



CHAPTER 2

STRATEGIC LEADERSHIP: MANAGING THE STRATEGY PROCESS

Connect Overview

Helpful Suggestions Regarding Assignment Policies: Connect gives instructors a wide array of flexibility in making assignments and creating grading policies. Instructors may choose to:

- assign as many assignments as appropriate given the level and time commitment expected for the class,
- determine point values for each question/interactive that works within the total course percentages,
- make available multiple attempts per assignment with options of accepting the *highest* score or *averaging* all the attempts together (several attempts are particularly good for homework assignments),
- deduct points for *late* assignment submissions (percentage deduction per hour/day/week/etc.) or create hard deadlines, thus accepting *no* late submissions,
- show feedback on interactives/questions immediately upon submission **or** at the time the assignment is due for the whole class,
- create new assignments or questions from scratch, or edited versions from a variety of provided resources.

Recommendations: Here are some ideas you might want to consider for Connect in a strategy course.

Connect Interactive Exercises: (UPDATED for the Second Edition of this Rothaermel textbook)

- Assigning Interactives: Consider assigning one or two interactives per chapter. Interactives are based on chapter learning objectives, so the instructor can choose based on his/her focus for the course.
- Assignments can be due *before* class as preparatory materials (this is especially good for an interactive classroom style), or *after* class as a check on understanding of the concepts.
- To find the interactives in Connect, go to “Add Assignment” and then select “Question Bank.”

Assignments + Add Assignment

Find out all you can do with Connect Assignments. [view our success tips](#)

Question Bank
Create an assignment from end-of-chapter questions, test bank or your own question banks.

LearnSmart
Improve comprehension and boost retention using LearnSmart study modules.

group assignment
Create assignments for students to work on as a team.

- Interactives are organized by chapter and may include follow-on questions to be paired. (This is shown in more detail further along in this instruction manual.)

Strategic Management: Concepts (2e, Rothaermel)

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Chapter 02 - Strategic Leadership: Managing the Strategy Process

Chapter 02 Interactives	select
Ch 02 Drag and Drop Quiz_Formulating Strategy Across Levels	select
Chapter 02 Quizzes	select
Chapter 02 Test Bank - Static	select

- Instructors may want to give students unlimited or multiple attempts on the first few assignments so the students have a chance to learn and navigate the system before selecting the option for one attempt only. (As the course progresses, instructors may want to tighten up the time and number of attempts.)
- Generally, interactives will be homework or practice for the students. Chapter quizzes and a full chapter test bank are available for quizzes and/or exams online.

select the assignment category:

homework

practice

quiz

exam

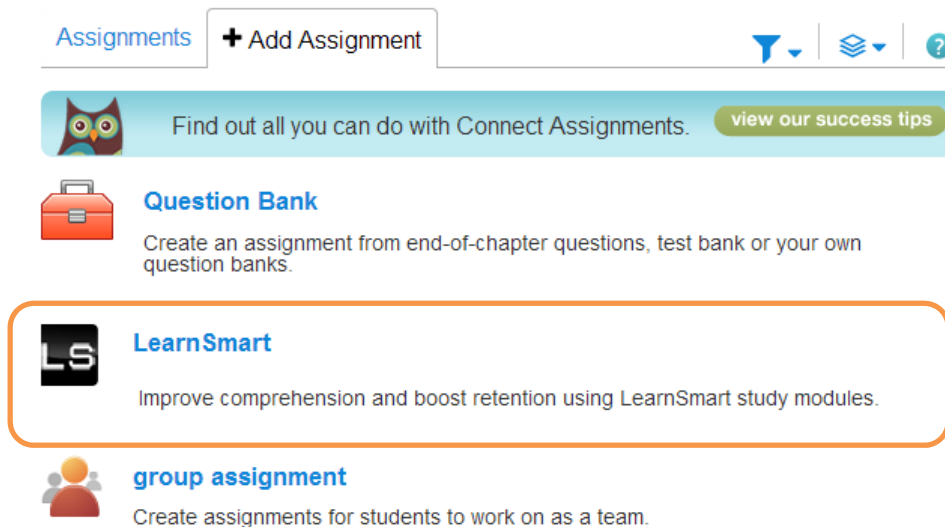
Homework default settings: ?
edit all settings

Basic edit <ul style="list-style-type: none"> No time limit Printing is not allowed Questions are ordered Not password protected Credit is given for accuracy 	Feedback edit <ul style="list-style-type: none"> after the first attempt, show: <ul style="list-style-type: none"> No feedback after the second attempt, show: <ul style="list-style-type: none"> Total scores only after the third attempt or scoring 100%, show: <ul style="list-style-type: none"> Detailed feedback
Attempts edit <ul style="list-style-type: none"> Three attempts are allowed On each new attempt, students revise their previous attempts <ul style="list-style-type: none"> Students are not allowed to revise their previous attempts if manual grading questions are not yet graded There is no score deduction for taking new attempts Study attempts are not allowed 	

- The value of each question should probably be relatively low, since multiple questions are usually assigned for each chapter. A good rule of thumb would be to make “Quiz Questions” worth 1 or 2 points each and “Interactives” worth 5 to 10 points each since these require more time and thought.
- The feedback given to students is time-flexible. Selecting feedback to be displayed after the assignment due date helps keep students from giving the correct answers to other students while the interactive is still available. For this reason, quizzes and exams are suggested to have no feedback available until after the due date for the entire class assignment.

LearnSmart Questions: (NEW for the Second Edition of this Rothaermel textbook)

- LearnSmart is an **adaptive study tool** designed for students. It can also show you where students are struggling to understand specific concepts.
- The student’s LearnSmart score in the Connect reports is based on their mastery of the material at the time the assignment is due. Mastery is an evaluation of the number of learning objectives they completed via their performance in answering questions.
- To find LearnSmart in Connect, go to “Add Assignment” and then select “LearnSmart.”



- Assigning LearnSmart: Instructors might want to assign less than an entire chapter segment of LearnSmart in Connect. The expected average time changes based on which sections are selected and deselected for the chapter. The system also allows instructors to adjust the expected completion time by dragging the toggle lever left or right to increase or decrease the depth of coverage of the activity.

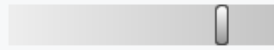




Chapter 2. Strategic Leadership: Managing the Strategy Process

adjust depth of coverage for this assignment 

less
content



more
content

average time required:

30 min

learning items covered: 40

topics

include topic *

Vision, Mission, And Values



Strategic Leadership



The Strategic Management Process



Implications for the Strategist



- The entire LearnSmart module is available to your student at all times; however, assigning 30 minutes or so will prompt students to try it. You are required to select a due date for LearnSmart. However, this will not prevent the student from LearnSmart access. It is designed to show instructors that the student has completed the LearnSmart assignment.
- Students may, and are encouraged to, continue to use LearnSmart throughout the semester. After the assignment due date, they can continue to access LearnSmart. Continued use of LearnSmart will *not* affect their LearnSmart assignment results in the Connect reports, but it has shown to improve test scores by as much as a full letter grade.

CHAPTER TWO:

STRATEGIC LEADERSHIP: MANAGING THE STRATEGY PROCESS

Interactives:

- 1) Mission Statements and Competitive Advantage **LO 2-1 and 2**
- 2) Formulating Strategy Across Levels **LO 2-5**
 - Three-Question Quiz for the Stakeholder Interactive (optional)
- 3) Planned Emergent Strategy at 3M **LO 2-6**

Question Type:

- Video Case
- Drag and Drop
- Case Analysis

Chapter TWO – Learning Objectives

LO 2-1 Describe the roles of vision, mission, and values in the strategic management process.

LO 2-2 Evaluate the strategic implications of product-oriented and customer-oriented vision statements.

LO 2-3 Explain why anchoring a firm in ethical values is essential for long-term success.

LO 2-4 Outline how managers become strategic leaders.

LO 2-5 Describe the roles of corporate, business, and functional managers in strategy formulation and implementation.

LO 2-6 Evaluate top-down strategic planning, scenario planning, and strategy as planned emergence.

Description of Interactives

- The following is a brief depiction of the chapter interactives including some pictorials of the activities. This will give the instructor easy-to-reference information about the exercises and facilitate some classroom discussions.

Ch2 Interactive #1: Mission Statements and Competitive Advantage

Summary of Activity- This video case analysis provides students an opportunity to consider the value of a strong vision and mission in attracting talented staff and rebuilding an organization. This video is less than five minutes long and has four embedded questions contained in it.

Learning Objectives:

LO 2-1: Describe the roles of vision, mission, and values in the strategic management process.

LO 2-2: Evaluate the strategic implications of product-oriented and customer-oriented vision statements.

Difficulty: Medium

Blooms: Apply

AACSB: Analytic

Page reference in text: 30–34

QUESTION
PROGRESS

Introduction

Video Case

Video Case: The Power of a Mission: Christine Benninger, President Humane Society of Silicon Valley



Click the ► button to start the video. Then, answer the questions that appear.

NOTE: You must answer every question. After all questions are answered, you can review and change your answers before submitting.

Video Case Tips: We suggest setting the “attempts” policy to “revise the previous attempt” for video cases. This enables students to watch parts of the video and edit their answers without needing to watch the entire video again for each attempt at the questions.

An example of the student screen with a question from the video is shown next. Note the video stops at the questions and the student must enter an answer for it to proceed.

QUESTION
PROGRESS

Introduction

Video Case

Video Case: The Power of a Mission: Christine Benninger, President Humane Society of Silicon Valley

4. Besides the financial problems, the organizational challenges were enormous. The entire management team was replaced and community trust needed to be rebuilt in the first year. Ms. Benninger noted that "people make all the difference." What did she find instrumental in attracting the right people to the organization?

The adorable animals

Good pay and benefits package

Support from Board of Directors

A common goal and mission

Her personal charisma

Follow-Up Activity: The instructor can expand on the concepts in this video case by discussing how this nonprofit changed the products and services it provided in order to *survive* and thus serve its customers (the pet adopting families) better in the long-run. This may also be a starting point for a discussion of the contrasts between impactful vision statements at nonprofits such as Teach for America and the Humane Society versus the for-profit firms listed at the top of page 34 in the textbook.

Ch2 Interactive #2: Formulating Strategy Across Levels

Summary of Activity: This exercise starts with a brief case using IBM as an additional example of the different levels of strategy. This complements the book's discussion about PepsiCo's strategies. The student must read the textbook and also the case provided here. Then, the student will drag the elements to the correct locations in both columns of this activity.

Learning Objective:

LO 2-5: Describe the roles of corporate, business, and functional managers in strategy formulation and implementation.

Difficulty: Easy

Blooms: Evaluate

AACSB: Analytic

Page reference in text: 39–40

QUESTION
PROGRESS

Introduction

Click And Drag

Click And Drag

After reading the MiniCase and the textbook, review the graphic and place the strategy levels and questions in the correct locations. Please select each of the levels-Strategy, Corporate, Business, and Functional-and drag each to the appropriate place under the "Level" column in the chart. Then, move each of the questions to their appropriate organizational box under the "Question" column.

case

close window

The text discusses levels of strategy for PepsiCo. Here we use an application case for IBM. The current Chief Executive Officer at IBM is Virginia Rometty who rose to the post in late 2012. Before her tenure, the office was held by Sam Palmisano. The example below comes from actual strategic decisions made at the firm. As the Chief Executive Officer, Mr. Palmisano decided to invest in an Emerging Business Organization (EBO). This was established to help select what new industries IBM should be entering. This group was formed specifically to expand quickly and successfully into new markets for IBM. Bruce Harreld, a senior vice president, was tapped to lead this new business for IBM. One of his main roles was to assess the possible approaches for achieving the desired superior performance levels for the EBO. Mr. Harreld needed to approach business with a variety of points of view to navigate a successful pathway both commercially

How to

Where to

How to

Reset

Level

Question

prev

case

glossary

Click And Drag

After reading the MiniCase and the textbook, review the graphic and place the strategy levels and questions in the correct locations. Please select each of the levels-Strategy, Corporate, Business, and Functional-and drag each to the appropriate place under the "Level" column in the chart. Then, move each of the questions to their appropriate organizational box under the "Question" column.

Manager	Level	Question
Sam Palmisano CEO		
Bruce Harreld Senior Vice President		
Carol Kovac Life Sciences Director		

How to implement?

Corporate Strategy

Where to compete?

Functional Strategy

How to compete?

Business Strategy

Reset

◀ prev

case

glossary

Optional Activity: A related quiz with three questions is available for the instructor to assign. The following is an example of how these questions may be added to the interactive as one graded exercise for the student. Note the interactive can be worth more points than each multiple choice question thus representing the effort needed to complete each part.

Ch 2 Strategy Levels with Qui... rename ?

Students please complete the click and drag interactive and then answer the 3 questions following to complete this assignment.

[edit](#)4 / 4
questions
assigned11.00
points[add questions](#)[organize assignment](#)

view:

[list](#)[individually](#)[edit pools ▼](#)[set all point values...](#)

100



question	question type	points	
Ch 02 Formulating Strategy Across Levels	Drag and Drop	5.00	
MC Qu. 1 Ch 02 Drag and Drop Quiz_Formulating Strategy	Multiple Choice	2.00	
MC Qu. 2 Ch 02 Drag and Drop Quiz_Formulating Strategy	Multiple Choice	2.00	
MC Qu. 3 Ch 02 Drag and Drop Quiz_Formulating Strategy	Multiple Choice	2.00	

[save & exit](#)[delete assignment](#)[continue](#)

Follow-Up Activity: The instructor can expand on the concepts from this interactive by discussing the importance of the alignment of different levels of strategy for successful implementation. In graduate courses we often spend more time on corporate strategy, whereas for undergraduate courses, the discussion of business and functional strategies can be more germane.

Ch2 Interactive #3: Planned Emergent Strategy at 3M

Summary of Activity: This activity builds student comprehension of the planned emergence form of strategy by examining a case about the development of Post-it Notes by 3M Corporation. The student must read the case provided, as well as the relevant textbook section, and answer the questions in this exercise.

Learning Objective:

LO 2-6: Evaluate top-down strategic planning, scenario planning, and strategy as planned emergence.

Difficulty: Medium

Blooms: Evaluate

AACSB: Analytic

Page reference in text: 44–47

QUESTION
PROGRESS

Introduction

Case Analysis

Case Analysis

Strategy at 3M

Please read the case below about the development of Post-it Notes. Compare this to the material in the textbook related to the strategic management process (Learning Objective 2-6) before proceeding to answer the questions following the case.

Arthur Fry and Spencer Silver: Post-it Notes – 3M

This is the story of the creation of the Post-it® Note. You might think, given its commercial success, that researchers were burning the midnight oil to find a way to leave clingy notes in books and on memos. But that is not what happened...

In 1968, Dr. Spencer Silver, a senior chemist in 3M's central research lab, developed a high-quality adhesive that could be easily peeled off the surfaces to which it was adhered. This particular discovery was not considered a great success, since the real goal of Silver's project was to develop a super-strong adhesive, but instead he had found a rather weak one. So, Silver moved on to look at other materials for use as a powerful adhesive.

Five years later, Arthur Fry, an avid collaborator in 3M's research lab and a singer in his local church choir, was

1. In the case of Post-it Notes, the primary strategic process described came from which of the following?

select
▼

2. Dr. Arthur Fry's idea about a method to hold the bookmark in his hymnal is best described as which of the following?

select
▼

3. As demonstrated in both the 3M example here and the Enron Wind example in the textbook, senior managers have a vital role in the planned emergence process. Which of the following best describes that role?

select
▼

4. The most "top down" of the three approaches to making

◀ prev

glossary ▶

Follow-Up Activity: The instructor can expand on the concepts from this case analysis by having students discuss another example of this strategy formation process—this one concerning Starbucks in Strategy Highlight 2.2 (text page 46). There are similarities in corporate culture and personal persistence that are present in both applications of this concept. Class or small group discussions can also be created around the similarities and differences in the three approaches to strategy: strategic planning, scenario planning, and planned emergence. What would the development of Post-it Notes or Frappuccino have looked like using one of the other two approaches?