Go-to-Market Strategy & Management
MKTG 360-01/CRN: 21203
Spring 2022

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
Jewish Studies Center #233
All class sessions are planned as in-person. Please let me know if you have remote participation requirements.

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
Student capability in channel strategy & management is best developed through an in-person classroom format ... issues such as power dynamics or conflict management require discussion and personal engagement. Subject to changes in College guidance, the plan is to complete the course using in-person sessions. However, if required, the course has been designed so that we can move to a Zoom format without changing the flow or content and. If an individual needs to isolate or quarantine, they should contact the Professor for a link to the session. Unless this accommodation has been arranged, the expectation is that students will attend classes in-person and in compliance with College rules on masks, etc.

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 Discussion Thread 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>
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<tr>
<td>Intro 1</td>
<td>Intro 8</td>
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<td>Intro 2</td>
<td>Intro 9</td>
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<td>Intro 11</td>
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<td>Intro 7</td>
<td>Intro 14</td>
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<td>Design 12</td>
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<td>Intro 6</td>
<td>Design 13</td>
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<td>Intro 7</td>
<td>Design 14</td>
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<td>Design 1</td>
<td>Management 8</td>
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<td>Management 9</td>
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<td>Management 11</td>
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<td>Management 12</td>
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<td>Design 6</td>
<td>Management 13</td>
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<td>Design 7</td>
<td>Management 14</td>
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<td>Design 8</td>
<td>Wrap 16</td>
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<td>Design 9</td>
<td>Wrap 17</td>
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<td>Design 10</td>
<td>Wrap 18</td>
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<td>Design 11</td>
<td>Wrap 19</td>
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<td>Design 12</td>
<td>Wrap 20</td>
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<td>Design 13</td>
<td>Wrap 21</td>
</tr>
<tr>
<td>Design 14</td>
<td>Wrap 22</td>
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</tbody>
</table>

**Reading Materials**

The reading list for the course is summarized on page 11 of this syllabus. Published Case studies and Notes/Articles can be purchased directly from the Harvard Business Publishing site (HBS link). Newspaper and journal articles can be accessed via links included on page 11 of this syllabus and in the Session tabs on the Oaks course site. Students have the option of using free Library links or their WSJ subscription for access to Discussion Thread articles. Additionally, the Professor’s presentation slides will be posted to Oaks approximately a week before each class.

**Grading**

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

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>% Weighting</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Discussion Threads</td>
<td>33%</td>
</tr>
<tr>
<td>• Author paper (2 x 6% = 12%)</td>
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<tr>
<td>• Author discussion (2 x 2.5% = 5%)</td>
<td></td>
</tr>
<tr>
<td>• Commentor role (11 total = 16%)</td>
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<tr>
<td>Case Reports</td>
<td>52%</td>
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<tr>
<td>• 4 x 13% each</td>
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</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 13 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 on the 11 OTHER topics. Author responsibilities will be discussed in the 1st class session and I’ll post them in the Syllabus tab of the course Oaks site. The schedule of Thread topics, questions and Author/Commentor due dates is listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Article</th>
<th>Question</th>
<th>Author Due (5pm)</th>
<th>Commentor Due (5pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Channel Stewardship</td>
<td>WSJ: Amazon Got Us Hooked ...</td>
<td>Is 2-3 day shipping a reasonable customer expectation? What should Charleston Gourmet Burger do?</td>
<td>Wed 1/19</td>
<td>Fri 1/21</td>
</tr>
<tr>
<td>2. Retail Channel</td>
<td>WSJ: Instacart Looked Like a Savior ...</td>
<td>What are the pros &amp; cons of Instacart for grocery retailers? What should an independent or small chain do?</td>
<td>Wed 1/26</td>
<td>Fri 1/28</td>
</tr>
<tr>
<td>3. Customer Assessment</td>
<td>WSJ: E-Commerce Needs Real Locations ...</td>
<td>What does the changing mix of physical retail stores say about changes in customer needs &amp; decision-making?</td>
<td>Wed 2/2</td>
<td>Fri 2/4</td>
</tr>
<tr>
<td>5. 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 2/16</td>
<td>Fri 2/18</td>
</tr>
<tr>
<td>6. Option Assessment</td>
<td>HBS: PedalSpark</td>
<td>How does the RTM choice (Direct, Amazon or other) shape PedalSpark’s future priorities &amp; capabilities?</td>
<td>Wed 2/23</td>
<td>Fri 2/25</td>
</tr>
<tr>
<td>7. Franchise Channel</td>
<td>WSJ: Rise of New Hotel Brands Irks Some</td>
<td>Why are large hoteliers pursuing brand proliferation? Would you address or ignore franchisee concerns?</td>
<td>Wed 3/2</td>
<td>Fri 3/4</td>
</tr>
<tr>
<td>8. JVs &amp; 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 interests?</td>
<td>Wed 3/16</td>
<td>Fri 3/18</td>
</tr>
<tr>
<td>9. Legal &amp; Regulatory</td>
<td>WSJ: How Amazon Strong-Arms Partners</td>
<td>Should anti-tying legislation be strengthened, better enforced or left as-is? Which of Amazon’s practices is most concerning?</td>
<td>Wed 3/23</td>
<td>Fri 3/25</td>
</tr>
<tr>
<td>10. Channel Management</td>
<td>WSJ: Everything Must Go</td>
<td>Given the growth &amp; attractiveness of online channels, what responsibility do car brands have to their traditional dealer networks?</td>
<td>Wed 3/30</td>
<td>Fri 4/1</td>
</tr>
<tr>
<td>11. New Indirect Channel</td>
<td>WSJ: Comcast Launches Smart TV</td>
<td>Comcast has never sold through a 3rd Party retailer before. What actions should they take to maximize XClass’s success?</td>
<td>Wed 4/6</td>
<td>Fri 4/8</td>
</tr>
<tr>
<td>12. Conflict Management</td>
<td>WSJ: Tech Start-Up .. Runs Into Ag Giants</td>
<td>As the CEO of a large seed supplier, you’ve decided to market through FBN. How would you structure your offer?</td>
<td>Wed 4/13</td>
<td>Fri 4/15</td>
</tr>
<tr>
<td>13. Change Management</td>
<td>WSJ: Cosmic Wings (are) From Applebees</td>
<td>What change management priorities should Applebee’s CEO focus on when implementing the virtual brand strategy internally &amp; across the franchise network?</td>
<td>Wed 4/20</td>
<td>Fri 4/22</td>
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</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 topic by the Wednesday, 500PM before the follow-up class discussion. The next class session will begin with the Authors (usually 3 persons) leading a discussion of the topic with the entire class. Each of the Author papers is 6% of the course grade and leadership of the in-class discussion is 2.5% of the course grade. 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 Commentor’s role is to build on (or challenge) the Author’s response given the information in the news article. Commentors should access the topic after the Authors have posted their Threads (Wednesday 500pm) and complete their responses 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 11 Commentor assignments are worth 16% 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 Thread 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 Ortho500</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 14</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 14</td>
</tr>
<tr>
<td></td>
<td>Aqualisa Quartz</td>
<td>“What strategy should Aqualisa pursue to grow Quartz? Be specific about the target, channel strategy &amp; value proposition.”</td>
<td>April 4</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 25</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.

- **Participation in Class discussion**
  Active involvement in class discussion is critical to your learning and the learning of other students. 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
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 course principles and benefiting from participation in discussion. In-person attendance by the entire class improves the quality of discussion and helps ensure equal opportunity for all students (it’s inherently difficult for the Professor to focus equally on students across both physical & virtual formats). Therefore, students will be expected to attend class in-person unless they should be quarantined/isolated or the College changes policy on in-person classes. However, technology allowing, classes will also be recorded on Zoom for student reference or catch-up in the event of a missed session. Please let me know if you need to isolate but are able to join-in on a class session – I’m happy to provide a link for “live” Zoom participation in these circumstances.

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 three 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 Discussion Thread 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 CoF 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.
## Module: Introduction

### Session 1

**Topics:**
- Course outline & overview
- GTM Strategy: Channel Stewardship

**Reading & Cases:**
- Rangan, “Developing & Managing Channels”. Sections 1 & 2.1 (pages 3-9)
- 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

### Session 2

**Topics:**
- Stewardship Thread
- GTM Strategy: Channel Mapping
- Retail Channel overview

**Learning Objectives:**
- Understand key elements of Mapping.
- Recognize the wide range of Retail channel formats, what they’re capable of and how to manage them as a Marketer.
- Discuss Stewardship Thread reflections.

**Assignments:**
- Thread 1: “Is 2-3 day shipping a reasonable customer expectation? What should Charleston Gourmet Burger do?”
  - Authors: 1-page report due to Thread Wed 1/19
  - Commentors: Response due to Thread by Fri 1/21

### Session 3

**Topics:**
- Retail Channel Thread
- Customer Assessment
- Competitive Assessment

**Learning Objectives:**
- Understand key elements of the Customer and Competition lenses of Mapping. Practice using the Hunley case.
- Discuss Retail Channel Thread reflections

**Assignments:**
- Thread 2: “What are the most important pros & cons of Instacart for grocery retailers? What should an independent or small chain retailer do?”
  - Authors: 1-page report due to Thread Wed 1/26
  - Commentors: Response due to Thread by Fri 1/28

### Session 4

**Topics:**
- Customer Assessment Thread
- Channel Assessment
- Company Assessment
- Agent Channel overview

**Learning Objectives:**
- Continue review of the Channel Mapping process, focusing on the Channel and Company lenses.
- Discuss Customer Assessment Thread reflections.

**Assignments:**
- Thread 3: “What does the changing mix of physical retail stores say about changes in customer needs and decision-making?”
  - Authors: 1-page report due to Thread Wed 2/2
  - Commentors: Response due to Thread by Fri 2/4

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**Module: Assessment**

*No class session Monday, January 17, due to MLK Holiday*

### Session 2

**Topics:**
- Stewardship Thread
- GTM Strategy: Channel Mapping
- Retail Channel overview

**Reading & Cases:**
- Rangan, “Developing & Managing Channels”. Section 2.2 (pages 9-16)
- Hagiu, “Don’t let Platforms Commoditize your Business”
- Thread 1: WSJ “Amazon Got Us Hooked on One-Day ...”
- Professor’s slides (posted 1 wk before class)

**Assignments:**
- Thread 1: “Is 2-3 day shipping a reasonable customer expectation? What should Charleston Gourmet Burger do?”
  - Authors: 1-page report to Thread Wed 1/19
  - Commentors: Response due to Thread by Fri 1/21

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### Session 3

**Topics:**
- Retail Channel Thread
- Customer Assessment
- Competitive Assessment

**Reading & Cases:**
- Quelch, “Hunley” case
- Thread 2: WSJ “Instacart Looked Like a Savior ...”
- Professor’s slides (posted 1 wk before class)

**Assignments:**
- Thread 2: “What are the most important pros & cons of Instacart for grocery retailers? What should an independent or small chain retailer do?”
  - Authors: 1-page report due to Thread Wed 1/26
  - Commentors: Response due to Thread by Fri 1/28

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### Session 4

**Topics:**
- Customer Assessment Thread
- Channel Assessment
- Company Assessment
- Agent Channel overview

**Reading & Cases:**
- Thread 3: WSJ “E-Commerce Needs Real Store Locations ...”
- Professor’s slides (posted 1 wk before class)

**Assignments:**
- Thread 3: “What does the changing mix of physical retail stores say about changes in customer needs and decision-making?”
  - Authors: 1-page report due to Thread Wed 2/2
  - Commentors: Response due to Thread by Fri 2/4
## Module: Assessment

### Session 5
**Monday, February 14**

#### Topics:
- Channel Power Thread
- FormPrint case discussion
- Distributor & VAR Channel overview

#### Reading & Cases:
- 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 14th by 4:00pm

**Thread 4:** “How does Private Label development undermine ‘Big Brand’ power? What should brand producers do?”
- Authors: 1-page report due to Thread Wed 2/9
- Commentors: Response due to Thread by Fri 2/11

### Module: Design

### Session 6
**Monday, February 21**

#### Topics:
- Distributor Channel Thread
- GTM Strategy: Building & Updating the Value Chain
- Developing & Assessing Options

#### Reading & Cases:
- Rangan, “Developing & Managing Channels” Section 2.3 & 2.5 (pages 16-24, 33-37)
- Thread 5: WSJ “Beer Battle Brews ...”
- Professor’s slides (posted 1 wk before class)

#### Learning Objectives:
- Option development and techniques for stimulating alternatives.
- Discuss method for assessing alternatives. Practice through application to the Hunley case.

#### Assignments:
**Thread 5:** “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 2/16
- Commentors: Response due to Thread by Fri 2/18

### Session 7
**Monday, February 28**

#### Topics:
- Option Assessment Thread
- Franchise Channel review

#### Reading & Cases:
- Thread 6: HBS “Sell Direct or thru Amazon?”
- Gompers, “Note on Franchising”
- Professor’s slides (posted 1 wk before class)

#### Learning Objectives:
- Understand the Franchise model, its key strengths & limitations.
- Discuss Option Assessment Thread reflections

#### Assignments:
**Thread 6:** “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 2/23
- Commentors: Response due to Thread by Fri 2/25
## Module: Design

**No class session on Monday, March 7, due to Spring Break**

<table>
<thead>
<tr>
<th>Session 8</th>
<th>Topics:</th>
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<tbody>
<tr>
<td>Monday, March 14</td>
<td>Franchise Channel Thread</td>
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<tr>
<td></td>
<td>Porcini’s Pronto case discussion</td>
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<td></td>
<td>Alliances &amp; JVs as Channels</td>
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<td>Learning Objectives:</td>
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<tr>
<td>- Discuss conclusions and learning from Porcini’s Pronto case report.</td>
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<tr>
<td>- Understand benefits &amp; limitations of Alliances &amp; JVs as a route-to-market</td>
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<td>Assignments:</td>
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<tr>
<td>- Design Case Report-1: “Assess each of the channel options (Company, Franchise, Syndication) using the framework outlined in class. How are your management priorities shaped by each choice?”</td>
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<td>Due to Dropbox by March 14th, 4:00pm</td>
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<tr>
<td>- Thread 7: “Why are large hoteliers pursuing brand proliferation? Would you address or ignore franchisee concerns?”</td>
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<td>Authors: 1-page report due to Thread Wed 3/2</td>
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<td>Commentors: Response due to Thread by Fri 3/4</td>
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<thead>
<tr>
<th>Session 9</th>
<th>Topics:</th>
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<tbody>
<tr>
<td>Monday, March 21</td>
<td>Alliance/JV Thread</td>
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<td>Channel Management Framework</td>
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<td>Legal &amp; Regulatory environment</td>
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<td>Learning Objectives:</td>
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<tr>
<td>- Understand use &amp; role of a Channel Management Framework.</td>
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<td>- Understand Legal &amp; Regulatory environment regarding channels.</td>
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<td>Assignments:</td>
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<td>- Thread 8: “What actions, if any, should Yuengling management take in forming the JV to protect their brand image?”</td>
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<tr>
<td></td>
<td>Authors: 1-page report due to Thread Wed 3/16</td>
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<td>Commentors: Response due to Thread by Fri 3/18</td>
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## Module: Management

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<th>Session 10</th>
<th>Topics:</th>
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<tr>
<td>Monday, March 28</td>
<td>Legal/Regulatory Thread</td>
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<td>GTM Strategy: Aligning &amp; Influencing Systems</td>
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<tr>
<td>Reading &amp; Cases:</td>
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<tr>
<td>- Rangan, “Developing &amp; Managing Channels”. Section 2.4 (pages 25-33)</td>
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<tr>
<td>- Thread 9: WSJ: “Amazon strong-arms partners ...”</td>
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<td>Professor’s slides (posted 1 wk before class)</td>
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<tr>
<td>Learning Objectives:</td>
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<tr>
<td>- Understand key elements of managing GTM systems</td>
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<td>- Reflect on channel conflict dynamics via role play.</td>
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<td>Assignments:</td>
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<td>- Thread 9: “Should anti-tying legislation be strengthened, better enforced or left as-is? Which of Amazon’s practices is most concerning?”</td>
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<tr>
<td></td>
<td>Authors: 1-page report due to Thread Wed 3/23</td>
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<td>Commentors: Response due to Thread by Fri 3/25</td>
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<tr>
<th>Session 11</th>
<th>Topics:</th>
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<tr>
<td>Monday, April 4</td>
<td>Aqualisa Quartz case discussion</td>
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<td>Trust &amp; Adverse Events</td>
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<td>Launching an Indirect Channel</td>
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<td>Reading &amp; Cases:</td>
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<tr>
<td>- Moon, “Aqualisa Quartz” case</td>
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<tr>
<td>- Thread 10: WSJ: “Everything Must Go”</td>
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<td>Professor’s slides (posted 1 wk before class)</td>
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<td>Learning Objectives:</td>
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<tr>
<td>- Discuss conclusions from Aqualisa Quartz case.</td>
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<td>- Understand key factors building trust and how to manage relationships for maximum effectiveness.</td>
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<td>- Review success factors for a new Indirect RTM.</td>
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<td>Assignments:</td>
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<td>- Design Case-2: “What strategy should Aqualisa pursue to grow Quartz? Be specific about the target, channel strategy and value proposition”</td>
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<td>Due to Dropbox by April 4th, 4:00pm</td>
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<td>- Thread 10: “Given the growth &amp; attractiveness of online channels, what responsibility do car brands have to their traditional dealer networks?”</td>
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<td>Authors: 1-page report due to Thread Wed 3/30</td>
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<td>Commentors: Response due to Thread by Fri 4/1</td>
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### Module: Management

#### Session 12
- **Topics:**
  - New Indirect Channel Thread
  - Conflict Management
  - Sales Management
- **Reading & Cases:**
  - Thread 11: WSJ “Comcast launches Smart TV”
  - Professor’s slides (posted 1 wk before class)
- **Assignments:**
  - Thread 11: “Comcast has never sold through a 3rd Party retailer before. What actions should they take to maximize XClass’s success?”
    - Authors: 1-page report due to Thread Wed 4/6
    - Commentors: Response due to Thread by Fri 4/8

- **Learning Objectives:**
  - Understand the different causes of channel conflict, which forms of conflict are most dangerous and how to address the issues.
  - Understand key elements of how to structure, align and motivate channel sales organizations.
  - Discuss Distributor Thread reflections

#### Session 13
- **Topics:**
  - Conflict Management Thread
  - Change Management
  - Performance Management
- **Reading & Cases:**
  - Thread 12: 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 wk before class)
- **Assignments:**
  - Thread 12: “As the CEO of a large seed supplier, you’ve decided to market through FBN. How would you structure your offer?”
    - Authors: 1-page report due to Thread Wed 4/13
    - Commentors: Response due to Thread by Fri 4/15

- **Learning Objectives:**
  - Understand the importance of Change Management programs for effective management of channel partners
  - Understand key elements of a well-designed Performance Management system
  - Discuss Conflict Management Thread reflections

### Module: Wrap-up

#### Session 14
- **Topics:**
  - Change Management Thread
  - Clique Pens case discussion
  - Course Summary
  - Student Feedback
- **Reading & Cases:**
  - Thread 13: WSJ “Cosmic Wings (are) from Applebees”
  - Cespedes, “Clique Pens” case
- **Assignments:**
  - Thread 13: “What change management priorities should Applebee’s CEO focus on when implementing the virtual brand strategy internally & across the franchise network?”
    - Authors: 1-page report due to Thread Wed 4/20
    - Commentors: Response due to Thread by Fri 4/22
  - **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 25th, 4:00pm

- **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
Reading List

Background Notes/Journal Articles:

Cases:

Journal Articles

News Publications: (including both Library links & Direct WSJ links)
- “Amazon Got Us Hooked on One-Day Delivery – Now Small Businesses Are Paying for it”. WSJ, June 12, 2021
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2540027816/61383BF45B8574F8APQ/1
  WSJ Direct: https://www.wsj.com/articles/amazon-got-us-hooked-on-one-day-delivery-now-small-businesses-are-paying-for-it-11623470404
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2472978627/AC8636719168417CPQ/1
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2601960637/D259A8779C304FC2PQ/1
  WSJ Direct: https://www.wsj.com/articles/e-commerce-needs-real-store-locations-now-more-than-ever-11637836200
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2264949374/45C5C1A169AB14857PQ/1
  WSJ Direct: https://www.wsj.com/articles/store-brands-cut-into-big-food-11564311601
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2048515413/92B8DEE26C345150PQ/1
  Library Link: https://www.proquest.com.nuncio.cofc.edu/wallstreetjournal/docview/24242581149/CEEB045E2B1942D5PQ/1
- “How Amazon Strong-Arms Partners Using Its Power Across Multiple Businesses”, WSJ, April 14, 2021
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2512358488/2E5ECBFE35954DC0PQ/1
- “Everything must Go. The American Car Dealership is for sale”, WSJ, WSJ, September 11, 2021.
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2571385677/869223D80C624D6PQ/6
  WSJ Direct: https://www.wsj.com/articles/everything-must-go-the-american-car-dealership-is-for-sale-11631332812
- “Comcast launches Smart TV for US Market in Bid to take on Roku & Amazon”, WSJ, October 19, 2021.
  Library Link: https://www.proquest.com/wallstreetjournal/docview/2583093569/36BAA660E804D6PQ/1
- “Cosmic Wings ... (are) really from Applebees”, WSJ, March 28, 2021.
  Library link: https://www.proquest.com.nuncio.cofc.edu/wallstreetjournal/docview/250597687/8D91E31C05A64D6FPQ/1
  WSJ Direct: https://www.wsj.com/articles/those-cosmic-wings-you-had-delivered-theyre-really-from-applebees-1161640000