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
Tuesdays/Thursdays 8:00 – 10:40am
Beatty Center #212
All class sessions (except October 28) are planned as in-person. Please let me know if you have remote participation requirements. The October 28th session will be asynchronous due to a conflict of the Professor’s.

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 health guidance, the plan is to complete the course using in-person sessions (except for October 28th). Nevertheless, we can move to a remote or Zoom-based class format immediately if required.

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>
<th>Topics</th>
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</thead>
</table>
| Intro          | 1. Course introduction & overview  
2. Channel Stewardship |
| Assessment     | 2. Channel Mapping  
3. Retail Channel overview  
4. Customer assessment  
5. Channel assessment, inc. Power  
6. Company assessment  
7. Agent, Distributor & VAR Channels  
8. Legal & Regulatory environment  
9. Mapping conclusions  
10. Building & Updating Value Chain  
11. FormPrint Ortho500 case discussion  
12. Developing & Assessing Options  
13. Franchise Channel overview |
| Design (cont)  | 8. Channel Management Framework  
9. Launching an Indirect Channel  
10. Alliances & JVs as Channel models  
11. Porcini’s Pronto case discussion  
12. Aligning & Influencing Systems  
13. Trust & Adverse Events |
| Management     | 10. Conflict Management  
11. Sales & Performance Management  
12. Change Management  
13. Independent Strategy Review discussion |
| Wrap           | 13. Clique Pens case discussion  
14. 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 (HBS link). 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 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 and should be reviewed prior to each session.

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: Author 6%, Commentor 15%</td>
<td>21%</td>
</tr>
<tr>
<td>Case Reports: 3 reports x 13%</td>
<td>39%</td>
</tr>
<tr>
<td>Independent Strategy Review</td>
<td>20%</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 7 Thread topics covered during the course. Each student will be assigned the task of being the Author on one of the topics and is expected to provide Commentary on the article & student papers for ALL OTHER of the 6 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 (see Oaks or page 12 for links)</th>
<th>Question</th>
<th>Author Due (5pm)</th>
<th>Commentor Due (5pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retail Channel</td>
<td>WSJ: &quot;Why Express (etc.) now sells items from all over&quot;</td>
<td>&quot;Is the development of 3rd Party access to major retail sites a big deal for small/medium marketers? Why or why not?&quot;</td>
<td>Sun 10/17</td>
<td>Tue 10/19</td>
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<tr>
<td>2. Customer Assessment</td>
<td>WSJ: &quot;Instacart wants to be an Influencer&quot;</td>
<td>&quot;How does Instacart change consumer decision-making and purchasing behavior? Has it helped or hurt retailers?&quot;</td>
<td>Fri 10/22</td>
<td>Sun 10/24</td>
</tr>
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<tr>
<td>3. Mapping Conclusions</td>
<td>WSJ: &quot;Tech Start-Up ... runs into Ag Giants&quot;</td>
<td>&quot;If you were just named a Big Seed CEO, how would you view FBN? Unimportant, Threat or Opportunity? Why?&quot;</td>
<td>Fri 10/29</td>
<td>Sun 10/31</td>
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<td>4. Franchise Channel</td>
<td>WSJ: &quot;Rise of new hotel brands irks some...&quot;</td>
<td>&quot;Why are large hoteliers pursuing brand proliferation? Would you address or ignore franchisee concerns?&quot;</td>
<td>Fri 11/5</td>
<td>Sun 11/7</td>
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<td>5. JVs/Alliances</td>
<td>WSJ: Molson Coors JV with Yuengling</td>
<td>&quot;What actions (if any) should Yuengling management take in forming the JV to protect their interests?&quot;</td>
<td>Fri 11/12</td>
<td>Sun 11/14</td>
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<tr>
<td>6. Conflict Management</td>
<td>WSJ: &quot;Apple’s fight for control&quot;</td>
<td>&quot;Assuming Apple’s App Store is found to be a monopoly and ‘sideloading’ must be allowed, what steps (if any) should Tim Cook take with the App Developers?&quot;</td>
<td>Fri 11/19</td>
<td>Sun 11/21</td>
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<tr>
<td>7. Change Management</td>
<td>WSJ: &quot;Cosmic Wings ... are really from Applebee’s&quot;</td>
<td>&quot;As a restaurant CEO would you continue to develop ghost brands like Applebee’s and, if so, what change management priorities would you focus on?&quot;</td>
<td>Fri 11/26</td>
<td>Sun 11/28</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 time/date listed above. The Author paper is 5% of the course grade 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 Commentor's role is to build on (or challenge) the Author's response given the information in the news article. Commentors should access the Thread after the Authors have posted their papers and complete their comments prior to the time/date listed above. 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 6 Commentor 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 Commentor 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 are 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>November 2</td>
</tr>
<tr>
<td></td>
<td>Ortho500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Channel Design</td>
<td>Porcini’s</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>November 11</td>
</tr>
<tr>
<td></td>
<td>Pronto</td>
<td></td>
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</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>November 30</td>
</tr>
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</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 (8:00am 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.

• **Independent Strategy Review**

The Independent Strategy Review (ISR) project provides an opportunity for students to conduct a more comprehensive assessment and strategy recommendation than can be done on a published case, and to do this work on a business of personal interest. Students should select a business they are familiar with (one where they, their parents, friends or relatives work or have worked) or one that interests them from a career or news standpoint.

Your ISR is a unique project and requires substantial research and problem-solving effort, so it’s the single largest written assignment representing 20% of the course grade. It is due near the end of the course (Tuesday, November 23rd by 8:00am) to give you an opportunity utilize the Assessment & Design components of the course and complete the research and ideation.

To complete the project, the student is expected to research the firm’s overall business strategy, market and competitive environment, and channel practices for the firm and the broader industry. It is strongly recommended that the student interview relevant company personnel (if it’s a company they have relationships with) or study the firm and industry via public documents (annual reports, news articles, etc.). It’s best to target Managers in the Sales, Marketing or Customer Service functions or senior executives for interviews as they will have the best understanding of the issues to be explored.

The focus of the paper is to complete the Channel Mapping process for your firm, including the identification of Options for future evaluation (I’d like to see how creative you can be in formulating potential solutions for the issues you identify in Mapping, but do not expect you to be able to assess as an outsider). If your company is large, it’s usually best to focus on a specific brand so that you focus on a specific customer target and set of needs.

The attached document provides more detailed guidance for ISR completion:
Finally, it is recommended that students discuss their proposed firm and research plan with the Professor before beginning the project. Coaching is available throughout the study and writing period if needed.

- **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, but top grades will be provided for comments 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 against the following rating standard:

- **Non-Participant**: Present but did not contribute or missed class. No participation credit for grading purposes.
- **Minimal Contributor**: Ideas offered were not substantive or not particularly constructive. Little new perspective added.
- **Good Contributor**: Active and constructive contributions provided. Good preparation and reflection on theory or cases evident. Arguments well substantiated.
- **Outstanding Contributor**: Contributions reflect exceptional preparation and insight, connecting material to broader business context. Arguments are well substantiated and persuasive.

In addition to participation throughout each of the class sessions, the course has been structured to include discussion of news articles and role-play. Students are expected to take turns leading a class discussion of articles or role-plays. It is expected that every student will participate in at least one news/role-play exercise during the term.

**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, 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!). These include the following expectations:

  - Everyone should arrive at the classroom before the start of class (8:00am).
  - Students are expected to be focused on the classroom, not multitasking. In general, computers or devices should be off, unless being used for note taking.
  - 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](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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php).

- **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.
### Module: Introduction

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Tuesday, October 12 | • Course outline & overview  
• GTM Strategy: Channel Stewardship | • Rangan, “Developing & Managing Channels”. Sections 1 & 2.1 (pages 3-9)  
• Professor’s slides (posted 1 wk before class) |

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
</tr>
</thead>
</table>
| • 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 |

<table>
<thead>
<tr>
<th>Assignments:</th>
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<tbody>
<tr>
<td>No assignments due for this class</td>
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### Module: Assessment

<table>
<thead>
<tr>
<th>Session 2</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Thursday, October 14 | • GTM Strategy: Channel Mapping  
• Retail Channel overview | • Rangan, “Developing & Managing Channels”. Section 2.2 (pages 9-16)  
• Hagiu, “Don’t Let Platforms Commoditize Your Business”  
• Professor’s slides (posted 1 wk before class) |

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
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</thead>
</table>
| • 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. |

<table>
<thead>
<tr>
<th>Assignments:</th>
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<tr>
<td>No assignments due for this class</td>
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**No class session Tuesday, October 19, due to Fall Break**

<table>
<thead>
<tr>
<th>Session 3</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Thursday, October 21 | • Retail Channel Thread  
• Customer Assessment  
• Competitive Assessment | • Quelch, “Hunley” case  
• Thread 1: WSJ “Why Express, etc. now sell items from all over”  
• Professor’s slides (posted 1 wk before class) |

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
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</table>
| • Understand key elements of the Customer and Competition lenses of Mapping. Practice using the Hunley case.  
• Discuss Retail Channel Thread reflections |

<table>
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<tr>
<th>Assignments:</th>
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| Thread 1: “Is the development of 3rd Party access to major retail sites a big deal for small/medium marketers? Why or Why Not?”  
  — Authors: 1-page report due to Thread Sun 10/17  
  — Commentors: Response due to Thread by Tue 10/19 |

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<tr>
<th>Session 4</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
</table>
| Tuesday, October 26 | • Customer Assessment Thread  
• Channel Assessment  
• Company Assessment | • Thread 2: WSJ “Instacart wants to be an Influencer”  
• Professor’s slides (posted 1 wk before class) |

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
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| • Continue review of the Channel Mapping process, focusing on the Channel and Company lenses.  
• Discuss Customer Assessment Thread reflections. |

<table>
<thead>
<tr>
<th>Assignments:</th>
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</thead>
</table>
| Thread 2: “How does Instacart change consumer decision-making and purchasing behavior? Has it helped or hurt retailers?”  
  — Authors: 1-page report due to Thread Fri 10/22  
  — Commentors: Response due to Thread by Sun 10/24 |
### Module: Assessment

<table>
<thead>
<tr>
<th>Session 5</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, October 28</td>
<td>Mapping Conclusions, Agent, Distributor &amp; VAR channel overview, Legal &amp; Regulatory environment</td>
<td>Yao, “Note on Antitrust and Competitive Tactics”</td>
</tr>
</tbody>
</table>

**Asynchronous:** Class Lecture will be recorded on Voice Thread

#### Learning Objectives:
- Review & conclude Channel Mapping.
- Understand the strengths, limitations and key uses for the Agent, Distributor and VAR channels. Understand the best application for exclusive vs open models.
- Understand the key legal parameters applicable to channel management.

#### Assignments:
- No assignments due for this class

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### Module: Design

<table>
<thead>
<tr>
<th>Session 6</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, November 2</td>
<td>Distributor Thread, FormPrint case discussion, GTM Strategy: Building &amp; Updating the Value Chain</td>
<td>Rangan, “Developing &amp; Managing Channels” Section 2.3 &amp; 2.5 (pages 16-24, 33-37), Cespedes, “FormPrint Ortho500” case, Thread 3: WSJ &quot;Tech Start-Up...runs into Ag Giants”, Professor’s slides (posted 1 wk before class)</td>
</tr>
</tbody>
</table>

#### Learning Objectives:
- Become familiar with process of designing & selecting a go-to-market strategy.
- Discuss conclusions and learning from FormPrint case study.
- Discuss Distributor Thread reflections.

#### Assignments:
- FormPrint 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 November 2nd by 8:00am
- Thread 3: “If you were just named a Big Seed CEO, how would you view FBN? Unimportant, Threat or Opportunity? Why?”
  - Authors: 1-page report due to Thread by Fri 10/29
  - Commentors: Response due to Thread by Sun 10/31

<table>
<thead>
<tr>
<th>Session 7</th>
<th>Topics:</th>
<th>Reading &amp; Cases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, November 4</td>
<td>Developing &amp; Assessing Options, Franchise Channel overview</td>
<td>Cespedes, “Defining a Post-Pandemic Channel Strategy”, Gompers, “Note on Franchising”, Professor’s slides (posted 1 wk before class)</td>
</tr>
</tbody>
</table>

#### Learning Objectives:
- Understand the importance of Option development and techniques for stimulating alternatives.
- Understand the Franchise model, its key strengths & limitations.

#### Assignments:
- No assignments due for this class
### Module: Design

#### Session 8
**Tuesday, November 9**

**Topics:**
- Option Assessment Thread
- Channel Management Framework
- Launching an Indirect Channel

**Learning Objectives:**
- Discuss reflections from Option Assessment Thread
- Understand use & role of a Channel Management Framework.
- Review success factors for launching a new Indirect channel

**Reading & Cases:**
- Thread 4: WSJ: “Rise of New Hotel Brands Irks Some”
- Professor’s slides (posted 1 wk before class)

**Assignments:**
- Thread 4: “Why are large hoteliers pursuing brand proliferation? Would you address or ignore franchisee concerns?”
  - Authors: 1-page report due to Thread Fri 11/5
  - Commentors: Response due to Thread by Sun 11/7

#### Session 9
**Thursday, November 11**

**Topics:**
- Porcini’s Pronto case discussion
- Alliances & JVs as Channels

**Reading & Cases:**
- 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)

**Learning Objectives:**
- Discuss conclusions and learning from Porcini’s Pronto case report.
- Understand benefits & limitations of Alliances & JVs as a route-to-market

**Assignments:**
- Porcini’s Pronto 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 November 11th, 8:00am

### Module: Management

#### Session 10
**Tuesday, November 16**

**Topics:**
- Alliance/JV Thread
- GTM Strategy: Aligning & Influencing Systems
- Adverse Events

**Reading & Cases:**
- Rangan, “Developing & Managing Channels”. Section 2.4 (pages 25-33)
- Thread 5: WSJ “MolsonCoors JV with Yuengling”
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Understand key elements of managing GTM systems
- Understand key factors building Trust and how to manage relationships for maximum effectiveness.
- Discuss Alliance/JV Thread reflections

**Assignments:**
- Thread 5: “What actions (if any) should Yuengling management take in forming the JV to protect their interests?”
  - Authors: 1-page report due to Thread Fri 11/12
  - Commentors: Response due to Thread by Sun 11/14
# Course Schedule – Sessions # 11-13

*All Class Sessions held in Beatty #212, 8:00 - 10:40am*

## Module: Management

### Session 11

**Thursday, November 18**

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

**Reading & Cases:**
- Whitler, “Country Market Collection”
- Kotler, “Ending the War Between Sales & Marketing”
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Understand the different causes of channel conflict, which forms of conflict are most dangerous and how to address the issues. Practice conflict management skills via a Country Market case role play.
- Understand key elements of how to structure, align and motivate channel sales organizations

**Assignments:**
- No assignment due

### Session 12

**Tuesday, November 23**

**Topics:**
- ISR discussion
- Conflict Management Thread
- Change Management

**Reading & Cases:**
- Thread 6: WSJ “Apple’s fight for control”
- Bucklin: Are you tough enough?
- Professor’s slides (posted 1 wk before class)

**Learning Objectives:**
- Discuss learning from ISR projects
- Understand the importance of Change Management programs for effective management of channel partners
- Discuss Conflict Management Thread reflections

**Assignments:**
- Thread 6: “Assuming Apple’s App Store is found to be a monopoly and ‘sideloading’ must be allowed, what steps (if any) should Tim Cook take with the App Developers?”
  - Authors: 1-page report due to Thread Fri 11/19
  - Commentors: Response due to Thread by Sun 11/21
- Independent Strategy Review projects due to Dropbox by November 23rd, 8:00am

## Module: Conclusion

### Session 13

**Tuesday, November 30**

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

**Reading & Cases:**
- Thread 7: WSJ “Cosmic Wings ... are really from Applebee’s”
- Cespedes, “Clique Pens” case
- Professor’s slides (posted 1 wk before class)

**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: “As a restaurant CEO, would you continue to develop ghost brands like Applebee’s and, if so, what change management priorities would you focus on?”
  - Authors: 1-page report due to Thread Fri 11/26
  - Commentors: Response due to Thread by Sun 11/28
- Clique Pens 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 November 30th, 8:00am
Reading List

Background Notes/Journal Articles:

Cases:

Journal Articles

News Publications: (including both Library links & Direct WSJ links)