

# CEMS Global Management Practice (42E00301, 6 ECTS)

## SYLLABUS

March 4, 2019

Instructor's contact information	Course information
Rebecca Piekkari E-mail: <a href="mailto:rebecca.piekkari@aalto.fi">rebecca.piekkari@aalto.fi</a> Office: Y205, Department of Management Studies Office hours: Meeting upon request Course coordinator: Riku Reunamäki E-mail: <a href="mailto:riku.reunamaki@aalto.fi">riku.reunamaki@aalto.fi</a>	CEMS Core Course Academic year: 2018–19, Period IV Room: T003, School of Business, Otaniemi campus Language of Instruction: English All course material in <a href="#">MyCourses</a>

### 1. OVERVIEW

This course aims at providing a comprehensive understanding of management issues in multinational corporations. The course exposes students to the diversity of global management practices, especially HRM practices. People are considered one of the most, if not the most important resource for global competitiveness of firms. Yet, the challenge of effective human resource management remains considerable in multinational corporations operating across very different geographical, cultural and institutional environments.

The course is divided into three broad themes: (i) the travel, transfer and translation of global management practices (ii) barriers and facilitators of moving management practices, and (iii) introduction to individual management practices.

### 2. PREREQUISITES

The course is compulsory for and exclusive to CEMS students.

### 3. LEARNING OUTCOMES

Upon completion of the course, students should understand the key actors that produce and carry management practices globally (business schools, consultancies, media, multinational corporations, expatriates), appreciate the travel and translation of management practices globally, and understand the barriers and facilitators of this process. This course focuses on HRM practices.

In terms of skill development, students will practice receiving and giving feedback, reflexive writing, critical thinking, and team work. They will also receive tools and frameworks for personal development as global managers.

## 4. ASSESSMENT AND GRADING

<b>1. Individual assignments</b>	<b>50%</b>
a) Pre-assignment	10%
b) Solution for KONE case	10%
c) Solution for Sophie case	10%
d) Reflections on readings, 5 x 2 %	10%
e) Post-assignment	10%
<b>2. Group assignment</b>	<b>30%</b>
<b>3. Active participation, 10 x 2 %</b>	<b>20% (+ 2 group bonus points)</b>
<b>TOTAL</b>	<b>100% (100 + 2 points)</b>

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

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

## 5. ASSIGNMENTS

### **1. a) Pre-assignment (10%):**

For your pre-assignment, please read the two assigned articles and answer the following questions:

1. In your own words, what are the articles about?
2. How would you contrast and compare them? What similarities and differences can you find in their approaches to the study of global management practices?

Format: 1–2 pages (font: 12pt Times New Roman; line spacing: 1,5). Please draw on the assigned readings (and potentially other academic sources) for Session 1 and use academic referencing style.

Deadline: Upload the pre-assignment to the submission box in MyCourses by Thursday, February 28 at 23:59.

Evaluation criteria:

- Answering both questions (2 points per question),
- Depth of comparative analysis and quality of insights (5 points)
- Following conventions of academic referencing (1 point)

The articles are:

- Boxenbaum, E. (2006). Lost in Translation: The Making of Danish Diversity Management. *American Behavioral Scientist*, 49(7), 939–948.
- Tayeb, M. (1998). Transfer of HRM Practices Across Cultures: An American Company in Scotland. *The International Journal of Human Resource Management*, 9(2), 332–358.

**1. b) Case solution for the KONE case (10%):**

The KONE case is available on MyCourses (please note that the case is proprietary material and is only intended for the use of the course participants). Kindly analyze the case with the help of the assigned readings (and other relevant academic sources) and answer the following questions:

1. Critically evaluate KONE's global talent management activities. What kinds of improvements should KONE still make?
2. How would you describe the challenges KONE is facing in China?
  - a) What should KONE do in China?
  - b) Should KONE transfer some of its talent management practices in China to other parts of the global corporation?

Format: 4–6 PowerPoint slides (not including notes).

Deadline: Upload the case solution to the submission box in MyCourses by the start of the session on Wednesday, March 20 (before 9:00 am).

**1. c) Case solution for the Sophie case (10%):**

The Sophie case is available on MyCourses (please note that the case is proprietary material and is only intended for the use of the course participants). Kindly analyze the case with the help of the assigned readings (and other relevant academic sources) and answer the following questions:

1. Are Peter and Sophie suited to living abroad? Why?
2. Assess the quality of the preparation for, and conditions of, their expatriation.
3. Once settled in Iran, what difficulties did Peter and Sophie face?
4. Imagine you are Olav, Peter's manager. You have read a recent study explaining that most failed expatriations are due to the partner. What measures will you take to ensure that their experience abroad ends well?

Format: 4–6 PowerPoint slides (not including notes).

Deadline: Upload the case solution to the submission box in MyCourses by the start of the session on Monday, March 25 (before 9:00 am).

**1. d) Reflections on readings (10%, 5 x 2 p.):**

Readings are assigned for all sessions in the course schedule below. Questions about readings are assigned for sessions 2–5 and 8 (please see below). To maximize your learning, you should read individually the articles and book chapters before each session (rather than reading them all at once) and answer the assigned questions in order to prepare for the class. You will need to devote 2–3 hours for getting familiar with the articles beforehand, answering the questions and preparing your slides. Each reflection is evaluated 0–2 and contributes to the total course grade. Please explicitly refer to the assigned readings in your reflections.

Format: 1–2 PowerPoint slides per question.

Deadline: Upload the reflections to the submission box in MyCourses before the beginning of each session (i.e. before 9:00 am).

Questions:

- Session 2: What thoughts and questions did the articles by Barney (1986) and Welch & Welch (1997) raise in you?
- Session 3: In your opinion, what is the worst management theory, framework, tool or concept around today and why?
- Session 4: How can language be used as a source of power and inequality in recruiting new employees? Please, use a real-life example to support your argumentation.
- Session 5: Describe your ideal manager and employer.
- Session 8: What would be your key competencies as a global leader?

### **1. e) Post-assignment (10%):**

After the course, prepare a written report in which you reflect upon the following questions:

- What were the most important takeaways of the course for you personally and why?
- How has your thinking about global management practices evolved during the course?
- What (if anything) will you think about and/or do differently from now on?

Friendly tip: Keep a weekly learning diary during the course! Remember to use the academic writing style with proper referencing.

Format: Max. 5 pages including references (font: 12pt Times New Roman; line spacing: 1,5).

Deadline: Upload the post-assignment to the submission box in MyCourses by Wednesday, April 3 at 23:59.

### **2. Group assignment (30%, 30 p.):**

The group assignment is a case study of one global management practice that you can freely select. Your task is to analyze how this practice is used in a 'real-life' context. Below some guiding questions for the case study:

- What is the origin of the selected management practice? Why was it introduced and by whom?
- What was the initial response to it? What are some of the arguments for and against it?
- What kind of changes has this practice brought about? Are these changes radical or incremental?
- How is the practice implemented across various units of the organizations or in a particular unit? Has it been modified when adopted locally?

The above questions are not exhaustive and you may decide to answer other questions depending on the case. The focus and scope of the case study need to be approved by the teacher. The assignment is evaluated based on a written report submitted by Wednesday, April 10 at 23:59. The length of the written report is 10 pages (font: 12pt Times New Roman; line spacing: 1,5) plus references and appendices. In addition, each group will give a brief 10-minute presentation of their topic in class during the course. More detailed instructions as well as the presentation schedule will be given in class.

### **3. Active participation (20%, 9 x 2 p. + 4 bonus p.):**

During each session, we will discuss the readings assigned for it in order to expose you to the relevant academic literature on the topic. You will learn the most by actively participating in the course. For this purpose, the course evaluation will also be based on active participation and contribution during sessions.

For each session, a maximum of 2 participation points can be earned. Attendance alone does not contribute to any points. Please note that activity points are granted based on *meaningful contribution* to class discussion and not based on the amount of talking. In addition, you can earn up to 2 extra participation points from the Rovio company visit during Session 2 (see schedule below for instructions). The participation points thus equal  $9 \times 2 = 18\%$  of the total course grade. On top of that, you will also receive 2 points for responding to the Aalto feedback survey towards the end of the course. Finally, if all students respond to the CEMS feedback survey, everyone will get 2 points more. Accordingly, the maximum amount one can earn for participation is 22 points.

### **Note for all assignments:**

**Please note that none of the above 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 another one.**

## **6. READINGS**

Only selected readings (e.g. the KONE case) are available on MyCourses. As to all the other readings, you are expected to download them yourself based on the references provided in the schedule. These readings are publicly available, and you can find them easily by searching (in Google Scholar) with the article name (please note this works on any Aalto computer, but not elsewhere) or via our university library webpages. The 3rd edition of the course book is preferred, but if you are using the 2nd edition, please find a file in MyCourses with information of how the chapters compare between these two editions.

## **7. SCHEDULE**

<b>Time</b>	<b>Contents</b>
<b>Mon 4.3.</b> 9:00-12:00	<b>Session 1: Course introduction</b> <u>Topic:</u> <ul style="list-style-type: none"><li>- Introduction and getting started</li><li>- Learning goals, skills, and pedagogy</li><li>- Assignments and practicalities</li><li>- Why people management?</li><li>- Understanding the field of global HRM</li><li>- Pre-assignment</li></ul> <u>Readings:</u> Boxenbaum, E. (2006). Lost in Translation: The Making of Danish Diversity Management. <i>American Behavioral Scientist</i> , 49(7), 939–948.

	Tayeb, M. (1998). Transfer of HRM Practices Across Cultures: An American Company in Scotland. <i>The International Journal of Human Resource Management</i> , 9(2), 332–358.
<b>Wed 6.3.</b> 9:00-12:00  <u>Host:</u> Aino Greis, Marketing Manager, Rovio	<b>Session 2: Organizational culture as the foundation of management practices</b>  Company visit to Rovio, address: Keilaranta 7, Espoo.  <u>Assignment before the company visit:</u> Please prepare two (or more) questions about Rovio’s self-organizing teams, managing the new generation, organizational culture, and diversity management, and write them down in MyCourses latest by Monday, March 4 at 18:00. The questions are graded 0-1 and count as extra class participation points (you can get max. 2 points).  <u>Readings:</u> Watkins, M. D. (2013, May 15). <i>What Is Organizational Culture? And Why Should We Care?</i> URL: <a href="https://hbr.org/2013/05/what-is-organizational-culture">https://hbr.org/2013/05/what-is-organizational-culture</a>  Barney, J. B. (1986). Organizational culture: Can It Be a Source of Sustained Competitive Advantage? <i>Academy of Management Review</i> 11(3), 656–665.  Welch, D., & Welch, L. (1997). Being Flexible and Accommodating Diversity: The Challenge for Multinational Management. <i>European Management Journal</i> , 15(6), 677–685.
<b>Mon 11.3.</b> 9:00-12:00  <u>Guest:</u> Sami Itani, HR Director, Adecco Finland	<b>Session 3: Relationship between management theory and management practice</b>  <u>Topic:</u> - Discussion of the readings and group work  <u>Readings:</u> Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. <i>Academy of Management Learning &amp; Education</i> , 4(1), 75–91.  Røvik, K. A. (2011). From Fashion to Virus: An Alternative Theory of Organizations’ Handling of Management Ideas. <i>Organization Studies</i> , 32(5), 631–653.
<b>Wed 13.3.</b> 9:00-12:00	<b>Session 4: Managing language diversity in MNCs</b>  <u>Topic:</u> - Language as a dimension of diversity - Language as a resource and enabler for moving global management practices - Language as a glass ceiling  <u>Readings:</u> Piekkari, R., Welch, D. E., & Welch, L. S. (2014). <i>Language in International Business: The Multilingual Reality of Global Business Expansion</i> . Cheltenham: Edward Elgar. Chapter 6: Language and Human Resource Management.  Piekkari, R., Oxelheim, L., & Randøy, T. (2015). The Silent Board: How Language Diversity May Influence the Work Processes of Corporate Boards. <i>Corporate Governance: An International Review</i> , 23(1), 25–41.

<p><b>Mon 18.3.</b> 9:00-12:00</p> <p><u>Guest:</u> Juha Äkräs, Co-founder, Hints Performance</p>	<p><b>Session 5: Shifting gears of leadership practices</b></p> <p><u>Topic:</u> - What changes are needed in leadership practices?</p> <p><u>Readings:</u> Äkräs, J., Hints, A., Aro, T., &amp; Gratz, A. (2018). <i>A Healthy Return</i> [White paper]. (available on MyCourses)</p> <p>Kultalahti, S., &amp; Viitala, R. (2015). Generation Y – Challenging clients for HRM? <i>Journal of Managerial Psychology</i>, 30(1), 101–114.</p>
<p><b>Wed 20.3.</b> 9:00-12:00</p> <p><u>Guests:</u> Tarja Takko, VP of Global Talent Management, Ahlstrom-Munksjö</p> <p>Ingmar Björkman, Dean, Aalto University School of Business</p>	<p><b>Session 6: Global talent management</b></p> <p><u>Topic:</u> - Student-led interview with Tarja Takko - Discussion of the KONE case</p> <p><u>Readings:</u> Pucik, V., Evans, P., Björkman, I., &amp; Morris, S. (2017). <i>The Global Challenge: International Human Resource Management</i> (3rd ed.). Chicago: Chicago Business Press. Chapter 6: Acquiring Global Talent.</p> <p><i>Case: Global Talent Management at KONE</i> (available on MyCourses)</p>
<p><b>Mon 25.3.</b> 9:00-12:00</p>	<p><b>Session 7: Expatriates as carriers of management practices</b></p> <p><u>Topics:</u> - Managing expatriates and global mobility - Presentations of group work</p> <p><u>Readings:</u> Pucik, V., Evans, P., Björkman, I., &amp; Morris, S. (2017). <i>The Global Challenge: International Human Resource Management</i> (3rd ed.). Chicago: Chicago Business Press. Chapter 9: Steering Global Mobility.</p> <p><i>Case: Sophie in the Land of the Mullahs</i> (available on MyCourses)</p>
<p><b>Wed 27.3.</b> 9:00-12:00</p>	<p><b>Session 8: Course conclusion</b></p> <p><u>Topic:</u> - Putting it all together - Presentations of group work</p> <p><u>Readings:</u> Björkman, I., &amp; Mäkelä, K. (2013). Are You Willing to Do What it Takes to Become a Senior Global Leader? Explaining the Willingness to Undertake Challenging Leadership Development Activities. <i>European Journal of International Management</i>, 7(5), 570–586.</p> <p>Caligiuri, P. &amp; Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. <i>Journal of World Business</i>, 47(4), 612–622.</p>

## 8. COURSE WORKLOAD

<b>Classroom hours</b>	24
<b>Class preparation</b>	24
<b>Assignments</b>	114
<b>Total</b>	160h (6 ECTS)

## 9. ETHICAL RULES

[Aalto University Code of Academic Integrity and Handling Violations Thereof](https://into.aalto.fi) (into.aalto.fi)