ってきたか。つまらん親父が。帰ったら酒飲んで、愚痴ばかり言って。しゃべったら会社の悪口と退職金の計算と年金の話。」こんな親父を見ててですよ、息子が、子供が立派な親父だと思いますか。やっぱり家庭で子供に尊敬されて、おもしろい親父だなあと。子供が「おもしろい親父だなあ。」と思うのは父親目線の高さが、子供の目線の高さに、家に帰った時にオートフォーカスで動いてないからです。仕事では一生懸命やってる。この仕事に対する真摯な姿と気持ちと同じ真摯さで、子供の目線で、その同じ真摯さで子供に付き合える。夫として女房に、妻に接してるという、この目線の高さができてない。こういう人が会社に来ていいビジネスマンになれるわけがないですよ。血を分けた息子や娘がバカにしてるのに、会社へ来て赤の他人が言うことわけがないじゃないですか。こんな単純なことがどうしてできないのかと言う風に思ひまして、まず学校の秀才は必ずしも立派なビジネスマンじゃないし、いい親父でなければいいビジネスマンではないという前提に立っています。そうしますと、モルテンで求める、最初に就職試験をしたり、それから採用する時に見るのは、一番は健康、明るく前向き。ロジカル。打たれ強いと。健康で明るくて前向きで、話をさせたらロジカルと。一杯飲んだときの話し方でもいいです。なにも壇上に上がって、きちんとスピーチができなくてもいいんです。しかし言ってることは広島弁で言う「もとらん」ことばかり言ってるもんじゃ話しにならん。そうじゃなくて、健康で明るく、前向きでロジカルで打たれ強いと。これを我々が求める第一条件にいたします。

2番目にはグローバルな組織の中で、「いやあ、私は広島から出て行くの嫌じゃ。」と、「海外勤務は嫌だ。」と。これはもう駄目です。私どもは、自動車のビジネスと、それから医療・福祉のビジネスと、それからマリンのビジネスという風に全く別次元の、別の部門がございます。で、海外に15箇所の工場と販売会社があります。こういうところに、このモルテングループの一員だけ

ら、どこへ行っても仕事ができるのよ、という、こういう意識を持って欲しい。そしてそういう人たちとチームワークが組める。しかし、何でも YES。何でもグループの流れに流されるだけじゃなくて、その中でキラッと光ったものをもって。こういう社員を求めています。

3 番目に求めるものは、年齢に比例して知識、それから見識。常識ですね。それから胆識。度胸。「よし、行こう。」という気持ちですね。知識と常識の見識と、そして胆識。そういう3つのものを徐々に、自分で育める、Motivation の気持ちを持って、ということが重要であります。

4 番目に私どもが求める社員は、新しい知識を身に付ける方法を考えて、それを修得する力、学ぶ能力。新しい知識を吸収する方法を自分で学び取れる。知識は今や、これぐらいの小さな電子辞書を持てれば、辞書が出て、もう全部、もう英、独、仏、スペイン、ロシア語。全部漢字の書き取りも全部これでできるわけです。知識も全部。しかしそういう知識を吸収したいという気持ちと、吸収する方法を俺は身につけようと。字を書いて字が間違ったら恥ずかしい。幼稚な表現を使ったら恥ずかしい。だからいつも辞書を持って歩こうという気持ちになるかならないか。こういう知識を吸収しようと。これをやっぱり誰かが教えないといかんわけですね。例えば、「おはよう。」「おはようございます。」「元気でやっています。」「いかがお過ごしですか。」「おかげさまで元気でやらせていただいております。」日本語だけでもこれだけ差があるわけですね。“How are you?”と言わないで“Howdy”“Fine.”って言うのか。“How are you?”って言えば“I am very well, thank you.”これは実に簡単な“I am very well, thank you.”ってのは、これは非常に簡単な英語ですよ。しかし“Fine, thank you.”って答えるのか“I’m O.K.”って言う答え、“I’m O.K.”“I’m fine.”“I am very well, thank you.”これ英語だけでもこんな簡単な単語でも3種類の返事の仕方があるわけですね。しかし、“I’m. OK”。しかし“I am very well, thank you.”こういう言い方があって、こういう風に答えたらいいのよっていうのはやっぱり誰かが教えないといけないじゃないですか。だれが教育してるかっていうことです。新幹線にお乗りください。新幹線の手を洗うところに“Don’t drink.”って貼ってあります。“Don’t drink.”って貼ってあります。「飲むな。」受験英語では100点です。しかし新幹線は「飲むな。」とは書いてませんね。「飲み水ではありません。」と書いてます。これがいいビジネスマンなんですね。学校の秀才は「飲むな。」でいいんです。しかしビジネスで「飲むな。」では通用しません。「飲み水ではありません。」この教育を誰がやってるかっていうことです。我々がやらなきゃいけないんです。先生方がそれぞれの学校で、それぞれの機関でおやりにならないといけないのではないのでしょうか。そういう風に、Motivation の気持ち。「これじゃまずいよね。もっと我々知識を吸収し、見識を広めないといけないわね。」という気持ちに、こういうものを持ち続けるように教育してるし、こういう気持ちを持つてる社員を作ろうとしています。

それから次に先程35歳の男性の例で申し上げましたけれども、世の中の潮の流れ、自分の進むべき方向を読み取る力、それを確立できる力。自分の進むべき方向はどちらかというものを自分で決める人たち。自分探しの為にちょっと就職してみるなんて学生がいるんですからね。とんでもないことですよ、これは。誰が教育したんですか。だから私は大学の先生に言うんです。卒業証書だけじゃなくて品質保証書も付けて出してくれって言ってるわけです。22歳、23歳、24歳になって自分の進むべき方向が決まらないで、自分探しのために就職してみるなんて。だから採用

する側も、例えば自動車ディーラーの例で申し上げますと、自動車販売店の例で申し上げますと、1年以内に、1年以内に半分以上辞めるって言うんです。それを前提で採用している。これでは私は子供が本当に幸せになるかどうかってのは、私は教育してる側に責任があると思いますね。愚痴を言ってもしょうがないんですけどもね。

それから次に6番目に必要としているのは問題解決能力なんです。問題が起こって「大変だ、大変だ。」という人はたくさんいるんですよ。きちんと分析する人もいます。しかし、こういう問題が起こったときに、どうすれば問題が解決できるかということを、そういう前向きに、どうしたら問題が解決できるかという、こういう発想になれる社員を求めています。

それから次は自分の考えを構築できる能力。まず、自分は、「俺の意見はこうや。」いうことは言える。“My opinion is…”これが言えるかどうかなんです。同時に自分は意見持ってるけれども、それが説得できる。そういう力がある人。だから私は小学校で英語を教えるっていうのは大反対です。日本語で相手がきちんと説得できないのは、英語勉強して、英語で説得できるなんていうのはあり得ないですよ。駅前留学でちょろちょろ英語なんかやるぐらいなら、国語力をきちっと身につけることのほうが先ですよ。それを誰が教えてるのか。うちでは、日本でちょろちょろ語学なんか勉強するのと。全く不要だと。現地行って6ヶ月に、アメリカだったらアメリカの英語学校、ドイツだったらドイツの学校行った方が早いと。なんでアメリカやイギリスへ留学、出張するって言ったらなんで日本で英語学校みんな行くんですか？中国に駐在する人が今何万人と日本人がいるんですね。全部ばっちり仕事ができてるわけですよ。そういう仕事ができてる日本人が中国に転勤するときに、中国語勉強して行った人なんてのは、ゼロとは言いませんけどもほとんど勉強せずに行ってます。で、きちんと仕事できてるじゃないですか。なんでアメリカやイギリス行く人だけが、日本で英会話勉強して行くんですか。大いなる錯覚もええとこです。これを誰がこんなこと認めてるんです。教育者ですよ。我々ですよ。ちゃんと中国で99%の日本人が通訳を介してきちっと仕事ができてるということは、説得できる力があるからです。こういう説得できる力というものを私は非常に重視しております。それと同時に今度は、課長になり部長になれば次は、コーチングする力のある人。自分の部下を指導できる人。この時にええとこ取り。社員のええとこ取りという、そういう気持ちでコーチングできる。それから次に先ほどもちょっと申し上げましたけれども、社会性のある社員ですね。そういうものを求めています。なぜならば、我々は家に帰れば、私は父親なんです。そして同時に私は夫なんです。夫なんです。夫であり父親なんですよ。そして妻なんです。そしてまた近所とのお付き合いがあるわけですね。今私は広島市の井口に住んでますけれども、お祭りがあれば必ず私はお祭りに出て行く。必ず金一封持って。これは即ち、public、公共心だと思いますね。いわゆる社会性っていうのは具体的に言いますと、やはり責任感。それから人に対する思いやり。それからコミュニケーション力。チームワークを通じて助け合う。こういう風な、それとオーバーに言えば、世界に通じる価値観というものが需要だと思うんです。今いろいろと宗教紛争だとか言いますが、冷戦行動の時に私は驚きましたのは、ゴルバチョフ首相が今別荘でバケーション中だという記事を読みました。その時にどこにおられるかって言えば、高台で見晴らしが良くて、日当たりが良くて、目の前に、南向きで、目の前に花が咲いてて、そして向こうに湖が見える。そこが別荘だという新聞記事が出ておりました。僕ら、我々日本人だって全くそういう別荘行きたいですよ。高台で景色が良

くて、南向きで、前に花畑があって、向こうに、日当たりが良くて、向こうに湖が見える。結局、宗教、国籍、貧富の差、老若男女、そして、宗教を越えて、国籍を超えて、やはり世界的に通用する価値観ってのがあるんですよ、必ず。世界的に Universal truth っていうのもありますし。それを我々が身につけておけば、グローバル社会で大きな摩擦ってのも起こらないと思います。今よりは減ると思うんです。

以上申し上げましたところで、学力だとか知識とかっていうことを一言も今申し上げませんでした。もちろん最低限度の、九九算ができて、足し算引き算ができて、読み・書き・ソロバン、これは前提条件として私どもは要求します。しかし、それを前提としたときに、大学の知識ということよりも、きちんと、大学だったらゼミにきちんと出て、原書講読をきちんとゼミでやって、ゼミを休まないで一冊の本を読み上げた。という、この経験を私どもは非常に高く評価します。知識、その時に知識を吸収しよう。知識があれば素晴らしいわね。知識があれば次のものが見えるということがご理解をいただければ、社員は自分で勉強するんです。もちろん勉強するように、わが社では1日15分必ず勉強せよ、ということをやっています。これは社長命令、業務命令なんです。1日15分。しかも毎日は大変だから週に2回でよし。たった15分。これでも1年間やった社員とやらない社員とでは、はっきりと差が出ます。こういう Motivation 与えないといけませんけども、やっぱり自分で知識、見識、胆識を吸収しようと。こういう気持ちが必要です。今の私どもが求める社員は知識以外のところで今の実業界は勝負しなければならない事がたくさんあるわけですから、知識以外のところで勝負しなければならない。こういうケースがたくさんあります。「あいつと仕事をすれば楽しい。」「刺激を受ける。」「おもしろい。」こういう事が仕事をするときの非常に重要なことであります。そうしますと、知識以外のところで必要な能力ってのはどんな能力なのかなってことでありますけれども、変化する物事を理解できる力。理解しようとする、変化をする物事を理解できる力。昔はこれだったけれども今はこうなってる。この変化が理解できる力。例えば中国に対する我々製造業の見方であるとか。「ううん、中国製か。」「まだまだよ。」と。3、4年前にはそう言ってました。しかし今は中国の1年の進歩は、日本の10年間の進歩に匹敵すると言われております。この変化を「なにをオーバーなこと言って。」とおっしゃる方はそうご理解されれば良いです。しかし、「これは大変だ。またふんどし締めなおして頑張ろう。」こう思うか、「何をオーバーな事言ってるか。」これはご本人の判断であります。このように、変化する物事を理解しようとする力、理解できる力。2番目には進むべき方向を見つけられる力。A君はこういう仕事を任されてるけども、今はこうだったけれどもやっぱり将来はこっちへ振るんじゃないかなあという、進むべき方向を見つけられる力。そのためには新しい発想と、新しい思考回路。考え方の新しい発想と新しい考え方の発想の差というものは必要かと思います。同時に豊かな感受性というものがなきゃいけません。そのためにはやっぱり思いやり、家庭がほのぼのとした温かい家庭で、芋の煮ころがしと味噌汁とカレーライスで十分ですよ。しかし親子揃って4人で飯を食う。そして「太郎、今日は学校で何があったんや。」「今日お父ちゃんはなあ、こんな喧嘩してな。」こういう話ができるような、こういう家庭がベースにならないと豊かな感受性や思いやり、優しさというものは出てこない。こういうものを、我々、私どもは若い社員に求めていますし、こういう考え方ができる社員を育てようとしております。時間に制約がございますのであと多くは説明できませんけれども、そうしますと今のような能力を持った社員を育て

るために一体何をうちでやってるかということでもあります。具体的に全社上げて、モルテングループ全部に共通して、今4500人ぐらいおるんですね、世界中入れておりますけれども。その4500人に共通して何をやってるか。まず全世界で共通してやってるのは、5 S活動というのをやっております。これは整理、整頓、清掃、清潔、躰。ローマ字で書くと全部Sで始まりますので5 S活動と読んでおります。整理して、整頓して、お掃除の清掃して、整理、整頓、清掃。その結果清潔になって、そういう習慣を身に着ける。整理、整頓、清掃、清潔、躰と。この5 S活動というのをやっております。25年やってます。工場の中へこの背広を着て、真っ白なワイシャツ着て工場の中へ行って、機械の下に手を入れてザーッとやって、機械の下で手が汚れたら「バカたれ。」と言いますからね。事務所へ入って行ってファイルがきちんと並んでなかったら、もうそこで叱り飛ばしますからね。今うちの会社で「おーいあの書類。」と言って2分以内に書類が出て来なかったら、「どないなっとなや。」これは厳しく教育してます。整理、整頓、清掃、清潔、躰。これは世界中全部。中国ではこれ中国語で。そしてメキシコではスペイン語で、英語では英語、ドイツはドイツ語で全部書き換えをしております。それに詳しく注釈をつけてやる。それから次に、日本で採用してる日本の社員にはこの5 S活動に加えて日本人の固有の心を取り戻すということをまずやっております。日本、わざと日本人の固有の心という、「日本人の」というのを付けております。早寝早起。規則正しい生活をする。努力する。コツコツ頑張る。苦あれば楽あり。根性。継続は力なり。石の上にも三年。働かざるもの食うべからず。キッチンと挨拶をする。玄関では靴を揃える。トイレのスリッパや下駄をキッチンと揃える。来客の際は、掃除をして水を撒いておく。人に親切にする。老人をいたわる。親孝行をする。子供のころずっと家庭でこういう事を教わりましたよね。こういう事をきちんと躰で、家庭で我々は実行していませんでしたか。にもかかわらず、なんで海外の国から Corporate Social Responsibility とか言うて、英語でこんな事教えてもらわないかんのですか。企業の社会的責任とか言うてですよ。Corporate Social Responsibility って何で英語を使わないかんのですか。昔から日本人の伝統として、こういう事を家庭で我々は教わってきたのをたまたま忘れとるだけの話です。来客の際は掃除して水を撒く。玄関では靴を揃える。キッチンと挨拶をする。先ほど申し上げました5 Sですよ、これは。整理、整頓、清掃、清潔、躰じゃないですか。こういう今まで日本人が家庭で教育してきた事を、学校教育では私は、やってないとは言わないけれども、非常に私は少なくなってると思いますね。弱くなってる。それを私は企業でもう一度やり直さないといかんなあと。そうすることで、先ほど申し上げました、必要とする人材が育つんだと。“怠る者よ、蟻にゆき、そのなすところを觀て知恵を得よ”。“知恵を得よ”。“怠る者よ、”サボってる者。“蟻にゆき、”蟻がせっせっせと働いてる姿を見て、“そのなすところを觀て知恵を得よ”と、言うて我々は、私は自分の家庭で親父から教わりました。「史也、あそこの蟻見てみい。あんな小さな体でえさ加えて動いとるじゃないか。“求めよ、さらば与えられん 尋ねよ、さらば見い出さん 門を叩け、さらば開かれん”」言うて教わりました。演歌歌手の北島三郎は、「希望を捨てるな、生きてる限り、どこからだって出なおせる、終着駅は始発駅」と歌ってるわけであります。坂本冬美は「男振り出し、ないないづくし、汗水たらして道はつく、人に頼るな、愚痴るな、泣くな、今日の苦労を積み上げて、ああ大きな山になれ、山になれ」。この考え方は、仏教の經典にもキリスト教の聖書にも、コーランにも書いてありますよ。これをどうして我々日本人が家庭で教育できなくなったのか。こういうことを教

育しないと、私は今、モルテンの社員はグローバルな社会で通用する社員にはならないという風に考えております。

それと最後に我々が求めているのは判断力であります。うちの社員の判断力と言うものが常識のレベルにあるかどうかという、常識のレベルで $1+1=2$ だという判断ができる能力。今、防衛省を筆頭に、なんか肉の話だとか、あんころもちの話が話題になっていますよね。全部これは $1+1=2$ という実に単純なロジックから逸脱した判断力が狂ってるだけの話なんですね。だから私は社員に対して、組合側、会社側を問わず、こういうことをやったら即刻処罰やで、ということを社内で書類にして渡しております。これは組合の委員長にも、組合の執行役員にも、うちの会社側の役員にも言ってます。セルフコントロールのできない人間は処罰の対象だと。ドラッグ、賭け事、異性問題。交通事故。約束を守らない。これはセルフコントロールなんです。社長も親も兄弟も助けようがないわけですね。こういう風なことは $1+1=2$ の原理なんです。これを教育しておかないと、私は今申し上げたような社会性の、社会性があって、そして問題解決能力があって、チームワークができて、そして健康で明るくて前向きでやられ強くて、そして希望を捨てるな。どこからだって出直せる。こういう明るい気持ちで進める社員と言うものは育たないのではないかと思います。とは言っても、やはり基礎体力というものは必要なですね。基礎学力というものが、これを私申し上げてるのは、読み、書き、ソロバンがベースなんですね。先程も申し上げましたが、学生時代に、私は原書購読というものをやっておかないと、企業に入ったときには必ず突き当たると思います。すぐ実践向きの知識というのは会社で教育しますよ。それは原書購読がキッチンとできておれば、英語、英語の原書、ドイツ語でも何でもいいですよ。省略版、要約版じゃなくて、原書ですよ。これをキッチンと1冊読みこなすということが大学教育で非常に必要だなということを思っております。

最後に、先ほども申し上げましたけれども、私はオーナー社長。自社の株を全部持つて。全部じゃないけどオーナー株主。人事権全部持つて。それにも関わらずですよ、適切な仕事を探して差し上げると、働いていただいております。こういう気持ちじゃないと動かないわけですね。“ひた走る わが道暗し しんしんと捕らえかねたる わが道暗しなむ”だけでも、それでも頑張らないといけないというのが社長なんですね。それは何かと言えば、私は職業ミッションだと思うんですね。その職に就いた人間の使命感だと思います。この職に就いた使命感というものが求められておるのではないかと。要は説明すれば、倫理的な責任の追及に対して、人格的な応答。倫理的な責任追及に対して、人格としてそれに応えられてるかどうかということがリーダーには必要なのではないかと。言う風に私は考えて、日夜努力をいたしております。以上、モルテンのケーススタディを報告させていただきました。一つぐらい、大きな声を出してモルテンの社長が“ええ事言うたのう”と思っていただけたら、お帰りにはモルテンボールをお土産にお買い上げいただきたいと思います。ありがとうございました。

**THE ROLE OF BUSINESS AND ECONOMIC SCHOOLS
IN FOSTERING GLOBAL CITIZENS
INTRODUCTORY REMARKS**

My name is George Harada (Professor of Law & Director, Office of International Exchange, Hiroshima University of Economics). I will be the coordinator today for the International Symposium and Panel Discussion. On behalf of Hiroshima University of Economics, I would like to thank the audience for attending today's international symposium which commemorates the 100th Anniversary of Ishida Gakuen and the 40th Anniversary of Hiroshima University of Economics. The content of this discussion takes into consideration the preceding keynote address that covered "What Companies are Looking for in Potential Employees." The subject of our discussion concerns "The Role of Business and Economic Schools in Fostering Global Citizens." We have arranged a number of our network institutions to present their examples of "good practice" in fostering global citizens on their campus. We hope that this will facilitate a discussion for various unique and attractive ways in fostering global citizens for the future. This afternoon's symposium is also being held in conjunction with the annual meeting of the Network of International Business and Economic School (NIBES). This is our eleventh meeting and we are very happy to have it here this year in Hiroshima. First, let me introduce you to our Secretary General, Mr. Wolfgang Schoellhammer of Pforzheim University, Germany, who will explain to you who we are and what we represent.

**OUTLINE OF THE NETWORK OF
INTERNATIONAL BUSINESS AND ECONOMIC SCHOOLS**

Wolfgang Schoellhammer

Director of International Programs, Pforzheim University, Germany

Mr. President, Honored Guests, and Ladies and Gentlemen, as the Secretary General of the NIBES Consortium it is my pleasure to introduce our network and activities to you. First, the abbreviation of NIBES stands for the Network of International Business and Economic Schools. In 1996, we founded a global network cooperating in the field of business, management and economic education. Presently, the network comprises of seventeen countries and twenty-one universities. The main focus within the network is the exchange of

students, and mobility of faculty and staff. The network moves around approximately 400 students annually, and provides for an excellent intercultural learning experience in another country and culture. The participants in these mobility programs will receive academic recognition for the coursework taken abroad, and at some of the partner institutions the students may receive a second degree or what we call a double degree. The development of these kinds of double degree programs is a major focus of the NIBES Consortium and should enhance students' opportunities to get access not only their own domestic job markets, but also to work in the global environment. This is just a quick summary of our network, of course there are much more activities within NIBES, such as research, continuing education, and etc.,... But, much of this ignores the fact that there are many people behind these activities that support it and help make everything work. People like Brooke Derr and Gene Draper (the people who had the idea of starting this consortium), John Seybolt (person leading the network), George Harada (who kept it going as past Secretary General), Eduardo Guzman (our colleague and friend from Monterrey TEC), and Viviane Bourdin (another colleague and friend from France). So, you see, NIBES is also a network of persons and friends, there are as many as one hundred people actively engaged in running and maintaining the network activities. This is the second time our annual meeting has been held in Hiroshima. In 1998, we had the meeting here. Hiroshima is the only location we have agreed to have our meeting held twice. There is a simple reason for this. The Hiroshima University of Economics supported the network very strongly from the beginning, and so we wanted to congratulate the University for its 40th Anniversary by holding our meeting here again. NIBES has tried to create paths to understand the diversity of the societies and economies around the world, and many thanks for everyone's contribution to make this venture a successful one. Please feel free to check out our website and contact us at anytime if you have any questions.

TECNOLÓGICO DE MONTERREY UNIVERSITY SYSTEM

Dr. Alberto Bustani

President, Monterrey Metropolitan Zone, Tecnologico de Monterrey, Mexico

I am pleased to be here with you and to have the opportunity of presenting Tecnologico de Monterrey University System, also known as Monterrey Tech.

Tecnologico de Monterrey was founded in 1943 by the leadership of Mr. Eugenio Garza Sada and a group of businessmen who were certain that education would impact Mexico's progress. Additionally, the early 40s marked the end of a socialist government and the flourishing of a new industrialization era in Mexico. This period implied the need of trained human capital in the areas of engineering and business for the new industry. This was the main objective for Tecnologico de Monterrey to start operations in the early 40s with an enrollment of 350 students.

At the present time, Tecnologico de Monterrey comprises of:

- 33 campuses distributed throughout the Mexican Republic with a student population of 92,875. It is worth mentioning that 40.2% of those students are supported by Tecnologico de Monterrey with some kind of scholarship or loan to help them finish their studies;
- The Virtual University is the entity within the Tecnologico de Monterrey System that is in charge of distance education in various formats: mainly online, satellite-based, and some hybrid programs combining online and a small percentage of face to face education. The Virtual University academic offerings focus on: Masters Degree Programs, one PhD programs in Educational Innovation (6,180 students), corporate training and continuing education (47,420 students), and social programs (333,734 students);
- The Institute for Sustainable Social Development offers educational and entrepreneurship programs to contribute to the human, economic, and social development of marginal communities that lack the opportunities to generate wealth and jobs to improve their living conditions. This is done by transferring Tecnologico de Monterrey's talent, knowledge, and technological capabilities to the community. The Institute provides the educational programs given by the Community Learning Centers and the services provided by the net of incubators to support the creation of small businesses. The aim is to establish 100 in the areas of education,

health, home building, and incubation. These facilities are financed by donations and social community work from Tecnológico de Monterrey students who guide learners as their tutors and who are also advised by an expert facilitator;

- Tec Milenio is a new university sponsored by Tecnológico de Monterrey. There are two main reasons for its creation: the growing number of student population that requires higher education services are concentrated in the middle and lower middle class. Some of these students do not have the credentials to have access to a scholarship at Tecnológico de Monterrey. Additionally, in recent years, a significant number of “for profit” universities established in Mexico. Therefore, it was decided to create Tec Milenio to provide quality education at a more accessible price specifically for this target population that has to work and study. In its short life span, Tec Milenio has 30 Campuses in Mexico and 17,158 students;
- Tecnológico de Monterrey, Monterrey Campus comprises of the following schools:
 - The School of Business comprising of the Undergraduate Business Programs and the Graduate School Business Administration and Leadership;
 - The School of Government, Social Sciences, and Humanities: with its new Graduate School of Public Administration and Public Policy;
 - The School of Biotechnology and Health consisting of the Biotechnology Center and the Health Research Center;
 - The School of Engineering with emphasis on Mechatronics, Information Technology, and Technologies and Strategies for Sustainability.

Every ten years the Tecnológico de Monterrey reviews, updates, and modifies its Mission Statement in response to the needs of our society. In 2004, 15,000 persons were consulted in preparation of the new Mission, among them: trustees, alumni, community leaders, parents, students, faculty, and administrators. This consultation process has the main purpose of identifying global tendencies, Mexico's main challenges where Tecnológico de Monterrey could carry out actions to help in providing the country with some solutions.

The consultation also supplies an insight on what society demands from our graduates.

Tecnologico de Monterrey might support in finding alternatives and contributions to the following challenges detected from the consultation: The competitiveness based on the knowledge economy, job creation, the strengthening of public administration and public policy, and the reduction of the educational gap.

Summarizing, Tecnologico de Monterrey Mission for the next 10 years, 2005 to 2015, states that:

- Monterrey Tech educates persons with integrity, high ethical standards, and a humanistic and social science perspective;
- Persons who are internationally competitive in their professional fields;
- Citizens committed to the well being of their communities.

Tecnologico de Monterrey incorporates in its Educational Model the commitments declared in the Mission Statement (2005-2015). To comply with the statement regarding ethics, attitudes, and values, a formal faculty Ethics development program was established with key partner universities. Partners in the United States include: Loyola, Carnegie Mellon, NYU, Georgetown. European partners include: Lovaina, Deusto, Pomper Fabra, Barcelona, Valencia, Murcia, Salamanca, Universidad Autónoma de Madrid, Comillas and the Instituto de Filosofía del CSIC de Madrid.

Internationalization of the curricula is a key element for Tecnologico de Monterrey University System. It has always been a part of our Institution and it has become even more relevant due to the globalization process. Therefore, Tec's Mission Statement now clearly pinpoints that Tecnologico de Monterrey is committed to educating internationally competitive students in their professional fields. To further incorporate the international perspective, faculty development programs were established for the internationalization of teaching methodologies to approach the different disciplines of knowledge. Faculty members were trained in learning strategies such as problem-based learning, project-oriented learning, the case method, and collaborative learning techniques. Universities in Canada: Western Ontario, Wheeling; in the United States: Minnesota, Harvard, UT Austin, North Carolina; and in Europe: Aalborg, Twente, and Maastricht provided the training.

Acquiring an international perspective is a mandate for our students.

Student mobility is fostered through collaboration agreements with universities and organizations in the world. To illustrate student mobility in 2006, Tecnológico de Monterrey sent 6,508 students abroad to diverse semester, year long, or summer programs. The percentages of students destinations to different parts of the world are: 32% students went to the United States, 54% to Europe, 6% to Asia, 4% to Oceania, and 4% to South America.

International students attending Tecnológico de Monterrey in 2006 amount to 4,524. They come from: 37.2% from North America, 33.9% from Europe, 20.6% from South America, 4.3% from Asia, 3.4% from Oceania, and 0.6% from Africa. Student mobility provides future graduates with a multicultural experience not only abroad but within Tecnológico de Monterrey premises as well.

To strengthen internationalization the university has 21 field offices located in different regions of the world: two in Canada, five in the United States, five in Europe, three in China, and six in Central and South America. The liaison offices have as their core endeavor to detect niches of collaboration opportunities with universities, research centers, and organizations, as well as to monitor student mobility.

Population at Monterrey Campus comprises students from 57 nationalities and domestic students coming from 32 regions in Mexico. The strategy of internationalization is carried out at Tecnológico de Monterrey by using several avenues: faculty and student mobility, shared research programs, videoconferencing sessions, team teachings, joint degrees just to mention some. These avenues help students to better understand the impact of multicultural aspects in their profession and daily life.

The new Mission highlights the importance of educating citizens committed to the well being of their community. To achieve this objective, the educational model includes a social responsibility and humanistic perspective. By law, Mexican students must comply with 480 hours of social community service. Tecnológico de Monterrey guides these hours to social service programs such as the Community Learning Centers. These Centers are located in geographically remote areas where access to education opportunities is scarce. The remote areas are equipped with computers and wireless high-speed internet. The academic content is designed by Tecnológico de Monterrey faculty in courses such as computer literacy that empowers these learners to continue with other academic pursuits using the computer. The Community Learning Centers offer an array of short courses, certificates, and an online

high school program for the community development. These centers are examples where Tecnologico de Monterrey students donate their work as online tutors, guiding and assessing distance students in their academic progress. Another social project where students participate is through the Institute for Sustainable Social Development working for the social incubator network. The goal is to have 100 incubators in low development areas near Tecnologico de Monterrey Campus. The incubator network has a virtual portal for participants to access instruction and for Tec's students participate as incubation tutors and professors as specialized advisors. This social incubator network focuses on four main areas: education, incubation, home building, and health.

An important achievement is that to this date there are 1,084 Community Learning Centers in Mexico, 139 centers in the United States in Texas, Georgia, Florida, North Carolina, Arizona, Illinois, New Jersey, and Oregon and 16 more in other countries such as Ecuador, Dominican Republic, and Guatemala.

Last but not least, Tecnologico de Monterrey's educational model has a leadership and entrepreneurship perspective where students are given the skills and knowledge to create their own business and become agents of change. This training emerges from the follow up of the alumni profile:

Tecnologico de Monterrey represents only 3% of higher education at a national level, however,

- 19% alumni are the CEO's of the 200 largest corporations in Mexico
- 25% are participating as state governors
- 68% alumni have their own business after 20 years after graduation

To conclude, I would like to add that we at Tecnologico de Monterrey firmly support that education is the driving force for the development of the nation.

**INTERNATIONALIZATION STRATEGY AND LOCAL COMMUNITY
DEVELOPMENT: A CASE OF FACULTY OF ECONOMICS AND BUSINESS,
UNIVERSITAS GADJAH MADA**

Dr. Ainun Na'im

Vice Rector of Financial Affairs, Gadjah Mada University, Indonesia

I would like to thank NIBES and Hiroshima University of Economics for giving me an opportunity to share our experiences at Universitas Gadjah Mada. I will be talking about the internationalization strategy and the local community program that we do in Indonesia.

As an introduction, let me mention that Indonesia has a population of over 200 million and our university is the largest university in Indonesia with a student population of about 50,000 students. Ten percent of the students are enrolled in the Faculty of Economics and Business. The Faculty of Economics and Business has 200 lecturers and 250 supporting staff. All of the programs in the Faculty are accredited with rank A by the Department of National Education, Republic of Indonesia. The Faculty applies a quality assurance system for its academic activities. The name of the Faculty was changed from the Faculty of Economics to the Faculty of Economics and Business, because of the expansion of other departments such as Finance, Marketing, Operation Management, and others, and to facilitate communication between these departments. We are also in the process and have earned eligibility for accreditation by the AACSB International.

What do we mean by internationalization? According to Beamish (1993), internationalization means “the evolving awareness and acknowledgement by faculty and by students of the impacts of non-domestic forces and the preparation of the faculty members and the students to deal with them.” We believe that it is important to be recognized, accepted and needed by the international communities, as well as to be able to collaborate and to “compete” in the international market. Also, we believe that internationalization involves efforts to communicate the uniqueness of Indonesian community and communicate and share our programs to deal with it with our international partners.

Developing internationalization strategy has its benefits, costs and risks. The benefits involve, for example, improving quality, being able to benchmark, gaining international recognition, increasing competitiveness, and financial

diversification. There are also costs and risks involved such as higher competition, brain drain and increased costs in maintaining the system.

So, why is it important to implement an international strategy? The implementation of this kind of strategy is in congruence with the university strategy which puts weight on quality, internationalization, and the application of information communication technology (ICT). We also understand that globalization is unavoidable and must be dealt with. We also need to be needed by the community; otherwise, students will not be able to find jobs. And, being an emerging market, we have more respect and regard for talent and professional skills.

We have a variety of programs in promoting internationalization. We participate in international networks like NIBES; we also have a network and international collaboration among the ASEAN Business and Economic Schools such as Singapore National University, University of Malaya, and Chulalongkorn University. We have international degree programs that are separate from the regular programs. Since Indonesia has thousands of sub-cultures and hundreds of local languages, our regular programs address mainly Indonesian issues and particularly on how to develop Indonesia while the international degree programs focuses on international issues.

Let me move on to the Community Development Program (CDP) since time is limited. The CDP is a required program for all undergraduate students at the end (or near the end) of their course work to do social fieldwork to assist in developing less developed communities in Indonesia. Indonesia has a problem with the balance between developed and less developed areas. The objectives of this program are to make students aware of, understand and become sensitive to social problems; building ability to work in teams; training them to handle a complex problem and to develop their leadership abilities. To complete the 3 credit requirement for the CDP, the standard is about three months and the length of stay for “stay” students (students living in the villages during their fieldwork) is about two-and-a-half weeks excluding time required for planning and preparation (3 weeks). The program is multi-disciplinary, meaning that we form groups of students from different faculties such as Engineering, Business, Social Science, and Medicine. The program can be either a long term one or short term. It could be long term if it involves building infrastructure of a village, such as developing a clean water system, schools or a transportation system to a specific region. In these long-term programs we

form partnerships with local industry, companies and the government.

The normal short-term program functions to help the local community in areas such as improving the basic schools, campaigning for public health, and also helping victims of natural disasters. I would like to mention here the appreciation for the support we received from Hiroshima University of Economics which sent its students to participate in this program, helping the victims of the earthquake last year. And, also I would like to thank the community who supported and provided help, and the NIBES partners for the support of this program.

In summary, the community development program consists of the following activities. First, planning and preparation: getting knowledge from the community, defining the problems and setting up targets, planning activities to be done to solve the problems and achieve the targets. The planning stage takes two weeks. Second, after planning there is the actual fieldwork that takes approximately eight to ten weeks. And finally, report writing and evaluation of the program which takes one week. Throughout the program, the students have professors as supervisors.

**FOSTERING GLOBAL CITIZENS:
BILKENT FACULTY OF BUSINESS ADMINISTRATION**

Dr. Kursat Aydogan

Vice Rector of Finance, Bilkent University, Turkey

Mr. President, distinguished guests; first, I would like to take this opportunity to thank the NIBES and George Harada for giving me this opportunity to speak to the distinguished group of people in attendance today. And secondly, I would like to extend my congratulations to President Ishida for the Fortieth Anniversary of Hiroshima University of Economics.

The title of my presentation is “Fostering Global Citizens: Bilkent University Faculty of Business Administration.” I am going first to address the issue of what it takes to be a global citizen. Then, I am going to explain briefly what challenges we face at Bilkent in fostering global citizenship and some instruments we adopted to address those challenges.

First, let me define who a global citizen is. A global citizen is defined as someone who seeks out a range of views and perspectives when solving problems. In this respect, this is different from simply tolerating other views and ideas. To be a global citizen, it requires more. You have to actively seek other people’s opinions and views, to evaluate them critically, and to take them into consideration. In short, global citizenship is a state of mind.

What are the key elements of being a global citizen? First, one has to adopt holistic and collaborative approaches, recognizing the fact that most of the problems are more than zero sum games. So you have more to gain if you collaborate. Second, change is an important issue. One does not have to be afraid of change. People are afraid of change because they are afraid of losing something. We have to teach people that change does not necessarily mean that they end up losing something. Relationships are important. We have to relate to others in order to understand what their feelings are, how they cope with their problems. Collective action is required in dealing with different problems. Now, the other elements, I will simply go over them. Respect for others, contributing to where one actually lives, dealing with ambiguity, and taking responsibility. When I look at the list of elements, I see a very similar point raised by Mr. Tamiaki in his speech earlier today.

At Bilkent University Faculty of Business Administration, we face challenges in organizing our programs while trying to develop global citizenship. First,

we would like our faculty composition to be more international so that our students will be exposed to greater diversity of faculty members. Second, our student composition can benefit from greater diversity. At Bilkent Faculty of Business, we have close to one thousand students. And, I am embarrassed to announce that the number of international students is at a very low level. Despite what we say or try to do, our curriculum and course structure need more interaction with others in global issues.

We have been able to come up with certain instruments to deal with those challenges. Of course, there is no unique way or method that will address all the challenges that we face. But you have to start somewhere. In order to minimize our faculty problems, and since it would be difficult to recruit the best of the international faculty in a very short time in this age of global competition, we decided to use technology, and started to offer courses through videoconferencing. We opened an office back in 1996 in New York City to hire faculty there on a part-time basis so that they could deliver their courses through videoconferencing to our students located on our campus in Ankara. So, you can teach a wide variety of courses this way without actually hiring faculty. Currently, in our three facilities at the Business School we are offering ten courses during the semester this way through videoconferencing.

For student diversity, instead of recruiting full-time students from abroad, which is again very competitive, we decided to concentrate on international exchange programs. And thanks to the NIBES, we have experienced some significant improvements. Currently, we have eighty five exchange partners worldwide. And of course, we have to give the proper role to the Erasmus program in enhancing the exchange programs. We also see great potential in joint masters programs as they offer international exposure in our programs.

As a third instrument in educating global citizenship, I would like to deal in more detail with an interdisciplinary program that we offer at Bilkent. This is a course titled “Innovative Product Design and Development.” It is a one-year-long course that brings together students from different departments of the university, so that they can form a team in which they design a product from the concept stage to a marketable final product.

The course has multiple objectives. First, there is some innovation element in the project they carry out in the course. And then it has to address the issue of new product development process. It necessarily requires interdisciplinary collaboration among engineers, economic and business majors. And it has the

issue of project and team management. We also emphasize the marketability of an idea. So the teams are expected to come up with a product idea which is eventually marketable.

What prompted us to come up with this course back in 2001? We looked at the departmental curricula, especially those of the Engineering Department and the Business School. We had one capstone course in each of the departments; they were the Senior Project in the Engineering Department, and Policy and Strategy in the Business School. The courses neither emphasized teamwork nor interdisciplinary collaboration. Furthermore, the courses in engineering were too department specific. They were usually parts of ongoing research efforts of the faculty offering them.

So, we designed the following course. The structure of the course is as follows. The course is opened to a wide spectrum of different departments and students the university—Management, Engineering, Economics, Graphical Design, and Communication. Five faculty members, one from each school or department, were assigned to coordinate the course. This is a one-year course in which teams of six students, preferably one student from each participating department, form a team and faculty members act as advisors. And this is a full course. So in one semester they get three credits (six ECTS). In addition to one hour lectures, we have two hours for team meetings and consultation with the faculty.

At the beginning of the semester, the students form a virtual company. The team is a virtual company. And then each team comes up with an innovative product idea. It is usually in the form of software or some sort of hardware, electronic hardware given the background of our students. The product has to be innovative at least in one sense, either in design, manufacturing, or marketing. Each team has to make an end product which is technically feasible and marketable.

The project starts with a pre-proposal. A pre-proposal is approved by the faculty coordinators. After approval of the project, the students are given the go-ahead and they start by setting up their project. In that regard, the course coordinators act as a virtual capital company (VC Company). The VC Company injects virtual capital, sometimes real money, to make the project operational. Then the students prepare a business plan. They simply discuss their project with their advisors. And then they submit weekly reports throughout the semester. At the end of the semester, the teams report their

progress with a formal presentation.

I will add one more interesting aspect of the course and then finish. Once the proposal stage is over, the virtual company makes an initial public offering (IPO), and they offer their stocks to the stock market, which is also virtual. And the companies present themselves to potential investors, who are twenty to twenty-five faculty members from different departments of the university. So, throughout the second semester, the virtual companies announce their product to potential investors, who now subscribe to their shares. Their shares are traded in an Internet environment among the investors. So, a stock price is formed and it becomes part of the grading of the course. Several things are taken into consideration for grading purposes.

In sum, we have seen that the course has achieved its purpose of enhancing teamwork, and promoting interdisciplinary work among students in different departments. The students' reactions are quite positive. In fact, student enrollment in the course has increased significantly over the years. The students said that they had learned a lot in every aspect from this course, but that they also added that "if we had had more time, we could have done it better." Thank you for attention.

GLOBAL LEADERSHIP DEVELOPMENT IN THE MARRIOTT SCHOOL AT BRIGHAM YOUNG UNIVERSITY

Dr. Lee H. Radebaugh

Director, Kay & Yvonne Whitmore Global Management Center, USA

Thank you very much. It's a pleasure to be here. Mr. President, thank you for hosting this conference, and especially the NIBES network and George Harada for working so hard to put this program together, and also President Tamiaki for his wonderful Keynote speech that started off the meeting today.

What I would like to talk about is "Global Leadership Development in the Marriott School at Brigham Young University." The "Marriott School" is the same as the Business School, one of the many different colleges in the university. Brigham Young University has 32,000 students and it is the largest private university in the United States. It is sponsored by the Church of Jesus Christ of Latter-Day Saints, or the Mormon Church. The unique nature of the university results in a student body that's very international.

In order to assess the need to prepare for global citizens, I would like to mention three things. The first has to do with some research that Professor Brooke Derr, one of my colleagues at BYU, did on the need for leadership advancement of high potential talent in large U.S.-based multinationals. This was a survey he did at the Human Resource Department to find out what kinds of needs there were for high potential talent. He broke his research into two parts. One is that companies need future leaders with meta-competencies, and secondly that companies need future leaders who are cross-cultural leaders. The second major reason why we have to prepare global citizens is because short-term and long-term international assignments are increasing for individuals working in a variety of industries at a much earlier level than had been the case in the past. And finally, there is an increasing amount of foreign investment in the United States, which is providing opportunities to students to work for foreign companies as well as U.S.-based multinational firms.

In the next slide there is a description of what is meant by meta-competencies, which is brought out by Professor Derr's research. And many of these things are the things President Tamiaki mentioned in his presentation. First, the importance of learning to learn quickly, because of the rapidly changing environment we are facing. Second, the importance of having technology skills—which is difficult for my generation. But the younger generations seem

to be adept at that. Third, the importance of flexibility, the need to move across different areas, sometimes in different industries and different countries. Fourth, learning to work across boundaries, which is for the area where global competency is so important. Fifth, the importance of developing team skills, being able to pull together resources of different individuals to solve a problem rather than to solve it on your own. And finally, learning to add value to customers, which again is not something new. It's something that has been around for a long time.

Professor Derr talks about what is meant by “cross-cultural leaders.” He talks about how these are leaders with global competency skills. Well, what are global competency skills? First of all, they are skills to help us understand cultural differences. Many of our students, for example, may have expertise in one particular country, but with their jobs they are increasingly having to move into different countries. So the issue is not just learning one culture deeply, but learning how to learn other cultural differences, and how to use culture to achieve organizational goals. In other words, culture ought to be something you can build on, not something to be afraid of.

So, how can you bring together these cultural differences to be successful? One of the things that is important to understand is there are more opportunities for people to work abroad than had been the case before. The value of an international assignment depends a little bit on the philosophy of the firm. There are three philosophies that I would like to mention here. The first is what we call an “ethnocentric philosophy” where the company decides that its philosophy is the best and should be used all over the world. In this case, companies oftentimes send their people abroad to protect their core competencies. Secondly, we have a “polycentric attitude,” which is one of being overwhelmed a little bit by differences abroad. I think many U.S. companies that have come to Japan have felt very overwhelmed by the language and cultural differences in Japan, and have felt that it is important to move very quickly to prepare local talent not only to provide incentives, but also because the differences are so overwhelming that you really need to have a local philosophy. And finally, there is a “geocentric attitude” where you try to find the best employees all over the world to send anywhere in the world. In other words, you are not just sending your ideas, or you are not just being overwhelmed by local difference, but you are looking for your best talent all over the world, and trying to transfer those individuals to help build the company all

over the world. And also these opportunities are coming sooner in a person's career and in a variety of business sectors.

Let me give you an example of this. Let us talk about KPMG, a large global auditing/accounting firm. Henry Keizer, Vice Chair of Audit for KPMG made the following statement. *"Knowing and understanding the business practices, regulatory environment, and culture of other countries has become more important as economies across the global converge. In this globalized marketplace, international experience builds a strong foundation for a career and opens up many more interesting opportunities."* As an example, in 2006, only 1.5 percent of KPMG's employees were on international rotations. A very small amount, but that was up thirty percent from 2005. KPMG is a firm moving very aggressively to have its employees have international rotations. By 2010 that will increase to five percent. Again a small amount but it is an amount growing rapidly.

So, why is KPMG pushing these global experiences? First, the need to prepare the firm's global lead partners of the future. For example, one of KPMG's major clients is the one in charge of Nestle's audit all over the world. And that individual needs to have international experiences if he or she is going to interact properly with the top management of Nestle. Second, the need to meet clients' evolving needs. One of the things KPMG found is at every level of the firm from the lead partner down to the senior, their employees were interfacing with clients who already had international experiences, whereas KPMG's partners and employees had not. So they realized that in order to deal with these individuals they had to have employees who are more international. Third, the need to enhance the global strength and consistency across member firms, in other words, to reinforce their core competencies by sending their people abroad to share their ideas with local people and to bring foreigners into the home office to bring in their unique perspectives to help them look at audits from a different point of view. Finally, these rotations are both inbound and outbound, which means that they are U.S. personnel going abroad as well as foreign personnel in their office coming into the United States. And also they are increasingly cross-functional, which means that these are individuals having to work in a variety of different environments.

Next, let us talk a little bit about why BYU is trying to push the international side. In the Business School (at BYU), there are four graduate degrees and three undergraduate degrees. Sixty percent of our undergraduate students and

eighty percent of our graduate students have lived abroad and speak a second language, which implies a very strong cultural understanding, but more at the basic level, not necessarily at the business level. And also the school has identified program goals and signature strengths that must be infused into every degree and for every student.

Because of the high rankings of the business school, our students are tending to go to very good companies in the United States. We are recently ranked as No.1 regional MBA program in the United States by Wall Street Journal, and for all MBA programs in the country, No.2 in ethics, No.4 in accounting, No.9 in corporate social responsibility. There are some other rankings that are not as important. Just to give you an idea on how good the students are, these rankings actually come from the recruiters.

As we looked at the program goals for the Marriott School, we identify six areas of competency: to learn to work in groups and be part of an effective team; to be able to communicate effectively, both orally and in writing; to develop a sense of ethical values that translate into the business community; to become proficient in the subject matter of the degree; to develop the ability to use technology efficiently and effectively; and to be able to participate actively and comfortably in a *global environment*.

Now to follow up on that, the dean of our business school recently announced that there are three signature strengths that have to be included into every program and for every student: first, international experience and understanding; second, innovative spirit or entrepreneurship; and third, ethical values and social responsibility. These together form a part of developing global leaders.

Now all students must be exposed to all three of the signature strengths in a very superficial way, but they also have to go very deeply into one of the three. What that means is that because of our student body, I think a number of our students will end up trying to develop global competency as their key area. They are going to pursue the Global Management Certificate to enhance their global understanding.

Let me make some concluding comments. If students are going to develop strong global understanding, they will have to have not only strong course work in international business, but they also have to develop strong language ability. We teach eleven different foreign language classes, but over sixty language classes at the university. So, our students can go very deeply into language if they want to. And finally, they have to have more international

experiences. I think one of the strengths of the NIBES network is that it will give our students an opportunity to go abroad in a variety of different settings. And that is what we are looking at right now. What are the different ways we can configure international experiences for our students so they can prepare themselves to work more effectively in the global economy? Thank you very much.

CONCLUDING REMARKS

George R. Harada,

Professor of Law & Director, Office of International Exchange,
Hiroshima University of Economics, Japan.

Since we are running out of time, I would like to conclude our session by giving you a few remarks on what you can expect from Hiroshima University of Economics in the coming years. We are living in a global society that is constantly changing. Economic activity is now borderless. Competition in business as well as in education is stiff and intensifying. How are we to educate our students? This is a very difficult question. We believe that business and economics schools need to educate students to become global citizens, with, of course, a warm heart. And we need to educate the community to be more aware of the global environment. To do this, business and economic schools need to be flexible and sometimes throw away the old-fashioned, traditional ways of thinking, to adapt to the new demands of companies and to global trends. The examples given today are some of the academic entrepreneurship that has been going on in our network. We need to constantly evaluate our programs and revise them to meet the needs and demands of this exciting era.

So, what is Hiroshima University of Economics doing to meet the demands of companies like President Tamiaki's Molten and other international firms? We are a small education-oriented local university, which is aiming to work together with the community, to foster international-minded students that are adaptable to many situations, and who can generate new ideas readily. At this time we have several programs in mind. Let me just introduce one of them to you.

We recently established a new educational program called "Kodokan." This program aims to provide training and education to students in a non-conventional, dynamic way, to develop student planning and speaking skills, their ability to work in teams, to encourage creative thinking, as well as to develop their international interests and intercultural communication skills. This is achieved through course work and through projects planned by the students themselves, which are financed and supported by the university. Some of the past projects have been, for example, creating and maintaining a café, protection of children in the local community, planting trees in China to conserve the environment, the Indonesia project that was mentioned by Ainun,

to help the victims of the earthquake, and others. Students initiate and execute these projects with domestic and international communities in mind. We encourage our students to volunteer and to be involved in international cooperation not only to develop their own minds, but to cultivate a warm heart to understand peoples' feelings. The Kodokan program works together with communities to help develop the student's abilities and qualities, many of those mentioned by President Tamiaki demanded by companies today.

Let me also mentioned that alliances, like the one we have with NIBES, will also assist us in internationalizing the university's curriculum with visiting professors as well as internationalizing our campus and community with many international students from our network partners. A few years ago, our universities started sending our exchange students from our network partners to spend some time with the local elementary school students. In the beginning, almost all of the children stared at our exchange students. But, as time passed, the children got used to having our students come to class to teach them about their countries, languages, or just to have lunch with them, or to play dodge ball with them for just a few minutes a day. Now, these children no longer stare. Whenever they meet our students not only in class, but somewhere in the city, they say, "Hi, how are you?" And, sometimes will call our students by their names. So, now their mothers stare at their children in wonder of how quickly they learn and change. The community is internationalizing through our alliance with NIBES. These children will be the global citizens of the future. ...Thank you for your attention.

NIBES RESEARCH PRESENTATION GLOBALIZATION AND MANAGEMENT-THE CASE OF RENAULT NISSAN

*Guy Fournier**

*Monika Fenchel***

*David Evans****

要約

グローバル化と経営―ルノー日産の事例研究

グローバル化は企業や企業構造にとって市場環境の根本的変革を意味してきた。企業はいまや、グローバル化した市場において国際的競争に直面せねばならないこと、世界中で売ることによって収入を増やしコストを削減できる機会が飛躍的に増えたこと、をごく当然のこととして受け取っている。ルノー日産はこうした挑戦に対してある特別な方法で対応し、成功を収めている。本研究の目的は、提携の始まりから今日にかけて、どのような経営テクニックが用いられ、日産が極めて保守的な日本の弱小企業から繁栄する一グループへと変化したのか、という点を指摘することにある。

グローバル化は新たな異文化間のダイナミックを発展させ、新たな価値観を要求し、そのことが新たな経営能力を要求するように見える。グローバル化を直視し、日産の構造を新しいグローバル的競争に適応させるために、クロス・カンパニー・チーム、クロス・ファンクショナル・チーム、バリュー・アップ・グループが形成され、異なる部署、機能、企業、地域、国、利害関係者の間のリンク形成が試みられた。それらは新しく革新的な解決方法を開発し、グローバル規模での価値連鎖の統合・最適化を図り、利害関係者にとっての価値を創造しようとした。現在では従業員は新たな手法に従って働き、文化的・機能的境界線という垣根を越えている（多様性経営）。

故に、グローバル化した世界における競争力はおそらく経営能力に依存し、それによって各チームは信頼関係の構築や、文化的・機能的境界線の克服に努めることが可能になる。このようにグローバル化は脅威ではなく、経営者の責任においてつかみ、対処すべき機会である。利害関係者を考慮に入れることで、すべての参加者にとって、グローバル化をより持続可能で、価値のある、受け入れ可能なものとすることができるであろう。

Introduction

Globalization has profoundly transformed the market environment for

* Pforzheim University

** Wissenschaftliche Hochschule Lahr

*** Reims Management School

companies and corporate structures. Companies now assume that they have to face international competition in a globalized market and that opportunities to expand their revenues by selling throughout the world and to reduce their costs have increased significantly. Although mainstream theories and studies have concentrated on the failure or poor performance of alliances, Renault-Nissan was an exception in this regard since they have met these challenges in a special and successful way. Or in the words of Morosini, our specific interest in the Renault-Nissan alliance is justified because “this alliance provides an opportunity to look at the field with new eyes”⁽¹⁾. What was the vision of the alliance and how did the joint company succeed in getting co-workers to adhere to the restructuring process? How did they break with cultural tradition in a country hitherto unaffected by plant closures and cross-cultural collaborative methods? And more importantly, how did they instigate change and create value and innovation in order to halt successfully their latent erosion and to face up to global competition?

The aim of this study is to highlight the management techniques that were used to transform Nissan, a weak and deeply conservative Japanese company, into a prosperous group starting from the beginning of the alliance up to the present time. We stress that we have focused our attention particularly on how to be successful in a global competitive environment and not on the well known leadership techniques and skills of Carlos Ghosn, the CEO of Nissan and Renault⁽²⁾. The authors assume that there may be a linkage between diversity management and organizational performance.

Although some researchers might prefer large samples in their field studies, we have concentrated on one single qualitative case study to validate our hypothesis because of the innovative management approach, nomometric characteristics and soft-core concept of diversity. “Current norms in the field seem strongly biased toward large sample multivariate statistical studies. This leads to a large database mentality, in which large-scale mail surveys and ready-made databases are often favoured. Qualitative studies do appear in journals but they are exceptions”⁽³⁾. According to Parkhe, using a case study will allow us to interpret the situation by getting into invisible management processes. Therefore we have placed great emphasis on the analysis of original contents, articles and other publications. Nevertheless, we are conscious that a single methodological approach cannot produce a well-rounded theory⁽⁴⁾.

First, we carried out a short literature review on alliances and diversity.

Then, we have attempted to provide an explanation for the linkage between diversity and organizational performance through analysis of the documents. It seems that the fundamental structure of the alliance-as described-plays an extremely important role.

Alliances in the context of globalization—a short literature review

According to Deresky “strategic alliances are partnerships between two or more firms that decide they can better pursue their mutual goals by combining their resources—financial, managerial, technological—as well as their existing distinctive competitive advantages⁽⁵⁾”. And following Gulati, the arrangement between the partners is based on voluntary cooperation. Although many researchers observe that most cross-border alliances collapse due to problems arising from collaborating effectively in a multicultural environment, there are nevertheless success factors, which must be brought to light.⁽⁶⁾⁽⁷⁾

But as Parkhe emphasized, alliance research must focus on forbearance which only becomes possible when reciprocal behaviour and mutual trust co-exist, since this aspect is very often ignored or treated as a black box.⁽⁸⁾

Therefore, a successful alliance performance would probably depend on management capability, which enables teams to strive to build trust and overcome cultural and functional barriers. The importance of trust and commitment between alliance partners has not been emphasized in research literature in any meaningful way until recently.⁽⁹⁾

If management capability and techniques, as well as mutual trust, are essential for cross-border alliances, we should also consider “alliance management” as one of the key elements. Alliance management seems to play an important role and evolves through the different stages of the alliance lifecycle. Ibarra observed that effective alliance management, which requires persuasion, depends on one’s ability to work outside prescribed routes and routines.⁽¹⁰⁾ And Wilson points out the importance of gaining consensus on mutually attainable performance goals.⁽¹¹⁾ In addition, successful alliance managers must possess extraordinary skills and competencies in different areas.⁽¹²⁾ Among these skills,⁽¹³⁾ managerial cognition may help in the problem-solving process.

Diversity

Several studies have examined diversity.⁽¹⁴⁾ The narrow concept of diversity emphasizes gender and race, which was criticised by Thomas. He suggested

providing a broader definition.⁽¹⁵⁾ Jackson distinguished between two different types of heterogeneity: one that concerns personal attributes (race, gender and personality) and one, that are invisible “task related attributes” (skills, abilities).. McGrath et al found five clusters:

- 1) demographic characteristics (age, ethnicity, gender);
- 2) task-related knowledge, skills, competencies;
- 3) values, views and attitudes;
- 4) personality and cognitive and behavioural styles;
- 5) status in the organization.⁽¹⁶⁾

Different frameworks and models have been used to explain the organizational or workgroup performance resulting from these differences.⁽¹⁷⁾

In this case, task-related knowledge, skills and competencies are especially interesting, because cross-functionality can turn out to be a key factor. Nevertheless, we have to take into consideration the broader sense of diversity. Finally, the relevance and topicality of diversity is reasoned by: “...the increasing formation of global strategic alliances, the increasing globalization of the workforce and of products and services”⁽¹⁸⁾. So, we concur that diversity management is either proactive or a “managerially initiated strategy”⁽¹⁹⁾.

The case study

In 1999, Nissan was in deep trouble because profit and operating margins of the Japanese carmaker had been low for eight years and the cost burden was increasing on a daily basis. The company was ranked the 3rd biggest car manufacturer in Japan with 148,000 employees, an output of 2.4 million vehicles per year (300,000 less than in 1996, the last year that Nissan had made a modest profit). The group had stoked up losses of ¥ 684 billion for a total sales revenue of ¥ 6,600 billion.⁽²⁰⁾ Nissan held 6.6% of the world market in 1996 and this figure subsequently dropped to 4.9% in 1999. At the same time, Nissan had experienced 27 consecutive years of losses on the national market dipping from 34% of market share in 1996 to 19% in 1999. In addition, it appeared that production capacity was running at a meager 53%. In light of these alarming circumstances, a certain resignation had set in amongst the Nissan management team, who could only witness the utter failure of their numerous attempts to restructure the company. The reality was a \$ 22 billion debt and an urgent need of capital injection in order to prevent insolvency. This seemed an almost impossible task unless an alliance partner was found quickly.

Japanese traditions seemed to be an obstacle to reforms. The large conglomerates (zaibatus) were dismantled after the Second World War by the American occupation authorities. Subsequently keiretsus were set up in their place. These new entities incorporated a set of very clear values:⁽²¹⁾

- 1) employer responsibility towards employees;
- 2) strong business relations between producers and suppliers, which in turn brought about good turnaround ability in production;
- 3) a tightly-knit social network within the keiretsus;
- 4) cross shareholding (equity-interlocked supplier and manufacturer companies) which guaranteed protection against foreign takeovers, the ability to pursue a long-term strategy and assistance to companies in difficulty.

In 1999, Nissan had stakes in 1,394 companies, many of which had no direct connection with the automotive business. On top of this, most of the suppliers were managed by ex-Nissan executives. The simplicity of this cross-fertilization and the close contacts with the Ministry of International Trade and Industry (MITI)⁽²²⁾ meant that it was much easier to obtain bank loans for development projects.

At this point in time, Renault had just undergone a drastic restructuring and downsizing phase. Vilvoorde in Belgium had just been closed (3500 job losses) and the company had got back into profit for the first time since 1997 and was just about ready to invest heavily in its own future. The company was now in a position to take a significant stake in a Japanese manufacturer. In terms of the global market, Europe represented 85% of Renault's total revenue. In addition to this, the merger with Volvo had turned out to be a big flop. The general context in the industry was certainly more optimistic and dynamic, especially in the wake of Chrysler's merger with Daimler Benz. This said, Renault's activity abroad was limited especially in key geographical areas such as Asia, North America and Eastern Europe. The company was light years away in terms of cultural practice and management style from what they might expect if they concluded a partnership with Nissan.⁽²³⁾

When it came to sitting down at the negotiation table, it was to be hoped that Renault had at least learned from their abortive alliance with Volvo. The somewhat legalistic approach from the French did not bode well in the early stages with their Japanese counterparts who were more intent on creating a trustworthy foundation to a long term relationship. In order to overcome these

cultural differences and to move the negotiations forward, the concept of Cross Company Teams (CCT) was introduced. The aim of these teams was to seek out synergies between the two companies, to envisage concrete measures that could be applied if these firms were to merge and to look for solutions that would be advantageous to both partners. The CCT were to be the cornerstone of any future restructuring of the two companies.⁽²⁴⁾

In March 1999, Nissan's situation was becoming rather desperate. Furthermore, DaimlerChrysler had abandoned any hope of concluding a new deal with the Japanese manufacturer. The door therefore was open for a new partner and Renault decided to adapt their approach by not appearing to take advantage of Nissan's relatively weak posture to gain important concessions. It was important to continue the confidence-building measures between the two companies.⁽²⁵⁾

On March 27, the official alliance agreement was announced. Renault invested roughly ¥ 5 billion (33 FF billion) and gained a stake of 36.8% in Nissan with an option to increase this stake to 44.4% at a later stage.

The number two from Renault (C.Ghosn) was invited to sit on the Nissan executive committee and the Chairman of Nissan (Y.Hanawa) joined the Renault board. Renault avoided any talk of an outright takeover. Both companies shared a single joint strategy—profitable growth and a community of interests. Every effort would be made to avoid one partner taking advantage of the other by maintaining a distinct corporate culture and brand identity.⁽²⁶⁾ Management assumed that: “success is not simply a matter of making fundamental changes to a company's organization and operations”.⁽²⁷⁾ The key to successful performance is finding a balance between change and preserving the cultural identity of the two corporations. “You also have to protect the company's identity and the self-esteem of its people”.⁽²⁸⁾ But nevertheless “Renault remained sensitive to Nissan's culture at all times...”⁽²⁹⁾

Furthermore, Renault was convinced that attitude and commitment would be the greatest success factors. This is also confirmed in the findings of Spekman, Ibarra and other researchers.⁽³⁰⁾

“...it was obvious that Renault had strengths in two areas: cost management and customer satisfaction. Nissan had strengths in technology, productivity, quality control, and global-level operations”.⁽³¹⁾

The idea was to mix “the cultures and create new power...” ...today cultural differences are seen more as an object of cross-fertilization and innovation in

the way we are doing things⁽³²⁾”. The argument is that the Nissan Revival Plan established strong objectives which did not leave any room for discussions about cultural differences. To achieve the objectives, all Japanese advisors became direct operational heads within their positions.⁽³³⁾

The structure of the alliance seemed to play an important role in reaching the objectives:

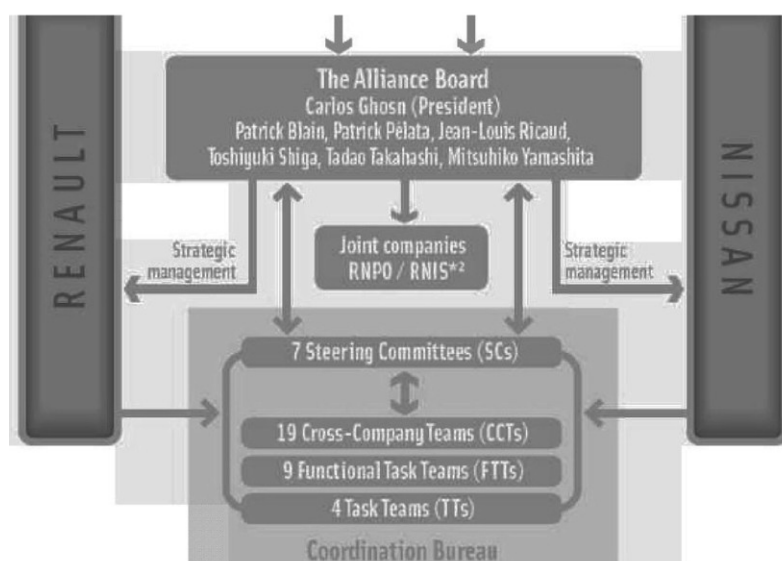
- 1) The Alliance board is composed of six members from each company
- 2) Cross-company teams (CCT)
- 3) Cross-functional teams (CFT)

(See figure: Structure of the alliance)

Steering committees, task forces and a coordination bureau complete the structure and support the three main pillars of the alliance.

The prementioned CCTs were confirmed in order to find synergies between the French and Japanese companies, to think about concrete measures and to look for solutions advantageous for both parties. The CCTs would surmount the strong differences in management and traditions in both companies and form the basis for restructuring. “From the beginning, I said that I viewed cultural differences as an opportunity to innovate in achieving the pragmatic business objectives we had before⁽³⁴⁾”.

Cross Functional Teams(CFTs) were built to support the work of the CCTs:



Source: http://www.nissan-global.com/EN/DOCUMENT/PDF/ALLIANCE/HANDBOOK/2005/arriance_hb2005.pdf

CFTs have to overcome the differences between the different division and regions of the Japanese group and “to see beyond the functional or regional boundaries that define their direct responsibilities⁽³⁵⁾”. The objective was to examine all processes at Nissan and make appropriate suggestions in order to restore profitability and secure future sustainable growth⁽³⁶⁾, although decision-making remained the reserve of the executive committee.

Three months later the Nissan Revival Plan was announced containing, amongst other things, strong cost-cutting measures that would give rise to substantial staff reductions. All decision-making, coordination and implementation structures have been operational since that time. The goals of the Revival Plan were achieved in only two years, well ahead of schedule.

The ensuing Nissan 180 Plan focused on growth, cost reduction, synergy seeking and creating a unique selling proposition as leading global car manufacturer. The CFTs would continue to be in action. Additionally, Value-Up groups were created at the middle management level. The groups were smaller and worked on specific areas such as continuous improvement of processes or solution-finding for operational and daily problems. They had a free hand to identify problems and offer solutions. The guiding principle was to find solutions within the company rather than take on any external consultants. This ambitious plan surpassed many of its original goals within 3 years⁽³⁷⁾.

The third so-called “Value-up Plan” has been in place since April 2005. It intends to achieve world-wide presence and to create more value for the stakeholder than ever before. Value needs to be created for all stakeholders, including employees, customers, partners, society in general, the environment and, of course, shareholders. So the CEO of Nissan stated that “The name of this plan shows our intent to stay on a course of sustainable, profitable growth⁽³⁸⁾ ...and it is a course we can only follow in synergy with our stakeholders.”

Throughout this case we have focused on the various strategies that have been brought into play in the turnaround and development of the Nissan Corporation. Changing cultural tradition, making wide-reaching decisions including downsizing, plant closures, reward for performance; all these features were new to the Japanese company and the management succeeded in introducing them. When questioned by the media, the CEO of Nissan is quick to point out that there is no specific “Ghosn method”⁽³⁹⁾. People at all levels of the company are capable of finding solutions to a company’s problems providing

they are made to feel part of the decision-making process. Ghosn is a great believer in transparency, effective internal communication and active listening. He believes that the normal ratio for a global leader is 80% listening and 20% speaking.

In reality a “Ghosn method” probably exists. On the one hand, we can say, in the wake of previous research, that the key success factors of the alliance seem to be:

- 1) respect of business goals by all members of the organization;
- 2) a management team that faces challenges in an open-minded manner;
- 3) listening to each employee's ideas;
- 4) clear and effective communication;
- 5) prompt action.⁽⁴⁰⁾

On the other hand, we could develop the hypothesis that the key success factor was using the higher productivity of diverse groups through CCTs, CFTs, Value-Up Teams and in the latter stages seeking out synergies amongst the stakeholders.

It is undeniable that Ghosn's ideas on cultural diversity have left an indelible mark on the history of the alliance. In spite of all the barriers, he has succeeded in getting the Japanese and French to work together and produce better results.⁽⁴¹⁾

Ghosn sees diversity as a positive force, an opportunity to create value and innovation. It is important to realize that international management is a mindset, and a constantly evolving mindset. But diversity is not just cultural, it covers the whole spectrum from gender, religious, generational, social background, competencies etc.. This very diversity creates richness and a variety of methods. It is one of the most important sources of innovation.⁽⁴²⁾ Mixing people of the same nationality, religion or educational background is certainly an easier option, but the real added value stems from the cultural mix; the different ways of responding to the same problem. Two other important considerations for Ghosn are respect and interest. Respect must also be shown to the stakeholders, for example, the stockholders, employees, suppliers and customers in order to enable sustainable management because the creation of value must benefit all stakeholders in order to be sustainable. As a result, the shareholders obtained a higher valuation and much more dividends, the employees better salaries and more bonuses, suppliers the opportunity to make more profit and sustainable growth and the consumers an enriched offer.⁽⁴³⁾

Conclusion and implications for future research

Thus, it appears that globalization develops new intercultural dynamics and requires the establishment of new values, which in turn demand new management capabilities.⁽⁴⁴⁾ In order to embrace globalization and to adapt the structure of Nissan to new world-wide competition, Cross Company Teams, Cross Functional Teams and Value-Up groups were formed in order to make a link between the different departments, functions, companies, regions, countries and stakeholders. They developed new and innovative solutions to integrate and optimize the value chain globally and to create value for the stakeholders. Employees now work according to new methods and transcend cultural and functional boundaries. This would confirm the studies of Jackson and Ruderman, in which diversity management is an opportunity for creating value and innovation.⁽⁴⁵⁾ Carlos Ghosn the first non-Japanese (“gaijin”) Chief Operating Officer seems to have utilized these new management capabilities in a very successful way since each project has achieved its goals before completion.

Therefore, competitiveness in a globalized world probably depends on management capability, to enable teams to build trust and overcome cultural and functional barriers. In this way, globalization is not a threat but an opportunity that has to be seized and brought under the responsibility of management. Taking the stakeholders into account will make globalization more sustainable, valuable and acceptable to all participants. However, further research is required to examine in greater detail the methods used in order to find more linkages that account for success but also the threats of diversity management.⁽⁴⁶⁾ It is necessary to develop a broader understanding. In fact, diversity can produce very effective but also very ineffective performances, depending on how communication channels are established and how efficient the information flow is.⁽⁴⁷⁾

Notes

- (1) Morosini, 2004, p.4
- (2) For more details see, e.g. Risaburo 2000, Ghosn 2002, Magee 2003, Ghosn/Riès 2003, Ghosn/Riès 2005, Manzoni 2004
- (3) Cf. Bettis, 1991, p.316
- (4) See, Parkhe, 2004, p.226
- (5) Deresky 2006, p.255,
- (6) See, Gulati 1998, :293-317

- (7) E.g. Levine/Byrne 1986; Weber/Camerer 2003; Morosini 2004
- (8) Cf. Parkhe, 2004, pp210-238
- (9) Cf. Granovetter, 1985; Spekman et al. 1998
- (10) Ibarra 1992
- (11) Wilson 1995
- (12) Spekman et al, 1998, p.765
- (13) Weick 1979; Isabella 1990; Yoshino/Rangan 1995
- (14) E.g., Cox 1991; Jackson/Ruderman, McGrath et al 1996
- (15) See, Thomas 1991
- (16) McGrath et al. 1996, p.23
- (17) See, e.g. Thomas/Ely 1996; Dass/Parker 1999; Jackson/Ruderman 1996
- (18) Cox/Tung, 1997, p.8
- (19) Ivancevich/Gilbert, 2000, p.88
- (20) See also in the following, Magee 2003, page 52 ff.
- (21) For more information about keiretsu see, Miyashita/Russell 1995, Gilson/Roe 1993
- (22) The MITI regarded Nissan as the centrepiece of its post-war industrial policy. Cf. Risaburo 2000
- (23) See, Magee 2003, p 38 f.
- (24) Cf., Nissan Sustainability Report 2006; Nissan Value-Up Update and Fiscal 2005 Financial Review, p 22
- (25) See also in the following Magee 2003, p 41 ff
- (26) See for more details, Nissan Annual Report 1999; «A New Alliance for the Millennium»
- (27) Ghosn, 2002, p.37
- (28) Ibid.
- (29) Ibid.
- (30) See, Spekman 1998, Ibarra 1992, more: Emerson, 2001, p.9
- (31) Suginos statement in: Bartlett/Ghoshal/Birkinshaw 2004, p.607
- (32) Emerson, 2001, p.6
- (33) Emerson, 2001, p.6
- (34) Emerson, 2001, p.5
- (35) Emerson, 2001
- (36) The CFTs were made up of two leaders, chosen by the Executive Committee and both coming from inter-connected divisions e.g. purchasing and engineering. Another eight or nine participants would complete the groups. Sub groups were also formed in order to monitor the CFTs. The project managers and steering committees would all be Japanese. The main aim of the steering committee was to ensure that deadlines were adhered to. The CFTs were divided into different fields of action including; business development, purchasing, manufacturing, marketing and sales, internal organisation, decision making bodies and others. For more details see Ghosn 2002, p.6-9; Nissan Annual Report 2002; “Nissan Management Way”; Magee 2003, pp75-89
- (37) See also, Magee 2003, p.224. In 2006 there were 19 CCT working for the Alliance. The structure is the following: the CCT are exploring new opportunities and synergies for the Alliance. Functional Task Teams (FTT) assist the CCT and the Task Teams (TT) help CCT with specific assignment. See figure above and for more details Renault/Nissan 2006

p.11

- (38) See Nissan Sustainability Report 2005, Since the CEO of Nissan became responsible for Renault in April 2006, the same methods were used in developing the Plan “Commitment 2009” of Renault. For more details, see http://www.renault.com/renault_com/en/images/Cp_communique_en_tcm1120-325175.pdf
- (39) Comments made during the Paris Automotive Fair 2006
- (40) Emerson, 2001, pp8-9
- (41) Differences between nationalities, age, gender etc. were no more important, cf. Magee 2003, p.146
- (42) Cf. Ghosn/Riès p.379. Beside Innovation, Ghosn see quality, the capacity to control the costs and being efficient in the target dates as the key success factors for competitiveness. See for more details Ghosn/Riès p.378-383
- (43) See for more details Ghosn/Riès p.367 f. and Nissan 2006, p.1. The integration of the stakeholders and the alliance partner can also be find in the corporate mission of Nissan: “Nissan provides unique and innovative automotive products and services that deliver superior measurable values to all stakeholders in alliance with Renault
- (44) See also, Echevarría, S.G.: 1999
- (45) Jackson 1996, p.53-75; also: Jackson / Ruderman 1996
- (46) In reality diverse teams seem
- (47) For more details about effectiveness of intercultural teams, Podsiadlowski 2004 and Adler 1997

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