Trusted, Innovative, Bold
Building Global Mindsets for a Global Future
Saïd Business School, University of Oxford
and BAE Systems, Inc
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Section One - The Challenge

BAE Systems – An Introduction

BAE Systems is a global company committed to the delivery and support of advanced aerospace and defense systems. It is headquartered in the UK and has home markets in the U.S., U.K., Saudi Arabia, India, and Australia. A home market is classed as a country where there is both significant presence and the desire to grow through continued investment in local capability.

With approximately 100,000 employees (not including joint ventures) and sales of more than U.S. $30 Billion, BAE Systems is the largest European Defense Company and is one of the top five U.S. Defense companies.

BAE Systems are the largest supplier of land-based systems in the world and have key capabilities in the air, land, sea and joint environments.

The genesis of a need

Anticipating that 50% of future sales will be outside the home markets, BAE Systems, Inc - a U.S. based subsidiary of BAE Systems – recognized, in order to secure the long term future, there was a need for managers who have developed a global mindset. The building of a global mindset will allow them to understand the customer, the business environment, the cultural context, and develop the ability to obtain local knowledge and to earn the credibility and respect necessary for success in these markets.

The vision

The Global Early Careers Program was developed from a constellation of factors derived across business challenges and workforce dynamics to meet this growing need - the development of talented future leaders who possess such a global mindset. The vision commenced with a charge from the leadership of the Land & Armaments business sector to revise the business unit’s approach to graduate education. Since a number of other business units across BAE Systems already had graduate programs which focused on rotating them through various positions within a given function, thereby preparing them to continue a career within BAE Systems, the new program would need to take an entirely different approach.

Executive sponsor

John Kelly
Vice President of Business Winning Land and Armaments

“He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.”
Leonardo da Vinci

“The Global Early Careers Program provides a unique development experience for early career professionals who want to expand their global mindset and build careers in the global marketplace. I regularly bump into our high potentials who have been through the Program. I can honestly say that I have heard nothing but praise for the Program, its intent and the way that it’s managed. It really has helped fill a void and present options to a group that has been suffering from high turnover.”
An examination of the workforce population showed that, due to industry and market forces, a significant decline in the recruitment of newly qualified graduates was anticipated. Furthermore, the ‘post-graduate’ employee population, those who had graduated approximately three to seven years earlier, was showing a relatively higher rate of attrition when compared with their peers. This population typically demonstrates higher leaver rates as, after a few years into their post-graduation employment, they tended to grow restless, desire new challenges, and want to explore opportunities elsewhere.

It was also noted that the company, as an enterprise, offered diverse programs across career levels that focused on the topic of leadership. Whilst the inclusion of these programs within the portfolio is essential and clearly critical to success, the corporate strategy dictated a strong need to expand business internationally due to a significant decline in the U.S. and U.K. defense markets. Successful future workers and leaders will therefore need knowledge and experience both of the global marketplace and of working with people from different cultures. As such, it was equally clear that there was therefore a gap for something new that could be met in the development of global mindsets for this talented high potential population.

Whilst sending these future leaders on international assignments is commonly used to build this type of capability - and BAE Systems regularly employs this strategy - using international assignments alone to build the required global mindset on the scale envisaged would not meet the needs of the business. This new program would therefore allow for greater numbers of future leaders to be exposed to the stimuli necessary to create a global mindset at a lower cost than deploying this population on international assignments whilst, at the same time, reducing the risk created through the differences in depth and quality of these assignments. Therefore the learning and development across cohorts can be controlled and consistently applied.

Collating these various considerations led to the decision to design and deliver a bold, innovative and entirely new program to target young and enthusiastic professionals with three to seven year’s work experience, including at least one year at BAE Systems, and who had an interest in developing such a global mindset. The Global Early Careers Program would engage this population segment to develop an awareness of Land & Armaments’ global business goals and challenges, the global market place in which it operates, and to develop some of the skills necessary to be effective in creating business growth in this environment.

The objectives of the program were to:

- Provide a foundation for early career employees to achieve future success in the increasingly global market.
- Provide an exciting opportunity to build necessary global skills, cultural awareness, and engage in global networking.
- Accelerate movement through the talent pipeline for the business.

Based on these objectives, the learning outcomes included:

- Participants equipped with the tools, skills, processes and techniques need to maximize their potential to work successfully in an international business.
- A shared sense of challenges facing the company.
- Wider global networks and relationships.
- Career management and personal development plans owned by the participants.

The desired impact

The Global Early Careers Program therefore needed to fill an important gap in BAE Systems’ leadership pipeline and its suite of high potential programs. Through the development of global mid-sets it needed to provide impact through early career growth with demonstrable progression post-program. It also needed to be a catalyst to address the problem of attrition in this key high potential pool by showing a clear commitment to their development against the global future requirements of the company. Additionally, the Program would create a sense of common understanding of the challenges facing the company and establish an association with the wider global group, thereby enabling the building of enduring relationships and networks across BAE Systems.
Stakeholder involvement

With so much on the line it was essential to involve a wide range of stakeholders in the initial consultation and design. The participation of various key stakeholder groups was solicited and engaged throughout the development of the Program. The initial step was the formation of a vendor selection and design committee, including human resource and learning and development staff, participants from other high potential programs, and first line leaders embedded within the business.

Saïd Business School at the University of Oxford, a leading international business school and a trusted partner of BAE Systems through its delivery over the eight previous years of two leadership programs, was selected to develop this crucial program. Once the selection had been made a broad range of interviews were conducted with leaders across the business sector to identify the business needs and to elicit more specific requirements for the design of the Program.

At each stage in the design process, multiple design reviews with additional key leaders were conducted to ensure that the intended program design remained closely aligned to the needs of the participants and the company. Additionally, during the delivery of the Program, leaders throughout the enterprise participated in providing keynote addresses, presentations, discussion panels, and general dialogue and interaction with participants.

“A significant part of the creation of value and impact in our programs is derived from the collaborative process we undertake with clients throughout the design, creation, and in many cases delivery of the program. Our partnership with BAE Systems, working in this way, ensures that the requirements of the organisation, the business unit, and most importantly each participant is understood and is subsequently translated into an intervention that fully compliments and integrates with their existing suite of development initiatives.”

Steve Ludlow
Director of Custom Programs
Saïd Business School
University of Oxford
Section Two: The Commitment

The agreed timeline

Said Business School at the University of Oxford provided significant experience in operating globally and the expertise to make the Program truly world-class. Once selected in April 2010 a critical path for the development and delivery of the first delivery if the Program was created as can be seen below. In the six months between April and October 2010, when the delivery of the first module was required, the Program needed to cycle through three intensive phases of; engagement; diagnostic; and design and development.

The key requirement of the Program in the development of global mindsets was brought together in this time by a Program Director - herself a native of the U.S but living in the U.K. - who produced a program architecture which was innovative, bold, and remained focussed on the outcomes the Land & Armaments division required.

Achieving more with less

The delivery of such a global program was set against the backdrop of a challenging economic environment and the acknowledgement that the widespread deployment of future leaders overseas to build their understanding of different cultures was becoming increasingly financially prohibitive. The Program therefore needed to develop the global mindsets required whilst remaining tightly financially controlled. In response to this need, Said Business School at the University of Oxford suggested a number of solutions to reduce the direct costs and carbon footprint of the Program.

Module One of the Program would be held in the U.S., near the Virginia based headquarters of BAE Systems, Inc., in order to capitalize on the presence of senior leaders and to gain their involvement in the delivery of the program with only local travel. Furthermore, although the participants were sourced from four countries, half would be in the U.S. and thus incur only domestic travel costs making the U.S. a logical place to stage the first face to face module. Additionally, the remaining participants would benefit from a relatively easy East coast arrival location with a variety of travel choices that would allow for the most economically viable route to be chosen.

Module Two would be conducted in Turkey with elements of the module in Istanbul and Ankara, where a BAE Systems key joint venture was located. Turkey was selected as it presented a culture outside the normal experience of most program participants from cultural, religious, and ethnic perspectives. The Module included a visit to this joint venture with the remainder of the Module delivered in Istanbul, an epicenter of Turkish
culture. Other countries were considered for this second Module including India and Sweden, both of which had BAE Systems sites. A cost/benefit analysis was conducted to compare travel and lodging costs, this analysis concluded India as being cost-prohibitive and that Turkey and Sweden presented only slight differences on cost, yet Turkey was seen as providing a more divergent cultural experience for participants.

Module Three employed the technology provided by Cisco’s TelePresence to deliver the module virtually. This system allows participants to avoid traveling great distances in order to have a ‘face-face’ experience, it uses a multiple codec video system where each member of the module uses a TelePresence room at their own location to dial in and can see and talk to every other member on a screen as if they were in the same room. This brings enormous time and cost benefits and is generally considered superior to phone conferencing (except in terms of direct cost), as the visual aspect greatly enhances communications, allowing for perceptions of facial expressions and other body language to further build upon the networks already established in the first two modules. In this way, the building of global mindsets and the global nature of the Program was emphasized. Delivery of this module virtually also provided an ideal format to provide participants with visibility and exposure to senior executives globally, enabling access to their perspectives and experiences.

**Behavior change**

In order to ensure that the Global Early Careers Program had the desired organisational, commercial and behavioral impact in terms of developing demonstrable global mindsets, the design was crafted to help inspire specific behaviors from participants post-program. Below is a summary based on the stated objectives and aims mapped against the expected behavior change from participants:

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Expected Behavior Change from Participants</th>
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<tbody>
<tr>
<td>Provide an exciting opportunity to build the necessary global skills,</td>
<td>The ability to build successful internal and external international business relationships</td>
</tr>
<tr>
<td>cultural awareness, and engage in global networking</td>
<td></td>
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<tr>
<td>Prepare the participants for their first leadership role</td>
<td></td>
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<tr>
<td>Participants equipped with the tools, skills, processes, and techniques to</td>
<td>The ability to choose career paths and cultivate mentors that align with their interests</td>
</tr>
<tr>
<td>maximize their potential to lead the company effectively in the future</td>
<td>as a result of deeper knowledge of BAE Systems’ reach and activities across the globe</td>
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<tr>
<td>Wider global networks and relationships</td>
<td></td>
</tr>
<tr>
<td>Provide a foundation for early career employees to achieve future success in an</td>
<td>The ability to make decisions which align with the challenges facing the company</td>
</tr>
<tr>
<td>increasingly global market</td>
<td></td>
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<tr>
<td>Taps the participants interest in pursuing global roles</td>
<td></td>
</tr>
<tr>
<td>Career management and personal development plans owned by the participants</td>
<td>Provide a pool of talented future leaders who have an understanding of the global issues that will be</td>
</tr>
<tr>
<td>Accelerate the talent pipeline development for the business</td>
<td>required for leadership in the years ahead</td>
</tr>
<tr>
<td>A shared sense of the challenges facing the company</td>
<td>The ability to work with people from other business cultures on a global project</td>
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<tr>
<td>Allows participation on global project teams that address current business issues</td>
<td></td>
</tr>
<tr>
<td>More trained internal mentors</td>
<td>The ability to seek and apply the advice and insights of internal mentors</td>
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Section Three: The Learning & Development Initiative

The learning method

The main vehicles to help participants build the required global mindsets and networks in the Global Early Careers Program were two 3-day residential modules in the U.S. and Turkey, which were then supported and expanded by the virtual third module. The design of the Program was an iterative process which initially suggested the modules below:

Global Early Careers Development Program high level design

The following elements were essential to the program design

**Participant’s Experience**
- Open thinking generated by innovative futures input early in the program.
- Low risk environment where new ideas can be tested.
- Highly participative experiential program with inputs from outside and inside the function and business.
- Exposure to new national cultures.
- Strong focus reinforced by facilitation of the reflective practitioner approach.
- Program design to enable both space for thought and personal agenda setting, and stimulation and learning at pace.
- Energized by journey outside of comfort zone with professional facilitation.

**Personal Learning**
- Deepen global commercial knowledge.
- Empathy with people from diverse nationalities and circumstances (e.g. refugees).
- Reflection in the workplace improves clarity of purpose and performance.
- Participants learn to educate and mentor.
- Reinforcement of professional leadership skills and creation of behaviors action plan.
- Raised awareness of one’s own cultural preferences and those of others in BAE Systems.
- Raised awareness of one’s global mindedness and ways to build it further.
- The rules and strategies for successfully negotiating in a foreign country (Turkey).

**Group Learning**
- Better comprehension of the business context and strategies for global commercial leadership in BAE Systems.
- New skills acquired and BAE Systems processes challenged and improved by individuals and the group.
- Developed sense of global commercial community and ability to share knowledge.
- Discovery Visits the best method for bringing abstract “classroom” discussions on global trends and mindsets to life.
- The importance of leveraging networks.

This first early design was then adapted based on consultations with BAE Systems through July and August 2010 to ensure the Program features they desired were incorporated. The final design, below, shows the result of that iterative process, with these new module themes ensuring the “red thread” was more transparent, rounded, and participant-centric:
Those important features which BAE Systems requested to drive the Program design included:

<table>
<thead>
<tr>
<th>Features</th>
<th>Result</th>
</tr>
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<tbody>
<tr>
<td>Include female leaders and role models as speakers on the Program, from within and outside BAE Systems</td>
<td>Counter-balance the male-dominated corporate culture, customer base, and current leadership profile.</td>
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<tr>
<td>Provide experiential components in the two face-to-face modules (U.S. and Turkey)</td>
<td>Allows participants to apply their learning.</td>
</tr>
<tr>
<td>The inclusion of BAE Systems’ international Joint Venture partner FNSS based in Ankara, Turkey.</td>
<td>Allows participants to meet and see first-hand how another company operates outside BAE Systems’ home markets.</td>
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<tr>
<td>Include internal leaders as speakers from BAE Systems.</td>
<td>Widen the exposure of participants to senior leaders in the business and their philosophies, values, and views on business strategy.</td>
</tr>
<tr>
<td>Include presenters, experts from the University of Oxford.</td>
<td>Expose participants to new frameworks, ideas, and approaches.</td>
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<tr>
<td>Create dynamic ways to engage participants, transfer knowledge, ensure learning sessions.</td>
<td>Combined classroom “teach” sessions with facilitated discussion and experiential content.</td>
</tr>
<tr>
<td>Incorporate a virtual module.</td>
<td>Mirrors the participants’ day-to-day, increasingly global working environment.</td>
</tr>
<tr>
<td>Before the start of the modules, get participants ‘in the zone’ by considering the factors shaping globalization, their impact on BAE Systems, and its leaders.</td>
<td>Pre-reading before module 1 of Thomas Friedman’s book The World is Flat Pre-work before module 2: conducting face-to-face interviews with leaders in the Business Development function.</td>
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The learning environment

For the Program to achieve its objectives in the development of global mindsets in this key talent pool it was essential to take learning beyond the classroom and create real awareness through the use of Discovery Visits for each of the first two modules.

These events were expert-facilitated encounters with unfamiliar people and places; in effect self contained high-impact ‘learning journeys’ designed to surface, test, and shift key assumptions about the future of life and business.

The Discovery Visit of the first module took the group to the U.S. Government agency in Washington DC, the Office of Refugee Resettlement. Here the cohort spent several hours meeting a selection of those granted Refugee status in the United States (victims of torture, human trafficking and political asylum seekers). The impact of this experience, learning directly of the often extreme situations from which the refugees sought safety was very impactful emotionally, psychologically, and intellectually as it reinforced and built on the classroom discussions of the “flatteners” as detailed in the module’s pre-reading (*The World is Flat* by Thomas Friedman).

The Discovery Visit in the second module took the group to Istanbul’s Grand Bazaar where participants were required to negotiate with Turkish store owners. The challenge laid down in this visit was to purchase a 500g box of Turkish Delight candy and a handmade inlaid jewelry box. As in the first Discovery Visit the outcomes required were clearly tied to building global mindsets by giving participants first-hand experience of negotiating in a new culture, and developing skills through the ability to transform acquired knowledge to new situations.

“I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do.”

Leonardo da Vinci
These Discovery Visits served as an essential mechanism to bring some of the more abstract content and themes to life: culture, difference, and trends and thereby flattening the world.

This second module also leveraged its location by incorporating a visit to one of BAE Systems’ business partners in Turkey, their joint venture partner FNSS in Ankara. In this visit a day was spent meeting a variety of the company’s leaders and learning the specific dynamics of marketing defense systems and services in the Muslim world.

All of these events challenged the participants, inspired new and original thinking and encouraged the creation of a more productive space for innovation and conversation.

The learning roles

The residential modules were enhanced with pre-, post- and inter-module work in the form of action learning activities designed to address current business issues within global project teams. These action learning groups were supported both by Oxford faculty and also by internal mentors who received briefings and development to assist the participants when back in the workplace. The mentors were also charged with the responsibility of understanding how the participants planned to reinforce and transfer learning from the program into the new behaviors required in the workplace.

The long tail

Finally, to embed the global and network building nature of the Program - and to retain a shared sense of community - all participants were invited to join the Oxford Business Alumni (OBA), the Alumni network of the Saïd Business School at the University of Oxford. Membership of the Oxford Business Alumni is made up of graduates of the Business School, participants from qualifying Oxford Executive Education programs, and graduates of the University of Oxford from the wider business community. It now has over 8,000 members globally, making up a unique network of Oxford Alumni who share a common interest in business.
In addition to membership of the OBA, the first cohort to complete the Global Early Careers Program set up their own self-organizing and self-directed learning group utilizing the popularity and accessibility of LinkedIn. This initiative allowed them to further build successful internal and external international business relationships – a cornerstone of the development of a global mindset and one of the key desired behavior changes targeted by the Program.

In effect this cohort are able to maintain their networks and also build a new Global Early Careers graduate community by inviting participants from cohort two, and those who will complete cohort three in the months ahead to join and expand their international networks.

“Custom Programs at Oxford are a complex tapestry of thought leadership, participant experience, and an invigoration of the desire for self-development which ensure our programs deliver more than just content. The GEC Program exemplifies this and is interwoven with carefully selected multi-disciplinary program contributors who provide participants with a real understanding of themselves and exposes them, in a challenging yet nurturing environment, to perspectives that would be impossible to truly recreate in a traditional classroom environment through immersion visits that allows participants real involvement in a different culture, not as observers but as contributors to their own development.”

Andrew White
Associate Dean, Executive Education
 Said Business School
 University of Oxford
**Section Four: The Impact**

From the outset a clear and agreed framework was needed to assess program impact. Several frameworks were considered including Kirkpatrick’s well-known ‘pyramid’ model:

Kirkpatrick’s Levels of Evaluation

Perhaps the clearest and most straightforward is that devised by Oxford Professor David Feeny, derived from Kirkpatrick, but developed as a linear grid:

Kirkpatrick Revisited

The Global Early Careers Program creates impact for the participant, for BAE Systems Inc., and for the Business School. Reflection on the experience of delivering the Program suggest the following points of impact and learning:

1. **Immediate reactions**

   Evaluations and feedback from the participants indicated that they had gained valuable insights and awareness from the Program, and in many cases the Program had exceeded their expectations. Indeed, this was borne out by the results of the ‘Initial participant feedback’, where feedback was collected from the participants immediately after the conclusion of the final module. An analysis of this feedback states that overall satisfaction with the Program for the first cohort to experience the Global Early Careers Program was 92%. This is an excellent outcome in its own right but is even more impressive when the overall level of satisfaction, as stated by the second cohort, rose to 96%. This suggests both an excellent program in terms of its ability to generate very positive immediate reactions, but also importantly that the Program continued to improve based on learning derived from the experience of delivery of the first iteration of the Program.
2. Individual learning

Impact on the Business School

It is important, therefore, to note that the learning from the delivery of such a program does not just occur one way. The business school delivering the program is also able to take away points of learning from conducting such an intervention. Below are the key points of learning that, upon reflection, have emerged and have allowed for the continual improvement evidenced above:

Personal impact and commitment to change

Feedback from managers of participants across both cohorts has been encouraging. They have reported a difference in their employees which will allow them to address the significant risk to the business through any lack of a global mindset, especially when most new opportunities for growth are outside of traditional home markets.

The Program has better enabled the organization to succeed in a globally competitive marketplace since the participants graduate from the Program equipped with the tools, skills, and techniques they will require as they progress in their careers. Program graduates will also be part of a wider global network and understand how important relationships are to winning new business outside home markets. This program helps them understand the landscape and increase their awareness of the industry, and also helps heighten the participants’ loyalty to the organization.

3. Individual behavior change

From the outset the Program was designed to be different from other programs available within the enterprise - it focused on global mindset, globalization, and the development of an understanding of the global business. The content was therefore broad and went beyond leadership to include content and interventions addressing the industry, the company, culture, and their own self-development.

In addition, the Discovery Visits focused on issues of race, religion, nationality, politics and society, leading to an understanding of the mindsets of the people there and learning what drives them. Together, the Program has led to new behaviors within the participants that are evidenced in their ability to build successful internal and external international business relationships and a deepening of their knowledge of BAE Systems’ reach, activities, and responsibilities across the globe.
4. **Organizational change – A small yet determined step**

The program met its objectives of developing the required global mindsets. However, it also performed an interesting, and perhaps unforeseen, function with this group of talented future leaders.

This additional outcome took Program participants from a previously more passive role with regards to their own learning into a space where they have taken active and direct control over aspects of their continued development. This is a small, yet deliberate change within the organization which is clearly evidenced by the formation of the LinkedIn and Program graduate group. This change provides this young, but high potential pool of individuals, with the confidence and the tools to continue their own global mindset development through engaging with external and internal speakers each quarter. Thereby keeping the group together and continuing the intellectual challenge that found its roots in the Program.

5. **Organizational results**

The Program helps to develop tangible and business-beneficial skills, to develop a global mindset, increase awareness of global issues, and improve cross-cultural team working. Furthermore, it provides a foundation for early career employees to achieve future success in the increasingly global market. In recognition of the contribution this Program made to achieving these business-beneficial skills the Program was awarded a BAE Systems Bronze Chairmans Award for identifying, assessing and developing a sector-wide, and global program that demonstrated the commitment BAE Systems has towards its key talent, and their ongoing developmental needs, and providing a foundation for these future leaders to achieve success in an increasingly global market.

**The growth of the Global Early Careers Program**

Previously, BAE Systems’ existing programs focused on leadership programs for graduates and emerging leaders for people with ten or more years of work experience. However, at a corporate level it was recognized that there was a gap in the leadership pipeline and the Global Early Careers Program has helped to accelerate movement through the talent development pipeline for the business by building the necessary global mindset, skills, cultural awareness, and global networking necessary for the future success of the business.

With the success of the first cohort, the Program was socialized and supported by both the Product and Services Sectors of the business. Subsequently, thirteen participants from outside of the Land & Armaments division – where the Program began - were selected to participate in the second cohort. This mix of participants expanded the Program to a larger scale with senior leaders across the business participating and supporting various sessions within the Program and recognized that, as an organization, there is an urgent need for individuals who have the knowledge and skills to lead global growth.

“We have set up a LinkedIn group which we use to keep in contact using video conferences and occasionally we bring in other speakers as well to keep the group together. This is a forum for healthy debate and was generated and now runs autonomously by us so we have taken ownership of our own development to an extent.”

*Alan Kearns*
Cohort II participant

“In an increasingly competitive marketplace, along with growth opportunities coming from global markets, it’s important for our future leaders to have a global mindset - an understanding of the global business. L&A sector operates in multiple countries (U.S., U.K., Sweden, South Africa, Australia, and India) and it is important to have an understanding of the customer, business environment, culture, an awareness of global issues, and the ability to work with cross-cultural teams. The Global Early Careers Program received a BAE Systems Bronze Chairman’s Award for identifying, assessing and developing a sector-wide, global program that addresses our increased focus on the retention of key talent and provides a foundation for them to achieve future success in an increasingly global market.”

*Bharat Amin*
Business Technology Officer
Land & Armaments
The development of talent

The business achieves benefit from the identification and development of talent capable of taking on future leadership roles at an early stage in their careers. It prepares participants to compete, and win, in the global marketplace and accelerates the talent pipeline of the business - a key program objective. Out of the fifty participants who have completed the Program so far:

- Sixteen have been promoted
- Four have been placed on an international assignment
- Two have taken new positions in different functions
- Three are on Total Performance Leader level succession plans

The skills learned through the Program are helping participants progress throughout BAE Systems by taking on larger or different leadership roles. Program graduates are eligible for and have been considered for:

Building global mindsets – A summary of impact

It is important to note the impact of the Program in its entirety and across BAE Systems, Inc., and can be summarized below:

"Unlike other leadership development programs, this program is focused on developing a global mindset for high potential employees early in their career. Participants in the program have identified the cultural immersion experience and the case study-based education led by the University of Oxford as highlights of the educational experience. One of the participants in the Program last year stated 'The opportunity to work with international colleagues in a foreign setting was very unique, and it was a great opportunity to learn from different perspectives'."

Deborah Werner
I&S Sector VP
Bus Dev II
Section Five: Final Reflections

Since its inception, the Program has expanded beyond the Land & Armaments business sector to encompass all of BAE Systems, Inc., with participants from all four business sectors as well as the Headquarters office taking part. This is a testament to the effectiveness and success of the Program. The network of participants has also generated much dialogue about their experiences and learning and this, through their own activities as a self organizing learning group, is set to continue.

The Global Early Careers Program began with a charge from leadership, the confluence of business and workforce dynamics, and found a home in the Land & Armaments Division. As the Program matures with a bold talent development mindset, engaged leaders and stakeholders, and an innovative and trusted delivery partner, it now occupies a successful place in the enterprise-wide high potential program agenda.

Ultimately the Program is not the conclusion but a starting point in the development of the future leaders of BAE Systems. The development of their global mindset will prepare them for the evolution of the business in the decades to come. However, more importantly, they have embarked on a learning journey which is now more likely to conclude at a point of their own choosing.

“I regularly bump into our high potentials that have been through the Program. I can honestly say that I have heard nothing but praise for the Program, its intent and the way that it's managed. It really has helped fill a void and present options to a group that has been suffering from high turnover. The only option for consideration that I can think of is to look at expanding it globally into PLC”

John Kelley
VP of Business Development
and Cohort 2 Sponsor

“Art is never finished, only abandoned”

Leonardo da Vinci