Go-to-Market Strategy & Management  
MKTG: 360-01/CRN: 21446  
Spring 2021

Contact Information
Instructor: Douglas Boyle  
Adjunct Professor
Cell Phone: 713-853-7799  
Email: boyleds@cofc.edu
Office/Hours: Available for phone calls or video chat Tu-F between 3:00-5:00pm. Please send a message to arrange time for a “live” discussion. Will respond to texts or emails asap.

Class Sessions
Mondays 4:00 – 6:45pm  
Robert Scott Small #235, or  
Synchronous Zoom sessions: Use this link and password “channels”. Calendar invites will also be emailed to all students.

Course Objectives
The course is designed to build understanding of the design and management of marketing channels. Through discussion of key principles and application to current news articles and case study, students will build competence in:

- Formulating “go-to-market” or channel strategies based on an assessment of customer needs, channel capabilities, competitive position and company objectives.
- Managing performance and address key challenges to the strategy arising from either external factors (customer, competitive) or participants (distributors, franchisees).

School of Business Goals
The Go-to-Market Strategy & Management course supports development in the following areas:

- Communication skills: Students demonstrate the ability via both written and spoken work, to effectively present, critique, and defend ideas in a cogent, persuasive manner.
- Intellectual innovation and creativity: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.
- Synthesis: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Format & Learning Method
The COVID pandemic creates the need for flexible course formats. This course has been designed so that we can move between in-person and remote formats without changing the flow, content and (as much as possible) learning experience.

Our classroom (RSS 235) provides sufficient space for the entire expected enrollment within COVID-distancing rules. My preference is also for an in-person format because it supports better engagement and learning overall. However, if a significant portion of the class body prefers Zoom (or there is College guidance to convert to remote learning), I plan to use a Zoom-only format after our initial sessions. My experience has been that a hybrid format, where many students engage only on Zoom, makes it very difficult to fairly assess all students on their participation and contribution. Regardless of format, we will use synchronous class
sessions to maximize discussion and feedback. We will discuss this further and I will ask for your preferences during our initial class session.

Class sessions will be recorded, and links posted to Oaks afterwards for later review. We will also use asynchronous technologies (VoiceThread) to facilitate out-of-session exchanges of insights and suggested solutions. Please use the following link to access technology tutorials and help tools: SITS.

The principles of go-to-market strategy & management will be provided by a few key readings and the Professor’s presentation slides. This ‘theory’ offers the framework for assessment and decision-making, but the emphasis of the course is on ‘real life’ application. Practice in ‘real life’ application will be achieved through frequent discussion of news articles and written case reports. Insights and learning from these exercises will be discussed in-class to ensure that all benefit.

Course Overview
Go-to-market channels are systems that companies use to make their goods or services available to end-customers. Channels may be entirely direct (all sales & service in-house), but most firms now rely on a network of 3rd parties to deliver optimal customer & business value. In today’s increasingly digital and ‘solution-oriented’ environment, channels are changing rapidly and achieving a competitive edge in customer delivery is becoming ever more important.

The course has 3 major modules (Assessment, Design and Management), following the sequence used for strategy formulation and implementation. In each module we will review the key components of good management practice, see current examples via VoiceThread articles and give you a chance to demonstrate your management judgement via case reports.

The session agenda is summarized below:

<table>
<thead>
<tr>
<th>Module/Session</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Intro          | 1. Course introduction & overview  
|                | 2. Channel Stewardship |
| Assessment     | 2. Channel Mapping  
|                | 3. Retail Channel overview  
|                | 4. Customer assessment  
|                | 5. Competition assessment |
|                | 6. Channel assessment, inc. Power  
|                | 7. Company assessment |
|                | 8. Mapping conclusions  
|                | 9. FormPrint case discussion |
| Design         | 10. Building & Updating Value Chain  
|                | 11. Developing & Assessing Options |
|                | 12. Franchise Channel overview |
|                | 13. Design (cont)  
|                | 14. Porcini’s Pronto case discussion  
|                | 15. Alliances & JVs as Channels |
|                | 16. Channel Management Framework |
|                | 17. Legal & Regulatory environment |
|                | 18. Aligning & Influencing Systems  
|                | 19. Launching an Indirect Channel |
|                | 20. Trust & Adverse Events  
|                | 21. Distributor & VAR Channel overview |
|                | 22. Conflict Management  
|                | 23. Change Management  
|                | 24. Sales & Performance Management |
|                | 25. Clique Pens case discussion  
|                | 26. Course Summary & Feedback |

Reading Materials
The reading list for the course is summarized on page 12 of this syllabus. Published Case studies and Notes/Articles can be purchased directly from the Harvard Business Publishing site (link to course pack: https://hbsp.harvard.edu/import/786879). Newspaper and journal articles can be accessed via links included on page 12 of this syllabus and in the Session tabs on the Oaks course site. Students will need a Wall Street Journal subscription to access the news articles. A subscription can established at no cost to the student via the following link: https://partner.wsj.com/enter-redemption-code/COCH03bhbnrk?mod=wsj_CofC1.
Additionally, the Professor’s presentation slides will be posted to Oaks approximately a week before each class and should be reviewed prior to each session and in preparation for the Examination.

**Grading**
Course grading will be based on the following criteria and weighting:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>% Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td></td>
</tr>
<tr>
<td>• Author role (2 x 5% each)</td>
<td>25%</td>
</tr>
<tr>
<td>• Commentator role (15% total)</td>
<td></td>
</tr>
<tr>
<td>Case Reports</td>
<td>39%</td>
</tr>
<tr>
<td>3 x 13% each</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>16%</td>
</tr>
</tbody>
</table>

All grade components are individual assignments (no team projects). Guidance on each component follows:

- **Discussion Threads**
  We will use Discussion Threads to facilitate in-depth review of news articles relevant to course topics. The asynchronous nature of a Thread encourages considered and thought-provoking commentary ... it gives all students a chance to think and respond, building on each other’s conclusions but doing so without the crush of classroom time schedules or dominant personalities.

There will be 10 Thread topics covered during the course. Each student will be assigned the task of being the Author on TWO of the topics and is expected to provide Commentary on the article & student papers for all of the 8 OTHER topics. I will assign Author responsibilities in the 1st class session so that we have a roughly equal number of student papers for each article. The schedule of Thread topics, questions and Author/Commentator due dates is listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Article (Link)</th>
<th>Question</th>
<th>Author Due (5pm)</th>
<th>Commentator Due (5pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Channel Evolution</td>
<td>WSJ Video: Walmart/TikTok deal</td>
<td>What types of products would find “video commerce” (in-video purchase) most effective? Is Walmart in a good position to develop the business model?</td>
<td>Wed 1/20</td>
<td>Fri 1/22</td>
</tr>
<tr>
<td>2. Retail Channel</td>
<td>WSJ: Specialty Grocers Lose Their Edge</td>
<td>What can specialty grocers do to improve their position? What can they ask suppliers to do for them?</td>
<td>Wed 1/27</td>
<td>Fri 1/29</td>
</tr>
<tr>
<td>3. Customer Assessment</td>
<td>WSJ Video: COVID Changes Grocery</td>
<td>What customer ‘needs’ may be changed permanently by the pandemic? What implications does this have for a food marketer?</td>
<td>Wed 2/3</td>
<td>Fri 2/5</td>
</tr>
<tr>
<td>4. Channel Power</td>
<td>WSJ: Store Brands Cut Into Big Food</td>
<td>How is Private Label development undermining ‘Big Brand’ power? What should brand producers do?</td>
<td>Wed 2/10</td>
<td>Fri 2/12</td>
</tr>
<tr>
<td>5. Option Assessment</td>
<td>HBS: Sell Direct or thru Amazon?</td>
<td>How does the RTM choice (Direct, Amazon or other) shape PedalSpark’s future priorities &amp; capabilities?</td>
<td>Wed 2/24</td>
<td>Fri 2/26</td>
</tr>
<tr>
<td>6. Alliances</td>
<td>WSJ: MolsonCoors JV with Yuengling</td>
<td>What actions, if any, should Yuengling management take in forming the JV to protect their brand image?</td>
<td>Wed 3/10</td>
<td>Fri 3/12</td>
</tr>
<tr>
<td>7. Legal &amp; Regulatory</td>
<td>WSJ Video: Developers vs Apple App Store</td>
<td>Does Apple’s App Store model constitute a monopoly? What actions would you take as the CEO of Apple?</td>
<td>Wed 3/17</td>
<td>Fri 3/19</td>
</tr>
<tr>
<td>8. Distributor Channel</td>
<td>WSJ: Beer Battle Brews</td>
<td>If you were a craft brewer using an exclusive distributor, would you aggressively use the ‘taproom’ loophole, strictly adhere to the 3-tier system or another approach?</td>
<td>Wed 3/24</td>
<td>Fri 3/26</td>
</tr>
<tr>
<td>9. Conflict Management</td>
<td>WSJ: Tech Start-Up .. Runs Into Ag Giants</td>
<td>If you were the CEO of a major Ag Supply business, how might you address the emerging “unbundled” customer?</td>
<td>Wed 4/7</td>
<td>Fri 4/9</td>
</tr>
<tr>
<td>10. Change Management</td>
<td>WSJ: Ace Hardware Makes A Big Bet</td>
<td>What priorities does CEO Venhuizen need to focus on to ensure a successful e-commerce program?</td>
<td>Wed 4/14</td>
<td>Fri 4/16</td>
</tr>
</tbody>
</table>
The Author's role is to kick-off the discussion with the equivalent of a one-page paper (<400 words) addressing the Professor's question on the article. Their paper should consider the entire context of the article, link it to course learning and suggest a complete answer to the Professor's question. The Author's responses must be posted to the Thread by the Wednesday, 500PM before the follow-up class discussion. Each of the Author papers is 5% of the course grade (10% across both papers) and will be assessed using 'normal' letter grade/percentage ranges (i.e. 85% = B). As other students will be accessing your paper for their commentary, all late submissions will be penalized by 2 letter grades from the assessment they would have received otherwise.

The Commentator's role is to build on (or challenge) the Author's response given the information in the news article. Commentators should access the Thread after the Authors have posted their papers (Wednesday 500pm) and complete their comments prior to the Friday, 500pm before the follow-up class discussion. Comments should be brief (<100 words) and seek to bring in new insights, refine the direction of the discussion, highlight broader business implications, etc. ... in other words, add something rather than just reiterating previously made points. Combined, the 8 Commentator assignments are worth 15% of the course grade. Feedback will be given on a 0-5 point scale, with 5 representing Excellent contributions and 1 reflecting Poor contributions (0 for no response). The Professor will provide the students with their rating and the class average within a week after the follow-up in-class Discussion. The average VT ratings will be translated into 'normal' grade percentages at the end of the term.

- **Case Reports**
  Case Reports are more complete, 3-page responses to a more fully fleshed-out business situation. The cases used in this course have been selected to focus on each of the 3 strategic steps of channel management (mapping, design and management). The schedule of Case Reports, questions and due dates is listed below:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Case</th>
<th>Questions for Report</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channel Mapping</td>
<td>FormPrint</td>
<td>Using the Mapping lenses, how are the hospital &amp; clinic segments different? What implications does this have on Clinic channel design?</td>
<td>February 15</td>
</tr>
<tr>
<td>Channel Mapping</td>
<td>Ortho500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Channel Design</td>
<td>Porcini's Pronto</td>
<td>Assess each of the channel options (Company-owned, Franchise, Syndication) using the framework outlined in class. How are your management priorities shaped by each choice?</td>
<td>March 8</td>
</tr>
<tr>
<td>Channel Management</td>
<td>Clique Pens</td>
<td>Assess Clique’s market position and business goals. What short &amp; long-term actions would you recommend to Elise Ferguson?</td>
<td>April 19</td>
</tr>
<tr>
<td>Channel Management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Case Reports should be drafted in line with the following guidelines:
- Reports are limited to a maximum of 3 pages, 1.0+ line spacing with normal font, exclusive of appendices. Please use appendices to visualize your argument or provide data tables but use good judgment on length.
- Reports will be graded on the quality of qualitative and quantitative insights, consideration of potential options, completeness & creativity of response to the assigned question, and overall writing style (clear, concise and logical).
- Case reports must be uploaded to the course Dropbox on Oaks by the start of the class session (4:00pm ET) on the date outlined above. As the case will be discussed in the class session, late submissions will be penalized by one letter grade (and that will increase for additional lateness).
- Cases are meant to be assessed and actioned with only the information given in the case. Please do not do any additional research on the company as part of your preparation.

- **Final Exam**
  The Final Exam is designed to cover learning from the entire semester and represents 16% of the overall course grade. The exam will be comprised of 6-8 short-answer questions (<200 word response), designed to assess understanding and integration of key concepts.

Results will be communicated to students within a week of the examination.
Participation in Class discussion
Active involvement in class discussion is critical to your learning and the learning of other students. While we will move between in-person and on-line formats, our goal should be to keep the discussion going seamlessly between environments. This is why we’re maintaining a synchronous schedule and expect video-on during virtual sessions. I will actively scan Zoom and seek contributions from students on-line during hybrid sessions, but would appreciate it if you could speak, raise your hand or otherwise signal your interest in adding to the discussion.

Regarding assessment, quality of contribution is more important than quantity. Top grades will be provided for contributions such as:
- Insightful diagnosis of root cause issues or anticipation of problems
- Proposing potential solutions with rationale and key success factors
- Building on other student comments & proposals, either as an enhancement or constructive challenge
- Thoughtful questions for outside speakers

Each student’s contributions will be evaluated after each session using a 0-5 point range with a 5 representing Excellent contributions (good preparation & insight, connecting-the-dots, challenging questions) and a 1 representing Minimal contributions. Lack of participation will be recorded as a zero.

Policies & Expectations:

Attendance & Classroom Behavior
Attendance is important to fully understanding key principles and benefiting from participation in discussion. Students are expected to both attend and participate in all class sessions either in-person or via Zoom. However, all classes will also be recorded on Zoom, so an asynchronous catch-up in the event of a missed session due to illness is acceptable.

A good learning environment depends on everyone contributing with good behaviors (the Professor included!). The following expectations apply to this course:
- Everyone should arrive at the classroom or Zoom site before the start of class (4:00pm).
- If we’re using Zoom, everyone should have their cameras on. The quality of the discussion and my ability to assess understanding requires this approach. Additionally, you should not multitask ... full engagement and participation is expected.
- Please be respectful of others. When on-line, this includes muting your mic unless speaking.
- If you are not able to attend a class session, please send me a text before the start of class.

Additionally, students should expect the following from the Professor:
- He is well-prepared for each discussion and able to manage class sessions effectively. He will use advance communications if unable to attend class session.
- He will provide feedback on written assignments in 2-5 business days, and a quick response to student questions or requests.
- He will treat students respectfully and fairly.

Students are allowed one unexcused absence for the course. Consistent with academic policies, the only ‘excused’ form of absence is when a student is acting as an official representative of the school (academic or athletic). Please contact me as early as possible when you determine that you will need to miss a class – I appreciate the notice and it gives us an opportunity to discuss assignments or class topics.

Students should expect to receive a Withdrawn Excessive Absences (WA) grade if they have two or more unexcused absences.

College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating
the error will be given to the student. The intervention, submitted by form and signed both by the
instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having
knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for
academic dishonesty will receive a XF in the course, indicating failure of the course due to academic
dishonesty. This grade will appear on the student’s transcript for two years after which the student may
petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended
(temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a
form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz
and/or test, no collaboration during the completion of the assignment is permitted. Other forms of
cheating include possessing or using an unauthorized study aid (which could include accessing
information via a cell phone or computer), copying from others’ exams, fabricating data, and giving
unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any
assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at
http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

- **Technology**
  Cell phones should be turned off during class session. Please let me know prior to class if you are facing
  extraordinary circumstances and need to keep your phone on. Laptop and Tablet computers should be
  kept in a closed position when participating in a face-to-face class session.

  Completion of the VoiceThread assignments and participation in the Zoom class sessions requires
  access to broadband internet. Please let me know if this presents an issue for you.

- **Disability**
  Please contact me if you have a disability that will impact your work in this course. Students will need to
  apply to the SNAP Office (Lightsey Center, Suite 104) for approval, but I would be glad to work with
  anyone requiring accommodation. The following link provides more information: Center for Disability
  Services/SNAP.

- **Inclement Weather, Pandemic or Substantial Interruption of Instruction**
  If the College of Charleston closes and members of the community are evacuated due to inclement
  weather, students are responsible for taking course materials with them in order to continue with
course assignments consistent with instructions provided by faculty. In cases of extended periods of
institution-wide closure where students have relocated, instructors may articulate a plan that allows
for supplemental academic engagement despite these circumstances.

- **Recording of Classes** (via ZOOM)
  Class sessions will be recorded via both voice and video recording. By attending and remaining in this
class, the student consents to being recorded. Recorded class sessions are for instructional use only and
may not be shared with anyone who is not enrolled in the class.

- **Mental & Physical Wellbeing**
  At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself
  experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you
  find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life
  events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the
  Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert
  Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to
  839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern
  Center). These services are there for you to help you cope with difficulties you may be experiencing and
to maintain optimal physical and mental health.
• **Food & Housing Resources**
  Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.
# Course Schedule – Sessions # 1 – 4

*All Class Sessions held in RSS #235 or Zoom, 4:00 - 6:45pm*

## Module: Introduction

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, January 11 | • Course outline & overview  
• GTM Strategy: Channel Stewardship |

### Reading & Cases:
- Rangan, “Developing & Managing Channels”. Sections 1 & 2.1 (pages 3-9)
- WSJ: “It’s All About Business Model Innovation, not New Technology”
- Professor’s slides (posted 1 wk before class)

### Learning Objectives:
- Understand course objectives and requirements
- Understand the basic types of channel structure, roles of participants and common applications
- Understand ‘Stewardship’, a framework for designing & managing go-to-market channels

### Assignments:
No assignments due for this class

## Module: Assessment

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, January 25 | • Channel Evolution Thread  
• GTM Strategy: Channel Mapping  
• Retail Channel overview |

### Reading & Cases:
- Rangan, “Developing & Managing Channels”. Section 2.2 (pages 9-16)
- Thread 1: WSJ Video “WalMart/TikTok deal”
- Professor’s slides (posted 1 wk before class)

### Assignments:
Thread 1: “What types of products would find ‘video commerce’ (in-video purchase) most effective? Is WalMart in a good position to develop the business model?”
- Authors: 1-page report to Thread Wed 1/20
- Commentators: Response due to Thread by Fri 1/22

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, February 1 | • Retail Channel Thread  
• Customer Assessment  
• Competitive Assessment |

### Reading & Cases:
- Quelch, “Hunley” case
- Thread 2: WSJ “Specialty Grocers Lose Their Edge”
- Professor’s slides (posted 1 wk before class)

### Assignments:
Thread 2: “What can specialty grocers do to improve their position? What can they ask suppliers to do for them?”
- Authors: 1-page report due to Thread Wed 1/27
- Commentators: Response due to Thread by Fri 1/29

<table>
<thead>
<tr>
<th>Session 4</th>
<th>Topics:</th>
</tr>
</thead>
</table>
| Monday, February 8 | • Customer Assessment Thread  
• Channel Assessment  
• Company Assessment |

### Reading & Cases:
- Thread 3: WSJ Video “Coronavirus May Forever Change Grocery Shopping”
- Professor’s slides (posted 1 wk before class)

### Assignments:
Thread 3: “What customer ‘needs’ may be changed permanently by the pandemic? What implications does this have for a food marketer?”
- Authors: 1-page report due to Thread Wed 2/3
- Commentators: Response due to Thread by Fri 2/5
## Module: Assessment

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, February 15 | • Channel Power Thread  
• FormPrint case discussion  
• Mapping Conclusions | • Thread 4: WSJ “Store Brands Cut...Big Food”  
• Cespedes, “FormPrint Ortho500” case  
• Professor’s slides (posted 1 wk before class) |

**Learning Objectives:**
- Discuss conclusions and learning from FormPrint case.
- Review & conclude Channel Mapping.
- Discuss Channel Power Thread reflections

**Assignments:**
- Mapping Case Report: “Using the Mapping lenses, how are the hospital & clinic segments different? What implications does this have on Clinic channel design”
  - Due to Dropbox on February 15th by 4:00pm
- Thread 4: “How is Private Label development undermining ‘Big Brand’ power? What should brand producers do?”
  - Authors: 1-page report due to Thread Wed 2/3
  - Commentators: Response due to Thread by Fri 2/5

## Module: Design

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, February 22 | • GTM Strategy: Building & Updating the Value Chain  
• Developing & Assessing Options | • Rangan, “Developing & Managing Channels”  
Section 2.3 & 2.5 (pages 16-24, 33-37)  
• Professor’s slides (posted 1 wk before class) |

**Assignments:**
- No assignment due

<table>
<thead>
<tr>
<th>Session 7</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, March 1 | • Option Assessment Thread  
• Franchise Channel review | • Thread 5: HBS “Sell Direct or thru Amazon?”  
• Gompers, “Note on Franchising”  
• Professor’s slides (posted 1 wk before class) |

**Assignments:**
- Thread 5: “How does the choice of RTM model (Direct, Amazon or other) shape PedalSpark’s future priorities & capabilities?”
  - Authors: 1-page report due to Thread Wed 2/24
  - Commentators: Response due to Thread by Fri 2/26

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Monday, March 8 | • Porcini’s Pronto case discussion  
• Alliances & JVs as Channels | • Heskett, “Porcini’s Pronto” case  
• Hughes & Weiss, “Simple Rules for ... Alliances”  
• Stobaugh, “Note on use of Alliances”  
• Professor’s slides (posted 1 wk before class) |

**Assignments:**
- Design Case Report: “Assess each of the channel options (Company-owned, Franchise, Syndication) using the framework outlined in class. How are your management priorities shaped by each choice?”
  - Due to Dropbox by March 8th, 4:00pm
Course Schedule – Sessions # 9 – 12
All Class Sessions held in RSS #235 or Zoom, 4:00 - 6:45pm

### Module: Design

<table>
<thead>
<tr>
<th>Session 9</th>
<th>Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, March 15</td>
<td>Alliance/JV Thread</td>
</tr>
<tr>
<td></td>
<td>Channel Management Framework</td>
</tr>
<tr>
<td></td>
<td>Legal &amp; Regulatory environment</td>
</tr>
</tbody>
</table>

**Reading & Cases:**
- Yao, “Note on Antitrust & Competitive Tactics”
- Thread 6: WSJ “MolsonCoors Forms Yuengling JV”
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Understand use & role of a Channel Management Framework.
- Discuss Alliance/JV Thread reflections

**Assignments:**
- Thread 6: “What actions, if any, should Yuengling management take in forming the JV to protect their brand image?”
  - Authors: 1-page report due to Thread Wed 3/10
  - Commentators: Response due to Thread by Fri 3/12

### Module: Management

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<td>GTM Strategy: Aligning &amp; Influencing Systems</td>
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**Reading & Cases:**
- Rangan, “Developing & Managing Channels”. Section 2.4 (pages 25-33)
- Whitler, “Country Market Collection”
- Thread 7: WSJ Video “Developers vs App Store”
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Understand key elements of managing GTM systems
- Practice conflict management skills via a Country Market case role play.
- Discuss Legal/Regulatory Thread reflections

**Assignments:**
- Thread 7: “Does Apple’s App Store model constitute a monopoly? What actions would you take as the CEO of Apple?”
  - Authors: 1-page report due to Thread Wed 3/17
  - Commentators: Response due to Thread by Fri 3/19

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**Reading & Cases:**
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Understand key factors building Trust and how to manage relationships for maximum effectiveness.
- Review key success factors for establishing a new Indirect route-to-market
- Understand the Distributor & VAR channels and how to operate them for greatest effectiveness.

**Assignments:**
- No assignment due

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**Reading & Cases:**
- Thread 8: WSJ “Beer Battle Brews”
- Professor’s slides (posted 1 wk before class)

**Assignments:**
- Thread 8: “If you were a craft brewer using an exclusive distributor, would you aggressively leverage the ‘tap room’ loophole, strictly adhere to the 3-tier system or take another approach?”
  - Authors: 1-page report due to Thread Wed 3/24
  - Commentators: Response due to Thread by Fri 3/26
## Module: Management

### Session 13
**Monday, April 12**

**Topics:**
- Conflict Management Thread
- Change Management
- Sales & Performance Management

**Reading & Cases:**
- Thread 9: WSJ “Tech Start-Up ... Runs Into Ag Giants”
- Bucklin: Are you tough enough?
- Kotler: Ending the War Between Sales & Marketing
- Professor’s slides (posted 1 week before class)

**Learning Objectives:**
- Understand key elements of how to structure, align and motivate channel sales organizations.
- Understand the importance of Change Management programs for effective management of channel partners.
- Discuss Conflict Management Thread reflections.

**Assignments:**
- Thread 9: “If you were the CEO of a major Ag Supply business, how might you address the emerging “unbundled” customer offer?”
  - Authors: 1-page report due to Thread Wed 4/7
  - Commentators: Response due to Thread by Fri 4/9

### Session 14
**Monday, April 19**

**Topics:**
- Change Management Thread
- Clique Pens case discussion
- Course Summary
- Student Feedback

**Reading & Cases:**
- Thread 10: WSJ “Ace Hardware Makes a Bet”
- Cespedes, “Clique Pens” case

**Learning Objectives:**
- Practice strategy implementation through the Clique Pens case.
- Discuss Change Management Thread reflections.
- Summarize & reinforce key GTM strategy and management principles.
- Gather student input for future course improvement.

**Assignments:**
- Thread 10: “What priorities does CEO Venhuizen need to focus on to ensure a successful e-commerce program?”
  - Authors: 1-page report due to Thread Wed 4/14
  - Commentators: Response due to VoiceThread by Fri 4/16
- Channel Management Case Report: “Assess Clique’s market position and business goals. What short & long-term actions would you recommend to Elise Ferguson?”
  - Due to Dropbox by April 19th, 4:00pm
Reading List

Background Notes/Journal Articles:

Cases:

Journal Articles

News Publications: