

CEMS Global Leadership (MNGT-E5003, 6 ECTS)

SYLLABUS

February 6, 2024

Instructor's contact information	Course information
Rebecca Piekkari E-mail: rebecca.piekkari@aalto.fi Office: Y-205, Department of Management Studies, School of Business Office hours: Meeting upon request Co-teacher and course coordinator: Linyu Liu E-mail: Linyu.Liu@aalto.fi	CEMS Core Course Academic year: 2023–24, Period IV Room: Please refer to the specific lecture below. Language of Instruction: English Parallel course name: Global Management Practice All course material in MyCourses

1. OVERVIEW

This course is about leading in global contexts as opposed to domestic contexts. The overarching question of the course is “*How can I lead myself and others in an environment characterized by interactions over distance, separation and difference?*” The classes and exercises contribute to your global leadership competences that you can leverage in working life. The aim is also to raise awareness of the importance of social and cultural sustainability for various aspects of global leadership.

2. PREREQUISITES

The course is compulsory for and exclusive to CEMS and GM students.

3. LEARNING OUTCOMES

Upon completion of the course, you will be able to better lead yourself and design appropriate leadership practices for global contexts. As a future change agent in your own organization, you will appreciate that good leadership is everyone's responsibility.

4. ASSESSMENT AND GRADING

The assessment of this course consists of both individual and group assignments as follows:

- 1) Individual reflection papers (45%)
- 2) Real-life case study in groups (40%)
- 3) Individual class participation, including class assignments (15%)

Students will receive feedback on their assignments in class as well as on MyCourses. Please use academic referencing (in-text references as well as a reference list) in all written assignments. Failure to follow academic writing standards may lead to failing the assignments. You may use the APA referencing style: <https://apastyle.apa.org/>

Grading scale 0–5 will be used for the final course grade as follows:

- 90–100 points = 5
- 80–89 points = 4
- 70–79 points = 3
- 60–69 points = 2
- 50–59 points = 1
- 0–49 points = 0 (fail)

1. Individual reflection papers (45%)

The reflection papers help you to take stock of the knowledge accumulated from the articles, other materials, and lectures. The purpose of the reflection papers is to analyze the knowledge that you found valuable as a learner, your emotional reactions to the teaching material and the behavioral changes that you might undertake as an outcome of the course. In the reflection paper, you should articulate what *you* found meaningful and why in the material covered since the start of the course, or the deadline of the previous reflection paper. You have the option to reflect separately on each session or consolidate your insights from the set of materials. You are free to choose the focus of your reflection paper based on your own preferences. Excellent reflection papers are those that examine the student's own learning from a critical and analytical perspective, covering not only the cognitive aspects but also the emotional and behavioral aspects.

Reflection paper #1: Reflect on your key learnings from lectures 1-5: What did you learn and perhaps even had to relearn or unlearn in class and why? Show that you understand the meaning of reflexivity. Deadline: To be uploaded to MyCourses by 13.3 at 20:00.

Reflection paper #2: Reflect on your key learnings from lectures 5-10: What did you learn and perhaps even had to relearn or unlearn in class and why? Deadline: To be uploaded MyCourses by 7.4 at 20:00.

Reflection paper #3: Reflect on your key learnings from the entire course and your group dynamics: How has your understanding of global leadership changed as an outcome of the course? How did cultural diversity play out in your group work during the course?

Friendly tip: To reflect on group dynamics, you may want to take on the role of a participant-observer during the group meetings of the real-life case study and ask yourself: How well am I integrated into the team? How do I contribute to the overall progress of the project? In what ways have cultural differences impacted communication and collaboration within the team? How have I adapted my

communication style to align with diverse cultural norms? What challenges or conflicts have arisen, and how have I addressed or contributed to resolving them? What new insights or skills have I gained through my participation in this international team? etc.

Deadline: To be uploaded to MyCourses by 17.4 at 20:00

Format: Reflection paper #1-3: Length 1000 words(+/-10%); font size 12; line spacing 1,5.

2. Real-life case study (40%)

The group assignment is a real-life case study of a self-selected topic related to global leadership. *The focus and scope of the case study need to be approved* by discussing the initial research plan with the teachers in class and submitting it by March 18. The real-life case study is evaluated based on the presentation, the written report and the ability of the group to respond to feedback. Also, please give developmental feedback on a fellow group's presentation. In doing so, first articulate clearly what you liked about the other group's presentation. Thereafter, focus on providing concrete suggestions on how to improve the study so that the group can benefit from your feedback when finalizing their written report. More detailed instructions as well as the presentation schedule will be given in class. *The groups for the real-life case study are assigned by the teachers to maximize diversity.*

Format: The length of the written report is 12 pages (font size 12pt Times New Roman; line spacing 1,5) plus references and appendices.

Deadline: The research plan is to be submitted to Mycourses by 18.3 at 20:00; and the final report is to be submitted to MyCourses by 15.4 at 20:00

Friendly tip: Make sure the focus of your presentation and written report is on the real-life case itself rather than previous literature on the topic!

3. Individual class participation, including pre-assignments (15%)

This course is an exclusive element of the CEMS programme and therefore, as per the CEMS rules attendance is mandatory. This means that students are expected to prioritize teaching sessions of this course ahead of other engagements. Absences due to force majeure reasons outside the student's own control (e.g., personal illness, family tragedy, special CEMS event, clash in teaching schedule at the School of Business) are accepted. However, compensatory work needs to be discussed with the teacher beforehand, if possible.

During every class we will discuss the preparatory material assigned for each session. Please, make sure that you have familiarized yourself with this material before the start of the class to be able to contribute to class discussion. Since active contribution to class discussions is considered integral to learning, each student has a maximum of 15 points at the start of the course. Please, note that class participation also includes the *timely submission of pre-assignments prior to individual classes as per schedule* below. If you are absent or fail to submit a pre-assignment, 2 points will be deducted for each occurrence. The deadlines for these assignments and the grades are non-negotiable in order to ensure equal treatment of all students.

4. Bonus: Course feedback survey (2%)

If you complete the course feedback survey by Aalto University School of Business, we will award you with two bonus points (please, note that CEMS has its own feedback system). The two bonus points make the maximum of the course 102%.

5. READINGS

You are expected to find all journal articles yourself based on the links and/or references provided in the schedule below. You can find these readings via Google Scholar or university library webpages (<https://primo.aalto.fi>). Unfortunately, due to university policy we cannot upload journal articles to MyCourses. Other readings such as book chapters can be found in the Materials folder on MyCourses.

6. COURSE WORKLOAD

Classroom hours	32
Class preparation	32
Assignments	96
Total	160h (6 ECTS)

7. ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof

<https://into.aalto.fi/display/ensaannot/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof>

8. SCHEDULE

Time	Contents	Assignment due
Mon 26.2. 9:15-11:45 (T004)	<p>Session 1: Course introduction: What is global leadership?</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Introducing each other and getting started - Defining what global leadership is - Discussing global leadership competencies - Explaining assessment criteria and grading <p><u>Readings before class:</u></p> <p>Reiche, B. S., Bird, A., Mendenhall, M. E., & Osland, J. S. (2017). Contextualizing leadership: A typology of global leadership roles. <i>Journal of International Business Studies</i>, 48, 552-572.</p> <p>Brooke, B. (2012). The art of developing truly global leaders. <i>Harvard Business Review</i>, 90(11), 34-34.</p>	<p>Describe a situation in your professional, extra-curricular, or personal life when you took leadership. Be prepared to discuss it in class.</p> <p>Upload the assignment to MyCourses by 22.2 at 20:00.</p>
Friday 1.3. 9:15-11:45 (T003)	<p>Session 2: Managing across cultures</p> <p><u>Topic:</u></p>	<p>Choose a non-Nordic culture where you feel at</p>

	<ul style="list-style-type: none"> - Comparing leadership styles across cultures - Critiquing Hofstede's cultural dimensions - Introducing the GLOBE project <p><u>Readings before class:</u> Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. <i>Harvard Business Review</i>, 95(4), 70–77.</p> <p>Martela, F. (2023). The outsized benefits of “minimalist” leadership. <i>Harvard Business Review</i>, retrieved from The Outsized Benefits of “Minimalist” Leadership (hbr.org)</p>	<p>home and bring a picture of it to class. Upload the picture to MyCourses by 28.2 at 20:00. Be prepared to discuss this culture in class and compare it to the Nordic culture.</p>
<p>Mon 4.3. 9:15- 11:45 (T004)</p>	<p>Session 3: Leading yourself</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Outlining the journey of self-discovery <ul style="list-style-type: none"> - Knowing yourself: identity and what motivates you - Knowing what you want: purpose, roles and goals - Living your dreams <ul style="list-style-type: none"> - How to maintain balance and control to stay on the right track <p><u>Guest:</u> Juha Äkräs, Executive-in-Residence, Aalto University, School of Science; Co-founder and Chairman of the Board, Hints Performance Ltd.</p> <p><u>Reading before class:</u> Christensen, C. M. (2010). How will you measure your life? <i>Harvard Business Review</i>, 88(7/8), 46–51.</p>	<p>Produce a Nevermindmap and upload to MyCourses by 2.3 at 20:00. A Nevermindmap is about things, routines and reactions you would do better without.</p>
<p>Friday 8.3. 9:15-11:45 (V002)</p>	<p>Session 4: Sustainable people management in multinational corporations</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Introducing sustainable people management - Identifying tensions associated with sustainable people management in MNCs - Presenting a case study <p><u>Guest:</u> Linyu Liu, doctoral student, Aalto University School of Business</p> <p><u>Readings before class:</u> Elkington, J. (2018). 25 years ago I coined the phrase “triple bottom line.” Here’s why it’s time to rethink it. <i>Harvard Business Review</i>, 25, 2-5.</p> <p>Järnlström, M., Saru, E., & Vanhala, S. (2018). Sustainable human resource management with salience of stakeholders: A top management perspective. <i>Journal of Business Ethics</i>, 152, 703-724.</p>	
<p>Monday 11.3. 9:15-11:45 (T004)</p>	<p>Session 5: Leading teams and global collaboration</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Using communication media strategically 	<p>Upload reflection paper #1 to MyCourses by 13.3 at 20:00.</p>

	<ul style="list-style-type: none"> - Minimizing task interdependence between team members - Introducing new work methods - Creating a psychologically safe work environment <p><u>Readings before class:</u> Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. <i>Harvard Business Review</i>, 94(6), 70–76.</p> <p>Nurmi, N., Piekkari, R. & Gehrke, B. (2024). Leading collaboration in global teams. In: Gehrke, B., Claes, M.T. Pauknerova, D., Aust, I. & Bell Lambert, R., <i>Global Leadership Practices – Competencies for navigating in a complex world</i>, 2nd edition, Chapter 3. Edward Elgar.</p>	
Friday 15.3. 9:15-11:45 (T003)	<p>Session 6: A critical perspective on global leadership and coaching session on real-life case studies</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Can historical trends in people management help predict the future? - How has the role of private business changed over time? - Who are the winners and losers on the globalized labor markets? <p><u>Guest:</u> Sami Itani, Professor of Practice, Aalto University School of Business (10:30-11.45)</p> <p><u>Reading before class:</u> Fleming, P. (2017). <i>What is human capital?</i> Aeon essays. https://aeon.co/essays/how-the-cold-war-led-the-cia-to-promote-human-capital-theory</p>	
Monday 18.3. 9:15-11:45 (T004)	<p>Session 7: Executive search: Identifying leadership potential and “I like, I wish” coaching session</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Why is there a need to modernize the ways through which executives are hired? - Why use executive search when one can just invite a friend? - How to enhance gender equality in executive recruitment? <p><u>Guest:</u> Avant Advisors Executive Search - Suorahaku - Leadership Advisory - Johdon kehittäminen - Career Advice - Uraohjaus (avantadvisors.fi) (10.30-11.45)</p> <p><u>Readings before class:</u> Hamori, M. (2010). Who gets headhunted—and who gets ahead? The impact of search firms on executive careers. <i>Academy of Management Perspectives</i>, 24(4), 46-59.</p> <p>Tienari, J., Meriläinen, S., Holgersson, C., & Bendl, R. (2013). And then there are none: on the exclusion of women in processes of executive search. <i>Gender in Management: An International Journal</i>, 28(1), 43-62.</p>	Upload your research plan of the real-life case study to Mycourses by 18.3. at 20:00.
Friday 22.3. 9:15-11:45	<p>Session 8: Diversity, equity and inclusion at the workplace</p>	

(T003)	<p><u>Topic:</u></p> <ul style="list-style-type: none"> - Defining diversity, equity and inclusion (DEI) for global leadership - Competences of inclusive team leaders - Implementation of a DEI strategy <p><u>Readings before class:</u> PLT Consulting case (<i>Available on MyCourses</i>)</p> <p>Georgeac, O & Rattan, A. (2022). Stop Making the Business Case for Diversity, <i>Harvard Business Review Digital</i></p>	
Mon 25.3. 9:15-11:45 (T004)	<p>Session 9: Global leadership development</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - Different approaches to global leadership development - Assessment of global leadership potential - Real-life examples of global leadership development <p><u>Guest:</u> Niklas Lindholm, Chief People Officer, Oriola (10-12) <u>Professor of Practice, Aalto University School of Business</u></p> <p><u>Readings before class:</u> Leadership at Oriola</p>	
Friday 05.4 9:15-11:45 (Nordea HQs)	<p>Session 10: Company visit to Nordea</p> <p><u>Topic:</u></p> <ul style="list-style-type: none"> - What differentiates Nordea’s leadership style as a Nordic financial institution? - What is unique about it compared to other international companies in the finance sector? - How has this leadership style developed over time? <p><u>Host:</u> Nina Arkilahti, Head of Business Banking, Nordea Bank Heikki Henttu, Head of Group Strategy, Nordea Bank Tiina Käsi, Head of Leadership Framework, Head of Nordea Branch Estonia, Nordea Bank Riikka Kujala, Head of Value Proposition and Commercial Development</p> <p><u>Address:</u> Aleksis Kiven katu 7, 00500 Helsinki</p> <p><u>Materials from Nordea:</u> Sustainability – See LinkedIn post here Digitalisation – See LinkedIn post here Our role in society – See LinkedIn post here</p> <p><u>Readings before class:</u> Vaara, E., & Tienari, J. (2011). On the narrative construction of multinational corporations: An antenarrative analysis of legitimation and resistance in a cross-border merger. <i>Organization science</i>, 22(2), 370-390.</p>	Upload reflection paper 2 to MyCourses by 7.4 at 20:00.

<p>Mon 08.4 9:15-11:45 (T004)</p>	<p>Session 11: Panel discussion on careers with CEMS alumni</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> - Discussing key leadership competences - Identifying career shocks - Sharing lessons learnt - Becoming aware of own's own privileges <p><u>Guests:</u> TBC</p> <p><u>Readings before class:</u> Hwang, S., Gibson, C., Piekkari, R. & Zhang-Zhang, Y. Hidden stories: Interplay between personal agency and career shocks in women's career development. Paper under review.</p> <p>Newman, K. L. (2011). Sustainable careers. <i>Organizational Dynamics</i>, 40(2), 136.</p>	
<p>Friday 12.4. 9:00-12:00 (T003)</p>	<p>Session 12: Group presentations and course conclusion</p> <ul style="list-style-type: none"> - Presenting real-life case studies - Receiving feedback on one's own case study - Providing feedback on a fellow students' case study - Course conclusion 	<p>Upload case study report to MyCourses by 15.4 at 20:00</p> <p>Upload reflection paper 3 to MyCourses by 17.4 at 20:00.</p>