

國立台灣大學管理學院EMBA選修課

高階管理研討 (Spring 2010)

(Advanced Seminar in General Management)

授課教師：湯明哲、李吉仁、陳鴻基、郭瑞祥、陳俊忠、IBM資深顧問

授課說明：2/11 (6pm-7pm) 重光講堂

授課時間：3/6(12pm-6pm), 3/20, 3/28, 4/17, 5/1, 5/15 (1pm-6pm)

授課地點：重光講堂

授課網址：<http://guo.ba.ntu.edu.tw>

課程說明：本課程為國立臺灣大學EMBA與台灣IBM公司全球企業諮詢服務事業群第三次共同合作，透過產學合作模式推出的討論式個案教學課程。期以國、內外企業的個案，刺激EMBA學生從問題中思考完整的管理框架，並從中汲取全球各產業的實際經驗，在高速變革的產業及全球競爭中，有效地作出高階管理階層的決策。

此次IBM與台大EMBA共同開設的「高階管理研討」，將整合管理知識的三個關鍵面向 -- 「策略」、「組織」與「營運」，應用於企業最常面臨的挑戰，如變革管理、企業人才培育、管理創新、管理不確定、企業成長推動、企業社會責任與倫理。

本次「高階管理研討」將由臺灣大學多位EMBA執行長與推廣中心主任帶領學生，除就Harvard Business School的經典案例進行探討，並將與IBM的顧問團隊搭配，剖析IBM在產業實務上做法及策略，藉此讓學生有身歷其境的體會及學習。

授課教材： 1. Harvard個案、IBM個案、HBR文章

2. 「執行力」，Larry Bossidy 與 Ram Charan 著，天下文化

授課方式：個案討論、文章選讀、講演

評分標準：上課參與(25%)、6次小組Harvard個案作業(60%)、1次小組IBM個案報告(15%)

課程進度：							
#	主題	Session Date	Harvard Case		IBM Case		
			Case	Prof.	Case	IBM	Prof.
0	課程說明 (6pm-7pm)	2/11		郭瑞祥			郭瑞祥
1	變革管理 Leading Change	3/6 (12pm)	GE: Jack Welch	郭瑞祥	長興化工	Fu Shing	郭瑞祥
	(a)組織與文化變革 Manage Organization / Culture Change						
	(b)企業扭轉與轉化 Manage Turnaround						
2	企業人才培養 Building Human Capital and Talent	3/20	GE: CEO machine	李吉仁	信義房屋	Paul Liu	李吉仁
	(a)接班培育 Manage Top Management Team and Succession						
	(b)人才培育 Create People Development Architecture						
3	管理創新 Managing Innovation	3/28 (Sunday)	3M	湯明哲	阪口電器	Yoshinaga	郭瑞祥
	(a)建構創新文化 Creating Innovation Culture						
	(b)開放性創新 Open Innovation						
4	管理不確定 Managing Uncertainty	4/17	Kodak	郭瑞祥	Kraft	Titan Chia	郭瑞祥
	(a)技術變革 Manage Technology Change						
	(b)不景氣回應策略 Manage Downturn/Economic Crisis						
5	企業成長推動 Driving Business Growth	5/1	Cisco	李吉仁	台灣凸板	CH Tseng	李吉仁
	(a)購併後整合 Post Merger Integration						
	(b)新興事業發展 Enter into Emerging Business						
6	企業社會責任與倫理 CSR and Ethics	5/15	Merck & Co.	陳俊忠	TBD	TBD	陳鴻基
	(a)企業社會責任 CSR						
	(b)企業倫理 Business Ethics						

上課時程：

1300-1520	台大老師教授 Harvard 個案
1520-1550	休息
1550-1640	兩組學生報告 IBM 個案
1640-1710	台大老師教授 IBM 個案
1710-1750	IBM 資深顧問簡報 IBM case
1750-1800	台大教授與 IBM 資深顧問共同回應學生問題

Course Descriptions

The primary task of a general manager is to create, maintain, leverage, and sustain a firm's competitive advantages through organizational processes. The rapid change in technology and management thinking forces general management to rethink a firm's positioning and resource configurations in order to cope with changing industry landscape. Strategic changes soon become a central task for general management as well. As these new issues were emerged recently in cases and popular writing, however, no concrete research has been presented yet.

To bridge the gap of learning, this (executive) seminar is designed to link three aspects of managerial knowledge -- strategy, operation, and organization -- and apply to various critical issues faced by general management. This course will adopt case discussion method to facilitate students to build thinking framework. In addition, this course will collaborate with a renowned consulting firm (IBM Consulting) to bring their hand-on experience to the classroom so that we can expand learning boundary. Lectures and reading list will be kept minimal and live discussion throughout the course is expected.

As a two credit-hour elective course, this course would like to invite students who have a great interest on issues concerned with general management and are able to handle conceptual complexity and decision uncertainty. We expect students who commit to this advanced course have background knowledge in strategy and organization. In addition, presence and participation are essential to effective learning.

Course Requirements

Active participation, both in the class and in the group, is an essential element of learning experience. Meaningful participation means making a contribution to the intellectual conversation. Our interest is not “right” or “wrong”, it is whether you have made a contribution to the development of the issues under study by the class (group), and whether you have moved the class (group) forward. Failure to participate penalizes you and the class in several ways: you deprive all of us from your insights into the class, you lose the chance to learn from others, and eventually you will lose incentive to learn from the course.

To prevent this scenario from occurring, one should actively follow the course schedule, complete the case assignments before coming to the class, and be ready to engage in interactive conversation with classmates. As this course is organized as six five-hour sessions, we hope that you not only won't miss any session but also come to class with full energy. Your participation score will share 25% of your final grade, a significant portion of overall performance. In order to provide an unbiased judgment on your participation performance, we will prepare a name card for you in the first class meeting, and please inform us in advance if you are not able to attend the class for whatever reasons.

You are required to read and turn in case write-ups (CWs) for each Harvard case. Case write-ups have to be word-processed, with reasonable line space and fonts, and **signed by team members** before turning in. Since report length will not necessarily reflect its quality, please limit your CWs within **TWO pages for Harvard Cases** excluding necessary appendices. You should take this as a goal to consolidate your thinking and present your arguments in an effective manner. All assignments are due by the date of case discussion. There will be **no credit provided for overdue CWs** and, for the sake of maintaining fairness for the class, no excuses.

Course Contract

- Choose and fix your seat in classroom
- Form your discussion group (6 students in each group)
- Participate actively, both in the class and in the group
- Complete the case assignments and readings before coming to the class

Course Content and Schedule

2/11 (6pm-7pm) Course orientation

- Readings
 - Drucker (2004) 執行長開啟執行力的九把鑰匙
 - 「執行力」, Larry Bossidy 與 Ram Charan 著, 天下文化

3/6 Leading Change

- (12pm-1pm) Lecture and Readings
 - Kotter (1990) 領導人該做些什麼?
- (1pm-3:20pm) Case #1: GE's two decade transformations (HBS case 9-399-150)
 - GE is faced with Jack Welch's impending retirement and whether anyone can sustain the blistering pace of change and growth characteristic of the Welch era. After briefly describing GE's heritage and Welch's transformation of the company's business portfolio of the 1980s, the case chronicles Welch's revitalization initiatives through the late 1980s and 1990s. It focuses on six of Welch's major change programs: The "Software" Initiatives, Globalization, Redefining Leadership, Stretch Objectives, Service Business Development, and Six Sigma Quality.
- Case assignments:
 - Each group prepare a two-page notes answering the following questions:
 1. How difficult a challenge did Welch face in 1981? How effectively did he take charge?
 2. What is Welch's objective in the series of initiatives he launched in the late 1980s and early 1990s? What is he trying to achieve in the round of changes he put in motion in that period? Is there a rationale supporting the change process?
 3. How does such a large, complex diversified conglomerate defy the critics and continue to grow so profitably? Have Welch's various initiatives added value? If so, how?
 4. What is your evaluation of Welch's approach to leading change and what are the implications to Taiwan's CEOs?
- In-class video: GE compilation: Jack Welch--1981-99
- (3:50pm-6pm) IBM case: 長興化工 (#1, #2 組上台各報告 25 分鐘)

3/20 Building Human Capital and Talent

- (1pm-3:20pm) Case #2: GE's talent machine: the making of a CEO (HBS case 9-304-049)
 - This case traces the development of GE's rich system of human resource policies and practices under five CEOs in the post-war era, showing how the development of talent is embedded into the company's ongoing management responsibilities. It describes the development of a 25-year-old MBA named Jeff Immelt, who 18 years later is named as CEO of GE, arguably the biggest and most complex corporate leadership job in the world and how he frames his priorities for GE and implements them, pulling hard on the sophisticated human resource levers his predecessors left him. Immelt questions whether he should adjust or even overhaul three elements of GE's finely tuned talent machine.
- Case assignments:
 - Each group prepare a two-page notes answering the following questions:
 1. While most companies have difficulty producing sufficient quality candidates for top management succession, how has GE been able to create a surplus? What philosophy, policies, and practices have made it a “CEO factory” as *Fortune* called it, and “easily the world’s best machine for churning out corporate talent” as *The Economist* described it?
 2. How generalizable are GE’s management development policies and practices? Across industries? Across companies? Can they be adopted by Taiwan’s corporations?
 3. As Jeff Immelt, is it time to tune up or even overhaul GE’s management development policies and practices? Specifically, how would you deal with proposals to change the vitality curve, MBA and international recruitment, and the executive bands?
 4. What lessons do you take from this case? Reflecting on your analysis – positive or negative – of GE’s development of its management pipeline, what do you see as the key success factors in making talent management what Immelt claims is an important source of competitive advantage for the company?
- In-class video: GE's talent machine: the making of a CEO
- (3:50pm-6pm) IBM case: 信義房屋 (#3, #4 組上台各報告 25 分鐘)

3/28 **Managing Innovation**

- (1pm-3:20pm) Case #3: 3M optical system (HBS case 9-395-017)
 - A middle-level division manager must decide whether he should support an investment request for a third attempt at launching a new product developed by a struggling business unit. Describes the long, difficult process by which the unit has developed the product--a computer privacy screen--after years of problems and continuing losses, and its absolute faith in the project. Also presents the division manager's concerns about the need for discipline and control, setting up a tension that is focused on the launch decision.
- Case assignments:
 - Each group prepare a two-page notes answering the following questions:
 1. As Andy Wong, how would you handle the authorization for expenditure (AFE) for the relaunch of the privacy screen?
 2. As Paul Guehler, would you approve the AFE if Wong set it up to you?
 3. How effective has Wong been as a front-line manager in the 3M context? How effective has Guehler been as a 3M division president?
 4. What is it about 3M that makes it perhaps the most consistently entrepreneurial large company in the world?
- In-class video: 3M optical systems: management interviews
- (3:50pm-6pm) IBM case: 阪口電器 (#5, #6 組上台各報告 25 分鐘)

4/17 **Managing Uncertainty**

- (1pm-3:20pm) Case #4: Kodak and the Digital Revolution (HBS case 9-705-448)
 - The introduction of digital imaging in the late 1980s had a disruptive effect on Kodak's traditional business model. Examines Kodak's strategic efforts and challenges as the photography industry evolves. After discussing Kodak's history and its past strategic moves in the new landscape, the case questions how CEO Daniel Carp can use digital imaging to revitalize Kodak.
- Case assignments:
 - Each group prepare a two-page notes answering the following

questions:

1. Evaluate Kodak's strategy in traditional photography. Why has the company been so successful throughout the history of the industry?
 2. Evaluate Kodak's response to Sony's introduction of the Mavica in 1981. Was it appropriate?
 3. How would you assess Fisher's attempt to transform Kodak? Why did it fail?
 4. What is Kodak's current position in digital imaging? Would Kodak's position be different had the company adopted a different digital imaging strategy in the eighties and the nineties? Evaluate Kodak's strategy from the mid-1980s onward.
- In-class video: Interview with Dr. George Fisher
 - (3:50pm-6pm) IBM case: Kraft (#7, #8 組上台各報告 25 分鐘)

5/1 **Driving Business Growth**

- (1pm-3:20pm) Case #5: Cisco: acquisition integration for MFG (HBS case 9-600-015)
 - Describes the procedures and processes used by Cisco Systems in its acquisition of high-technology firms. Its goal is to retain key engineering talent and to leverage existing product development efforts, but to quickly merge acquired companies its own systems and procedures. This case also describes some of the specifics involving its acquisition of Summa Four, a designer/manufacturer of a related product line, whose major activities are located in New England.
- Case assignments:
 - Each group prepare a two-page notes answering the following questions:
 1. Identify what you believe are the most important elements (criteria, processes, specific actions, etc.) of Cisco's approach to selecting and integrating acquisitions. For each of the elements you have identified, describe why it is important (what is its purpose?), and specify whether you would characterize it as typical (conventional practice by companies doing technology acquisitions) or unusual?

2. How would you improve Cisco's acquisition selection and integration process? What is missing? What would you add or modify? Why?
 3. What are the specific challenges of the Summa Four acquisition? In your opinion does the Cisco process adequately address these challenges? Why or why not?
- (3:50pm-6pm) IBM case: 台灣凸板 (#9, #10 組上台各報告 25 分鐘)

5/15 Corporate Social Responsibility and Ethics

- (1pm-3:20pm) Case #6: Merck & Co., Inc. (HBS case 9-991-021) (#11,#12 組上台各報告 25 分鐘)
 - Researchers at Merck & Co. believe that a drug they had developed for animals might be an effective treatment for human river blindness, a debilitating illness that affects hundreds of thousands of poor people in the Third World. The process of development and testing, however, will be enormously costly. Should the company devote critical resources to developing the drug, knowing that, even if it were medically successful, it would yield little financial return?
- Case assignments:
 - Each group prepare a two-page notes answering the following questions:
 1. Should Merck devote research budget to developing the drug for river blindness? Does Merck have moral responsibility to continue the development and testing for such a drug?
 2. What are the stakes for Dr. Vagelos as the head of research lab and for Merck as a company in deciding whether to invest in Dr. Campbell's idea?
 3. What should Merck tell a shareholder who might complain about a decision to invest in research on river blindness?
- In-class video: Interview with Dr. Vagelos and Dr. Campbell
- (3:50pm-6pm) IBM forum