



Aalto University  
School of Business

# People management in multinational organizations

26E03400, 6 ECTS

19.3.2019

1

# Global leadership development

19.3.2019  
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# Agenda for today

- Feedback on your Lincoln case
- Global leadership development
- Break
- Guest speaker Johanna Saarinen, Bayer

# Lincoln case

## **Q1: Why successful in the US (3p.):**

- 1p. Fit: Internal consistency across strategy – capabilities – HRM
- 1p. Meets: expectations and equality
- 1p. Differentiation vs. other firms → unique system → competitive advantage

## **Q2: What to do in China (3p.):**

- 1p. Global integration vs. local responsiveness
- 1p. Arguments for global integration
- 1p. Arguments for local adaptation

## **Depth and quality of analysis (4p.):**

- 1p. Big picture → Importance of FIT & Global vs. local dilemma
  - 1p. Using theory as a thinking tool
  - 1p. Applying theory to the practical problem
  - 1p. How well you express and present your analysis
-

# Course readings for today

Ng, K.Y., Van Dyne, L. and Ang, S. (2009) From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management Learning and Education*, 8(4), 511-526.

Björkman, I., and 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. *European Journal of International Management*, 7(5), 570-586.

Caligiuri, P. and Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. *Journal of World Business*, 47, 612-622.

# You raised questions such as...

- **Does it make sense to list qualities of individuals for a successful international assignment?**
- **Should companies already consider leadership skills during their selection process?**
- **How can you measure the level of cultural intelligence?**

# What are the most important ingredients in leadership development?

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Formal training

Self-development

Coaching

Mentoring

Formal feedback sessions

**CHALLENGES**

Experience



# The 70-20-10 Principle

Challenge

**X**

People risk  
Management  
(support)

**70%**

- On-the-job experience
- Assignments
- Projects

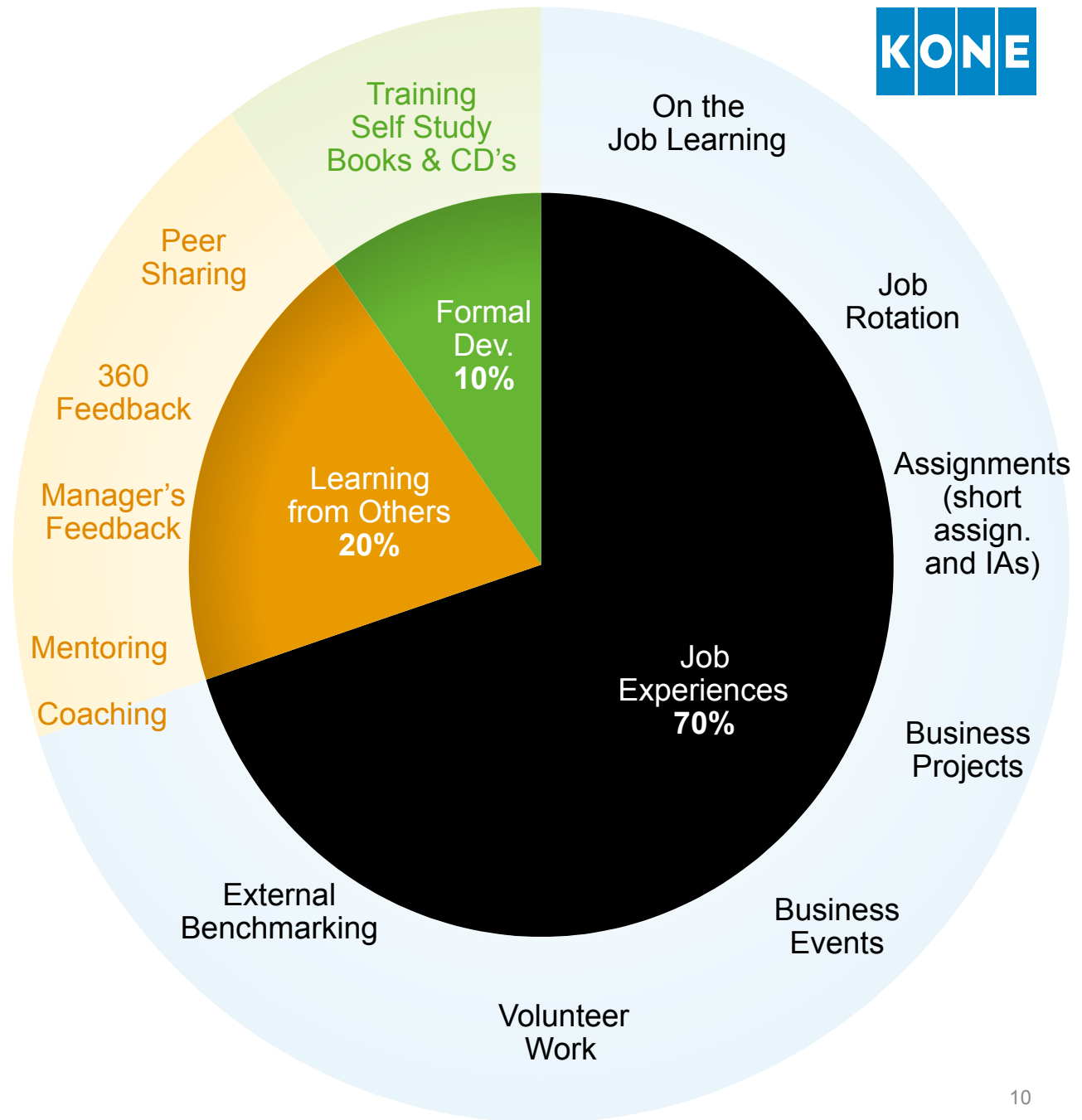
**20%**

- Coaching
- Feedback
- Support
- Relationships
- Mentoring

**10%**

- Training

# The '70:20:10 Principle at KONE



# Experiential learning

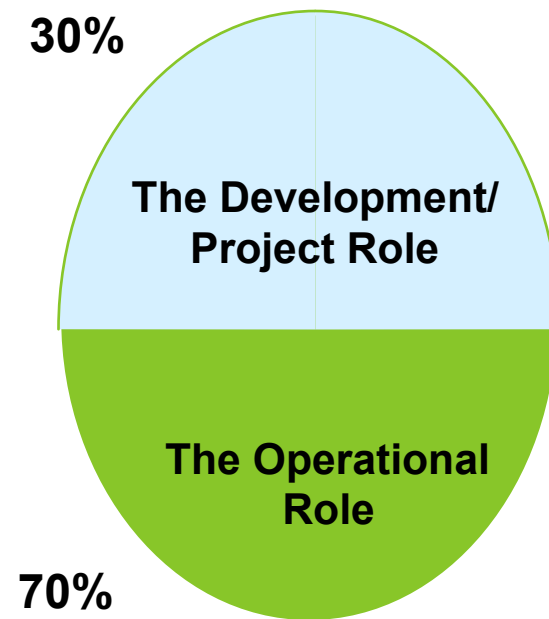
1. **Concrete experience:** The event
2. **Reflective observation:** Consider what has happened from a variety of perspectives e.g. own feelings, the group's, an individual student's view
3. **Abstract conceptualization:** Re-package & process your reflections into a theoretical understanding (use theory to analyze the event)
4. **Active experimentation:** Armed with this new understanding, you do it again, differently this time.

Source: Kolb (1984); Ng, Van Dyne and Ang (2009)

# The importance of (cross-boundary) project assignments: Working in « split egg ways »

What knowledge and skills can one learn in this way?

- New subject-specific knowledge
- Team-work & team management skills
- Delegation and related people-management skills
- Exercising leadership without authority
- Virtual and distance management skills



# Challenges

- **Scope:** Increase in numbers of people, € and functions to manage
- **Cross-functional assignments:** Moving to a job where one has little expertise, learning how to set an agenda & get results through people
- **International assignments:** Dealing with diversity, a new context and often conflicting objectives and demands
- **Starting from scratch:** Building something from nothing
- **Change projects:** Fixing or stabilizing a failing operation
- **Project/task force assignments:** Working in 'split eggs' - with other experts, defining objectives, and working collectively to deliver a result

**Removing expertise under their feet forces people to lead!**

# In-class assignment: Case 4

## Young talents program

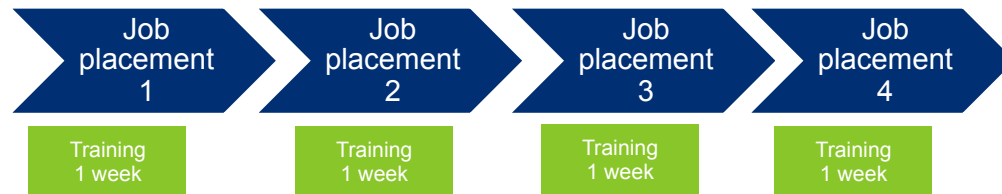
### Company

- Large international company
- Headquarters in Finland with multiply offices abroad

### Target group

- 20-30 young talents (trainee program)
- Education and job experience background of the participants: Majority with Master level Business Degree and 1-3 years of work experience

### Typical structure of the trainee programs



# Case: Objectives and program goals

## Objectives:

- **Identify high potential leaders and future talents**
- **Give them advanced skills and tools to develop further**
- **Prepare them for the next steps in their careers**

## After the program Trainees should :

- **Understand company values and strategy**
- **Act as change agents of transformation within the company**
- **Behave according to company principles (example Customer Focus, People Management, Inspire & Motivate etc)**
- **Understand themselves as a leader better – both as an individual and as part of a team**
- **Understand current trends and insights in strategy, entrepreneurship, digital disruption etc.**

# Case: Your task



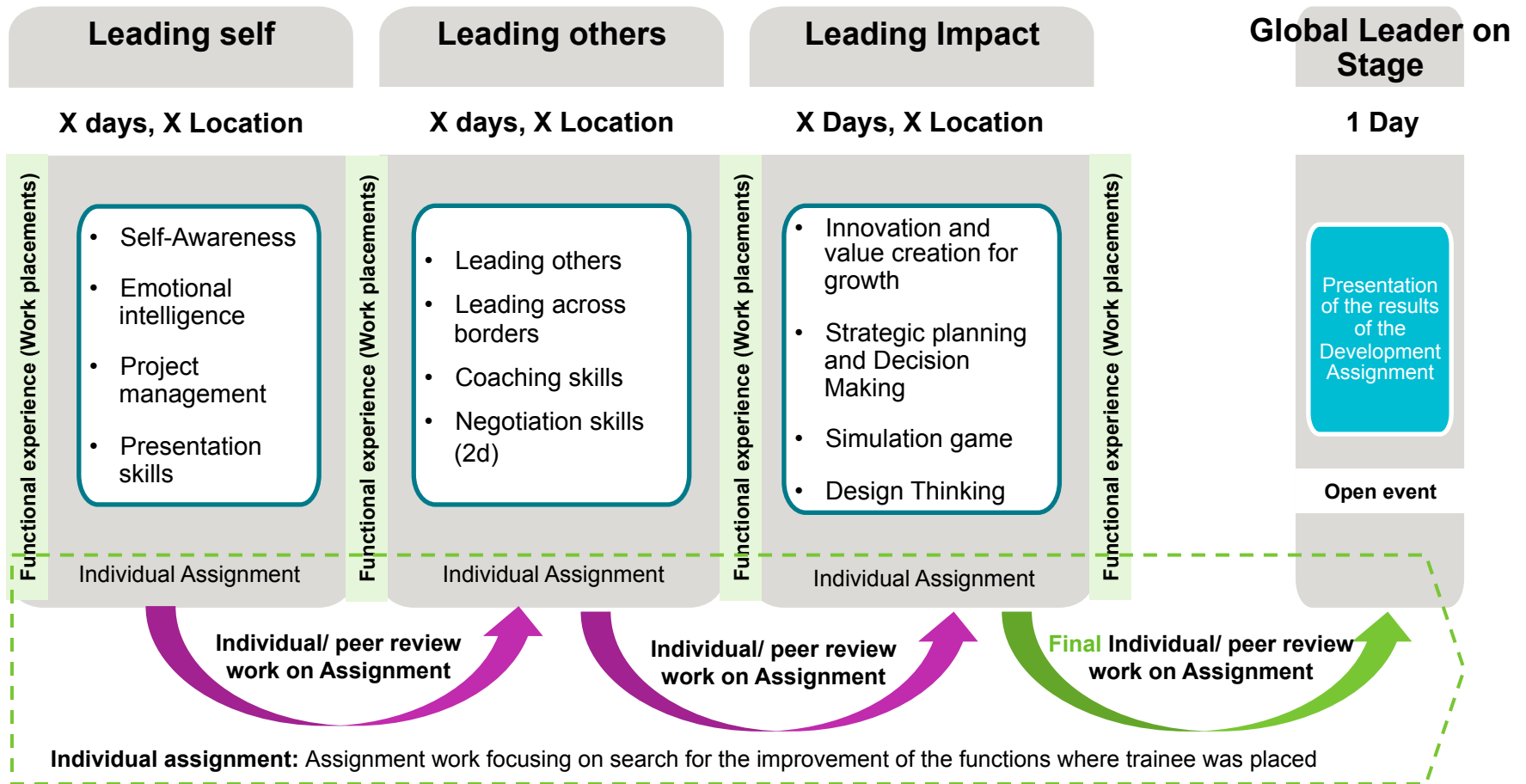
**As a group of experts on adult learning, please design a “dream” trainee program:**

- Which themes and topics would young talents enjoy in the light of the learning objectives of the program?
- What kind of teaching and learning methods would make the program exciting and unique for them, maximize learning and add value to the company?
- Please, upload your slides on MyCourses and be ready to present your ideas to the rest of the class.



# AEE SOLUTION EXAMPLE

# Growing as a Leader



# Session 8: Acquiring and developing talent

Guest speaker: Ingmar Björkman

Readings:

Pucik, V., Evans, P., Björkman, I., and Morris, S. (2017). *Global Challenge: International Human Resource Management*. Chicago: Chicago Business Press. Third edition, Chapter 6.

- Reflection paper by 20.3. at 23:59

Kone case (available on MyCourses)

- Case solution by 21.3. at 9.00

**Thanks and see you  
on Thursday!**