

# Preface

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This study stems from an opportunity as the Hanjin Shipping Chair Professor of Global Logistics to participate in creating the new Master of Global Logistics Management (MGLM) programme at Inha University, Incheon, Republic of Korea (South Korea). The programme's rationale is to assist the development of a new generation of logistics and supply chain professionals that would be capable of meeting the changing demands and evolving challenges arising from the globalization of logistics and extension of supply chains across national borders. The programme seeks to produce visionary logisticians and supply chain leaders within the Asian-Pacific Rim stretching from the Russian Far East to the Indonesian archipelago and, on occasions, encompassing Australia and extending to India. At a corporate level the programme's focus is to explore ways of enhancing operational excellence in organizations, building strategic leadership capabilities among logisticians and supply chain managers, and deepening the Rim's business network.

The MGLM programme has its origins in the rapid growth of the Asian-Pacific Rim's international trade in manufactured goods and the emergence of urban clusters, variously attributed to globalization, liberalization and deregulation, advanced information and communications technology, and multimodal transportation. These developments have intensified the demand for logistics education to support the Rim's dynamic economies.

This demand has led the students from the Asian-Pacific Rim to seek logistics education in Europe and North America. The highest achievers have been guided by prestige or reputation towards research-oriented universities. Those heading to the United States pore over the *US News and World Report's* (2013) ranking of the best business schools to target institutions with a strong emphasis on supply chain management. Others search the profiles of universities in Canada offering an array of bilingual logistics and supply chain programmes. Apart from similar broad-based programmes offered by the United Kingdom's universities, the country's specialist aviation, and ports and shipping programmes have proved attractive to students. Also appealing in continental Europe are the supply chain and logistics programmes within engineering, economics and management sciences, and the speciality offerings in ports and shipping.

Many of these students return from Europe and North America to work in Asian-Pacific Rim corporations, research institutes and universities. Nevertheless there is an acknowledged shortfall of logistics professionals to meet the increased demand, especially in the People's Republic of China (PRC). As student growth in Europe and North America has slowed, the academic institutions of these regions, with strong logistics and supply chain interests, are actively locating branches within the Rim. This raises the issue as to the relevance of overseas educational experience for the needs of the Rim's vibrant home economies.

In response, economies within the Asian-Pacific Rim, which hitherto have relied upon cross-border logistics education, are now seeking to develop their own capabilities. This has led to the proliferation of logistics courses not only to meet the local demand for knowledge and skills, but also to drive economic and social development. Regional economies want to gain their own share of the 'education industry', particularly as almost 80 per cent of total global demand for international education by 2020 is expected to be from Asia (Böhm et al., 2004).

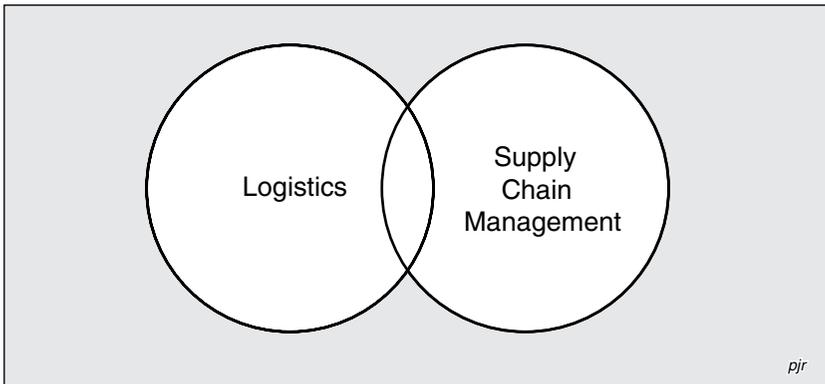
Different educational models for teaching logistics and supply chain management have been developed within the Asian-Pacific Rim's wider region. These include the 'regional model' followed by Australia's RMIT University, which offers its supply chain and logistics management course from its hub in Melbourne to 'offshore' sites such as Shanghai and Viet Nam; the 'in-house model' providing a Master of Science programme in enterprise management at the Hong Kong University of Science and Technology (HKUST) that stems from collaboration between the School of Engineering and the School of Business and Management; and the 'Singapore model' where the Government has gone beyond attracting specialized logistics activities, developing an integrated regional distribution hub, and creating a supply chain management 'control tower', by recognizing that logistics education has a critical role to play in national competitiveness. Singapore's national approach has resulted in the National University of Singapore (NUS) partnering the Supply Chain & Logistics Institute at Georgia Tech (GT) in the Transport Logistics Institute Asia Pacific (TLI-Asia Pacific), which offers a Double Master Program: MSc in Logistics and Supply Chain Management (NUS) and MSc in Supply Chain Engineering (GT). This arrangement is part of an assemblage of 11 'elite' universities (ten from the USA and one from Germany), which is the basis of the Singapore Government's strategy to become the 'global schoolhouse', drawing students from across the world (Toh, 2012).

The Government of the Republic of Korea (ROK) wanted to devise its own educational model to respond to the logistics challenges and opportunities offered by its 'nutcracker' position, sandwiched between China

and Japan, in order to become a hub for both logistics and education in Northeast Asia. Inha University took up the challenge to respond to these needs by seeking to develop new knowledge and viewpoints in logistics education based upon an interdisciplinary approach, which embeds engineering, economics and management science with culture and languages, and combines theory and practice (IUILC, 2012). This led to a 'global network model' that emphasizes the exchange of knowledge and people across national boundaries. Recognition of this need was one of the prime reasons why Inha University pioneered the Global U8 Consortium, and sought to collaborate in logistics education with universities drawn from Asia, Australia, Europe and North America to provide opportunities for staff and student exchanges.

In developing Inha University's Master of Global Logistics Management (MGLM) Program a distinction is made between core courses and two sets of electives (Rimmer et al., 2007). Core courses offer a range of common tools and techniques in logistics such as the design of distribution networks, gravity modelling and non-linear programming, demand forecasting, inventory control, warehousing, transportation, and revenue and pricing management. One elective stream covers aspects of business logistics, notably supply chain planning, design and evaluation, information and communications technology in logistics and supply chain management, innovation and leadership, financial aspects of supply chain management, and purchasing and supply management. The other elective stream focuses upon transport and communications modes, particularly the function of planning, scheduling and controlling activities related to shipping and port management, airlines and airport management, and logistics service management; multimodalism, covering 'the carriage of goods by two or more modes of transport' (for example sea-air combination); and intermodalism, involving 'a system of transport whereby two or more modes of transport are used to transport the same loading unit or truck in an integrated manner, without loading or unloading, in a (door to door) transport chain' (ESCAP, 2004, 1-4).

Given this intersectionist approach, in which business logistics and supply chain management overlap, my responsibility has been to develop the initial core module, entitled 'Global + Local Logistics', to provide a broad course overview by situating the Asian-Pacific Rim within its wider global logistics context, before supplying insights into the logistics policies of particular economies within the Rim (Figure P.1). Over the six years spent in developing and refining this conspectus, groups of postgraduate students at Inha University have canvassed the life histories, main ideas and key publications of a selection of scholars in logistics and supply chain management. Their number and representative publications have



Source: Adapted from Larson and Haldorsson (2004, 19).

Figure P.1 The 'intersectionist' approach

included: Benjamin S. Blanchard (2004), Donald J. Bowersox (Bowersox et al., 2002), Mary R. Brooks (2008), Kenneth Button (Button et al., 1998), Sunil Chopra (Chopra and Meindl, 2013), Martin Christopher (2011), John J. Coyle (Coyle et al., 2011), Richard L. Daft (2008), John Gattorna (2010), Robert A. Handfield (Handfield and McCormack, 2008), Douglas M. Lambert (2008), C. John Langley, Jr (Coyle et al., 2003), Hau L. Lee (2004), John A. Quelch (2005), Yossi Sheffi (2005), David Simchi-Levi (Simchi-Levi et al., 2007), Tage Skjøtt-Larsen (Skjøtt-Larsen et al., 2007), Eiichi Taniguchi (Taniguchi and Nemoto, 2001), Thomas L. Vollman (Vollman et al., 2004), and Richard Wilding (Wilding and Braithwaite, 2004). Recourse has also been made to their websites (e.g. Wilding, 2013).

Conscious of the need to counterbalance the largely North American or European flavour of these logistics and supply chain texts, an attendant emphasis has been on highlighting Asian-Pacific Rim perspectives. Key regional texts on airports (Williams, 2006), air transport (Findlay et al., 1997; Oum and Yu, 1999), ports (Reveley and Tull, 2008), shipping (Hawkins and Gray, 2000) and a framework for studying Asian-Pacific supply chains and logistics operations (Oakden and Leonaite, 2011) have been examined. Insights from reviewing the regional literature have been complemented by class discussions of the context, issues, methodology and implications of specific papers on logistics and supply chain activities within the Rim. Students have undertaken internships with the Rim's global logistics service providers, and multinational manufacturing and retailing firms. Not only have site visits been made to some of the

Rim's key gateways – Hong Kong, Melbourne, Shanghai, Sydney and Singapore – but also to Dubai and Los Angeles.

These activities are reflected in this study, which puts logistics within the Asian-Pacific Rim into a global context before exploring local policy developments with the region itself. The examination of local policies within the Rim draws upon 50 years of studying the region's changing economic geographies while based in the former Research School of Pacific and Asian Studies at the Australian National University (ANU) in Canberra, Australia, now the ANU College of Asia & the Pacific (Rimmer, 2006a). These geographies 'cannot be considered without, at the same time, examining how economies are organized, states are governed, technological systems deployed and power distributed across the earth' (Toal, 2009, 51).

This exploration of global patterns and local policies within the Asian-Pacific Rim draws upon a wide range of case studies and statistical sources. As some statistical sources on logistics are tardy in publishing their annual reports, a 2010 baseline has been used for creating global patterns. The impact of major events that have occurred since that date, notably the Great East Japan Earthquake of 11 March 2011, tsunami and nuclear meltdown, and the Great Thailand Flood of late 2011, have been accommodated in the text.

A feature of this study is the emphasis on mapping global patterns and local logistics configurations to add an economic geographer's perspective to those of engineers, economists and management scientists that populate the emerging disciplinary field of logistics (Klaus and Müller, 2012; Maltz, 2012). Even in a mobile world, location is still of prime importance. Attention is paid to mapping both global and the Asian-Pacific Rim networks and flows. Geographical coverage is provided of the activities of key global logistics service providers and multinational manufacturers and retailers. The resultant maps were designed originally to communicate with students in cross-cultural exchanges. International border markings on these maps are for indicative purposes only, and may not be representative of actual international borders as recognized by sovereign nations. Given the old adage that a picture is worth a thousand words, it follows that a map must be worth a thousand pictures!