# GENERAL MANAGEMENT: PROCESS AND ACTION (GMPA)

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<tr>
<th>Course</th>
<th>Course code</th>
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<td>MGT1090</td>
<td>GENERAL MANAGEMENT: PROCESS AND ACTION (GMPA)</td>
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<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Credits: 2</th>
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<tr>
<td>Kimio Kase</td>
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<tr>
<th>Instructor’s contact Information</th>
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<tbody>
<tr>
<td>Office#</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday through Friday, any time</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Kkase@iuji.ac.jp">Kkase@iuji.ac.jp</a></td>
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<tr>
<th>Class Schedule</th>
<th>Day / Time</th>
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<tr>
<td></td>
<td>Monday, 10:30-12:00; 13:00-14:30</td>
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- **Role and Purposes**: This course contributes to the achievement of: L2-1, L2-2, L2-3, L5-1, L6-1, L6-3

- **Course Learning Objectives**: Upon completion of this course, student will be able to:

  1. Clearly identify the central problem/issue to demonstrate understanding of socially responsible leadership concepts and practices (LG2-1)
  2. Outline strategies for socially responsible companies (LG2-2)
  3. Influence the attitudes and behaviors of others to accomplish a socially responsible goal (LG2-3)
  4. Demonstrate understanding of Management knowledge (L5-1)
  5. Recognize internal and external strategic contexts (L6-1)
  6. Make a strategic decision under pressure (L6-3)

- **Course Description**: General Management: Processes and Action (GMPA) focuses on implementation, and the way that general managers (GM) get things done. Typically, they work through processes – sequences of tasks and activities that unfold over time, such as strategic planning, business development, and budgeting – to move their organisations forward and achieve results. Skills at influencing the design,
direction, and functioning of processes is therefore essential to effective GM, and the aim of processes of GMPA is to develop in students a deeper understanding of these activities and their links to performance. It does so by describing a number of critical organisational and managerial processes, outlining their basic elements and operating characteristics, and exploring how they are best influenced and led. Throughout, the focus is on high-level processes that are of interest to GM’s.

**Structure**

The course is divided into six parts. Each corresponds to an essential task of GM and the associated processes for carrying it out. The first two sections deal with administrative processes – those recurrent tasks, activities, and systems that GM’s use to set broad direction and goals. Module I focuses on strategic processes. They help to establish organisational purpose, ensure alignment across levels and functions, and provide ways for capabilities and competitive positioning to evolve over time. Resource allocation processes are discussed in Module II because of their role in supporting strategy. For strategy to be effective, personnel and funds must be allocated to the appropriate businesses, products, and markets.

The next two modules focus on behavioural processes. Typically, these patterns of behaviour become programmed into the organisational fabric; over time, they become accepted as “the way we do things around here”. Modules III and IV focus on two representative examples of these types of processes: decision-making and organisational learning. Decision-making processes determine how individuals and organisations overcome conflicts, choose among alternatives, and reach agreement. A variety of approaches are possible, and the cases in this section compare the strengths and weaknesses of different modes of decision-making, as well as the GM’s role in guiding them. Learning processes determine how individuals and organisations create, acquire, interpret, transfer, and retain knowledge: they, too, may take a variety of forms.

The final two sections of the course shift attention from the organisation to individuals. Module IV focuses on managerial processes: the patterns of behaviour, influence, and action that GM’s use to oversee the work of subordinates and ensure that goals are achieved. Here, a critical contrast is between formal and informal approaches, and between processes for managing hierarchical and lateral relations. Some managers use tightly specified control systems to monitor and direct employees; others rely on qualitative information and personal contacts. The strengths and weaknesses of these approaches are explored, as are the associated management styles. There are equally significant differences between the challenges of managing hierarchically – down to subordinates and up to bosses – and laterally to peers, who are either fellow division managers or functional heads.
Finally, the last module (VI) focuses on change processes. The challenge of initiating and leading change are described in a number of settings, including rapid growth, maturity, and decline. All require new behaviours and ways of working, and all place extraordinary demands on GM’s.

Teaching Methodology

The case method is mainly used for the teaching of this course. The cases to be used are contained in the textbook. You are expected to read and analyse them at home prior to the discussion in the class. Apart from these cases, it is assumed that each of you review the readings at the beginning of each Module.

Prerequisite

Knowledge of strategic management, accounting, finances, marketing, operations, logistics, etc., is desirable but not unconditional prerequisites.

Assessment Methods in Alignment with Intended Learning Objectives

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td></td>
<td>(1)</td>
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<tr>
<td>Class Participation</td>
<td>70%</td>
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<tr>
<td>Group Presentation</td>
<td>30%</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Peer Review</td>
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<td>Final Report</td>
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<td>Any other methods</td>
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<td>Weight on Final Grade</td>
<td>25%</td>
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Notes:
(1). Learning objective (1) will be evaluated by class participation (weight 20%), midterm exam (weight 30%), Final exam (weight 30%), and peer review (weight 20%).
(2). The last row lists the weights of each learning objective on the final grade.

Textbook(s)

Required Textbook: (not required)

Case Materials:
See the course structure
**Course outline**

<table>
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<th>Module I</th>
<th>Strategic Processes</th>
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<tr>
<td>Arthur D. Little #396·060</td>
<td>Course introduction, managing through processes</td>
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<tr>
<td>Time Life #395·012</td>
<td>New business creation, strategy-making under uncertainty</td>
</tr>
<tr>
<td>R. R. Donneley #396·154</td>
<td>New business creation, organic vs. mechanistic processes</td>
</tr>
<tr>
<td>Electrolux-Zanussi</td>
<td>Acquisition screening and integration</td>
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<tr>
<td>Emerson Electric, Xerox</td>
<td>Strategic planning systems</td>
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<tr>
<th>Module II</th>
<th>Resource Allocation Processes</th>
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<tr>
<td>Ellis International</td>
<td>Product/market planning systems</td>
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<tr>
<td>Americhem</td>
<td>Zero-base budgeting systems, priority setting</td>
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<tr>
<td>Westinghouse Electric</td>
<td>Capital budgeting, priority setting</td>
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<th>Decision-Making Processes</th>
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<td>(1) Strategic Decision Processes &amp; (2) Making Fast Strategic Decisions in High-Velocity Environments</td>
<td>Group decision-making, process observation</td>
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<tr>
<td>Decision-Making at the Top #398·061</td>
<td>Senior management teams,</td>
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<td>Module IV</td>
<td>Learning Processes</td>
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<tr>
<td>Kazuo Inamori (IESE case)</td>
<td>Building a Learning Organisation, A Note on Knowledge Management</td>
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<th>Module V</th>
<th>Managerial Processes</th>
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<tr>
<td>Millipore (A) #487-023 [(B)¹ and (C) to be handed in class]</td>
<td>Taking charge</td>
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<tr>
<td>Harvard Business School Publishing #397-028</td>
<td>Taking charge, cultural change, developing strategy</td>
</tr>
<tr>
<td>Serengeti Eyewear #394-033</td>
<td>Managing projects, motivating employees</td>
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<tr>
<th>Module VI</th>
<th>Change Processes</th>
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<tr>
<td>SAP America #397-057</td>
<td>Rapid growth, alliances, informal and formal management</td>
</tr>
<tr>
<td>Pepsi’s Regeneration #395-048</td>
<td>Change without crisis, linking vision, strategy, structure and processes</td>
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<tr>
<td>Harvey Golub: Recharging American Express #396-212</td>
<td>Principles-driven leadership, transformational change, reengineering</td>
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<tr>
<td>Allstate Chemical Company #687-010</td>
<td>General managers in action, the contributions of process thinking</td>
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Assignment Questions

Module 1

Case: Arthur D. Little (9-396-060)

Readings:

1. The Process of Organisation and Management (pp1-28)
2. Strategic Processes (pp29-40)

1. what was it like working at ADL in the 1960s and 1970s:
   ① as a consultant?
   ② As a unit or section manager?
   ③ As a senior corporate manager?

2. what has been the impact of the seven core processes on ADL? What additional efforts are needed in this area?

3. should ADL’s corporate strategy be modified in any way? Its approach to corporate management? Why or why not?

4. what is your assessment of Charlie LaMantia and the changes he has made at ADL?

Case: Time Life (A) (9-395-012)

1. what challenges did John Fahey face in early 1992? What is your evaluation of the steps he took? What has been accomplished and what remains to be done as of January, 1993?

2. what challenges does Candice Carpenter face as president of the video and television division? How would you describe the division’s creative and development processes? How should Carpenter proceed?

3. what challenges does John Hall face as president of the books division? How would you describe the division’s creative and development processes? What is your evaluation of Hall’s proposed action plan?

4. what should Fahey do about True Crime?

5. what distinctive GM skills are required to manage creative processes?

Case: R. R. Donnelley & Sons: The Digital Division (9-396-154)

1. how do the critical success factors for Donnelley’s traditional printing business compare with those for on-demand digital printing? How did these differences shape the agenda and tasks of Rory Cowan?

2. As the Digital Division evolved, what were the critical challenges:
   - prior to April 1994
- between April 1994 and January 1995
- between January 1995 and June 1995?
- What role did Barb Schetter play in each period?

3. how do the jobs of Schetter and Clarke compare? Do you agree with the current division of responsibility?
4. what is your evaluation of the reengineered Technology Development Process?
5. How should Schetter and Schneider convince the Books Group to bring its work to the Digital Division?

Case: Electrolux

Readings: Note on the Major Appliance Industry in 1988 (pp129-134)
1. what were the key characteristics (strategy, organisation, capabilities, and performance) of Electrolux and Zanussi in 1983? As Leif Johansson, would you have recommended the Zanussi acquisition at the time? Why or why not?
2. what are the critical elements of Electrolux’s approach to acquisition decision-making?
3. what were the major stages in Electrolux’s approach to acquisition integration? What lessons (if any) do you draw from Electrolux’s approach? What would you have done differently?
4. what strategic and organisational challenges remain for Electrolux in 1988? What are the main options? What should Leif Johansson do?

Case:
- Emerson Electric
- Xerox Charts a New Strategic Direction

1. what is the purpose of Emerson’s planning process? What are its strengths and weaknesses?
2. how does Chuck Knight shape the planning process at Emerson?
3. what was the purpose of the Xerox ‘95 planning process? What were its strengths and weaknesses?
4. what roles did David Kearns and Roger Levien play in the Xerox ‘95 process?
5. how do the Emerson and Xerox ‘95 planning processes compare?

Module II
Case: Ellis International Division
1. what strategy is O’Brien pursuing for his division? What are the key success factors in this business? What critical tasks must be accomplished if the division is to succeed?
2. what is your assessment of the role March played in introducing Easy Rest in Australia?
3. what are the major elements of the management systems installed by O’Brian? Why has he put them in place? What is your evaluation of the effectiveness of his approach?
4. who is to blame for the delay in introducing Alpha?

Case: Americhem
1. what are the major problems facing Spencer Brown?
2. how well has Brown handled the situation? What, if anything, would you have done differently?
3. what should Brown do next?
4. what have been the benefits and costs to the Gaylord Division of using Priority Resource Budgeting? What are some guidelines for effectively managing such a process?

Case: Westinghouse Electric Corporation
1. what are the steps in the Energy Systems Business Unit’s (ESBU) capital budgeting process? At each step, who is involved and what are the outcomes?
2. what is your evaluation of the capital budgeting process? Of the role played by the Capital Review Committee? How does this approach compare with Americhem’s?
3. what is the impact of the group-voting technology? Does it fundamentally change the process, or is it merely a support tool?
4. what recommendations would you make to Jim Thomas as he plans for next year’s capital budgeting process? If he accepts your recommendations, what are the consequences? What trade-offs must he make, and what are the risks?

Module III
Cases:
(1) Strategic Decision Processes & (2) Making Fast Strategic Decisions in High-Velocity Environments
1. what are the distinctive characteristics of decision making in high-velocity environments?
2. how do the decision-making processes at Maverick and Zap Computer compare with the decision-making process at a traditional company?
3. what approaches to information and communication are most effective in high-velocity environments?
   ① Would they work in other settings as well?
   ② Why or why not?
4. what skills and attitudes are required of GM’s who wish to make effective, rapid decisions in high-velocity environments? What skills and attitudes are required of senior management teams in such environments?
Cases:

A thousand Days
Thirteen Days

1. using these first-hand reports on two major crises faced by the Kennedy Administration, compare the way the Bays of Pigs and Cuban Missile Crisis task forces operated. In particular, what distinguishes:
   ① the two task forces’ procedures for decision-making (especially their approaches to problem solving, exchanging information, and handling conflict)?
   ② Kennedy’s leadership role in the two groups?
   ③ Situational factors and predispositions of the members of the two groups and how they might have influenced the process?
2. what are the implications of this analysis for managing problem-solving groups and leading decision-making processes?

Case: Decision-Making at the Top: The All-Star Sports Calatog Division

1. what is your assessment of the decision-making process at All-Star Sports?
2. how does this process unfold? What are the critical stages, and who is involved? What kinds of behaviour does this process encourage?
3. what is Barrett’s role in the process? How would you characterise his leadership style?
4. at the end of the case, Barrett faces three alternatives for redesigning the group’s decision-making process. What should he do?

Module IV

Readings:
- Building a Learning Organisation (pp417-419)
- A Note on Knowledge Management (pp420-438)
  ● The discussion on the defining features of learning organisations, several critical learning processes, and the associated managerial skills required for success.

Module V

Case: Millipore Corporation (A)

1. given Millipore’s situation in the early 1980s, was Fred Hildebrandt a good choice to head MPD? How would you evaluate his performance?
2. what should be John Gilmartin’s priorities on taking charge as president of MPD? How would you evaluate his initial actions?
3. what should Gilmartin do now?

Case: Harvard Business School Publishing
1. How did the history of HBSP shape the organisation’s culture, values, and work style? What are the implications for what Doyle can and cannot do as a new president and CEO?

2. How do HBSP’s product groups compare? What do these comparisons suggest about Doyle’s goal of “unleashing the power of the organisation” by sharing resources, developing editorial synergy, and building marketing clout?

3. How did Doyle spend her first six months as president and CEO? Why? How did her approach to “taking charge” compare with Gilmartin’s at Millipore?

4. What were Doyle’s objectives during her first two years? What has she accomplished – strategically and organisationally? What remains to be done?

5. How would you describe Doyle’s approach to GM? What process choices has she made? Why?

6. What issues are at stake in the decision about the reprints-of-the-month programme? How should Doyle respond?

**Case: Serengeti Eyewear: Entrepreneurship within Corning Inc.**

1. How did Mustafa turn around the sunglasses business?

2. Why has Serengeti continued to be successful? What problems does it now face?

3. What is your evaluation of Mustafa’s management style? The way he deals with employees? His approach to corporate management?

4. What should he do about Eclipse?

**Case: The Soul of a New Machine**

1. Why were the engineers on the Eagle project so motivated?

2. What precisely did Tom West do to ensure the project was completed successfully? How does his approach to management compare with Mustafa’s?

3. What generalisations can be drawn from this case about:
   ① Managing professional employees?
   ② Managing the design and development process?
   ③ Creating high commitment work systems?

**Module VI**

**Case: SAP America**

1. Why has SAP America grown so rapidly? What challenges have been created by the company’s explosive growth?

2. What are the critical features of the company’s approaches to partnering? What role has it played in the company’s success?

3. What is your evaluation of the new organisation? What problems was it designed to solve?

4. What is Basho trying to accomplish with the professional services (consulting) organisation? What challenges does she face? What is your evaluation of her chosen approach?
Case: Pepsi’s Regeneration
1. what challenges did Pepsi face in the early 1990s? how did these challenges shape the agenda and tasks of Craig Weatherup?
2. how did Weaterup gain buy-in and acceptance of his approach:
   ① from his direct reports?
   ② From the organisation as a whole?
3. what is your evaluation of the reorganisation? Would you want the job of Market Unit manager? Why or why not?
4. what were the major steps in Pepsi’s change process?
5. how would you describe Weatherup’s approach to leading change?

Case: Harvey Golub: Recharging American Express
1. what challenges did Harvey Golub face in late 1991? What alternative courses of action could he have pursued? What is your evaluation of his chosen approach?
2. what is Golub hoping to achieve by turning American Express into a principles-driven organisation? What are the benefits and risks of this approach?
3. what are the critical elements in American Express’ measurement and reward systems? What roles have they played in the change process?
4. what were the major stages in the change process at American Express? What were Golub’s goals in each stage?
5. how do the first and second waves of reengineering compare?
6. what is your assessment of Golub’s approach to management? His goal of making American Express one operating company? How does his approach compare with Craig Weatherup’s?

Case: Allstate Chemical Company
1. How has Allstate’s strategy changed in the past ten years?
2. What is your evaluation on the Commercial Development group? What changes (if any) would you propose for it?
3. How has the Dynarim project evolved over time? In each major period, what were the managerial and technological tasks? What events marked the transition from one period to the next?
4. What are your recommendations for the Dynarim project?

Reading: Leveraging Processes for Strategic Advantage (pp608-622)
• what role do processes and process thinking play in effective GM?

Additional cases