國立台灣大學進修推廣部管理碩士學分班選修課

高階管理研討 (網路課-側錄)

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課程目的：本課程為台大EMBA之「高階管理研討」授課內容。為讓台大推廣部同學亦能感受Harvard個案教學之精髓，特開授本課程。課程內容分為幾個主題：管理企業轉型、管理人才、管理企業成長、管理全球營運、管理企業創新、管理購併與整合、管理企業變革、管理價值與文化。本課程也強調高階管理的執行力，藉由整合策略流程、人員流程、營運流程，以達到執行力的加值循環。

本課程上課方式以Harvard經典個案為主，搭配錄影片播放、文章導讀、上課演講，以期有效提昇同學學習興趣。修課學生不限產業背景或工作性質。為減輕同學負擔，所有個案均附中文翻譯。

授課教材：
1. Harvard個案、HBR文章、與授課投影片影印本
2. 「執行力」，Larry Bossidy 與 Ram Charan 著，天下文化
3. 「實力」，Ram Charan 著，天下文化
4. 「領導人的變革法則」，John Kotter 著，天下文化

授課方式：個案討論、文章選讀、講演
評分標準：小組參與(20%)、小組個案作業(40%)、期中個案考(20%)、期末個案考(20%)
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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.

As an 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.

Active participation, 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.

You are required to read and turn in case write-ups for each case. Case write-ups have to be word-processed, with reasonable line space and fonts before turning in. Since report length will not necessarily reflect its quality, please limit your CWs within TWO pages each, excluding necessary appendices. You should take this as a goal to consolidate your thinking and present your arguments in an effective manner.

Course Contract

- Form your discussion group (5-6 students in each group)
- Participate actively in the group
- Complete the case assignments and readings before the classes
Course Schedule

1. 高效能高階管理者
   • Readings
     ➢ Hammond (2002) Learning by the case method
     ➢ Drucker (2004) 執行長開啟執行力的九把鑰匙
     ➢ Farkas (1996) 執行長的領導之道

2. 領導力
   • Readings
     ➢ Zaleznik (1977) 經理人與領袖
     ➢ Kotter (1990) 領導人該做些什麼?
     ➢ Collins (2001) 第五級領導
     ➢ Nohria (2003) 真正管用的管理要領

3. 管理企業轉型
   • Readings:
     ➢ 「致勝」，Jack Welch 與 Suzy Welch 著，天下文化
   • 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? How important is he to GE’s success? What implications for his replacement?
   - In-class video: GE compilation: Jack Welch--1981-99

4. 執行力(1)
   - Readings:
     - 「執行力」，Larry Bossidy 與 Ram Charan 著，天下文化
     - 「實力」Ch.1,2,3

5. 管理人才
   - Case #2: GE's talent machine: the making of a CEO (HBS case 9-304-049)
     - GE believes its ability to develop management talent is a core competency that represents a source of sustainable competitive advantage. 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? How transferable across cultures? Across industries? Across companies?

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

6. 執行力(2)

   - Readings:
     - 「實力」Ch.4,5,6
     - 「實力」Ch.7,8,9

7. 管理企業成長

   - Readings:
     - HBR(2006) 視成長為程序
   - Case #3: GE's growth strategy: the Immelt initiative (HBS case 9-306-087)
     - Follows the actions of GE CEO, Jeff Immelt, as he implements a growth strategy for the $150 billion company in a tough business environment. In four years, he reinvigorates GE's technology, expands its services, develops a commercial focus, pushes developing countries, and backs "unstoppable trends" to realign GE's business portfolio around growth platforms. At the same time, he reorganizes the company, promotes "growth leaders" into top roles, and reorients the culture around innovation and risk
taking. Finally, in 2006, he sees signs of growth, but wonders whether it is sustainable.

• Case assignments:
  ➢ Each group prepare a two-page notes answering the following questions:
    1. How difficult was the task facing Immelt assuming the CEO role in 2001? What imperatives to change? What incentives to maintain the past?
    2. How different is his approach to taking charge from Jack Welch’s first few years after becoming CEO in 1981? How similar is the task each man faced?
    3. What do you think of the broad objectives Immelt has set for GE? Can a giant global conglomerate hope to outperform the overall market growth? Can size and diversity be made an asset rather than a liability?
    4. What is your evaluation of the growth strategy Immelt has articulated? Is he betting on the right things to drive growth?
    5. After 4 ½ years, is Immelt succeeding in his objectives? How well is implementing his strategy? What are his greatest achievements? What is most worrying to you?
    6. What advice would you offer to Immelt as he faces the next stage of his leadership of GE?

8. 期中個案考試
  • The mid-term exam will be an in-class, open-book, case-based written exam.

9. 管理全球營運
  • Case #4: General Electric medical system, 2002 (HBS case 9-702-428)
    ➢ Discusses one of General Electric's flagship divisions--the world's leading provider of medical diagnostic imaging equipment. Provides an opportunity to examine a multinational confronting massive technological and demographic changes around the world. Genomics has created a global opportunity by making personalized medicine seem possible--medical intervention that caters to the genetic makeup of the individual and emphasizes prevention more than cure. Yet, the pursuit of this opportunity
requires fundamental changes in the business model at a time when the model is being stressed by the idiosyncratic needs of catering to the large Chinese market and adapting to the needs of an aging population around the world. Demonstrates how multinationals can create value both by replicating their business models worldwide and by adroitly splitting the value chain across national boundaries.

- Case assignments:
  - Each group prepare a two-page notes answering the following questions:
    1. What is the underlying logic behind the Global Product Company idea?
    2. Should the Global Product Company philosophy be altered to suit the needs of the medical diagnostics market in China?
    3. Should GEMS be pursuing genomics and health care-IT opportunities aggressively in addition to, or instead of, the China opportunity?

- In-class video: GEMS’ senior manager, Greg Lucier

10. 管理企業創新

- Readings:
  - Business Week(2007) 3M 創新的危機
  - Case #5: 3M optical system (HBS case 9-395-017)

- 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

11. 領導變革(1)
   • Readings:
     ➢ 「領導人的變革法則」, Ch.1,2
     ➢ 「領導人的變革法則」, Ch.3,4
     ➢ 「領導人的變革法則」, Ch.5,6

12. 領導變革(2)
   • Readings:
     ➢ 「領導人的變革法則」, Ch.7,8
     ➢ 「領導人的變革法則」, Ch.9,10
     ➢ 「領導人的變革法則」, Ch.11,12

13. 管理兼併與整合
   • Readings:
     ➢ Ashkenas (1997) 美夢成真：奇異資融的併購整合策略
     • Case #6: Cisco: acquisition integration for manufacturing (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. In addition to describing the general approach used by Cisco, this case 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:
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?

Readings:
- 「誰說大象不會跳舞」Lou Gerstner 著，時報出版
- Case #7: IBM turnaround (HBS case 9-600-098)
  Describes the details of IBM's dramatic corporate turnaround in the early 1990s led by CEO Lou Gerstner. Accounts of events are from interviews with IBM executives. Covers the factors that led to the company's decline and actions taken to recover.

Case assignments:
1. What was IBM’s strategy that made them so successful in the 1980s? What changed to undermine the strategy?
2. What actions did John Akers take to solve the problems?
3. What did Gerstner do differently to deal with the problems?
4. What is your assessment of the plus’ and the minus’ of Gerstner’s actions?
5. Do you think that Lou Gerstner has really turned around IBM?

In-class video: Lou Gerstner’s speech at HBS
15. 管理價值與文化

- Readings:
  - Fortune (2004) IBM 執行長彭明盛的兩大期許
  - HBR (2004) 順境中領導改變
- Case #8: IBM's decade of transformation: uniting vision and values (HBS case 9-807-030)
  - In 2002 the current IBM Chairman and CEO, Sam Palmisano, took over from his predecessor, Lou Gerstner. After the dark days of the early 1990s Lou Gerstner had come from outside IBM—with his experience being as an IBM customer - and turned around the company. And the recovery had been sustained through to 2002 despite the dotcom boom and bust. But had IBM been fixed or was more change required? Did the steps which drove recovery in the mid 1990s give IBM the right foundations for the post dotcom bust world?
- Case assignments:
  - Each group prepare a two-page notes answering the following questions:
    1. Lou Gerstner famously remarked that the last thing IBM needed was a strategy – in 2002 with the turnaround well advanced – was it now time for a strategy? How should IBM differentiate itself from the other giants of the technology industry – e.g. HP, Microsoft and Dell?
    2. What are the differences and similarities between Gerstner and Palmisano era in terms of IBM vision, strategy, business focus, customers, etc?
    3. What are the differences and similarities in IBM organization and value between Gerstner and Palmisano era?
    4. What role should values play in IBM new era? How did IBM initiate the value-based management?

16. 期末個案考試

- The final exam will be an in-class, open-book, case-based written exam.
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