

# Ten skill requirements for a globalised environment



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# Who is here?



The quality manager



The entrepreneur



The customer organisation



# Content

## I The past

- Learning skills

## II Now: Globalisation

- What is it?
- Power shift
- Complexity

## III Now: Consumerism

- Consumer trends
- Reach the individual

## IV Future: How to act upon these conclusions

- New quality management paradigm
- Skills and attitudes for a globalised world



# The past: survey 1999

*Perhaps the key question is less what teaching materials the institution for higher education should provide its students, and more how can the institution teach its students a critical, self-adapting and permanent-learning attitude.*

Van Kemenade et al (1999)



## II Now: Globalisation

The growing economic interdependence of countries through increasing volume and variety of cross-border transactions in **goods** and **services**, free international **capital** flows and more rapid and widespread diffusion of **technology**.

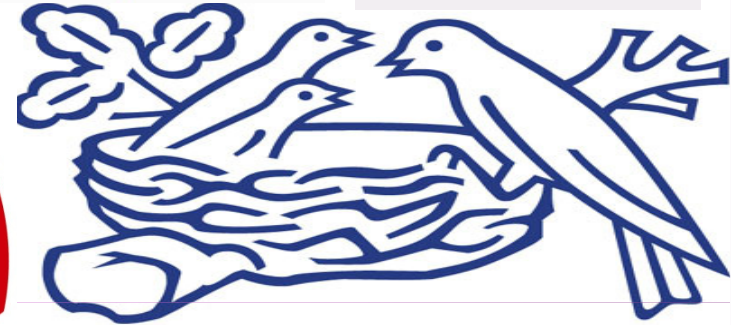
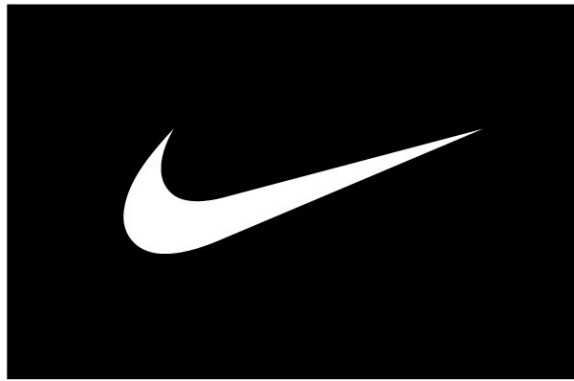
IMF

# Globalisation of what ?

- Trade
- Production
- Finance
- Companies
- Politics
- Culture



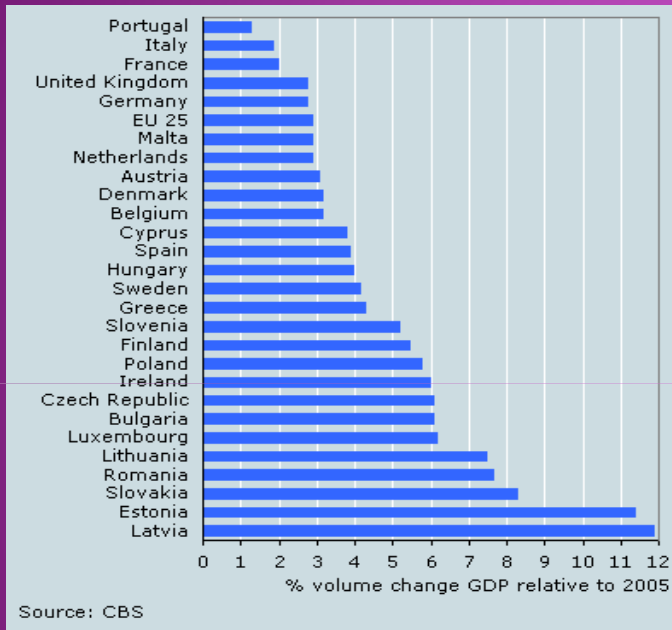




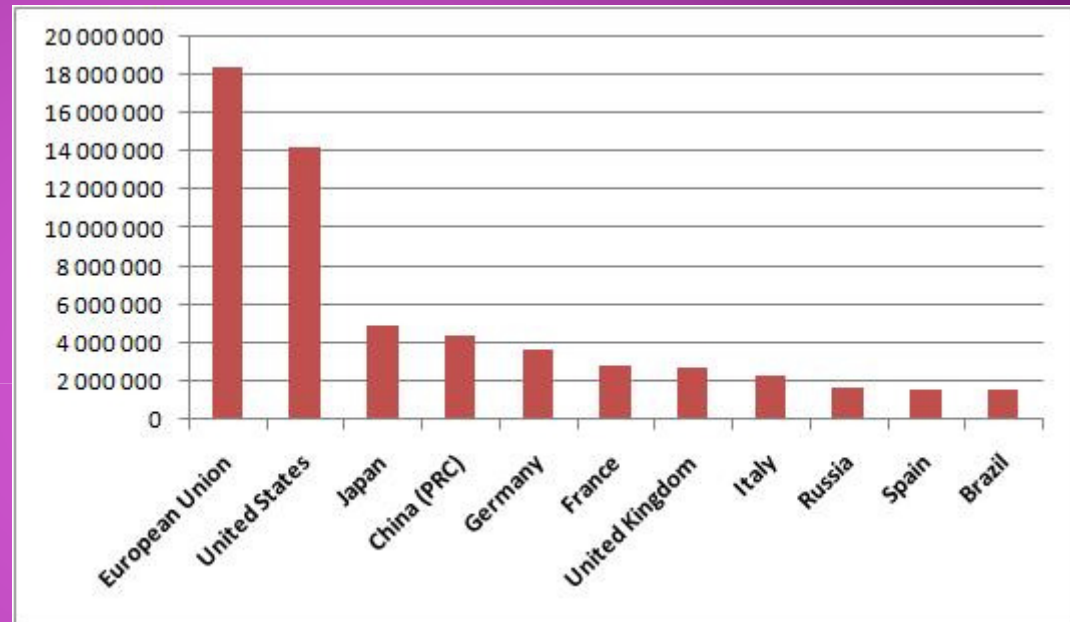
Nestlé



# Some figures



% volume change GDP in Europe



The ten largest economies in the World 2008 , measured in nominal GDP (millions of USD), according to the International Monetary Fund.



# Textiles in India

## Hourly wage cost in textiles in (US \$):

Switzerland	22.15
USA	14.24
Argentina	5.90
Brasil	3.20
Turkey	2.69
Mexico	2.20
Mauritius	1.47
<b>China</b>	<b>0.69</b>
<b>India</b>	<b>0.58</b>



# Analogy



One day = two years

# Chinese roads in Africa

*“This road is constructed with the grateful assistance of the Government of the People’s Republic of China”.*





China is getting richer and hungrier.

Commodities (copper, tin); food clothing, fuel:  
what China desperately needs, Africa has.  
Export Africa to China 2000-2007 doubled.

China builds  
roads, bridges,  
telecommunication, pipelines,  
electricity plants, railways...  
all over the continent  
(2004: US\$ 900 million).





HUAWEI



TATA



China National Chemical Group Corp



SingTel



Hutchison  
Whampoa



LG



# Future

GDP growth 2010    2050 (GDP)

8%		1. China
0.2%		2. EU
1.6%		3. USA
6.5%		4. India
0.6%		5. Japan
3,5%		6. Brasil

IMF January 2009

# Conclusion 1: Power moving Eastwards



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# III Consumerism

- The desire
  - to increase one's standard of living;
  - to enjoy foreign products and ideas;
  - to participate in a "world culture";

Nadeem, S (2009)

- Spread of local consumer products (e.g., food) to other countries (often adapted to their culture).

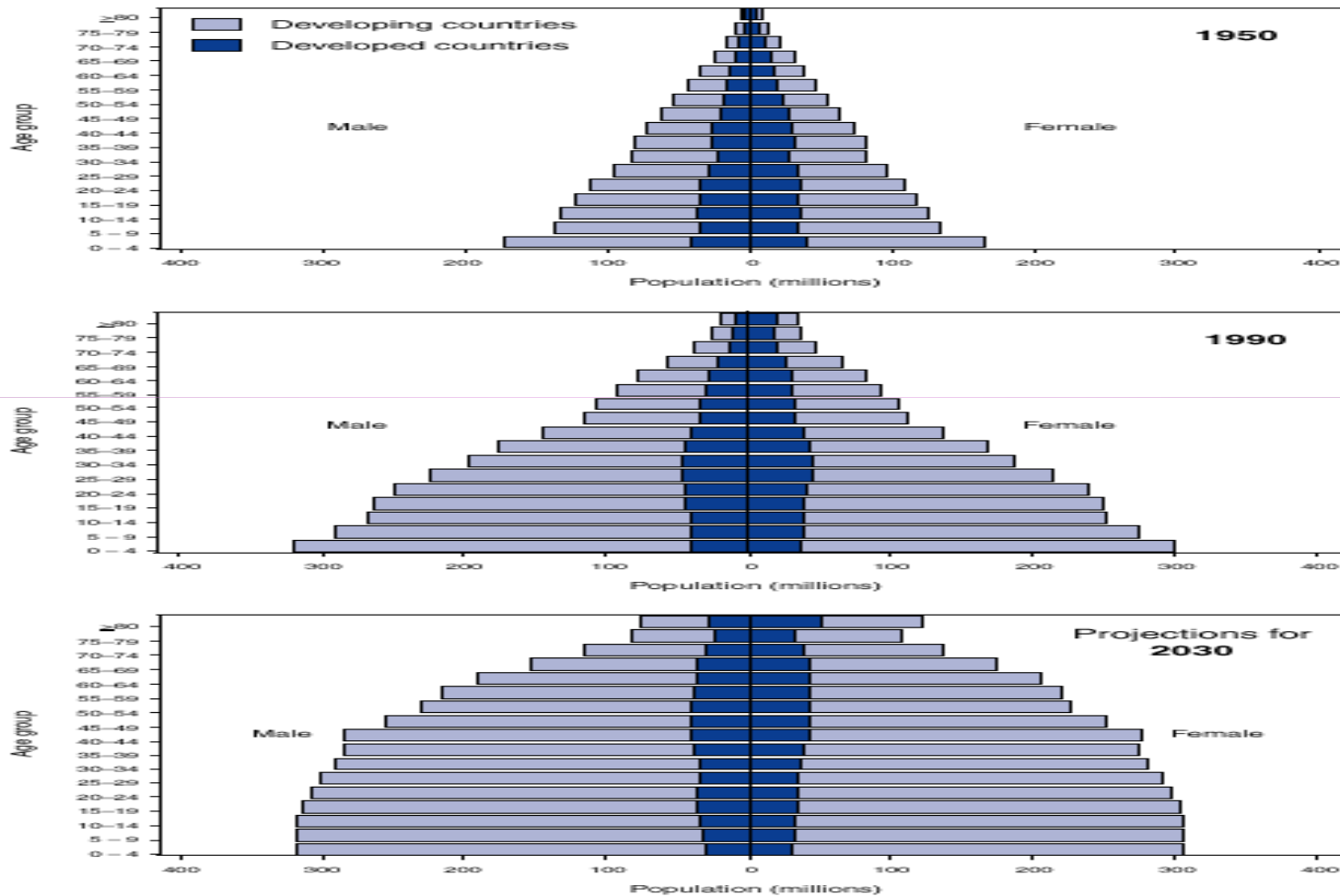


# Consumerism



# Consumer trend : Ageing

**FIGURE. Population age distribution for developing and developed countries, by age group and sex — worldwide, 1950, 1990, and 2030**



Source: United Nations, 1999, and U.S. Bureau of the Census, 2000.



# Design for all

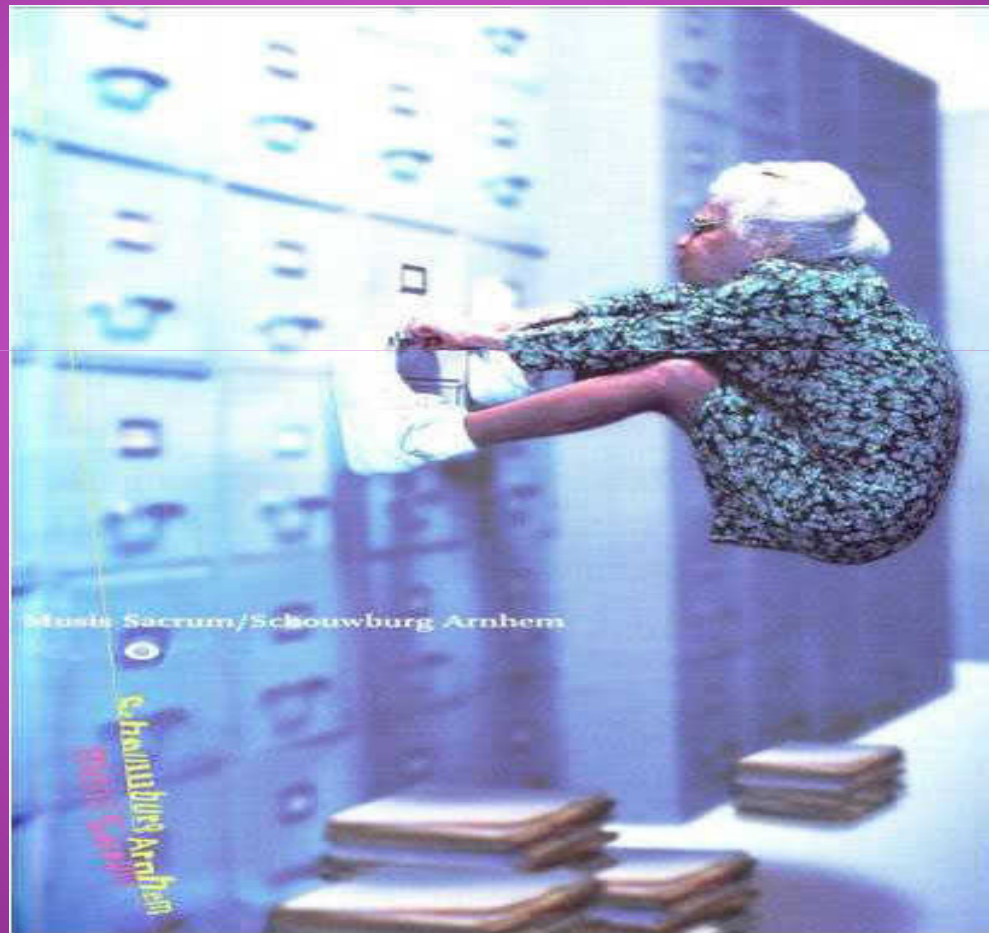


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# The second half of my life

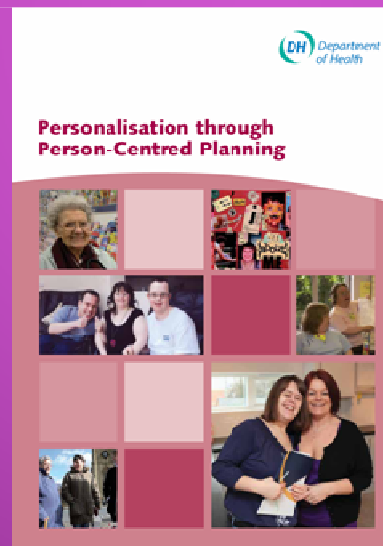


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# Trend : Personalisation



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# Trend : Digitalisation



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# Conclusion 2: reach the individual consumer

recommended by a friend

<http://www.youtube.com/watch?v=DtFsmVl2RwM&feature=fvst>





## CAUGHT RED HANDED

HOW Nestlé's USE OF PALM OIL IS HAVING  
A DEVASTATING IMPACT ON RAINFOREST,  
THE CLIMATE AND ORANG-UTANS



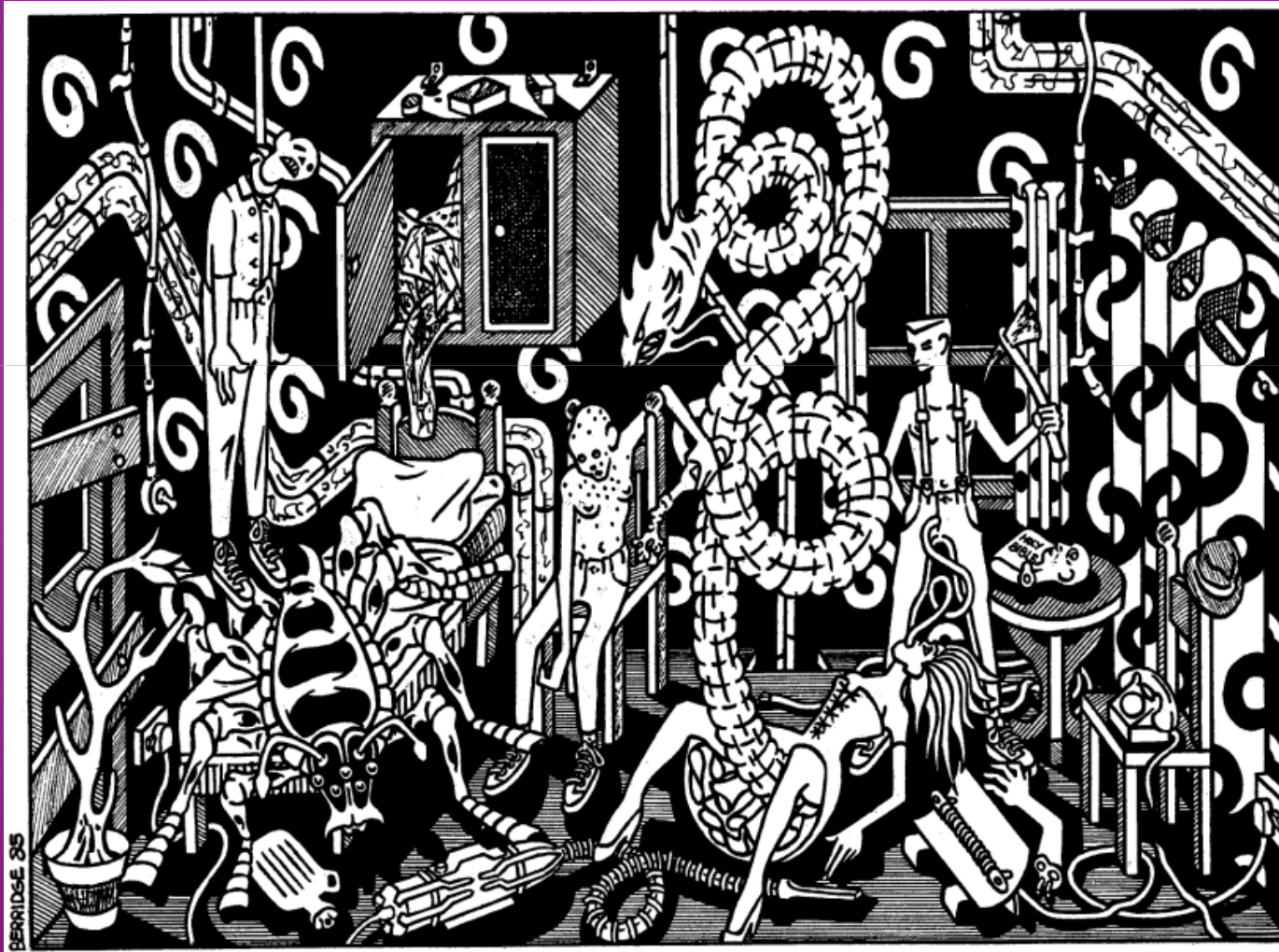
GREENPEACE

[www.greenpeace.org](http://www.greenpeace.org)



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## Conclusion 3: Increasing complexity



## IV How to act upon these conclusions?

1. The powershift Eastwards;
2. The consumer trends (reach the individual)
3. Increasing complexity



# New Quality Management paradigm

COMMITMENT  
TO  
THE *PEOPLE IN COMPLEXITY*



# Quality paradigms

Control:  
Improvement  
*Commitment*

50's:  
80's:  
*now:*

product  
organisation  
*people*

Shoji Shiba (2004)  
Vinkenburg (2006)





# Skills and attitudes for a global world

1. Competences related to people
  - 1.1. Be open for diversity. Expose sympathy, flexibility and tolerance towards cross cultural exchanges
  - 1.2. Be inclusive
  - 1.3. Social competencies/emotional intelligence
  - 1.4. Make 'rapport' (Dilts)



## 2. Competences related to complexity

2.1. Reflect-on-action (Schön)

2.2. Reflect-in-action (Schön)

2.3. Cope with red tape, bureaucracy and control

2.4. Cope with “surprises” and uncertainties

2.5. See opportunities rather than threats

2.6. Make use of social media



# Litterature

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