

CEMS Global Management Practice

42E00300 (6 ECTS)

SYLLABUS

Version 2 (Feb 26, 2017)

Instructor's contact information	Course information
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1. OVERVIEW

This course aims to provide a comprehensive understanding of management issues in multinational organizations. The course exposes students to the intersection between competitive strategy and the management of people in multinational organizations, providing theoretical and practical tools to be an effective leader in international settings. People are considered as one of the most, if not the most, important resources for the global competitiveness of firms, and yet the challenge of effective people management is greatest in multinational firms operating across very different geographical, cultural and institutional environments.

2. PREREQUISITES

You must be part of the CEMS program.

3. LEARNING OUTCOMES

After the course, you will be able to

- Identify the forces that shape the strategic global-local dilemma and the implications it has to management
- Understand how multinational firms can facilitate value creation through the means of social architecture and internal knowledge sharing
- Understand the challenges facing multinational firms in managing people across borders
- Have tools and frameworks that you can use for your personal development as a global manager

4. ASSESSMENT AND GRADING

Active preparation and participation	20% (10 p. preparation + 10 p. participation)
Learning diary	20 % (20 p.)
Group assignment	20 % (10 p. content +10 p. presentation)
Individual student portfolios	40% (4 x 10 p.)

5. ASSIGNMENTS

The various assignments are explained below, and I will also go through the logic of the course and the assignments in detail during the introductory session – so do not worry, if this looks complicated.

A. Active preparation and participation:

You will learn most if you come to class prepared, and participate actively. In fact, the course and its assignments are designed in such a way that it is very difficult to pass the course without active participation. We will follow a ‘flipped-classroom principle’, in such a way that you will prepare for the classes by reading relevant background materials that will help you to get acquainted with each topic, and we will focus our time in the classroom on applied and interactive activities.

To this end, 20% of the course evaluation will be based on active preparation and participation, as follows:

Preparation (10 p.):

- We will have 2-3 pre-readings for several sessions, in order to expose you with relevant literature for the topics, ranging from classics to contemporary. If you want to get the active preparation points (max. 5 x 2 p.), you will need to read the assigned article(s) and prepare a 1-page ppt-slide summary of each of the readings, which you **download to MyCourses before the start of the session**. These will be evaluated on a pass/fail basis, and **late submissions will not be considered**. You may also be required to give a short brief about the preparatory reading to the rest of class.
- Format: 1 ppt-slide per article
- Deadline: Before the start of each session (no pre-reading for the first two sessions), see the schedule below.
- Tips: All pre-readings are publicly available, and you can find them easily either through the link provided or by searching (in Google) with the article name (please note this works on any Aalto computer, but not elsewhere).

Participation (10 p.):

- I will assign up to 10 p. at the end of the course to those students who have participated in the class discussions most actively and positively.

B. Learning diary

Keeping a learning diary is one of the best ways to learn. You can become more conscious of your process of learning, and you can better assimilate and further develop what you have learned. From your learning diary, the teacher (that will be me 😊) is able to see that the factual contents of the lectures have “got across”. The key, however, is promoting your own learning.

Keep a running diary throughout the course, in which you reflect on your learning. Remember, the focus is on personal reflection, not a summary of the lecture content. The following questions will help you, but you are welcome to write about other aspects, too:

- a) What were the most important take-outs of the session (and pre-readings) for you personally? Why?
- b) How has your thinking changed (compare to initial thoughts in the first lecture)? Why?
- c) What will you think about and/or do differently from now on? Why?

We will do some work on the learning diaries during class, but mostly you will work on it afterwards. I recommend doing it on the same day, or at least before the next session.

Format:

Prepare a separate entry for each session, and end the diary with an entry about the whole course. Any format is allowed, do whatever works best for you.

Deadline: Submit to MyCourses by Mon April 3 @ 16:00.

C. Group assignment

The group assignment is a “real life” company case of your choice that requires you to apply many of the things that you have learned in class. You will be working in groups of 4 people, and you can form your own group. The cases will be presented by the groups on the 16.3. or 17.3. session.

Choose a recent (2016/17) article from a business newspaper / magazine (e.g. Wall Street Journal, Financial Times, The Economist, etc.). The article should be about an international management -related issue that is relevant to what we have covered in class, and focus on a specific company. Scan/save the article and share it with your assignment.

Prepare and present an analysis of the issue discussed in your chosen article. Present the company and the issue they are facing, analyze the situation, and suggest a recommendation. Prepare a powerpoint presentation (max. 15 min), which you will present as a group on March 16 or 17. The assignments will be evaluated in two parts: content (10 p.) and presentation (10 p.). For evaluation criteria, please see (i) the case evaluation criteria for the content part, and (ii) the business presentation rubric for the presentation part; both can be found in MyCourses.

D. Student portfolio assignments:

You are required to produce a personal portfolio of four assignments that support the learning objectives and are based on the lectures, any potential readings and other material, and personal reflection. These assignments will be building on the lectures, and therefore it is not advisable to do them in advance.

Format:

The student portfolio assignments are returned together as a portfolio, in which each assignment is clearly numbered and titled. The format of all assignments is 3-5 powerpoint slides / assignment (more information at the introductory lecture). **Please make sure that your name and student number appears on every page.** And remember proper referencing, when you use any external material.

Deadline: Submit to MyCourses by Mon April 3 @ 16:00. Please upload the assignments as one document.

Portfolio Assignment 1. Portraits of Practice

We have several very interesting and accomplished people visiting the course to recount their own story in order to inspire you and give you a flavour of the many ways you can make a difference as a people manager. Your task is to reflect on what you learned from the visitors. Please see the schedule below for who is coming when.

Your portfolio assignment should include your learnings from all the visits, and in addition you can focus on a specific person or persons, if you are particularly interested in their field or what they have done. Use both the class discussion as well as any other material you can find.

Portfolio Assignment 2. Ramboll

Building on what you have learned in class, analyze the Ramboll case. What should Mette Lassessen do? The case is provided in MyCourses.

Portfolio Assignment 3. Current Management Issues

The objective of this assignment is to expose you with the current thoughts and fashions going around in the management world – what kinds of issues are discussed and debated about. In order to do this you need to start following different business papers/journals and online forums. You choose what to follow, but here are some pointers:

<https://hbr.org> Harvard Business Review has a thriving general management blog network, that everyone interested in management issues should read regularly. Please keep in mind that the first 15 articles that you read per month (per device) are free (if you register, first 5 free without registering). (Twitter: @HarvardBiz)

<http://www.businessweek.com/bw/blogs/the-management-blog> Bloomberg Businessweek's management blog is another heavy-hitter of management blogs.

<https://www.linkedin.com/pulse/> And LinkedIn's Pulse covers a wide range of management issues, automatically matching its content to your profession and interests.

Additionally, various business newspapers and magazines are good ones to follow.

Friendly tips:

The most effective and time-saving way of following management discussions is to get a Twitter account (if you haven't got one already) and start following various content in small bites, rather than doing a massive one-off web-search. Also, I follow management issues actively in Twitter, and will share links that I find relevant and useful (you can follow me at @KristiinaMakela).

Your portfolio assignment should include either a reflection around the overall body of discussions (a more 'macro' analysis), or you can focus on a specific topic of your interest (a more 'micro' analysis). Here are some questions to help you:

- What were the most frequent themes, tensions, or challenges that were discussed in the material that you followed? Why do you think this was?
- How does what you read/followed compare to what we have discussed in class?
- What did you learn from this exercise?
- Use examples to illustrate the points you make
- Remember proper referencing

Portfolio Assignment 4. The Future of (people) management

In the last lecture session, I identify three major disruptions that are ongoing in the management field. These are discussed in more detail in the work-in-progress paper Gartner, J., Mäkelä, K., Sumelius, J. & Vuorenmaa, H. (2017) "Brave New HR? The Changing nature of work and the management of human resources." (you can find the first half of the paper in MyCourses).

Your task is to think about what kinds of consequences or new questions-to-be-answered these three forms of decoupling mean for people management. Discuss each form of decoupling (time, place, and employment) separately, and use both your own foresight and any academic or practitioner material you deem relevant.

Note for all readings and assignments:

Please note that none of the above readings and assignments are compulsory, you will just not get the points for those that you miss. However, in order to ensure the same rules for all students, the deadlines are non-negotiable and assignments cannot be compensated with a different one.

6. SCHEDULE

NOTE THAT ALL CLASSES START AT 9:00 SHARP AND FINISH AT 12:00 NOON SHARP.

PLEASE BE ON TIME!

<u>Time</u>	<u>Location</u>	<u>Content</u>
Wed 1.3. 9:00-12:00	C-331 (Fazer)	Session 1: <u>Topic:</u> Introduction Strategy-capabilities-practices
Fri 3.3. 9:00-12:00	C-331 (Fazer)	Session 2: <u>Topic:</u> Strategy-capabilities-practices continues Global integration and local responsiveness
Mon 6.3. 9:00-12:00	C-331 (Fazer)	Session 3: <u>Topic:</u> Control & coordination Social architecture: social capital

		<p><u>Portrait of Practice (11-12am):</u> Kai Nordberg, CEO and co-founder, Making Movies Oy (http://mamo.fi); producer of the Oscar short-listed and Golden Globe nominated "The Fencer" (2015), among others.</p> <p><u>Pre-readings:</u> Nahapiet, J. & Ghoshal, S. (1998) Social Capital, Intellectual Capital and the Organizational Advantage. Academy of Management Review, 23, 2, 242-266.</p> <p>https://www.hks.harvard.edu/saguaro/socialcapitalprimer.htm Read all sections under "About Social Capital"</p>
Wed 8.3. 9:00-12:00	C-331 (Fazer)	<p>Session 4:</p> <p><u>Topic:</u> Organizational culture</p> <p><u>Portraits of Practice (10-12am):</u> -Hille Korhonen, CEO, Alko Oyj (https://www.alko.fi/en/alko-inc). Women's Board Award winner, 2016. -Sari Baldauf, board professional; selected most influential female executive worldwide 1998 (by Fortune), in Europe 2002 (by WSJ), in Finland 2004 & 2011 (by Talouselämä).</p> <p><u>Pre-readings:</u> Schein, E. (1996) Culture: The missing concept in organization studies. Administrative Science Quarterly, 41(2): 229-240.</p> <p>Barney, J.B. (1986) Organizational culture: can it be a source of sustained competitive advantage? Academy of Management Review 11:3, 656-665.</p>
Thu 9.3. 9:00-12:00	NOTE! E-127 (Arkadia)	<p>Session 5:</p> <p><u>Topic:</u> People Management</p> <p><u>With two real-life perspectives:</u> -Performance management: Ari Mäkelä, Managing Director, Nordic Investment Banking, Citigroup. Investment Bank of the Year in Finland 2015. -Organizational culture: Timo Lappi, Founder and CEO, Heltti Oy (http://heltti.fi/en/), co-founder Fondia Oy (http://www.fondia.com), 4-time winner of the Great Place to Work award for Law Firms in Europe.</p> <p><u>Pre-reading(s):</u> Buckingham, M. & Goddall, A. (2015) Reinventing Performance Management. Harvard Business Review, April 2015. https://hbr.org/2015/04/reinventing-performance-management</p> <p>Korkki, P. (2013) Invasion of the Annual Reviews. The New York Times, Nov. 23, 2013. http://www.nytimes.com/2013/11/24/jobs/invasion-of-the-annual-reviews.html?_r=0</p> <p>Goler, L., Gale, J. & Grant, A. (2016) Let's Not Kill Performance Evaluations Yet. Harvard Business Review, Nov</p>

		2016. https://hbr.org/2016/11/lets-not-kill-performance-evaluations-yet
Mon 13.3. 9:00-12:00	C-331 (Fazer)	<p>Session 6:</p> <p><u>Topic:</u> Knowledge management</p> <p><u>Portrait of Practice (11-12am):</u> Alexander Stubb, Member of Parliament; former Prime-, Finance-, Foreign Minister of Finland. Twitter: @alexstubb</p> <p><u>Pre-reading(s):</u> Grant, R.M. (1996) Toward a Knowledge-Based Theory of the Firm. Strategic Management Journal, 17, Winter Special Issue, 109-122.</p> <p>Kogut, B. & Zander, U. (1993) Knowledge of the Firm and the Evolutionary Theory of the Multinational Corporation. Journal of International Business Studies, 24, 4, 625-645.</p> <p>Lafley, A.J. (2008) P&G's innovation culture. Strategy + Business, 52 (autumn). Booz & co. http://www.strategy-business.com/article/08304?pg=all.</p>
Wed 15.3. 9:00-12:00	C-331 (Fazer)	<p>Session 7:</p> <p><u>Topic:</u> -Future of work and (people) management -Wrap-up</p> <p><u>With:</u> Juha Äkräs, Chairman of the Board, H2H Performance (https://hintsa.com ; https://www.heiaheia.com/). Former global Head of HR, Nokia Oyj.</p> <p><u>Pre-reading(s):</u> Cappelli, P. (2015) Why We Love to Hate HR... and What HR Can Do About It. Harvard Business Review, July-August 2015.</p> <p>Charan, R., Barton, D. & Carey, D. (2015) People Before Strategy: A New Role for the CHRO. Harvard Business Review, July-August 2015.</p> <p>Ulrich, D., Younger, J. & Brockbank, W. (2008) The twenty-first-century HR organization. Human Resource Management, 47(4), 829-850.</p>
Thu 16.3. 9:00-12:00	C-331 (Fazer)	<p>Session 8:</p> <p><u>Topics:</u> -Group presentations</p>
Fri 17.3. 9:00-12:00	C-331 (Fazer)	<p>Session 9:</p> <p><u>Topics:</u> -Group presentations</p>

7. COURSE WORKLOAD

Classroom hours	30
Class preparation	30
Assignments	100
Total	160h (6 ECTS)

8. ETHICAL RULES

Please see “Aalto University Code of Academic Integrity and Handling Thereof”

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