GRADUATE SCHOOL OF BUSINESS

The mission of the Stanford Graduate School of Business is to create ideas that deepen and advance the understanding of management, and with these ideas, develop innovative, principled, and insightful leaders who change the world.

The two-year Master of Business Administration (M.B.A.) degree program prepares change agents to make a meaningful impact in the world through leadership of business, government, and social-sector organizations. The general management curriculum rests on a foundation of social science principles and management functions, tailored to each student’s background and aspirations. Interdisciplinary themes of critical analytical thinking, creativity and innovation, and personal leadership development differentiate the Stanford M.B.A. experience. Each M.B.A. student undertakes a global experience to provide direct exposure to the world’s opportunities. A Joint Degree Program (http://explorerdegrees.stanford.edu/archive/2016-17/jointdegrees/jointdegree test) allows Stanford students to combine the M.B.A. with degrees in the Graduate School of Education (GSE), the School of Engineering (S.ENG., in E.E.), the Stanford Law School (J.D.) as well as interdisciplinary degrees in Public Policy (M.P.P.) and in Environment and Resources (M.S.) Dual Degree programs are offered with the School of Medicine (M.D./M.B.A.) and the program in International Policy Studies (M.A. in IPS/M.B.A.).

The primary criteria for admission are intellectual vitality, demonstrated leadership potential, and personal qualities and contributions. No specific undergraduate major or courses are required for admission, but experience with analytic and quantitative concepts is important. Almost all students obtain one or more years of work experience before entering, but a few students enroll directly following undergraduate study.

The Stanford Master of Science in Management for Experienced Leaders Program (MSx) is an intensive, one-year course of study for middle-management executives leading to the degree of Master of Science in management. Participants generally have eight or more years of work experience, with at least five years of management experience. Some students are sponsored by their company, but most are self-sponsored.

The Doctor of Philosophy (Ph.D) degree program is designed to develop outstanding scholars for careers in research and teaching in various discrete areas of study including accounting, economic analysis and policy, finance, marketing, operations information and technology, organizational behavior, and political economy.

For detailed information on programs, curricula, and faculty, see the School’s (http://gsb.stanford.edu) web site.


Senior Associate Deans: Glenn R. Carroll, Yossi Feinberg, Paul Pfleiderer, Sarah A. Soule

Associate Deans: Rajkumar Chellaraj, Stephanie Frost, Page Hetzel, Ranga Jayaraman, Dave Weinstein

Assistant Deans: Margaret Hayes, Maeve Richard, Charlotte Toksvig, Wendy York-Fess


Assistant Professors: Mohammad Akbarpour, Stephen Anderson-Macdonald, Justin Berg, Elizabeth Blankespoor, T. Renee Bowen, David Broockman, Svetlana Bryzgalova, Lisa De Simone, Sebastian Di Tella, Rebecca Diamond, John-Paul Ferguson, Octavia D. Foarta, Brandon Gipper, Lindred Greer, Yonatan Gun, Benjamin Hebert, Szu-chii Huang, Michal Kosinski, Nicholas S. Lambert, Rebecca Lester, Timothy McQuade, Aruna Ranganathan, Daniela Saban, Paulo Somai, Adina Sterling, Christopher Tonetti, Victoria Vanasco, Kuang Xu


Adjunct Professors: H. Irving Grousbeck, Joel C. Peterson, Mark A. Wolfson

Visiting Professors: Henri-Claude De Bettignies, Patrick Keohoe, Marcelo Olivares

Adjunct Lecturer: Kathryn Kostopoulos Amarotico

* Recalled to active duty. ** Emeritus Professor from another SU department recalled to active duty.

**Accounting Courses**

**ACCT 210. Financial Accounting. 4 Units.**

Financial accounting is the measurement of economic activity for decision-making. Financial statements are a key product of this measurement process and an important component of firms' financial reporting activities. The objective of this course is not to train you to become an accountant but rather to help you develop into an informed user of financial statement information. While financial statement users face a wide variety of decisions, they are often interested in understanding the implications of financial statement information for the future cash flows and earnings potential of a firm. We will focus on understanding the mapping between underlying economic events and financial statements, and on understanding how this mapping affects inferences about future profitability and liquidity. The following learning objectives will be emphasized: (1) familiarity with the transactions businesses engage in, (2) fluency in accounting terminology, (3) understanding the structure that maps transactions into accounting numbers, (4) understanding the rationale for various accounting methods, and (5) awareness of the judgment involved and the discretion allowed in choosing accounting methods, making estimates, and disclosing information in financial statements.

**ACCT 212. Managerial Accounting: Base. 2 Units.**

This course provides an introduction to the concepts and tools of managerial accounting. The first part of the course covers alternative costing methods and illustrates how the resulting cost information can be used to analyze the profitability of individual products and customers. The second part of the course will examine the role of internal accounting systems in evaluating the performance of individual business segments and divisions of the firm. Included in this part are topics related to the choice of internal pricing methods for transferring goods and services across divisions of the firm and the use of financial metrics for assessing the profitability of these divisions.

**ACCT 213. Financial Accounting - Accelerated. 4 Units.**

This course develops students' ability to read, understand, and use corporate financial statements. The course is oriented toward the user of financial accounting data (rather than the preparer) and emphasizes the reconstruction and interpretation of economic events from published accounting reports. The course is geared toward students with some familiarity in dealing with financial statement information and allows for deeper coverage and discussion in class.

**ACCT 215. Managerial Accounting: Accelerated. 3 Units.**

This course provides a comprehensive introduction to the concepts and tools of managerial accounting. The first part of the course demonstrates how management can rely on internal accounting information to measure and manage the profitability of individual products and customers. As part of that analysis, we examine alternative costing methods and illustrate how the resulting cost information can be used for decision making. The second part of the course focuses on the role of the internal accounting system in evaluating managerial performance and in coordinating the activities among business units within the firm. Our focus here will be on performance metrics that enable effective decentralization by aligning the objectives of individual business units with the overall corporate goals.

**ACCT 219. MSx: Accounting. 3 Units.**

A characteristic of business is the extensive use of accounting data. The financial accounting course has the general objective of developing students' understanding of the nature, scope, and limitations of accounting information. To achieve this objective the course attempts to: (1) develop students' understanding of the conceptual accounting framework, including the objectives of financial reporting, and (2) develop students' ability to understand and critically evaluate the financial disclosures made by corporations. An issue of particular interest will be the managerial incentive aspects of accounting information and disclosures.

**ACCT 311. Global Financial Reporting. 4 Units.**

This course is designed to enhance students' understanding of current financial reporting issues through a detailed analysis and comparison of U.S. and International Financial Reporting Standards. The course will cover the development of accounting standards, implementation of these standards, and how to interpret output from these standards. The course highlights intermediate and advanced financial reporting topics including fair value accounting, asset securitization, consolidation including special purpose entities, foreign currency translation, derivatives and hedging, leases, revenue recognition, pensions, and equity compensation. The course also focuses on evaluating emerging financial reporting issues such as proposed financial reporting standards put forth by U.S. or international standard setting bodies. This course should help students better understand the environment governing global financial reporting and how firms develop financial statement information within this environment.

**ACCT 312. Evaluating Earnings Quality. 4 Units.**

This course aims to develop students' understanding of the relationship between accounting numbers and underlying economic activity, and to develop students' ability to evaluate the quality of reported accounting numbers. The course will then focus on how to use them in decision contexts including evaluating profitability, forecasting future earnings and cash flows, selecting an appropriate financial reporting strategy, and assessing risk. Accordingly, the course will focus on several factors essential to this goal. These include understanding (1) the business environment a firm operates in, its contracting practices and their implications for what accounting principles are applied and what judgments are required; (2) the process that generates accounting numbers and its implications for the quality of those numbers for decision purposes; (3) approaches for assessing the sustainability and growth of a firm's revenues and earnings using financial statement information; and (4) approaches to evaluate earnings quality, the risk of earnings restatements, liquidity and solvency. This course should be of value to students who will be in senior positions within corporations and will determine financial reporting policies, as well as those outside corporations who will make investment or other decisions at least partially based on financial statement information.
ACCT 313. Accounting-Based Valuation. 3 Units.
This course is designed to develop students' ability to interpret and use financial accounting information in an equity valuation context. The perspective taken is that of an outsider relying on publicly available financial information for investment purposes. The course relies heavily upon financial statement analysis tools and the residual income framework for equity valuation. Through lectures, in-depth case studies, and real-time exercises, the first half of the course covers traditional financial statement analysis-based tools for critically analyzing and assessing a firm's current financial performance and economic condition, including ratio analysis, accounting quality analysis and financial distress / bankruptcy prediction models. The second half of the course introduces the accounting-based valuation framework and develops the link between financial statement analysis, forecasting and equity valuation. The capstone to the course is the completion of a comprehensive, real-time valuation of a publicly traded firm (or registered IPO candidate). The course is structured for students to gain a deeper understanding of the economic pressures behind the valuation creation and valuation process, and will be useful to those students who anticipate making investment or credit decisions at least partially based on historical and prospective financial statement information.

ACCT 317. Managerial Accounting: Performance Measurement, Compensation, and Governance. 3 Units.
The course will examine the academic and professional controversies surrounding corporate governance in the U.S. and international settings. The institutional features of corporate governance and executive compensation will be documented using the professional business and legal literatures. In addition, the scientific research in accounting, economics, finance, and organizational behavior will be used to provide insights into the measurement and consequences of observed corporate governance and executive compensation choices. After successfully finishing the course, a student should be able to (i) understand the debates about appropriate choices for corporate governance and executive compensation and (ii) critically evaluate the implications of academic and professional research studies on these controversial issues.

ACCT 322. Mergers and Acquisitions. 3 Units.
This course provides a comprehensive overview of strategic, economic, accounting and financial issues related to mergers and acquisitions. Specifically, we will review the market for corporate control, discuss strategic and governance issues related to firms’ decision to acquire or be acquired, and examine the M&A regulatory environment. We analyze various pricing and deal structure considerations, identify strategies that underlay a successful negotiation, and review the financial reporting and income tax implications of M&A deals. In discussing these cases, we will examine the situation faced by the company, the issues surrounding the transaction, including the financial reporting implications, and focus on the managerial incentives and the judgment applied. We will also review some of the related literature in accounting, economic, and finance, to gain broader perspectives and insights into the financial issues associated with M&A transactions. Class time comprises mini lectures that introduce some of the more technical concepts, class discussions, and guest speakers who will offer additional perspectives on the subject matters. The course is co-taught by Ron Kasznik (GSB) and Safra Catz (Oracle Corporation). Ms. Catz is the CEO of Oracle Corporation and a member of its Board of Directors. She has led Oracle through more than 100 acquisitions in recent years (including Peoplesoft, Siebel, BEA, Sun Microsystems, and many more). Prior to joining Oracle in 1999, Ms. Catz was Managing Director at Donaldson, Lufkin & Jenrette, a global investment bank (now part of CSFB). Ms. Catz also serves on the board of directors for HSBC Holdings plc.

ACCT 332. Mergers and Acquisitions. 3 Units.
Traditional business courses analyze an array of factors affecting business decisions but provide little systematic consideration of the role of taxes. By contrast, tax accounting courses traditionally concentrate on technical legal and administrative issues while ignoring the environment in which taxes enter an individual's or firm's decision. This case-based course intends to bridge this gap by providing a framework for recognizing how taxes affect strategic personal and business decisions and gaining experience analyzing a wide range of tax-related issues. The key themes of the framework - all parties, all taxes and all costs - are applied to decision contexts such as investments, retirement planning, cash and equity compensation, organizational form, tax planning for multiple jurisdictions, and M&A. The goal of this course is to provide an approach to thinking about taxes that will be valuable across jurisdictions even as laws change.

ACCT 340. Alphanomics: Informational Arbitrage in Equity Markets. 4 Units.
This is an advanced elective course on the economics of active investing in public equity markets. We will cover a set of foundational skills needed to select, and manage, a portfolio of public stocks. Specifically, the course material is designed to improve student skills in: (1) assessing the relative attractiveness of individual companies, (2) building stock screens to filter and rank firms based on user-specified parameters, (3) buying and shorting individual equity positions, and (4) monitoring and managing portfolio risk. This is a hands-on course with an emphasis on experiential learning. Students will make extensive use of the analytical tools. Some of the classes will be held in the "Real-time Analytics and Investment Lab" (R.A.I.L.) facility in the Bass Center. There is no final exam. However, there will be a number of individual cases and a final group project. 25% of the grade will be based on class participation, and 75% will be based on cases and projects. Because it is an advanced elective, students taking this class are expected to be well versed in core economic, accounting, and finance skills. Material covered in a second Financial Modeling course, as well as in Accounting 312 (Evaluating Financial Statement Information) and Accounting 313 (Accounting-based Valuation) will come in handy. However, none of these courses are required.
ACCT 506. Evaluating Earnings Quality. 2 Units.
This course aims to develop students’ understanding of the relation between accounting numbers and underlying economic activity, and to develop students’ ability to evaluate the quality of accounting numbers. The course will focus on several skills essential to these goals. These include (1) understanding the process that generates accounting numbers and its implications for the quality of those numbers for decision purposes, (2) understanding the business environment a firm operates in and the firm’s financial, accounting and operating strategies, (3) tools for assessing a firm’s performance including ratio and cash flow analysis, and (4) identifying patterns that suggest low earnings quality and/or earnings manipulation. This course should be of value to students who expect to be in senior positions within corporations and will determine financial reporting policies, as well as those in investment banking, venture capital, investment management, consulting or public accounting. Class sessions will be devoted to a mix of lecture, discussion, group exercises and cases. The class will conclude with a mini-project where you analyze how a firm manipulated its financial statements or disclosures and identify the key clues that are visible in their financial statements.

ACCT 516. Analysis and Valuation of Emerging Market Firms. 2 Units.
This course examines the unique institutional, governance and transparency issues affecting corporate valuations in emerging markets. Through lectures, case discussions and the students’ real-time analysis of an emerging market firm, this condensed course is structured for students to gain a deeper understanding of the economic pressures behind the value creation, value destruction and valuation process in emerging economies. The course focuses on critically interpreting financial and non-financial information for purposes of assessing firm fundamentals and corporate governance risk in the presence of weak legal systems, strong political forces, limited investor protections, limited market development, strong macro-economic forces, opacity and resultant business arrangements. The course is beneficial for entrepreneurs, consultants, investors and managers operating in or considering expansion to developing markets.

ACCT 523. Board Governance. 2 Units.
This course is focused on helping students understand the role boards and board members play in corporate governance and the lives of businesses large and small. This case-driven course is designed to help students who plan to serve on boards as private-equity or venture investors, entrepreneurs who will need to assemble and manage boards, and executives who realize they will need to interact with and answer to boards. The course is designed to help students understand the issues boards face - both routine and non-routine - through the eyes of the board member. By understanding the roles and responsibilities of board members and the mechanisms through which they exercise these duties, students will come away with an understanding of how boards function effectively (and in too many cases fail to function effectively). The course will include examining boards in a variety of contexts with a focus on three types of situations: public for-profit companies, early-stage private companies, and non-for-profit companies of different sizes.

ACCT 524. Individual Taxes and Financial Planning. 2 Units.
The goal of this course is to provide a fundamental understanding of the principles of taxation and tax planning as they relate to personal income taxes and considering an individuals financial position. Traditional business courses analyze an array of factors affecting business decisions but provide little systematic consideration of the role of taxes in individual financial planning decisions. By contrast, tax accounting courses traditionally concentrate on technical legal and administrative issues while ignoring the environment in which taxes enter an individual’s decision-making. This case-based course intends to bridge this gap by discussing how taxes affect a variety of personal financial planning decisions.
ACCT 533. Taxes and Business Strategy. 2 Units.
The objective of this course is to develop a framework for understanding how taxes affect business decisions. The key themes of the framework - all parties, all taxes and all costs - are applied to decision contexts such as investments, compensation, and organizational form. The goal of this course is to provide a new approach to thinking about taxes that will be valuable across jurisdictions even as laws change.

ACCT 541. Alphanomics II. 2 Units.
This is a 2-credit advanced elective in equity investing that will be offered in the Spring 2013 quarter. This course is open only to students that were enrolled in Alphanomics (ACCT340) in the Fall of 2012. If you complete ACCT340 in the Fall of 2012, your spot in this course will be automatically reserved. However, you still have a chance to opt out of this course at the end of the Fall 2012 quarter. This course is designed as a "start-up kit for an equity hedge fund". In the Fall quarter, we will cover some of the foundational skills needed to build and manage a portfolio of public stocks. Towards the end of Fall, student who choose to continue onto the Spring course (ACCT541) will form teams (of 4 to 6 each) and submit a proposal for a hedge fund product. Once their proposal is approved, each team will be given a $1 million paper portfolio. Students then manage this portfolio for the rest of the school year (their trades and portfolio statistics are automatically tracked). Students enrolled in the Spring (ACCT541) will reconvene in the second half of the quarter for a series of class lectures/talks as well as team presentations, summarizing their experience. The ACCT541 portion of the course will require each student group to make a class presentation, as well as turn in a written report. 25% of the grades will be based on class participation, and 75% will be based on the presentations and reports. The overall goal of this course is to improve student skills in assessing the relative attractiveness of individual companies, as well as in managing portfolio risk according to pre-specified targets.

ACCT 554. Project in Event-Driven Investing. 2 Units.
This project-focused course is designed to develop students’ ability to interpret and use financial accounting information in credit and equity valuation contexts. The course will focus on valuing the securities of companies undergoing significant changes as a result of litigation, restructuring, regulatory changes, mergers, spin-offs or significant industry shifts. Students will work in groups to develop a recommendation for an event-driven investment strategy. The project will feature financial statement and valuation analysis to assess the risks and rewards of the proposed strategy. Groups will be mentored by experienced investors. The course will be of value to those students who anticipate making investment decisions using financial statement information.

ACCT 609. Financial Reporting and Management Control. 3 Units.
This course is aimed at doctoral students in accounting and neighboring fields including economics, finance, political economies and operations management. The course seeks to provide an introduction to the role of accounting information in (i) measuring firm performance, (ii) projecting profitability and firm value for external constituents, (iii) and motivating and controlling the firm’s management. The main topics covered in this course include: 1. Profitability Measurement and Accrual Accounting. 2. Performance Evaluation and Managerial Incentives. 3. Accounting-based Equity Valuation. 4. The Informational Role of Accounting Numbers 5. Earnings Quality Constructs and Measures. The primary objective of the course is to introduce students to current research paradigms on these topics and to identify promising avenues for future research. The course readings include recent theoretical and empirical papers.

ACCT 610. Seminar in Empirical Accounting Research. 3 Units.
Empirical Research on Financial Reporting. This doctoral-level course covers research on the role of accounting information in capital markets. The focus is on introducing students to key themes in empirical accounting and capital markets research, and to key research designs applied to examine information-related questions. Course topics include market efficiency, the role of accounting in providing information to investors, anomalies, alternative sources of information, accounting measurement attributes, earnings management, earnings quality, and the role of auditors in the provision of information to investors. The course is interdisciplinary in nature. The readings focus on research design, and key theories, themes and approaches from the accounting, finance, economics and psychology literature. Our overall goal is not only to review existing research, but also to identify new research opportunities.

ACCT 611. Applications of Information Economics in Management and Accounting. 3 Units.
This course develops tools from information economics to study the strategic interactions between agents inside a firm and between firm insiders and market participants. Common to these studies is that agents acquire private information that is valuable to other parties. The range of applications includes: the structure of managerial performance measures, buyer-supplier contracting arrangements, earnings management, voluntary and mandatory disclosure and financial analysis.

ACCT 612. Financial Reporting Seminar. 3 Units.
The purpose of this PhD seminar is to facilitate your conception and execution of substantive individual research in financial reporting. It provides a vehicle for supplementing and integrating your knowledge of basic research tools and methods, as well as an exposure to the dimensions of contemporary research in the field of financial reporting. The focus of the research we will discuss in this seminar is on global financial reporting. Such research encompasses studies dealing with contemporary financial reporting issues as well as research addressing issues relating to the globalization of financial reporting. Because these issues are also of concern to financial reporting standard setters, we will discuss whether and how the research we study informs standard setting debates. Prerequisite: Consent of the instructor.

ACCT 615. Selected Topics in Empirical Accounting Research. 3 Units.
This course examines selected topics in accounting research. The course features several faculty who will each give a focused look at a given area, introduce students to important questions in that area, key papers in the related literature, and critical aspects of the research designs applied in the area. The aim is to increase student’s familiarity with empirical accounting research, their ability to critically evaluate research and research designs, and to prepare students to conduct independent research.

ACCT 617. Applications of Contract Theory in Accounting Research. 2 Units.
This course develops tools from information economics to study the strategic interactions between different agents inside a firm. Common to these studies is that agents acquire private information that is valuable to other parties. The range of applications includes: the structure of managerial performance measures, capital budgeting, intra-company pricing, discretionary bonus pools, the role of non-financial performance indicators and earnings management.
ACCT 618. Market Efficiency and Informational Arbitrage. 3 Units.
The informational efficiency of stock markets has been a central theme in financial economic research in the past 50 years. Over this period, the focus of academic research has gradually shifted from the general to the more specific. While earlier studies tend to view the matter as a yes/no debate, many recent studies now acknowledge the impossibility of fully efficient markets, and have focused instead on analyses of factors that could materially affect the timely incorporation of information into prices. At the same time, increasing attention is being paid to regulatory and market design issues that could either impede or enhance market pricing efficiency. n nIn this course, we will cover recent research on the role of informational arbitrage in asset pricing. Our starting point is the observation that, with costly information, equilibrium prices will invariably reflect some mispricing. The existence of mispricing introduces a role for informational arbitrage, whereby some traders will invest resources to become informed about the mispricing, with hopes of profiting from it. We review recent academic evidence on this process, and reflect on its implications for future market-related research. We will also discuss how academic research might help lower information/arbitrage costs. n nThis is a doctoral level course. Our goal is not only to review existing research, but also to stimulate new work in the area. As such, I expect it will be of primary interest to Ph.D. students majoring in accounting, finance, and economics. Given our focus on returns prediction and the role of information in arbitrage strategies, this course should be of particular interest to those interested exploring the relation between information flows and market pricing dynamics. n nThe course content is interdisciplinary in nature, spanning finance, economics, and accounting. Most of the readings in the earlier readings derive from finance and economics (market efficiency, limits to arbitrage, and behavioral finance); most of the later readings derive from financial accounting (equity valuation, fundamental analysis, earnings management, and analyst behavior).

ACCT 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.
Same as: FINANCE 691, GSBGEN 691, HRMG 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.
Same as: FINANCE 692, GSBGEN 692, HRMG 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692

ACCT 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

ACCT 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

ACCT 802. TGR Dissertation. 0 Units.
Same as: FINANCE 802, GSBGEN 802, HRMG 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802

Economic Analysis and Policy Courses
MGTECON 200. Managerial Economics. 3 Units.
MGTECON 200 is one of two base-level courses in microeconomics. It covers microeconomic concepts relevant to management, including the economics of relationships, pricing decisions, perfect competition and the "invisible hand," risk aversion and risk sharing, and moral hazard and adverse selection.

MGTECON 201. Managerial Economics. 3 Units.
MGTECON 201 is one of two base-level courses in microeconomics. It covers microeconomic concepts relevant to management, including the economics of relationships, pricing decisions, perfect competition and the "invisible hand," risk aversion and risk sharing, and moral hazard and adverse selection. While the topics covered and the level of coverage are the same as in the second base-level course, MGTECON 200, MGTECON 201 is administered and graded differently: 15% of the final grade is based on participation (you can miss the class without affecting the grade up to 3 times), 35% is on the midterm, and 50% is on the final.

MGTECON 203. Managerial Economics - Accelerated. 3 Units.
MGTECON 203 uses the same math as 200 (derivatives and algebra, and not much more) but uses it more often. Previous economics is not necessary, but it does help to be comfortable with simple mathematical models. The business world has become more quantitative and economics-oriented in the last 30 years, but many of the key ideas in economics, relating to topics such as pricing, monopoly, imperfect competition, game theory, moral hazard and adverse selection, public choice, externalities, risk aversion, capital market pricing and equilibrium, and auction theory can all be usefully approached with this relatively small amount of math. The key is for students to develop the small number of intellectual tools that enables one to analyze a wide variety of economic problems.

MGTECON 209. MSx: Economics. 3 Units.
This course is an introduction to Microeconomics, focusing on microeconomic concepts relevant to managerial decision making. Topics include demand and supply, cost structure, price discrimination, perfect competition, externalities, and the basics of game theory. No prior Economics background is required but students who have not had courses in this area (or not had one in a very long time) may want to brush up on math prior to the start of classes.

MGTECON 249. Smart Pricing and Market Design. 3 Units.
This is the Advanced Applications option in the menu of courses that satisfy the Management Perspectives requirement in Optimization and Simulation Modeling (OSM). The course is tailored to students who already have command of basic optimization and simulation techniques, or have an advanced mathematical background that will allow them to catch up quickly. The focus of the course is on applying these techniques to a particular business domain: pricing mechanisms and market design. The pricing component of the course will handle both traditional topics, such as price differentiation, and more modern ones, such as dynamic pricing. In the market design component of the course, we will apply optimization and simulation techniques to such topics as auctions (e.g., designing auctions for selling online advertising slots) and matching (e.g., designing mechanisms for matching students to schools). No background in economics or in the pricing and market design topics mentioned above is required or expected.

MGTECON 300. Growth and Stabilization in the Global Economy. 3 Units.
This course gives students the background they need to understand the broad movements in the global economy. Key topics include long-run economic growth, technological change, wage inequality, international trade, interest rates, inflation, exchange rates, and monetary policy. By the end of the course, students should be able to read and understand the discussions of economic issues in The Economist, The Wall Street Journal, the New York Times, or the Congressional Budget Office.
MGTECON 327. Business and Public Policy Perspectives on U.S. Inequality. 3 Units.
This class will analyze the growth in inequality in the US over the last several decades and how that trend is likely to continue or change in the future. We will ask if and how public policy can affect inequality. We will also focus on business’s role -- what are the responsibilities of private sector companies, how does inequality affect them, and how should the growth in inequality affect their strategies? We will look at inequality in income, some of its potential sources, and its effects in other areas. Specifically, we will look at education, housing, the social safety net, migration, and the job market. The class will be very interactive and will be based on readings drawn from academic research, case studies, news, and opinion readings. We will also have guest speakers from industry, government, and non-profits. The class will be co-taught by a GSB labor economist and an advisor to policy makers with decades of business experience.

MGTECON 330. Economics of Organization. 3 Units.
This is an advanced applications economics course that applies recent innovations and high-powered tools to organization and general management. MBA1 students must have a strong background in microeconomics to take the course and should consult with their advisors. The course is appropriate for MBA2 students who have taken either Mgtecon 200 or Mgtecon 203. The course objective is to equip managers with an extensive set of analytical and applicable tools for handling the following topics: organization for coordination, designing incentives for moral hazard, monitoring and private information, applications to scope, scale, principles for allocating decision power, managing supplier relations, downstream controls, franchising and alliances, bargaining, high order reasoning, repeated interactions and reputation, holdups and strategizing with unawareness. These topics will be covered in a combination of lectures and cases.

MGTECON 331. Health Law: Finance and Insurance. 3 Units.
This course provides the legal, institutional, and economic background necessary to understand the financing and production of health services in the US. Potential topics include: health reform, health insurance (Medicare and Medicaid, employer-sponsored insurance, the uninsured), medical malpractice and quality regulation, pharmaceuticals, the corporate practice of medicine, regulation of fraud and abuse, and international comparisons.

MGTECON 332. Analysis of Costs, Risks, and Benefits of Health Care. 4 Units.
For graduate students, and with permission of instructors, advanced undergraduates. This course provides the conceptual basis for understanding how to assess the effectiveness, costs, and cost effectiveness of health-care interventions. Students will gain an understanding of how to assess whether health-care interventions work, and if they work, whether they are worth what they cost. The course will cover principal evaluative techniques for health care, including, cost-effectiveness analysis, cost-benefit analysis, utility assessment, and decision analysis. Emphasis is on the practical application of these techniques. Group project presented at end of quarter. Guest lectures by experts from the medical school, entrepreneurs, pharmaceutical industry, and health care plans. The course content is relevant to researchers in health services and health policy, health-care managers, entrepreneurs, health-care consultants, and physicians.

MGTECON 333. The International Economy. 3 Units.
The objective of this course is to give students an understanding of what international economic policy means for business leaders. To do this, students will have to understand the economic forces that determine the patterns and consequences of international trade. We will analyze trade policy tools used by governments (e.g., tariffs, subsidies, quotas, exchange rates), and examine the role of industry and politics at the domestic and global level in applying these tools. This course will combine lecture, case studies and group interaction.

MGTECON 342. Business and Macroeconomics in Today’s Global Economy. 3 Units.
This class applies the macroeconomic concepts that you’ve learned in a course such as MgtEcon 300 to real-time current events. Just as you only really learn to speak a foreign language through immersion, the best way to understand macroeconomics is to use it intensively! In this class, there will be a new topic each week, chosen only days in advance to ensure timeliness. Examples may include “Janet Yellen’s Monetary Policies” or “Economic Growth in Latin America” or “Thomas Piketty’s New Book on Wealth Inequality.” Students will divide into small groups, undertake research on a narrow question of their own choosing related to the general topic, and collectively write a 300-word blog entry to be posted on the (private) class blog at least 24 hours before class meets. Over the next day, students will read each others’ entries. Finally, during class time, each group will lead a discussion of their blog post for 15-20 minutes. For more information about this course, please see http://www.stanford.edu/~chadj/MacroToday.html after January 15, 2015.

MGTECON 343. The Evolution of Finance. 3 Units.
This course was originally designed to provide an overview of the crisis in financial markets that began in 2007, and of the various policies that were devised in response to the crisis’ both short-term stabilization efforts and longer-term regulatory reform. However, as time goes on the course has evolved to spend less time on a historical review of those past events (though they are still significant and worth studying) and more time looking at the present and the future. We will be more focused on process — thinking through the things we analyze — rather than in making sure we cover a fully comprehensive set of topics. We have guest speakers for about half of the classes. The list changes from year to year, but here is 2016’s list: Tanya Beder, Kevin Warsh, Ron Beck, David Booth, Jay Crandall, Tom Kempner, Katie Hall, Hal Varian, and Larry Summers.
MGTECON 364. Motivation in Theory and in Practice. 3 Units.
This course focuses on one question: How do organizations motivate their key employees to provide consummate effort? By consummate effort, we mean effort above and beyond what is normal or expected, with particular emphasis on cases where the key employees are knowledge workers performing ambiguous and creative tasks. We will begin with three weeks or so of twice-weekly class sessions, at which different theories of motivation will be explored as theories and as practiced in case studies. This will include both the economic theory of incentives, but also social psychological theories of motivation and, in particular, on when and how economic forces and social psychological forces come into conflict and when and how they can be marshaled together. During this initial three-week period, students in course will organize themselves into teams of 3 to 5 students. Each team will identify a organization or related group of organizations (say, several firms inside the same niche in an industry), and during weeks 4 through 7 of the quarter, each team will investigate how the organization(s) they are studying answer the basic question. Students will be expected to relate what they find to the theoretical constructs of the early part of the quarter. During this period, each team will meet at least weekly with the instructor to review progress achieved and to plan next steps. The final two weeks or so (depending on the number of teams), teams will present what they have learned about the organizations they are studying to their peers. Each team will make a presentation of 45 minutes to an hour. These presentations should include a full analysis of the organization(s) (any relevant history, business model and strategy, and so forth). They should then answer the basic question, giving to the greatest extent possible tangible measures and evidence for their assertions. This will be followed by a Q&A from the other members of the class, exploring what the teams have presented. Each team will be expected to prepare a written "case-study" of their findings, to be circulated to other members of the class at least three days prior to the in-class discussion. Organizations to be studied must be existing organizations. Teams will NOT be allowed to present "designs" for organizations that they are in the process of founding or that they hope to found. There must be evidence—anecdotal at least, more systematic if possible—of how well the organization's approach to motivation is working. Organizations studied should consent to be "used" in this fashion, although you will be asked to try to gain permission for the case-lets and your presentations to be used more broadly in the GSB's curriculum. The instructor will attempt to "recruit" willing organizations, from which teams can choose, although it is equally preferable if not better for teams to identify on their own the organizations they will study. Grades will be determined as follows: 20%--class participation in the first three weeks, with emphasis on contribution to class discussions; 30%--group-assigned grade based on the written case-study; 20%--participation in the discussion of the presentations of other groups; 10%--based on an individual "final exam," in which students will be asked to write a short report (three to five pages, double spaced, 12pt) evaluating what they learned, with emphasis on what they consider is important in answering the basic question, on the basis of the course experience. This report will be due on the last day of final exams, may be prepared off campus and emailed in. Students are free to discuss these matters with one another, but each student is expected to be the sole author of his/her "final exam." There are no formal prerequisites for this course, but students considering this course will be well prepared if they have taken a course in human resource management. This course is a Bass Seminar and is limited to enrollment of 25 students. Please note: I have a reputation for requiring a LOT of work from students. This reputation is deserved. I have every intention of enhancing my reputation in this regard, in this course, so caveat discipulus. (Unhappily, you cannot access course evaluation data on the number of hours that students report they work, so you will have to take my word for it. My courses are in the far upper tail of the distribution. You can access data on the question on "Sets High Expectations." And I urge you to read ALL the entries on me at Course Unofficial for MGTECON 200 and 203. If you have any questions, please contact me in the first instance via email, at kreps@stanford.edu.

MGTECON 381. Contemporary Economic Policy. 4 Units.
This course will provide students practical skills for measuring impact in business and social enterprise, with a principal focus on evaluating, conducting, and analyzing experiments and quasi-experiments. How large is the impact of raising prices on sales? Is an advertising campaign working? Does a non-profit actually improve people's lives? Students will finish the course with the ability to design, analyze, and skeptically evaluate experiments that can rigorously answer questions like these. Students will learn: how to evaluate claims of causality; how to conduct and analyze experiments and quasi-experiments; the advantages and disadvantages of experiments; how to quantify uncertainty; and what can go wrong in experiments. Students will acquire a conceptual understanding of basic experimental statistics to inform these skills. Students will also be exposed to how leading companies, researchers, and social innovators strategically deploy experiments. Finally, students will conduct their own experiments on a topic of their choosing in small groups. The class will not assume any prior statistical or mathematical training. Completing short problem sets will require acquiring basic knowledge of R.

MGTECON 512. The Economics of Internet Search. 2 Units.
This course will explore the economics of the internet search business. The class will consist of lectures, guest speakers, and short student presentations. The course will begin with an overview of internet search, including the technology and engineering as well as the role of search for consumers, in society and the internet industry. We will then study search as a platform market, considering the interaction between the different sides of the market (users, advertisers, and publishers) as well as competition across platforms on different sides of the market. The advertising marketplace will receive special focus, including the design of the auction. We will also study the role of search in the internet ecosystem, examining recent trends towards vertical integration and its impact on the development of independent internet products and services. Finally we will address search as a data-driven business. Throughout, the course will draw parallels to other internet platform businesses, using search as an in-depth case study through which broader themes can be understood.

MGTECON 513. Platform Competition in Digital Markets. 2 Units.
This class will analyze the economics of digital platform markets. The class format will consist of lectures and guest speakers. Concepts will be presented in the context of leading examples of internet and technology platforms such as online advertising, computing technology platforms (e.g. mobile), marketplaces, social networks, cloud computing, and financial technology platforms. The course will begin with economic definitions of platform markets, and it will review the most important insights from recent research in economic theory and strategy. It will then consider the role of scale economies and network effects in determining the dynamics of platform competition and long-run industry structure. Next, the class will consider key strategic decisions for firms, including entry strategies, vertical integration and exclusive deals.
MGTECON 526. Inclusive Economic Growth and Poverty Reduction in Developing Countries. 2 Units.
Poverty rates have fallen markedly in countries around the world, as more households have joined the lower middle-class. Indeed, though U.S. income inequality has increased, inequality has fallen around the world. However, by developed country standards, poverty remains pervasive. What has caused the decline in rates of poverty and can we expect further decreases or can we act to accelerate the improvements? One answer is that countries that have experienced inclusive growth, in which the growth of the economy (i.e., GDP) has elevated the incomes of the poor, have done better at creating jobs for the poor, especially in the private sector. Therefore, the class will consider the evidence on the factors that have contributed to inclusive economic growth in developing countries. A second answer as to why poverty has fallen, but remains at high levels, is that governments and aid agencies and foundations have targeted programs to the poor. This course discusses macroeconomic policy, targeted government policies, aid, and entrepreneurship in developing countries. Examples will be given from Latin America, South Asia, and Africa. The course is co-taught by Stanford economist and a World Bank consultant and will build on examples from recent experiences. The class is aimed at GSB students who are either intellectually curious about the topic or anticipate doing business in developing countries.

MGTECON 527. Business and Public Policy Perspectives on U.S. Inequality. 2 Units.
This class will analyze the growth in inequality in the US over the last several decades and how that trend is likely to continue or change in the future. We will ask if and how public policy can affect inequality. We will also focus on business’s role -- what are the responsibilities of private sector companies, how does inequality affect them, and how should the growth in inequality affect their strategies? We will look at inequality in income, some of its potential sources, and its effects in other areas. Specifically, we will look at education, housing, the social safety net, migration, and the job market. The class will be very interactive and will be based on readings drawn from academic research, case studies, news, and opinion readings. We will also have guest speakers from industry, government, and non-profits. The class will be co-taught by a GSB labor economist and an advisor to policy makers with decades of business experience (see http://www.ppic.org/main/bio2.asp?i=431).

MGTECON 535. Statistical Experimentation in Businessess. 2 Units.
Most statistical questions involving data ultimately are about causal effects. What is the effect of changing prices on demand? What is the effect of an advertising campaign on demand. In this course we discuss statistical methods for analyzing causal effects. We look at the analysis and design of randomized experiments. We also look at various methods that have been used to establish causal effects in observational studies. Students will develop the skills to assess causal claims and learn to ask the right questions and evaluate statistical analyses. You will carry out research projects and work with statistical software.

MGTECON 536. Data Driven Decision Making. 2 Units.
This is a short course on data driven decision making. The purpose of the course is to help students become intelligent consumers and producers of data analytics in the business context. Each class meeting will consider a different case/caselet involving data and statistical analyses. We will spend a lot of time on understanding the difference between correlation and causation, and measurement issues such as small sample problems and selection bias. By the end of the course students will have sharpened analytical skills, and will be more critical of data and statistical analyses. This is *not* a data/statistical methods course, but is rather an analysis course. The course requires only the tools learned in D&D.

MGTECON 541. Topics in International Macroeconomics and Finance. 2 Units.
This course gives students a background to understand fundamental issues in international macroeconomics and finance. Key topics include international asset pricing, hedging exchange rate risk, the relation between interest rates and exchange rates, business cycle fluctuations in emerging markets as well as in developed countries, banking and currency crises. By the end of the course, students should be able to read and understand the discussions of these topics in a publication such as The Economist. Each week we will have one lecture on fundamental concepts and one that applies these to recent events.

MGTECON 558. Technology, Innovation & Entrepreneurship Policy. 2 Units.
This economic policy compressed course will briefly examine a variety of government policies and how each influences technology, innovation, and entrepreneurship. We will examine a range of policy topics from the perspectives of both policymakers and the firms affected by these policies. Possible topics (subject to change) include: high-skilled immigration, the taxation of carried interest, net neutrality, carbon pricing, data privacy, global democracy / censorship, new drug/medical device approval, online education, and encryption. The course is aimed primarily at helping those interested in technology, entrepreneurial, or finance roles understand how policymakers think about and make decisions that affect these sectors. The course is taught by a former senior White House economic advisor to President George W. Bush.

MGTECON 591. Global Management Research. 2 Units.
The course will review the results from a large management practices project involving Cambridge, Harvard, the London School of Economics, McKinsey & Company and Stanford. McKinsey have developed a basic management practice evaluation tool - detailing about 20 key practices which has been used to evaluate about 20,000 organizations in manufacturing, retail, healthcare and education across North and South America, Europe, Asia, Africa and Australasia. These data provide a global insight into the basic management practices around monitoring, targets and talent management that firms adopt around the world. We will examine the link between management and performance, and the reasons for differences in management across firms, industries and countries. This will be supplemented with the results from more recent research with Accenture and the World Bank in India on change management interventions in a developing country context. The course will focus on making students familiar with this research and in particular the scoring grid so that they can easily performance an initial overview of the management practices of any organization. For example, this would be ideal for an initial evaluation of the management practices in a target company for private equity investment or a preliminary evaluation ("diagnostic"") of a potential client by a consulting firm. Interested students can look at some of the academic, business and media focused output from the research on: http://www.worldmanagementsurvey.com, including over dozens of articles in the New York Times, Economist, Wall Street Journal, Business Week, Newsweek, Washington Post and the Financial Times.

MGTECON 600. Microeconomic Analysis I. 3 Units.
This course provides an introduction to the foundations of modern microeconomic theory. Topics include choice theory, with and without uncertainty, consumer and producer theory, dynamic choice and dynamic programming, social choice and efficiency, and fundamentals of general equilibrium.

MGTECON 601. Microeconomic Analysis II. 3 Units.
This course studies the roles of information, incentives and strategic behavior in markets. The rudiments of game theory are developed and applied to selected topics regarding auctions, bargaining, and firms’ competitive strategies; information economics; and contracting and market design.
MGTECON 602. Auctions, Bargaining, and Pricing. 4 Units.
This course covers auction theory, matching, and related parts of the literature on bargaining and pricing. Key papers in the early part of the course are Myerson and Satterthwaite on bargaining, Myerson on optimal auctions, and Milgrom and Weber’s classic work. We then turn to markets in which complicated preferences and constraints, limitations on the use of cash, or variations in contract details among bidders play an important role. Emphasis is on matching markets such as the National Resident Matching Program and asset auctions such as the spectrum auctions.

MGTECON 603. Econometric Methods I. 4 Units.
This is the first course in the sequence in graduate econometrics. The course covers some of the probabilistic and statistical underpinnings of econometrics, and explores the large-sample properties of maximum likelihood estimators. You are assumed to have introductory probability and statistics and matrix theory, and to have exposure to basic real analysis. Topics covered in the course include random variables, distribution functions, functions of random variables, expectations, conditional probabilities and Bayes’ law, convergence and limit laws, hypothesis testing, confidence intervals, maximum likelihood estimation, and decision theory.

MGTECON 604. Econometric Methods II. 3 Units.
This course presents a comprehensive treatment of econometric methods used in economics, finance, marketing, and other management disciplines. Among the topics covered are: the classical linear regression analysis, linear simultaneous equations systems and instrumental variables techniques, panel data models, generalized method of moments, selection models, and limited dependent variable models. This course uses Matlab or similar computational software, but previous experience with such software is not a prerequisite. This course assumes working knowledge of undergraduate econometrics, basic linear algebra, basic probability theory, and statistics that are covered in MGTECON 603. Those who did not take MGTECON 603 or similar should see the instructor.

MGTECON 605. Econometric Methods III. 3 Units.
This course completes the first-year sequence in econometrics. It develops nonparametric, semiparametric and nonlinear parametric models in detail, as well as optimization methods used to estimate nonlinear models. The instructor will discuss identification issues, the statistical properties of these estimators, and how they are used in practice. Depending on student and instructor interest, we will consider advanced topics and applications, including: simulation methods and Bayesian estimators.

MGTECON 606. Microeconomic Theory for Non-Economist PhDs. 4 Units.
This course will be a first quarter PhD course in microeconomic theory, aimed at PhD students who do not plan to become professional economists. Relative to a course geared to economics PhDs the class will differ in two important ways. First, there will be almost no emphasis on proofs. Second, the topics covered will be broader than the standard set covered in say Econ 202.

MGTECON 608. Multiperson Decision Theory. 3 Units.
Students and faculty review and present recent research papers on basic theories and economic applications of decision theory, game theory and mechanism design. Applications include market design and analyses of incentives and strategic behavior in markets, and selected topics such as auctions, bargaining, contracting, signaling, and computation.

MGTECON 609. Applied Econometrics and Economic Research. 4 Units.
The primary objective of this course is to prepare students to evaluate and produce research in empirical microeconomics. The emphasis will be on the overall process of conducting such research: from defining a clear research question, to collecting suitable data, to selecting and executing an appropriate mode of econometric analysis. Students will be expected to read and discuss papers covering a variety of applied topics. Methodological issues will be discussed in depth wherever they arise, and especially where they are central to understanding a paper’s implications, but methodology will not be the central focus of the course. Some of the topics to be covered in the course include: nonlinear pricing in imperfectly competitive markets; innovation and the diffusion of innovations; the economics of advertising; consumer information and product-market outcomes. Other topics will be selected based partly on student input.

MGTECON 610. Macroeconomics. 4 Units.
This course covers various topics in macroeconomics and is designed to expose students to macroeconomic methods, classic papers in the field, and the latest research at the frontier. The current focus is on economic growth. Using theoretical and empirical tools, we consider questions like: How do we understand long-run growth in per capita income? Why are some countries so much richer than others? Other topics include misallocation as a source of TFP differences, the direction of technical change, growth and the environment, the rise in health spending, patenting, and international trade. This course satisfies the GSB PhD macro requirement.

MGTECON 611. Open Economy Macroeconomics. 4 Units.
The goal of this course is to teach students how to use the tools of open economy macroeconomics to connect to the burgeoning literature on institutions in a way that helps them to frame interesting research questions in the area of stabilization, reform, and growth in developing countries. The growth rate of total factor productivity (TFP) plays an essential role in economic growth. In turn, two principal forces drive TFP growth: (1) changes in ideas (i.e. technological change) and (2) changes in institutions. This course will employ the tools of open economy macroeconomics to study the second of these two forces. Recent contributions in the literature focus on the impact of cross-country differences in initial institutions on long-run growth and development. Prominent examples of such institutional differences include the nature of the legal origins and property rights bequeathed to a country by its colonial masters. This is a PhD course in economics, but it is open to students from any discipline (i.e. Political Science, History, International Relations) who are willing to make the analytical investment that is necessary to understand and debate the issues in a logical, coherent, and systematic fashion.

MGTECON 612. Advanced Macroeconomics II. 4 Units.
Modern macroeconomics of aggregate fluctuations in advanced economies. Current research on sovereign debt, fiscal policy and financial flows, low growth and stagnation, low interest rates, financial crises, unemployment fluctuations, and other timely topics. The course will be organized around the detailed study of recent research papers. Some lectures will be given by visiting macroeconomists. Students enrolled in MGTECON 612 take the class for 4 units. Students develop a research proposal and present it to the instructors as the final exam. Prerequisite: Satisfaction of the economics department’s core macro requirement or consent of the instructors.
MGTECON 615. Theory and Practice of Auction Market Design. 4 Units.
This class will focus on several topics in auction market design and related areas. It is an advanced course, intended as a sequel to the more basic market/mechanism/auction design courses offered at the Economics department and the GSB. Students are expected to be familiar with the material in those courses. We will briefly review some basics of auction theory, but the main goal of the class is to bring students closer to doing independent research and introduce them to recent contributions and currently active research areas. Specific topics may include: multi-item and combinatorial auctions; robust auction design; applied auction design with practical applications; Internet advertising; radio spectrum auctions; securities markets; commodities; complex procurements.

MGTECON 616. Topics in Game Theory. 3 Units.
This is an advanced game theory course and requires a basic background in game theory or an advanced applied game theory course. The course covers foundational topics such as type spaces, modeling reasoning and rationality, game forms, solution refinements and more. A collection of additional topics will be covered independently via problem solving assignments in workshop style meetings with student presentations.

MGTECON 617. Heterogeneity in Macroeconomics. 3 Units.
The goal of this course is to introduce students to frontier research in quantitative macroeconomics and finance with heterogeneous agents. We study models with imperfect financial markets and/or search frictions. We emphasize theory and numerical methods as well as tools to confront model predictions with both micro and macro data. Potential applications cover a wide range of topics in household finance, corporate finance and firm dynamics, asset pricing, housing and labor markets, business cycles and growth.

MGTECON 618. Public Finance and Taxation III. 3 Units.
The course covers various topics relating to social insurance. The first half of the course covers the rationale for government interventions into private insurance markets, adverse selection, social insurance design and the intersection between social insurance and intra-family insurance. The second half of the course covers local public policy through the lens of social insurance, and includes topics such as spatial equilibrium, place-based policies and housing policy.

MGTECON 620. Economics of Electronic Commerce and the Internet. 4 Units.
This course is designed to introduce students to research topics in electronic commerce and the economics of the internet. The primary audience is advanced graduate students in economics or closely related areas, but the course is also open to students from related fields such as computer science and operations provided students have completed graduate coursework in economics, game theory, and/or market design. The methodological focus is on applied economic theory models, empirical work, and field experiments. The course requires a literature review and research proposal, which will be presented to the class at the end of the term. Core topics include: economics of platform markets and multi-sided markets, with case studies including online advertising, online auctions, mobile computing, cloud computing, electronic and mobile payment systems, and media markets; markets for information; internet search, including specialized search platforms such as shopping and travel; the impact of the internet on the news media; and the impact of technological and business practice shifts on both old and new industries, including data-driven decision-making, machine learning, and increased reliance on experimentation. Other topics that may be selected according to student interest include social networks, social media, intellectual property and innovation, broader economic impacts of technological innovation, security, internet policy, the impact of the internet on education and health, privacy, and other regulatory issues surrounding the internet.

MGTECON 624. Dynamic Political Economy Theory. 4 Units.
This course is intended to be an introduction to dynamic political economy theory. We will cover research at the frontier of this field and some useful tools. Tools will be primarily dynamic game theory - including Markov models and models of reputation. Topics covered will include dynamic legislative bargaining, dynamic coalition formation, endogenous institutions, endogenous policy formation, and policy experimentation.

MGTECON 627. Empirical Applications of Dynamic Oligopoly Models in I.O. 2 Units.
This course will provide an overview of recent advances in, and applications of, dynamic oligopoly models in I.O. We will start by introducing a simple framework for dynamic oligopoly in the context of a dynamic investment model. We will move on to other applications and extensions of the framework, including dynamic entry models and dynamic mergers, with a discussion of antitrust issues. We will cover an empirical model of dynamic network adoption and participation. We will learn alternative econometric approaches to the identification and estimation of dynamic oligopoly models, including a discussion of serially correlated unobserved shocks. Finally, we will discuss methods for computing counterfactuals and welfare, and then speculate about some unresolved issues and the potential for future work in this area.

MGTECON 628. Reading Group in Industrial Organization. 1 Unit.
This course meets weekly on Tuesdays at Noon. The primary purpose of the course is to read and discuss current working papers in Industrial Organization and related fields (e.g., Econometrics, Marketing, and Labor). Students are required to present papers once per quarter and both students and faculty may also present their own working papers.

MGTECON 629. Microeconomics Workshop. 3 Units.
Each week, a different economics faculty member will discuss his or her important and/or current research. The course is an important introduction to PhD level research topics and techniques. Attendance is mandatory.

MGTECON 632. Topics in Continuous Time Dynamics. 3 Units.
This seminar-style course studies a selection of micro-economic models in dynamic settings, and explores the use of continuous-time methods to solve them. Topics to be covered include experimentation games, social learning, principal-agent problems, career concerns/market-agent models, security design and strategic trading. For every topic discussed, the class introduces gradually the set of relevant mathematical tools: dynamic programming and Hamilton-Jacobi-Bellman equations, Pontryagin’s maximum principle, Euler-Lagrange equations, Brownian and Poisson processes, Bayesian inference and linear filtering, change of measure, martingale representation, Malliavin derivatives, stochastic maximum principle, expansions of filtrations. The course emphasizes high-level intuition rather than mathematical rigor. It is targeted at those who seek to become familiar with the literature on continuous-time dynamics and want to understand the functioning of these models, either by general interest or to apply these techniques.
MGTECON 634. Machine Learning and Causal Inference. 3 Units.
This course will cover statistical methods based on the machine learning literature that can be used for causal inference. In economics and the social sciences more broadly, empirical analyses typically estimate the effects of counterfactual policies, such as the effect of implementing a government policy, changing a price, showing advertisements, or introducing new products. Recent advances in supervised and unsupervised machine learning provide systematic approaches to model selection and prediction, methods that are particularly well suited to datasets with many observations and/or many covariates. This course will review when and how machine learning methods can be used for causal inference, and it will also review recent modifications and extensions to standard methods to adapt them to causal inference and provide statistical theory for hypothesis testing. Applications to the evaluation of large-scale experiments, including online A/B tests and experiments on networks, will receive special attention. We will also consider topic modeling, Bayesian methods, and a brief overview of textual analysis.

MGTECON 640. Quantitative Methods for Empirical Research. 3 Units.
This is an advanced course on quantitative methods for empirical research. Students are expected to have taken a course in linear models before. In this course I will discuss modern econometric methods for nonlinear models, including maximum likelihood and generalized method of moments. The emphasis will be on how these methods are used in sophisticated empirical work in social sciences. Special topics include discrete choice models and methods for estimating treatment effects.

MGTECON 651. Natural Resource and Energy Economics. 4 Units.
Management and provision non-renewable and renewable natural resources, with considerable attention to energy provision and use. Topics include: fisheries problems and policy; energy industry market structure, pricing, and performance; and policies to facilitate transitions from non-renewable to renewable energy.

MGTECON 652. Personnel Economics. 3 Units.
This seminar will examine applications of labor economics to business issues and firms’ practices. Material will include both theoretical and empirical work, and the syllabus will range from classics in Personnel Economics to current (unpublished) research. Some of the topics to be covered include, but are not limited to, compensation practices, assignment of decision rights, organizational structure, attracting, retaining, and displacing employees, and workplace practices (such as team-based organization, profit sharing, etc.).

MGTECON 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.
Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.
Same as: ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692

MGTECON 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

MGTECON 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

MGTECON 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802

Finance Courses

FINANCE 121. Undergraduate Finance Research and Discussion Seminar. 1 Unit.
This seminar is designed to provide some experience with research methods and topics in finance, and to assist undergraduates with career interests in financial research, whether academic or not, with preparation for those careers. The seminar meetings are weekly and discussion based, covering a range of issues and methods in financial economics. Students are expected to prepare a 30-minute research presentation once during the quarter.

FINANCE 201. Finance. 3 Units.
This course covers the foundations of finance with an emphasis on applications that are vital for corporate managers. We will discuss many of the major financial decisions made by corporate managers, both within the firm and in their interactions with investors. Essential in most of these decisions is the process of valuation, which will be an important emphasis of the course. Topics include criteria for making investment decisions, valuation of financial assets and liabilities, relationships between risk and return, capital structure choice, payout policy, the use and valuation of derivative securities, and risk management. This course is targeted to those students who are new to finance and for those with little quantitative background.

FINANCE 204. Finance - Accelerated. 3 Units.
This course covers the foundations of finance with an emphasis on applications that are vital for corporate managers. We will discuss many of the major financial decisions made by corporate managers, both within the firm and in their interactions with investors. Essential in most of these decisions is the process of valuation, which will be an important emphasis of the course. Topics include criteria for making investment decisions, valuation of financial assets and liabilities, relationships between risk and return, capital structure choice, the use and valuation of derivative securities (e.g., options and convertible securities), and risk management. No previous background in finance is required or expected, but in comparison with Finance 201, less time will be spent in class on the steps involved in solving basic problems. Therefore, students choosing this course should be relatively comfortable with basic mathematical operations (e.g., expressions involving multiplication of multiple terms, summation of multiple terms, etc.), though familiarity with the underlying finance concepts is not expected. A good diagnostic is to skim Section 4.2 "Rules for Time Travel" (pp. 98-104) in the course textbook, Corporate Finance by Berk and DeMarzo. If you are comfortable with the level of basic mathematics involved (even if the concepts are new), 204 is a good choice. If not, you should consider Finance 201.

FINANCE 205. Accelerated Managerial Finance. 3 Units.
This course covers the foundations of finance with an emphasis on applications that are vital for corporate managers. We will discuss many of the major financial decisions made by corporate managers, both within the firm and in their interactions with investors. Essential in most of these decisions is the process of valuation, which will be an important emphasis of the course. Topics include criteria for making investment decisions, valuation of financial assets and liabilities, relationships between risk and return, capital structure choice, payout policy, the use and valuation of derivative securities, and risk management. This course is targeted to those students who are new to finance and for those with little quantitative background. No previous background in finance is required or expected for this course. Content will be comparable to F201, but the majority of course lecture material will be delivered online, with in-class sessions devoted to applications of key concepts. This "flipped classroom" version of the course is intended for self-motivated students with an interest in applications. Prerequisite material for the course will be posted online in the fall.
Same as: Lab-based Pilot
FINANCE 211. Corporate Finance: Applications, Techniques, and Models. 3 Units.
This course will develop and apply the basic tools and models of corporate finance to real-world corporate decisions. This course is designed to be the second course in the financial sequence; that is, it is designed to be the natural follow-up to the Winter Managerial Finance course. This course will develop and extend standard tools and techniques of financial analysis, valuation, and model-building, and apply these methods to a wide range of cases. Case topics will include mergers and acquisitions, private equity, corporate governance, capital structure, agency conflicts, and corporate restructuring. For all of these applications, this course will emphasize the central importance of financial analysis, valuation, and modeling to guiding optimal decision making.

FINANCE 214. Accelerated Corporate Finance: Applications, Techniques, and Models. 3 Units.
The focus of this course is to apply the fundamental ideas and tools of corporate finance to real-world investment and financing decisions. This course is designed to be the second course in a standard finance sequence; that is, it is designed to be the natural follow-up to the Winter Managerial Finance course. We will develop and extend standard tools and techniques of valuation, and model-building, as well as frameworks and apply these to a wide range of cases. Case topics will include valuation, capital structure choice, financial distress and bankruptcy, agency conflicts and governance, payout policy (and cash management), leveraged buyouts, private equity, mergers and acquisitions, staying private versus going public decision, and valuing control in firms through dual shares and pyramids/keiretsu structure in global settings. Students will be expected to develop detailed model-based analyses for the cases using the tools and techniques we develop in this course, and to employ their analyses to reach and defend specific recommendations for these cases.

FINANCE 221. Finance for Non-MBAs. 3 Units.
This course, intended for graduate students and advanced undergraduates, covers the foundations of finance with applications in corporate finance and investment management. It discusses many of the major financial decisions made by managers and investors, emphasizing the process of valuation. Topics include criteria for making investment decisions, risk and return, market efficiency, capital structure, and the valuation of derivative securities (e.g., options). The course also provides coverage of the major financial instruments issued by corporations. Prerequisite: ability to use spreadsheets, knowledge of basic probability and statistics concepts, including random variables, expected value, variance, covariance, and simple estimation and regression. For registration questions about this course, please contact the Graduate School of Business at academic_operations@gsb.stanford.edu.

FINANCE 229. MSx: Finance. 3 Units.
This course covers the foundations of corporate finance including the management of capital structure, financial forecasting, dividend policy, financial distress, cost of capital and capital budgeting. It discusses the major financial decisions made by corporate managers and the impact of those decisions on investors and the value of the firm. Topics include criteria for understanding the valuation of financial assets and liabilities, relationships between risk and return, market efficiency, and the role of derivative securities, including options. The course also provides coverage of the role of financial markets in the operations of the firm.

FINANCE 310. Finance - Advanced. 3 Units.
This advanced applications course brings recent advances in finance to bear on real-world challenges in investment management and corporate finance. The goal of this course is to develop a deeper understanding of how capital markets actually work, drawing on recent advances in modern finance. We discuss the implications for financial decision making by managers and investors. The course is intended for MBA1 students who are familiar with the foundations of finance, including discounted cash flow (DCF) analysis, internal rate of return (IRR) calculations, mean-variance analysis and the Capital Asset Pricing Model (CAPM). Examples of broad topics covered in the class include corporate capital structure decisions, challenges in portfolio management, performance analysis of mutual funds, hedge funds and private equity, IPOs, hedging of currency and interest rate risk, etc. To be eligible, students must have passed the placement exam in Week Zero, must have solid quantitative skills and have a willingness to analyze data.

FINANCE 319. Private Equity Investing Seminar. 4 Units.
This PE Investing seminar launched in 1993 focuses on private equity investing, including investments with control, buyouts, and minority investments at various stages in a company's life. Private equity investing activity has grown significantly over the past 2 decades. This seminar explores selected topics in private equity investing for those MBA students who take the corequisite course FINANCE 321.01, Investment Management and Entrepreneurial Finance. Private equity includes both established and early stage companies. The course extends and deepens the entrepreneurial finance area for those with an interest in private equity, venture capital and principal investing, taking a global view. Utilization will be made of original case studies and lecture-discussions, building on the framework of FINANCE 321. The Seminar meets with many outstanding investors. All those registered in F321.01 will also be registered in F319. See yellow Term Sheet put in MBA Boxes in late April. Note: All those registered in F321.02 will also be registered in F329.

FINANCE 320. Debt Markets. 3 Units.
This course is intended for those who plan careers that may involve debt financing for their businesses or other investments, or involve trading or investing in debt instruments and their derivatives, including money-market instruments including central bank deposits, government bonds, repurchase agreements, interest-rate swaps, mortgage-backed securities (MBS), corporate bonds, structured credit products, and credit derivatives. We will emphasize institutional features of the markets, including trading, pricing, and hedging. There is a special focus on distressed debt. Most lectures will start with a cold-called student presentation of an un-graded short homework calculation. There will also be a series of graded homework, a take-home mid-term, and about six graded ‘pop quizzes’ of 10 minutes or less.

FINANCE 321. Investment Management and Entrepreneurial Finance. 3 Units.
Our focus is fundamental value investing. Equity investment in companies, common stocks, early/growth stage ventures and private equity, deals, partnerships, hedge funds, or other entrepreneurial opportunities will be immediately or eventually important for most MBAs—either on the investing side or on the fund-raising financing side. This investment course discusses many practical and conceptual factors influencing the analysis and value of companies and deals, including publicly listed and private equity investments, and on success of investment approaches. The format of the class is primarily case discussions and lecture discussions led by the professor and investors/principals who were involved in the case. This course enables MBA students to learn a broad investing skill-set and to study outstanding investors. See yellow Term Sheet put in MBA Boxes in late April.
FINANCE 322. Financial Intermediaries and Capital Markets. 4 Units.
This course focuses on financial markets, institutions, and instruments. We consider when and how firms raise capital through the life cycle, beginning with the capital-raising decisions and transactions for young firms and then discussing the decisions facing older, listed firms. We concentrate mainly on the firm's perspective while also considering the perspective of financial intermediaries. Issues to be considered in this course include the role of financial intermediaries like banks, the decision to go public, the pricing and role of investment banks in IPOs, bank debt, project finance, public debt, private placements, securitizations, convertibles, and markets for junk bonds.

FINANCE 324. Practical Corporate Finance. 4 Units.
The focus of this course is to apply the fundamental ideas of corporate finance to real-world problems. This course is a follow-up to the Fall course in Managerial Finance in which the basics of finance and valuation were covered. We will explore both how to make the acquired knowledge practical as well as to deepen our understanding of the core principles of finance. During the course we will analyze cases covering a wide range of topics such as capital structure, private equity and venture capital, mergers and acquisitions, hostile takeovers and leveraged buyouts, as well as bankruptcy and financial distress. These cases provide an opportunity to bridge the gap between theory and real-life situations. Students are expected to develop their own spreadsheets and provide recommendations based on their analysis of the case material. This course was formerly known as FINANCE 224. An accelerated version of this course is offered as FINANCE 331.

FINANCE 326. Derivative Securities. 4 Units.
This course is an introduction to options, futures and other derivative securities. The goal is to learn a core set of principles that underlie the pricing and use of derivatives. In particular, we will cover the valuation and use, both for risk management and for speculation, of forwards, futures, swaps, and options; the Black-Scholes option-pricing formula; delta-hedging; credit derivatives; financial risk management; and the role of derivatives in the recent financial crisis.

FINANCE 327. Financial Markets. 4 Units.
The aim of this course is to develop a thorough understanding of financial markets. We explore how investors make decisions about risk and return, how financial markets price risky assets in equilibrium, and how financial markets can sometimes malfunction. The course puts particular emphasis on the role of real-world imperfections that are absent from the standard textbook view of financial markets. For example, we explore the role of illiquidity: Why are there liquid markets for some types of assets but not for others? Why does liquidity often disappear in times of market turmoil? We will also study recent insights from behavioral finance about investor psychology and market inefficiencies. Moreover, we will look at financial innovations such as credit-default swaps, securitization, and hedge funds that play important roles in financial markets these days. We use cases to develop these topics in the context of practical decision-problems in the areas of asset allocation, risk management, and financing.

FINANCE 329. Investment Seminar. 4 Units.
F329 - Investment Seminar: “Global Principal Investing/Hedge Funds” is a seminar focused on selected topics in masterful investing in publicly traded with some private equity capital investments, with emphasis on the principal's point of view. We study hedge funds and mutual funds and meet with outstanding investors. The scope and context is global including emerging markets. The Seminar is taught by a founding director of one of the largest international investment funds. See yellow Term Sheet put in MBA Boxes in late April. All those registered in F321.02 will also be registered in F329. nNote: All those registered in F321.01 will also be registered in F319.

FINANCE 330. Investment Management: Asset Allocation and Asset/Manager Selection. 4 Units.
This course covers strategic and tactical asset allocation in investment portfolios as well as specific asset and manager selection issues. We consider challenges that are unique to the various asset classes that comprise broad-based portfolios, including: public equities, fixed income securities, private equity (both buyout and venture capital), hedge funds, and real assets (real estate, energy, timber, and commodities). We also consider challenges that are specific to various geographies (e.g., domestic, developed international and emerging markets) across the various asset classes. The portfolio optimization framework employed considers the perspective of different types of investors that vary along such dimensions as risk preference, investment horizon, tolerance for illiquidity, tax status, social objectives, and special asset-specific relationship, information or skill advantages. More specifically, our framework considers: tradeoffs between seeking diversification to control risks, and making concentrated bets where there appears to be outsized return prospects (whether due to one-off proprietary investment opportunities or the market appearing to value certain sectors improperly); tradeoffs between passive investment (at low administrative cost and complexity) and active investment designed to produce premium returns (despite the incremental cost and complexity); distinctions between investing as principals and delegating to managers, and the importance of aligning incentives among all parties; the importance of liquidity in driving the pricing, risk and expected returns to various asset classes and the importance of identifying which parties are natural suppliers of liquidity and which the natural demanders; the importance of effective underwriting and ongoing monitoring of investment opportunities; the importance of tax considerations in the pricing and expected returns to various asset classes; and the importance of identifying which parties form the natural clientele in each asset class. For a number of the sessions, we will invite domain experts to add spice and depth to a portion of the class discussion.

FINANCE 331. Practical Corporate Finance. 4 Units.
(Note: this course was formerly known as FIN 230) The main aim of this course is to enable students to apply the fundamental ideas of finance to problems in the area of corporate finance with all the complexities the real world entails. The course is a follow-up to the Fall Managerial Finance course where students learnt basics of valuation techniques and various finance applications. We will explore both how to make all this knowledge practical as well as how to deepen our knowledge of fundamental finance ideas. The main focus of this course is on the corporate financial manager and how he/she reaches decisions as to investments, dividends and financing of all sorts. Topics include leveraged buyouts, hostile takeovers, private equity financing and venture capital, financial distress and bankruptcy, mergers and acquisitions, managing working capital. The cases will be used to motivate our discussion of how to bridge the gap between rigorous finance theory and its application to practical problems in corporate finance. This course is case-based and more advanced than FINANCE 324. “Advanced” means that we will discuss a lot of subtle qualitative issues as well as explore deeper fundamental applications of core finance ideas. The course is intensive and will require students to prepare carefully all cases, read and understand a lot of materials, and actively participate in the class discussion. The main teaching method is cold calling. Same as: Accelerated
FINANCE 332. The Politics of Finance. 3 Units.
This course explores how economic and political forces interact to shape the financial system. The financial system is rife with conflicts of interests that markets fail to address effectively. The political process meant to correct these market failures, however, is itself rife with conflicted interests. We will discuss the roles, information and incentives of the key actors and show that politics often trumps economics in predictable ways. You will gain a better understanding of critically important and ongoing policy issues that will shape the financial system for years to come. Topics include the structure and role of banks and other financial institutions, housing and credit markets, central banks, global cooperation, governance and accountability, and the role of the media.

FINANCE 335. Corporate Valuation, Governance and Behavior. 4 Units.
This course will develop a detailed knowledge of corporate valuation techniques, together with an understanding of the role such valuations play in a wide range of corporate financing decisions. First, the course will carefully consider different valuation techniques, the assumptions that underlie each of these methods, how they are applied in practice, how they are related to one another, and how to decide which method of valuation is appropriate for a given application. After developing these tools, they will then be applied to a wide range of corporate finance settings. Among the applications to be considered are mergers and acquisitions, international valuation, corporate governance, financial distress, agency conflicts, asymmetric information, and overvaluation. For all of these applications, this course will emphasize the central importance of valuation to understanding observed phenomena and to guiding optimal decision making, as well as the unique challenges to valuation posed by the particular application.

FINANCE 336. The Finance of Retirement and Pensions. 4 Units.
The financial economics of how retirement is financed, particularly in the US. Topics: basic finance concepts necessary for understanding individual retirement savings. Properties of financial instruments such as bonds and stocks. Optimization of individual retirement account or 401(k) portfolios. Defined benefit pensions. Measuring defined benefit pension liabilities. Impact of defined benefit pension liabilities on corporate, state, and local budgeting. The economics of national retirement policy including Social Security and government treatment of private retirement savings.

FINANCE 341. Modeling for Investment Management. 3 Units.
This course will combine practical and up-to-date investment theory with modeling applications. Understanding beautiful theory, without the ability to apply it, is essentially useless. Conversely, creating state-of-the-art spreadsheets that apply incorrect theory is a waste of time. Here, we try to explicitly combine theory and application. The course will be divided into 6 modules, or topics. The first day of each module will be a lecture on an investment topic. Also provided is a team modeling project on the topic. The second day of each module will be a lab. The lab day will begin with modeling concepts (tips) designed to help you use Excel to implement the module's investment topic. After the tips are provided, the remainder of the lab day is devoted to teams working on their modeling project and allowing for Q&A. On the third day of each module will be presentations and wrap-up.

FINANCE 345. History of Financial Crises. 3 Units.
Financial crises are as old as financial markets themselves. There are many similarities between historical events. The 2007/8 credit crisis, for example, is far from unique. More often than not financial crises are the result of bubbles in certain asset classes or can be linked to a specific form of financial innovation. This course gives an overview of the history of financial crises. We go back almost 400 years and start with the Tulip mania of 1636. From there we will slowly make our way back to today, encountering many crisis episodes that are relevant from today’s point of view. The purpose of the course is to understand the causes of past crises and to develop a conceptual framework that ties common elements together. We will discuss the lessons that we can draw for financial markets today.

FINANCE 346. Institutional Money Management. 3 Units.
The object of this course is to study the money management industry from the perspective of the user — an investor who wants to invest money. This course will study the main components of the money management industry: mutual funds, hedge funds, private equity funds and venture capital funds. It will also examine important users of the industry such as non profits, endowments and defined benefit pension funds. The emphasis of the course will not be on how fund managers make money, but rather on how the industry is organized, how managerial skill is assessed, how compensation is determined, and how economic rents are divided between managers and investors. The course will explore how competitive market forces interact with managerial skill and other market frictions to give rise to the observed organization of the industry.

FINANCE 347. Money and Banking. 3 Units.
This course is designed to help students understand the connections between money (the Federal Reserve), financial markets, and the macroeconomy. How are interest rates determined, and how does the Federal Reserve conduct monetary policy? What economic factors drive the yield curves in different bond markets? We will pay particular attention to the banking system, with an eye toward understanding the function and importance of banks. Topics will include the role of the Federal Reserve as a lender of last resort during the recent, and prior, financial crises, unconventional monetary policy tools such as quantitative easing and forward guidance. We discuss the role of the government in regulating the financial sector, paying particular attention to capital requirements for banks. We will often begin class with a discussion of current macro-financial market events in the context of our course coverage. The course is appropriate for anyone trying to gain a macroeconomic perspective on capital markets, from investors to bankers, or those simply interested in the linkages between interest rates, banks and the economy. Given the topics we cover, the course will also be interesting to those who want a better understanding of the 2007-2009 financial crisis and the ongoing Federal Reserve experiment in unconventional monetary policy.

FINANCE 350. Corporate Financial Modeling. 4 Units.
This course will expose students to the fundamentals, best practices, and advanced techniques of corporate financial modeling. We begin with basic operating and integrated financial statement models, and ultimately develop financial models to analyze major corporate transactions, including venture capital funding, mergers and acquisitions, and leverage buyouts. We will integrate theories presented throughout the MBA core, particularly those from accounting and finance, and take a hands-on approach to understand how the theory is implemented in practice. The focus of the course will be on developing critical financial modeling skills, understanding best practices, and recognizing common pitfalls. Students will work on a series of cases and build models that can be used for earnings and pro-forma financial statement forecasts, valuation, the assessment of financing needs, merger analysis, and LBO evaluation. Students will also gain experience presenting financial models and critically assessing them. By the conclusion of the course, students will develop the skills to construct complex financial models and the logical frameworks to utilize them for various organizational applications.

FINANCE 351. Advanced Corporate Financial Modeling. 4 Units.
Students will engage in the development of corporate financial modeling cases and solutions. Students will also develop materials to aid others in building financial models, and serve as case leaders during lab workshops. Extensive background in financial modeling and experience with Excel is required.
FINANCE 361. Behavioral Finance. 4 Units.
This course provides an introduction to behavioral finance, a discipline which integrates insights from psychology into the study of financial decisions and markets. There will be a focus on understanding the psychological underpinnings of financial decision-making as well as the institutional frictions that may allow these psychological mechanisms to influence economic outcomes. Applications include the pricing of assets relative to fundamental value, trading strategies, managerial behavior, and household savings and investment decisions. Conceptual issues will be emphasized through a mix of case discussions and lectures, and quantitative exercises will serve to develop analytical tools for making financial choices.

FINANCE 362. Financial Trading Strategies. 3 Units.
The purpose of this course is to familiarize students with the different types of trading strategies employed by various money management institutions. These financial trading strategies are used to manage the risk and return profiles of specific portfolios. Throughout the sessions, students will be challenged to understand and explore the application and implementation of these different strategies. Trading simulations employed on the Rotman Interactive Trader and Rotman Portfolio Manager (using real market data and computer generated data) will be used extensively in this course as a way to learn and test different strategies. All classes will be held in the new Real-time Analytics and Investment Lab (RAIL), located on the third floor of the Bass Building (B312). Students are expected to attend all sessions. Graded are based on in-class simulation results, class participation, and two written assignments.

FINANCE 363. Entrepreneurial Finance. 3 Units.
This is a course about the financial decision-making process largely from the point of view of the CEO of an entrepreneurial venture, ranging from very early to very late stages. The course takes a two-pronged approach: First, we develop tools and concepts of corporate finance related to modeling, valuation, control, and investment decisions within an entrepreneurial context. Second, we use cases with firms at different stages of their life cycles from initial angel or venture capital investments through exit decisions, in order to see the issues that arise when these principles are applied in practice. In some cases we show the viewpoint of the entrepreneur and in others the perspective of the investor. After all, as an entrepreneur, one cannot negotiate effectively without understanding an investor's motivations. Conversely, an investor cannot evaluate a potential investment opportunity without appreciating the entrepreneur's perspective and incentives. Finally, we explore new developments in entrepreneurial finance such as crowdfunding and early liquidity provisions.

FINANCE 377. China's Financial System. 3 Units.
This course is a survey of China's financial system, including its banking industry, monetary policy structure, and financial markets (bonds, derivatives, equities, foreign exchange, alternative asset management, and related markets). The goal is an integrated view of how capital, risk, and liquidity are intermediated within China and cross-border. Current trends (including liberalization of markets) will be emphasized. Coverage will be through lectures, reading of both primary source documents and secondary (journalistic and analyst) commentary, as well as a range of subject-matter-expert speakers. Using our special High Immersion Classrooms at Stanford and at the Stanford Center at PKU, this course meets jointly with a parallel course offered at Beijing University. Students will participate actively in class discussion, make a 5-minute topical presentation, and submit a short (10-page) paper.

FINANCE 381. Private Equity in Frontier Markets: Creating a New Invincible Asset Class. 4 Units.
In 2001, Jim O'Neil of Goldman Sachs wrote a research note which underscored the importance of so-called “Emerging Markets” to a well-balanced investment portfolio. Still today, most investors have little or no investment exposure beyond North America, Europe, Japan and more recently India, China and Brazil. All of this is just beginning to change. The not yet fully formed investment category called frontier market private equity is emerging and within the next decade is likely to be an asset class of its own. Private equity investments are being made in southeast Asia, in MENA(Middle East/ North Africa), in sub-Saharan countries beyond South Africa and in Latin America. Even fund of funds are appearing across these markets. At the same time, investors face a world of diminished returns expectations in developed economies just as aging demographics and the need for continued growth, innovation and infrastructure renewal places increasing demands for payout. Suffice it to say, investors will be looking beyond traditional asset classes and geographies for sources of return. This new course is designed to expose you to the still emerging, not yet fully formed world of frontier market private equity. To set the context we will start by reviewing the fundamentals of economic growth and development globally. In addition we will discuss the fundamental concepts involved in constructing and evaluating the performance of a large scale investment portfolio. We will then review cases on the elements of the private equity cycle/process and specifically address the special demands of frontier markets in general. We will also focus on issues that are specific to various markets (e.g. Nigeria, Vietnam, etc.). Students taking the course will be given the opportunity to make important contributions to the knowledge base of this still very young field by working in small teams to research topics of personal and general interest, the results of which will be reported to the rest of the class. This course will not be offered next academic year, 2017-2018.

FINANCE 385. Angel and Venture Capital Financing for Entrepreneurs and Investors. 3 Units.
This course covers all the stages of funding for early stage high-growth companies, from seed funding to venture capital rounds to a successful exit. We will concentrate on how entrepreneurs and investors make and should make important decisions. Examples of issues that we will cover are: How can entrepreneurs raise funding successfully? What are typical mistakes entrepreneurs make in raising capital and negotiating with investors? How to choose your investor? How to pitch to an investor? How do angels and VCs generate and process their deal flow and select companies? How are VCs involved in business decisions such as recruiting talent and replacing CEOs? What are the important provisions of financial contracts between VCs and founders? How to value early-stage companies? The course is very applied and mostly case-based. We will discuss a lot of nitty-gritty details that is a must for founders and investors. Case protagonists, founders, angels, and VCs will be among guest speakers. No prior knowledge of the VC industry is needed.

FINANCE 548. The Political Economy of Banking Regulation in US and Europe. 1 Unit.
The 2007-09 financial crisis exposed the extreme fragility of the financial system and the harm financial crises can cause. Have regulatory reforms in the US and Europe been effective and, if not, how and why? Does it matter if some institutions are "too big to fail," and, if so, how and why? This course will discuss the economic and political forces that are shaping the financial system in US and Europe and evaluate recent and current events that will have important implications for the economy for many years. We will see how politics trumps economics in Washington, London and Brussels in different but broadly predictable ways.
FINANCE 555. Private Wealth Management and Personal Investing. 2 Units.
The Private Wealth Management and Personal Investing course will address issues that relate to the management of personal assets as opposed to institutional investing. It will cover the origins and growth of private wealth management as an industry, investment planning, risk management, inter-generational transfers of wealth, philanthropy and tax planning. Special emphasis is on issues surrounding the selection of a wealth manager, how managers may be evaluated, including potential conflicts of interest, and performance measurement. Classes will focus on case studies and various readings. Two instructors will lead the class, one from the GSB and one from the private wealth management industry. Most classes will be augmented by visits from professionals in the wealth management and private banking business. Active class participation and a group project are required.

FINANCE 559. The World of Investing. 1 Unit.
This course is a speaker series, exposing students to the world of first-class investors and their philosophies. Each week will have a different visitor describing their investment strategy and experience. Attendance at all sessions is a requirement to pass the course.

FINANCE 562. Financial Trading Strategies. 2 Units.
The purpose of this course is to familiarize students with the different types of trading strategies employed by various money management institutions. These financial trading strategies are used to manage the risk and return profiles of specific portfolios. Throughout the course, students will be challenged to understand and explore the application and implementation of these different strategies. Trading simulations employed on the Rotman Interactive Trader and Rotman Portfolio Manager (using real market data and computer generated data) will be used extensively in this course as a way to learn and test different strategies. All classes will be held in the new Real-time Analytics and Investment Lab (RAIL), located on the third floor of the Bass Building (B312). Students are expected to attend all sessions. Graded are based on in-class simulation results, class participation, and two written assignments. This course is designed to have a fast learning curve and is a prerequisite for FIN563, the advanced extension of this course.

FINANCE 563. Financial Trading Strategies 2. 2 Units.
This course is an extension of FIN562, Financial Trading Strategies. Students will expand on introductory topics from the Financial Trading Strategies Course and be required to build extensive live-market models and risk management models. Class discussions will closely link current market events and pricing anomalies to theoretical and simulated markets and we will closely study the deviations between them.

FINANCE 587. Private Equity - An Overview of the Industry. 2 Units.
This 2-unit elective at the GSB is an overview of the private equity industry including its reason for being and its growth. The course looks at all aspects of private equity partnerships and private equity investing. The course may be of particular interest to five groups of students: (i) students who aspire to be employed in private equity as a career; (ii) students who plan to be employed by companies that are owned by private equity firms; (iii) students who may invest in private equity partnerships as a limited partner; (iv) students who find private equity to be an interesting part of the financial services industry, and (v) students who expect to participate in corporate business development or mergers and acquisitions. The course will meet for nine classes. Each class will have at least one senior partner from a private equity firm to comment on the activities of his firm. In years past, some of the true leaders of the industry have participated. One class will be a mock investment review committee presentation as a final project.

FINANCE 620. Financial Markets I. 3 Units.
This course is an introductory PhD level course in financial economics. We begin with individual choice under uncertainty, then move on to equilibrium models, the stochastic discount factor methodology, no-arbitrage pricing and corporate finance. We will also address some empirical puzzles relating to asset markets, and explore the models that have been developed to try to explain them.

FINANCE 621. Financial Markets II. 3 Units.
This course continues F620 and covers a number of main concepts in market microstructure. Among the topics that are covered are (i) Rational Expectations models and their foundations (ii) strategic trading models (iii) models of market and funding liquidity. In addition to the discussion of theoretic models time will be allotted to empirical applications.

FINANCE 622. Dynamic Asset Pricing Theory. 4 Units.
This course is an introduction to multiperiod models in finance, mainly pertaining to optimal portfolio choice and asset pricing. The course begins with discrete-time models for portfolio choice and security prices, and then moves to a continuous-time setting. The topics then covered include advanced derivative pricing models, models of the term structure of interest rates, the valuation of corporate securities, portfolio choice in continuous-time settings, and finally general-equilibrium and over-the-counter asset pricing models. Students should have had some previous exposure to general equilibrium theory and some basic courses in investments. Strong backgrounds in calculus, linear algebra, and probability theory are recommended. Problem assignments are frequent and, for most students, demanding. Prerequisite: F620 and MGTECON600 (or equivalent), or permission of instructor.

FINANCE 624. Corporate Finance Theory. 4 Units.
This course considers a wide range of topics in theoretical corporate finance (broadly interpreted). Topics include capital structure decisions, agency conflicts in the firm, dividend policy, security design, optimal financial contracting, the theory of the firm, the market for corporate control, and banking and financial intermediation, among others. The primary focus is on how asymmetric information, agency conflicts, strategic interactions, and incomplete contracting affect corporate financial decision-making. The course aims both to familiarize students with influential papers and current research, and to promote new research ideas in the area.

FINANCE 625. Empirical Asset Pricing. 3 Units.
This course is an introduction to empirical research in asset pricing. The focus of the course is on the interplay between financial economic theory, econometric method, and that analysis of financial market data. Topics include tests of asset pricing models, return predictability in time-series and cross-section, empirical studies of asset market imperfections, and studies of individual and professional investor behavior. Class discussions will draw on textbooks/monographs and original articles and working papers.

FINANCE 626. Advanced Corporate Finance. 3 Units.
This is a course on contemporary theoretical and empirical issues in corporate finance. Building upon the first-year courses in corporate finance theory and empirical methods in finance, we will examine issues in asset pricing applications to corporate finance, dynamic capital structure (dynamic financing decisions), financial distress, financing and investment interactions, and behavioral corporate finance. Both conceptual economic frameworks and econometric methods will be developed as needed. A requirement for this course is that students complete two written projects, one theoretical and one empirical, and at least one of these projects will be presented to the class.

FINANCE 628. Finance Pre-Seminar Reading Course. 1 Unit.
Finance Pre-Seminar Reading.

FINANCE 630. Empirical Corporate Finance. 3 Units.
This course provides an introduction to empirical research in corporate finance, with an emphasis on the application of cross-sectional and panel data econometric techniques for causal inference. Topics include investment policy, entrepreneurship and innovation, financing decisions, firm ownership, corporate governance, managerial incentives, financial contracting, and the structure and internal organization of firms. The course assumes knowledge of econometrics at the level of MGTECON 603.
FINANCE 632. Empirical Dynamic Asset Pricing. 3 Units.
This course explores the interplay between dynamic asset pricing theory, statistical assumptions about sources of risk, and the choice of econometric methods for analysis of asset return data. Therefore, the lectures will be a blend of theory, econometric method, and critical review of empirical studies. Both arbitrage-free and equilibrium preference-based pricing models will be discussed, with particular emphasis given to recent developments and outstanding puzzles in the literature. The prerequisites for F632 are MGTECON 603 - 604, Finance 620, Finance 622, and Finance 625. In particular, I will assume familiarity with dynamic asset pricing theory, at the level of F622; and large-sample theory for least-squares, generalized method-of-moments, and maximum likelihood estimation methods. We will review these methods in the context of specific applications, but this material will not be developed in depth.

FINANCE 633. Advanced Empirical Corporate Finance. 4 Units.
This course is devoted to recent developments in the empirical corporate finance literature. Topics include: financial contracting, liquidation and renegotiation, taxation and capital structure, the role of labor markets, leveraged buyouts, executive compensation, the causes and consequences of the financial crisis, and implications of finance for the public sector. The class is very interactive. Many of the sessions will consist of student presentations about the papers from the reading list. We will also further explore empirical methods relevant for applied research in corporate finance, with a focus on identification and panel data issues.

FINANCE 635. Advanced Topics in Empirical Asset Pricing. 3 Units.
This course will survey current research topics in empirical asset pricing. The emphasis will be on giving students exposure to active research areas and open questions rather than well-established areas and empirical techniques. Topics may include liquidity, capital market frictions, money management, volatility, investment-based asset pricing, return predictability, bubbles, and consumption-macro asset pricing models.

FINANCE 637. Macroeconomics and Financial Markets. 4 Units.
This PhD course will cover research topics at the boundary between macroeconomics and finance. Topics will include the study of macroeconomic models with financial frictions, the term structure of interest rates, conventional and unconventional monetary policy, sovereign debt crises, search frictions and segmentation in housing markets, (over)leveraging by households, heterogeneous expectations, excess volatility, financial bubbles and crises. Student presentations and course paper requirement. Designed for second year PhD students in economics or finance.

FINANCE 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.
Same as: ACCT 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.
Same as: ACCT 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692

FINANCE 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

FINANCE 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

FINANCE 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802

GSB Gen & Interdisciplinary Courses

GSBGEN 1110. Seminar in Entrepreneurial Communication. 3 Units.
College campuses have been the incubators for thousands of new business ventures. What makes the difference between a successful entrepreneur and an initial failure out of the gate? It's often not the quality of the idea, but rather the ability of the entrepreneurs to successfully communicate their vision to potential investors, employees, and customers. This seminar will explore successful and failed entrepreneurial communication. Students will learn the basics of persuasive oral and written communication, and then apply these principles to their own ideas.

GSBGEN 112Q. Leading Out Loud: an Exploration of Leadership Communication through an LGBT Lens. 3 Units.
Students of all sexual orientations are invited to apply for this unique new seminar looking at the distinct challenge LGBT leaders have faced in communicating effectively. Through the years, many individuals have led the struggle for gay rights and inclusion through a variety of different communication strategies and tactics; some were successful while others were not. This seminar course will explore some of the key leaders in the LGBT community and how they chose to communicate. Together we will search through a variety of film clips, transcripts, news reports, and other historical elements to see how the message, media, and moments work together. A number of guest speakers will also share their perspective on what it means to "Lead Out Loud." Heterosexual identified students as well as LGBT students are encouraged to apply; in fact, we seek to have a true diversity of opinions in the room as we explore this topic. All students will benefit from this exploration of how to communicate about controversial, sensitive, and personal subjects with greater strength and purpose.
GSBGEN 113N. The Economic Survival of the Performing Arts. 3 Units.
Even the most artistically accomplished and well-managed performing arts organizations—symphony orchestras, operas, dance companies, and many theaters—tend to live on the edge financially. In fact, most performing arts groups are organized as nonprofit organizations, because they cannot make enough money to cover costs and survive as profit-seeking businesses. In this seminar we will explore the reasons for the tension between artistic excellence and economic security, drawing on the experience of performing arts organizations in the United States and in countries (whose governments have adopted quite different policies toward the arts). Using economic concepts and analysis that we develop in the seminar, you will first examine the fundamental reasons for the economic challenges faced by performing arts organizations. In later sessions, we will consider and evaluate alternative solutions to these challenges in the United States and other countries. The seminar may include meetings with managers and/or trustees of arts organizations. By the end of the seminar, you will be able to assess the economic condition of an arts organization, evaluate alternative strategies for its survival, and understand the consequences of alternative government policies toward the arts. During the early part of the course, you will prepare two short papers on topics or questions that I will suggest. Later, you will prepare a longer paper applying concepts learned to one of the performing arts or a particular arts organization that interests you. You will submit that paper in stages, as you learn about concepts and issues that are relevant to your analysis. There will also be a final exam.

GSBGEN 199. Curricular Practical Training for PhD Students. 1 Unit.
GSB students are eligible to report on work experience that is relevant to their core studies under the direction of the Director of the PhD Program. Registration for this work must be approved by the Director of the PhD Program and is limited to students who present a project which in judgment of the Advisor may be undertaken to enhance the material learned in PhD courses. It is expected that this research be carried on by the student with a large degree of independence and the expected result is a written report, due at the end of the quarter in which the course is taken. Because this course runs through the summer, reports are due the 2nd week of October. Units earned for this course do not meet the requirements needed for graduation.

GSBGEN 202. Critical Analytical Thinking. 3 Units.
The Critical Analytical Thinking (CAT) seminar helps develop and hone the skills needed to analyze complex issues, to formulate well-reasoned arguments and to evaluate others’ arguments. In sections of 18 students or less, you will analyze, write about, and debate a set of topics that exemplify the types of problems contemporary managers regularly confront. CAT will enhance your ability to identify critical issues when exploring challenging business and policy problems. The emphasis will be on developing reasoned positions and making valid, evidenced-based arguments that support those positions.

GSBGEN 203. Global Strategy. 1 Unit.
The economies of the world are ever more closely linked. Record levels of international trade and investment are achieved every year. Cross-border mergers and acquisitions are booming. The foreign exchange markets handle trillions of dollars of volume daily. Offshore provision of services has grown immensely. Host governments and non-governmental organizations operating internationally affect how companies do business far from their home bases and close to home. Nearly all businesses today are somehow connected to the world economy, and it is quite likely that the process of globalization will continue apace. To succeed as a leader in your career, you will need to be able to think systematically about the challenges and opportunities brought about by globalization. This course is designed to help you develop as a leader in this international environment. Our objectives are to help you:

1. To develop an analytic framework that you can use to understand how countries are different or similar in ways that matter to the globalization of business.
2. To understand how corporate strategies can deal with these differences and similarities, resulting in competitive advantage.

GSBGEN 208. Ethics in Management. 2 Units.
With leadership comes responsibility. This course explores the numerous ethical duties faced by managers and organizations. It combines analytical frameworks with the latest findings on human behavior to inform a wide range of ethical decisions and strategies. Readings include case studies, insights from experimental psychology, economics, and excerpts from or about major works of moral philosophy. Through online and in-class exercises, discussions, and personal reflection, you will reveal and assess your ethical intuitions, compare them with more explicit modes of ethical thought, and learn how to use ethics in business settings. A diverse set of ethical viewpoints will be considered with an emphasis on not only their implications for ethical behavior but also on the social and cognitive pitfalls that undermine the ability of business leaders to fulfill their ethical duties.

GSBGEN 239. MSx: Executive Communication Strategies. 2 Units.
Communication is crucial to the success of all leaders, but as you climb within an organization the ability to write and speak effectively is magnified. This course will explore how individuals can develop and execute effective communication strategies for a variety of business settings. This course introduces the essentials of communication strategy and persuasion at an executive level. We will study: audience analysis, communicator credibility, message construction and delivery. Deliverables will include written documents and oral presentations and you will present both individually and in a team. You will receive continuous feedback to improve your communication effectiveness. Through this highly interactive course, you will see why ideas, data and advocacy are combined for a professional, persuasive presentation. This practical course helps students at all levels of communication mastery develop confidence in their speaking and writing through weekly presentations and assignments, lectures and discussions, guest speakers, simulated activities, and filmed feedback. This section is specifically designed with the needs of a senior leader in mind and is only open to Sloan Students. Students who elect to take this course in the fall should not also take strategic communication in the winter or spring; the courses will have sufficient overlap in concepts and assignments.
GSBGEN 259. MSx: Ethics. 1 Unit.
With leadership comes responsibility. This course explores the numerous ethical duties faced by managers and their organizations. It combines classical philosophical theories with contemporary scholarship on human behavior to inform a wide range of ethical situations, decisions, and strategies. Resources include case studies, insights from experimental psychology and economics, and excerpts from or lectures on major works of moral philosophy. Through online and in-class exercises, discussions, and personal reflection, students will discover, reveal, and assess their ethical intuitions, compare them with more explicit modes of ethical thought, and began to learn how to explicitly apply ethics in business settings. A diverse set of ethical viewpoints will be considered, emphasizing not only business leaders' ethical behavior but also social and cognitive pitfalls that undermine ethical behavior.

GSBGEN 299. The Core Curriculum in the Workplace. 1 Unit.
GSB students are eligible to report on work experience that is relevant to their core studies under the direction of the Senior Associate Dean responsible for the MBA Program. Registration for this work must be approved by the Assistant Dean of the MBA Program and is limited to students who present a project which, in judgment of the Advisor, may be undertaken to enhance the material learned in the first year core required courses. It is expected that this research be carried on by the student with a large degree of independence and the expected result is a written report, typically due at the end of the quarter in which the course is taken. Specific assignment details and deadline information will be communicated to enrolled students. Units earned for this course do not meet the requirements needed for graduation.

GSBGEN 305. Investing for Good. 3 Units.
Investing for Good will introduce students to the entire spectrum of purposeful, values-driven, and impact investing. We examine the field from the perspective of an institutional investor (i.e. fund manager, investment advisor, endowment manager, head of a family office, etc). Our goal is to have students emerge with a practical and analytical framework for: 1. evaluating impact and mission-aligned investments across multiple asset classes and sectors; 2. constructing a portfolio using impact as a lens; 3. designing an impact investment company; and 4. understanding the many practical and theoretical challenges confronting this exciting emerging field. We start by exploring some fundamental questions: what is a purposeful or impact investment; can impact investments be defined along a spectrum between conventional investing and philanthropy; whose money is it; what are the constraints and opportunities; how do we (re)define return and/or performance. We briefly analyze impact investing in the context of modern portfolio theory. We then develop a framework for portfolio construction and evaluation across four criteria: risk, return, liquidity, and impact. Through a combination of class dialogues, role plays, and case discussions, we will explore a wide variety of asset classes, impact themes, and investment challenges. A series of team-based investment committee simulations will comprise a significant portion of the course and will provide a significant experiential learning experience. Previous experience in finance, investing, social enterprise, entrepreneurship, or philanthropy is not required, but both helpful and welcomed. While first year students are encouraged to enroll, students who have limited familiarity with the basics of investing and corporate finance are strongly encouraged to purchase David Swensen’s “Pioneering Portfolio Management” and cover the recommended chapters in advance of the course. It’s also important to note that this class will require financial modeling and detailed investment analysis. Many of the issues we’ll be tackling have no unambiguous answers. Lively discussion and debate will be necessary and expected.

GSBGEN 306. Real Estate Investment. 4 Units.
The major objective of this course is to provide the student with an understanding of the fundamentals of real estate investment. The course covers land economics, market analysis, finance, taxation, investment analysis, investment vehicles, real estate risk, development and urban design. Major land uses are discussed including apartments, retail, office, and industrial. The course is designed for students with limited or no background in real estate.

GSBGEN 313. Advanced Seminar on Social Entrepreneurship and Global Poverty. 3 Units.
As an "advanced" seminar, this course is designed for students with strong backgrounds or interests in social entrepreneurship as a tool for solving social problems. The learning format is based on active engagement. For most of the classes, students will be required to lead off the class discussions. The ultimate goal of this course is to make students (and the instructor) smarter about the strengths and limits of social entrepreneurship as a tool for social change. To this end, we will focus on global poverty reduction as a testing ground. During this process we will explore different theories, concepts, frameworks, and guidelines for effective social entrepreneurship to see whether, when and how these help. The course is organized into three modules. The first focuses on how social entrepreneurship fits in a broader framework of social change and social innovation. The second module provides a brief overview of issues, debates, and theories about poverty and development. The third module focuses on specific entrepreneurial interventions aimed at addressing some of the conditions that keep people poor or make them poor. This course allows us to dig into the complexities and challenges of effective social entrepreneurship. It will be taught in a discussion style. The reading will be demanding. So if you are not prepared to dig into the reading or to engage in active discussion, or if you don’t feel like you bring relevant knowledge to add to the mix of discussion, this is not the course for you. It is not meant to be an introduction to social entrepreneurship. If everyone contributes, we will all emerge from the course with new perspectives and frameworks for advancing practice in this field. Only take this course if you are ready for an intellectual adventure and ready to make the investment it requires. This course will be taught by Greg Dees, his bio can be found here: http://www.caseatduke.org/about/caseteam/#greg.
GSBGEN 314. Creating High Potential Ventures in Developing Economies. 4 Units.

This course addresses the distinctive challenges and opportunities of launching high-potential new ventures in developing economies. Developing economies are attractive targets for entrepreneurs because many are just starting to move up the growth curve, and they offer low-cost operating environments that can be great development labs for potentially disruptive innovations. They increase in attractiveness when their political institutions stabilize and they become more market-friendly. At the same time, developing economies pose serious challenges. Pioneering entrepreneurs take on significant risks to gain early mover advantages. Specifically, entrepreneurs will not be able to count on the same kind of supportive operating environments that we take for granted in the developed world. They often face cumbersome permit and licensing processes, poorly developed financial and labor markets, problematic import and export procedures, unreliable local supply chains, weak infrastructure, corruption, currency risks, limited investment capital, lack of financial exits and more. This course is designed to help would-be entrepreneurs - both founders and members of entrepreneurial teams - better understand and prepare for these issues as they pursue the opportunities and address the challenges to start, grow, and harvest their ventures in these environments. n

The Thursday sessions is a team-based exercise for students who either have a specific idea or want to join a team of classmates to pursue more deeply an understanding of the team's country of focus and an initial investigation of the idea's viability. Students must come in willing to be team players and do the work necessary to complete this exercise over the full quarter. Each team member's contributions will be assessed by fellow teammates. Teams will be formed before the start of class or on the first day at the latest. The team will describe, in a final presentation, the challenges and opportunities in their country using the WEF framework. The final presentation will also include the team's thoughts on the viability of their proposed venture and how it capitalizes on their country's assets and addresses its challenges. A detailed business plan is not required; however, specific recommendations and plans for next steps that would be carried out during a 3 to 6 month field and market research study in the country will be part of the final presentation. n

Note: Students who only want to participate in the seminar/discussion portion of the class and not do a team-based project (see details below) may enroll in GSB514 for 2 units.

GSBGEN 315. Strategic Communication. 4 Units.

Business leaders have marketing strategies, expansion strategies, finance strategies, even exit strategies. Successful leaders, however, also have communication strategies. This course will explore how individuals and organizations can develop and execute effective communication strategies for a variety of business settings. This course introduces the essentials of communication strategy and persuasion: audience analysis, communicator credibility, message construction and delivery. Deliverables will include written documents and oral presentations and you will present both individually and in a team. You will receive feedback to improve your communication effectiveness. In the final team presentation, your challenge is to craft an oral presentation that will persuade your audience to accept your strategic recommendations. By doing this, you will see why ideas, data and advocacy are combined for a professional, persuasive presentation. n

This practical course helps students develop confidence in their speaking and writing through weekly presentations and assignments, lectures and discussions, guest speakers, simulated activities, and videotaped feedback. An important new feature of this course is that a team of external communications coaches work in concert with the professor to ensure that students get rigorous and individualized coaching and feedback. n

In this course you will learn to: n
- Create communication strategies at an individual and organizational level. n
- Develop clearly organized and effective presentations and documents. n
- Diagnose and expand your personal writing and oral delivery style. n
- Adapt your delivery style to different material and audiences. n
- Enhance oral delivery through effective visual aids. n

Students at all levels of comfort and expertise with public speaking and business writing will benefit from this course. Waitlists have been long for this course, and you're encouraged to keep that in mind as you make your course selections. Waitlisted students are encouraged to attend the first two classes.

GSBGEN 317. Reputation Management: Strategies for Successful Communicators. 3 Units.

Successful leaders have to conceive, author, rebuild, pivot, differentiate, and finally maintain a personal reputation to make a lasting, recognizable and powerful identity. Reputation Management will explore how you can effectively communicate to create, adapt and maintain your personal reputation. Your reputation remains fluid as you navigate your career decisions and interact with different professionals along your journey. n

This course is designed along three interlocking elements: reputation management literature, relevant case studies, and curated guest speakers. Students will learn the fundamentals of strategic corporate communication and the risk of not managing reputation effectively. These frameworks will be extended with specific case studies to illustrate where individuals, groups, and firms have faced the challenge of managing reputation effectively. We will focus on both traditional and virtual components of communication including the relevancy of online reputation management. Finally we will invite well-known leaders from a range of industries who have built and sustained their reputations, through effective communication. Each leader has had to manage their reputations in the public eye, and alongside their peers, supervisors, and employees. Guests will be invited to discuss their conscious and unplanned strategies of how to successfully communicate the kind of person, leader, innovator, or public figure they strive to be. n

Students will benefit from a rich blend of frameworks, cases, and speakers enabling them to successfully enter the work force and create their own, personal reputations. Students will create a case study drawn from their own experience (or personal network), of a reputation dilemma. A final assignment requires students to research their own reputation history by projecting what they think their reputation is, creating their own survey for friends, colleagues and employers to take, conduct three interviews about their personal reputation with three individuals who have worked closely with them, and then synthesize all this feedback into a cohesive paper and short video that reflects their authentic work and personal reputation. Throughout the course students will post at least one blog drawn from class concepts and respond to posts by peers in the class.
GSBGEN 319. Strategic Philanthropy and Impact Investing. 3 Units.
The course will be structured around the perspective of a high net worth individual who has decided to devote substantial resources to philanthropy and wishes to decide which philanthropic goals to pursue and how best to achieve them. Although there are no formal prerequisites for the course, we will assume that students have experience working at a foundation, nonprofit organization, impact investing fund, or similar organization, or have taken an introductory course in strategic philanthropy such as GSBGEN 381. (There is sufficient overlap with Paul Brest’s Autumn course, Measuring and Improving the Impact of Social Enterprises (GSBGEN 322), that students taking that course should not enroll in this one.) nWe will explore selected topics including: n- the roles of the philanthropic and nonprofit sectors in society;n- choosing philanthropic goals, and whether giving to the poor is morally obligatory;n- the justifications for tax-subsidized philanthropy;n- alternative legal and organizational structures to carry out philanthropic programs, including donor-advised funds, direct giving, foundations;n- whether foundations should exist in perpetuity or spend down over a finite number of years;n- fundamentals of nonprofit strategy;n- designing performance metrics (KPIs) and measuring philanthropic impact;n- barriers to the practice of strategic philanthropy;n- fundamentals of investment management for pools of philanthropic capital;n- socially motivated criteria for investing, including PRIs, MIRs, SRIs, and negative screens;n- impact investing and investor-funded pay for success programs.

GSBGEN 322. Improving and Measuring Social Impact. 3 Units.
This course focuses on strategy and actionable measurement in government, non-profit organizations, market-based social enterprises, philanthropy, and impact investing. "Actionable" means that measurement is used by managers, investors, and other stakeholders in improving outcomes. nnThe course explores the intersection of several ideas that seem to be in some tension with each other. (1) "In preparing for battle I have always found that plans are useless, but planning is indispensable." (Dwight D. Eisenhower), (2) You can’t manage what you can’t measure, (3) Measurement is expensive and its results are often ignored, (4) "Not everything that counts can be counted and not everything that can be counted counts" (apocryphally attributed to Einstein), (5) "The more any quantitative social indicator is used for decision making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor." (Campbell’s Law). nSpecifically, the course will include: strategic planning, logic models, theories of change, monitoring, and evaluation; measuring the social impact of governments, non-governmental organizations, and market-based social enterprises, and asking how philanthropists and impact investors can assess their own impact; impact investing, performance contracting, and social impact bonds; and techniques for improving the behavior and accountability of individuals and organizations. These issues will be addressed mainly through business school case studies, which place the students in the position of CEOs, managers, and investors called upon to make major decisions. nnWARNING: The course has a fair amount of reading - not more than is common in undergraduate and graduate courses, but more than is typical for MBA courses in the GSB.

GSBGEN 323. Media Entrepreneurship. 3 Units.
The disruptive nature of the Internet has set in motion the destruction of business models that have supported traditional media organizations. This course will examine the current state and broader economic challenges facing the media industry. These include: the impact of technology, changing consumer behavior, the rise of mobile, social networks, big data, real-time metrics, innovations in digital advertising and distribution channels, and new business models. Students will analyze new digital media ventures and hear from industry experts facing innovation challenges at the intersection of content, technology and business. The course also will identify paths for entrepreneurs interested in building a media business. And experiment with prototyping new digital media ventures.

GSBGEN 324. Leading with Mindfulness and Compassion. 3 Units.
The course explores the role of mindfulness, self-compassion and compassion in the workplace, and the contribution of these qualities to leadership. Topics addressed will include: How can mindfulness enhance creativity in purpose and productivity? What is the connection between mindfulness and compassion? Is compassion in the business world a strength or a weakness? Are compassion and profit motives fundamentally incompatible, or can they support each other? What does compassionate leadership look like? Can mindfulness and compassion be trained at the individual level, and built into company policy? How does self-compassion support effective leadership and recovery from setbacks? Participants in the course will engage with exercises from evidence-based programs targeting the development of mindfulness and the practical application of the skills of self-awareness, self-compassion, and perspective taking in the context of work and relationships.

GSBGEN 332. Sustainable Energy: Business Opportunities and Public Policy. 3 Units.
This course examines trends and opportunities in the sustainable energy sector with a particular focus on low carbon energy. We examine these trends in the context of technological change, emerging business opportunities and the parameters set by public policy. nSpecific topics to be examined include: (i) the impact of regulatory policies and tax subsidies on the energy mix (ii) the growing competitiveness of renewable energy, in particular solar PV and wind, (iii) sustainable transportation (iv) adaptation by fossil fuel energy sources to innovative financing mechanisms for energy projects, (v) the venture capital perspective (vi) the changing role of utilities in the energy landscape.

GSBGEN 334. Family Business. 3 Units.
Believe it or not, the “Silicon Valley model” has little or nothing to do with most businesses. Most businesses are not started by MBAs; most startups are not funded by VCs; most employees don’t work for tech firms; and most businesses don’t sell out to other businesses or go public. Rather, the vast majority of businesses worldwide are started, funded, and owned by families, and these firms create most of the employment in the global economy. Despite the prominence of family firms, teaching and research have traditionally focused on analyzing the widely-held or Silicon Valley model of the firm. This course explores the challenges and opportunities faced by family businesses. It is taught by Leo Linbeck III, Lecturer since 2005 at the GSB and President and CEO of Aquinas Companies, LLC. This course is an outlier in a world obsessed with tech startups and venture capital, it is a “Minority Report” from the heart of Silicon Valley. The course is intended for four main audiences: (1) Students whose family owns a business. (2) Students who are considering working for a family firm. (3) Students who are interested in acquiring or consulting with a private firm either directly (search funds, management consultants, etc) or indirectly (private equity, etc). (4) Students who are sick of only learning about cool, sexy startups and the geniuses who get rich from them. The course uses a combination of case studies, guest speakers, lectures, movies, and student presentations to explore the central ideas of the course, which are likely to appear irrelevant to everyone (save the instructor).

GSBGEN 335. Clean Energy Project Development and Finance. 3 Units.
This case study-oriented course will focus on the critical skills needed to evaluate, develop, finance (on a non-recourse basis), and complete standalone energy and infrastructure projects. The primary course materials will be documents from several representative projects - e.g. solar, wind, storage, carbon capture - covering key areas including market and feasibility studies, environmental permitting and regulatory decisions, financial disclosure from bank and bond transactions, and construction, input, and offtake contracts. Documents and economic models tend to be highly customized. By taking a forensic approach, looking at several different projects, we can learn how project developers, financiers, and lawyers work to get deals over the finish line that meet the demands of the market, the requirements of the law, and (sometimes) broader societal goals, in particular climate change, economic competitiveness, and energy security.
GSBGEN 336. Energy Markets and Policy. 3 Units.
Transforming the global energy system to reduce climate change impacts, ensure security of supply, and foster economic development of the world's poorest regions depends on the ability of commercial players to deliver the needed energy at scale. Technological innovation is a necessary but not sufficient condition for this to occur. The complex institutional frameworks that regulate energy markets in the United States and around the world will play a major role in determining the financial viability of firms in the energy sector. In this course we survey the institutional contexts for energy enterprises of all types and consider what kinds of business models work in each setting. We study in detail how markets function for carbon (assessing the advantages and disadvantages of different policy tools and considering in particular California's implementation of A.B. 32); electricity (with extensive discussion of wholesale electricity markets, energy trading, and issues of market power); renewable energy technologies (focusing on ways to manage intermittency and on how renewable energy businesses respond to government incentives); nuclear power (as a case study of how the regulatory process affects investment decisions); oil and natural gas (treating both conventional and unconventional resources and emphasizing the key role of risk management in an industry characterized by uncertainty and high capital requirements); transportation fuels (discussing biofuels incentives, fuel efficiency standards, and other policy tools to lower carbon intensity); and energy for low-income populations, for which affordability and distribution pose special challenges. A primary teaching tool in the course is a game-based simulation of California's electricity markets under cap and trade. Student teams play the role of power companies and compete to maximize return by bidding generation into electricity markets and trading carbon allowances. The objective of the course is to provide a robust intellectual framework for analyzing how a business can most constructively participate in any sector like energy that is heavily affected by government policy. Instructors: Frank A. Wolak, Director, Program on Energy and Sustainable Development; Mark Thurber, Associate Director, Program on Energy and Sustainable Development.

GSBGEN 337. Business Decision Making. 3 Units.
This experiential course will focus on how to make a business decision correctly. The theory will focus on common behavior biases and mistakes. Students will practice making business decisions by analyzing a business case each week.

GSBGEN 340. Financial Crises in the U.S. and Europe. 4 Units.
This lecture course will explore the U.S-centered financial crisis of 2008 and the ongoing European financial crisis. We will examine the causes of both crises, policies implemented during the crisis, and options for reform. This is an economic policy course rather than a pure economics course. It will focus on the practical intersection of economics, financial markets and institutions, policy, and politics. nTopics we will examine include the following for the 2008 crisis: n- Did a global savings glut, international savings flows, or Fed policy cause the credit bubble? n- What caused the housing and mortgage bubbles? n- How does a bad mortgage turn into a toxic financial asset? n- Why and how did large financial institutions fail? What's the difference between a solvency crisis and a liquidity crisis? n- What is Too Big To Fail? Is it real? Why was Bear Stearns bailed out but not Lehman? n- Was the global financial system on the verge of meltdown in September 2008? How? Why? n- What was the TARP? The TALF? The CPP? The stress tests? n- What can we learn from comparing the US financial crisis with that in other major economies? n- How effective were various policy tools during the crisis? n- How have policies enacted and implemented since the crisis changed the outlook for the future? n- For the European debt crisis we will examine: n- The fiscal and economic situations in various European countries; n- The structures and history of the Eurozone; n- Policy options to address problems in troubled European economies; n- The interaction between European financial institutions and European governments; and n- Options for longer-term reform of the Eurozone. n There will be no exams. Students will write two individual memos and a group memo.

GSBGEN 343. The Power of Stories in Business. 3 Units.
To grow and innovate, you not only need a big idea, you also need stake-holder buy-in and action. However, many companies fail in this regard because stakeholders are not aligned, the real problem that the innovation seeks to solve has not been identified, and the story has not been defined. Story can fuel stakeholder buy-in by painting a clear picture of what is and what could be for everyone - from employees, to investors, to customers. In other words, an excellent story means that you can delegate tactical aspects effectively because it clarifies how to execute specific functions against the story (e.g., digital marketing, advertising, design). Further, when the stakeholder becomes part of the story, they are more likely to act, which generates momentum and create a culture of optimism. nStory is equally important for leaders of companies, who often need to act as editors - shaping the stories told by employees and customers - to align with a shared vision. A secondary goal of the class is to demonstrate how personal stories can be used by leaders to build high performing teams and companies. By creating powerful stories, you'll see how your company can gain momentum and how you can help your employees and customers become more connected. nBy the end of the class, you will have gained the skills and tools to use stories as an asset in business: n- What makes for a good and bad story? n- Pitching stories.

GSBGEN 345. Disruptions in Education. 3 Units.
This course will explore the contemporary higher education industry, focusing especially on the places where disruptions of all kinds present significant opportunities and challenges for investors, entrepreneurs, and the businesses that serve this huge global market, as well as for faculty, students, and higher education administrators. Using a variety of readings and case studies to better understand recent disruptions and the unbundling occurring across the post-secondary landscape, from outside and inside the academy, both for-profit and non-profit, the course will examine technology in teaching and learning; the future of the degree and alternatives to the traditional credential; accreditation; competency based education; debt and education financing models; investing in the education space; and tertiary products and platforms that serve the student services market. Guests will include higher education leaders and practitioners, as well as investors and entrepreneurs.

GSBGEN 346. Comparing Institutional Forms: Public, Private, and Nonprofit. 4 Units.
For students interested in the nonprofit sector, those in the joint Business and Education program, and for Public Policy MA students. The focus is on the missions, functions, and capabilities of nonprofit, public, and private organizations, and the managerial challenges inherent in the different sectors. Focus is on sectors with significant competition among institutional forms, including health care, social services, the arts, and education. Sources include scholarly articles, cases, and historical materials.

Same as: EDUC 377, PUBLPOL 317, SOC 377

GSBGEN 347. Education Policy in the United States. 3 Units.
The course will provide students from different disciplines with an understanding of the broad educational policy context. The course will cover topics including a) school finance systems; b) an overview of policies defining and shaping the sectors and institutional forms of schooling; c) an overview of school governance; d) educational human-resource policy; e) school accountability policies at the federal and state levels; and f) school assignment policies and law, including intra- and inter-district choice policies, desegregation law and policy.

GSBGEN 348. The Economics of Higher Education. 3 Units.
(Same as EDUC 347) Topics: the worth of college and graduate degrees, and the utilization of highly educated graduates; faculty labor markets, careers, and workload; costs and pricing; discounting, merit aid, and access to higher education; sponsored research; academic medical centers; and technology and productivity. Emphasis is on theoretical frameworks, policy matters, and the concept of higher education as a public good. Stratification by gender, race, and social class.
GSBGEN 349. Introduction to the Politics of Education. 4 Units.
The relationships between political and economic analysis and policy formulation in education; focus is on alternative models of the political process, the nature of interest groups, political strategies, policy efficiency, the external environment of organizations, and the implementations of policy. Applications to policy analysis, implementation, and politics of reform. (APA).

GSBGEN 350. International Internship. 1-2 Unit.

GSBGEN 355. d.org: Designing Creative Organizations. 3 Units.
Students will learn and apply several frameworks for organization design and human centered design. They'll also get a rare, in-person view into the fabric of industry-leading organizations during project work outside of class. They'll discover how company leaders inculcate the notion of user empathy into their DNA, to create compelling customer experiences and extraordinary work environments. Employing a human-centered approach, interdisciplinary teams will explore the partner companies and identify opportunities to design for positive organizational impact. After generating a range of initial ideas, teams will prototype focused interventions taking the form of novel roles, tools, spaces, rituals and more. Students will learn how design thinking applies to leading creative organizations. They will be exposed to and experiment with multiple organizational design models in a real-world environment. They will work in teams and learn from their peers' professional experience by participating in projects together.

GSBGEN 356. Dynamics of the Global Wine Industry. 3 Units.
This course will examine the world of wine with a fresh and contemporary lens. It will explore the market dynamics of this fascinating global industry. The goal of the course is to provide insight into the branding, marketing, and distribution dynamics that shape what consumers can buy and consume with a focus on the strategies of some of the world's leading wine brands. Attention will also be paid to the legal, regulatory, and market dynamics that define the U.S. wine industry as well as to issues of contested authenticity in the world of wine.

GSBGEN 359. Leading Your Life. 3 Units.
This course takes conventional managerial perspectives on the "strategic leadership" of organizations and applies them to the design and management of your life. Fundamental notions of "purpose" and "vision" are translated to the personal level in the form of "dreams" and "aspirations." Basic elements of strategy such as "scope" and "competitive advantage" are applied to help you evaluate fundamental choices about how you lead your life. Constructs such as "priorities," "commitments" and "resource allocation" all have analogues in individual life - as does the core objective of performance and success. The class begins with a hard-nosed and broad-based self-assessment of the quality of your life along a variety of dimensions including relationships, career, money, spirituality and health. Based on this assessment you will develop a strategy and a set of concrete goals for enhancing the quality of your life in targeted domains. The course consists of five intensive sessions designed to help you develop the skills and knowledge - but more importantly the insight and capacity - to be more strategic (in best sense of the term) and effective in how you lead your personal and professional life - meaning actively guiding, stewarding, and driving your results to create a life that is truly exceptional. Substantively, the course draws on a variety of different traditions including existential, humanistic, and positive psychology; personal growth, adult development, and the human potential movement; as well as the practice of life and executive coaching. Central themes and learning objectives include: * The development of self-awareness, self-acceptance, and self-control * An understanding of the power of choice and "authoring" one's life * The essential role of dreams and aspirations * The art and discipline of knowing and speaking your truth * The challenges and self-limiting impact of negative thoughts and self-theories * Developing a stance towards oneself and others that is rooted in grace and wisdom NB: While we expect the class to be helpful and of interest to a wide range of students, it involves a substantial commitment of time and emotional and intellectual energy. It is not for the faint of heart or those who are ambivalent about introspection, feedback, or constructive confrontation.

GSBGEN 360. Sports Business Management. 4 Units.
This course will examine the diverse management challenges facing the sports industry. The course will cover issues at the league level, the team level, the athlete/agent level, and the college level. The diverse constituencies with interests in sports issues (athletes, fans, media companies, advertisers, and legislators to name a few) will be discussed. Sports issues at a global level (the IOC) and both U.S. and outside U.S. will be covered. There will be coverage of evolving business ventures related to the sports industry (such as venture backed sports companies and sports networks). A key focus is on how the sports industry is similar to and different from other industries. Key concepts underlying the course are: value creation/value sharing; revenue ecosystem; virtuous circles and vicious circles; disruptive technologies; growth facilitators and growth inhibitors; leveragable assets/inherited liabilities; and entrepreneurship/new product innovations. Over 80% of the sessions typically will include a guest co-lecturer from the sporting industry.
GSBGEN 363. Fiscal Policy. 4 Units.
One of every four dollars in the American economy will be spent by the federal government this year. This course will examine how federal spending, taxes, deficits and debt affect the U.S. economy and global financial markets, and how the economy affects the federal budget. We will look inside the federal budget to understand entitlement spending, what causes it to grow so fast, how it could be reformed, and why that’s so hard to do. We’ll understand where the money goes – how much goes to infrastructure, education, housing, health care, energy and the environment, parks, scientific research, national defense, and other needs. We’ll look at the stimulus vs. austerity debate, both within the U.S. and between the U.S. and Europe. We’ll look beyond partisan battle lines and explore various fiscal philosophies that sometimes split the political parties. We’ll cover the federal budget process from developing the President’s budget to enacting individual spending and tax bills, and discuss process reforms including spending and deficit reduction targets, a balanced budget amendment, and line item veto. We’ll cover the major players in the budget debate and understand where the big and small budget decisions are made. We’ll look at federal taxation, where the money comes from, how it affects the economy, and how it might be restructured. We’ll examine the recommendations of the President’s budget commission and see if we can predict what will become of its recommendations. And we’ll see if we, as a class, can solve our nation’s fiscal problems as Washington has so far been unable to do.

GSBGEN 367. Problem Solving for Social Change. 3 Units.
GSB graduates will play important roles in solving many of today’s and tomorrow’s major societal problems - such as improving educational and health outcomes, conserving energy, and reducing global poverty - which call for actions by nonprofit, business, and hybrid organizations as well as governments. nnThis course teaches skills and bodies of knowledge relevant to these roles through problems and case studies drawn from nonprofit organizations, for-profit social enterprises, and governments, as well as novel financing mechanisms like impact investments and social impact bonds. Topics include designing, implementing, scaling, and evaluating social strategies; systems thinking; decision making under risk; psychological biases that adversely affect people's decisions; methods for influencing individuals’ and organization’s behavior, ranging from incentives and penalties to “nudges,” and human-centered design. Students who have encountered some of these topics in other courses are likely to gain new perspectives and encounter new challenges in applying them to solving social problems.

GSBGEN 370. Social Innovation Project. 2 Units.

GSBGEN 373. Investing in Alternative Assets. 3 Units.
This course is intended for any student interested in a career in managing, developing, or investing in alternative assets such as hedge funds, private real estate funds, buy-out private equity (primarily large cap firms) and infrastructure. The first module of the course presents an overview of how investing in these alternative assets differs from investing in the public markets (e.g., publicly traded stocks and bonds). We spend time defining and discussing the risks involved when investing in non-transparent market sectors. We also focus on the perspectives of general partners and limited partners and how they each assess performance. Lastly, in this module we identify the attributes of successful private investment firms. The second module consists of analyses of individual transactions in real estate, mezzanine debt, large cap buyout transactions and infrastructure. Many of these investments can become significantly troubled and when they do, one must make decisions among a number of poor alternatives. Cases will be global.nnObjectives include: How to construct portfolios that include alternative assets; How to benchmark such portfolios; How to assess risks in transactions and portfolios; How to perform relative value analyses of differing investment opportunities; How to manage troubled investments (when to "hold 'em and when to fold 'em"); and How to manage a general partner firm. The course is divided into three modules with special emphasis on the financial analysis for transactions and portfolios. The first module focuses on portfolio construction issues and how to quantify whether the investor has been successful. The second module focuses on underwriting individual transactions and applying a relative value construct in determining the more attractive investments. The second module also focuses on the management of troubled investments, including deciding when to "double down" and how to protect investments already in place. The third module will address how general partners manage their firms.nnStudents will be expected to create a pitch book and make presentations to a panel of experts.

GSBGEN 376. Work and Family. 3 Units.
This course examines the strategies that highly educated women and men use to combine work and family and the strategies that managers and policy makers can use to help others strike a balance. Topics include the tradeoffs in becoming a stay-at-home parent, the economic value of unpaid labor, the consequences of balancing two high-powered careers and children, the economics of marriage, fertility, child care, and elder care, the gendered division of labor in the home, time-management, workplace innovations, and policy initiatives. Guest speakers add their own perspectives on these issues and describe the roles their organizations play.
GSBGEN 377. Diverse Leadership as an Imperative for Impact - Lessons from Education. 3 Units.
Our society implicitly prizes a particular approach to leadership - but today's cross-sectoral, impact-oriented leader cannot afford to be restricted to a single approach. If we aspire to address challenges across social, economic, and political arenas, with highly charged moral implications and multiple stakeholders, we have an imperative to use all available tools by discovering, celebrating, and advancing diversity in leadership. Education provides the perfect canvas on which to explore this imperative. In this course, we will: (1) study a range of effective leadership approaches in the context of education; (2) develop broad, transportable skills and frameworks required to lead in any complex setting - business, public sector, nonprofit sector; (3) delve into leadership tradeoffs and tensions; (4) explore and understand our own values and tacit and explicit decision-making criteria; and (5) recognize barriers to diversity and tactics to address them. Guiding questions will include: How does the context shape the solution set? What does inspired and inspiring leadership look like? How do race/gender/other identities enter into the equation? How do I develop my own brand of leadership? We will examine contemporary leaders and controversies from education, draw upon timeless historical thinkers, enjoy the wisdom of guest speakers, and work intensively in small groups to highlight challenges, opportunities, and tradeoffs. By exploring a range of approaches and situations, we will strive for deeper understanding of ourselves and of the context to become a more capable, empathetic and effective leaders.

GSBGEN 380. Real Estate Private Equity Investing. 4 Units.
This course is intended for any student interested in a career in managing, developing, or investing in real estate or private equity. The course covers cases involving the perspectives of general partners and limited partners; the attributes of successful real property investment firms; analyses of investment portfolios and individual transactions, primarily in the private equity real estate category. Cases will be global. Objectives include: How to construct a private real estate portfolio; How to assess the risks in projects and portfolios; How to perform relative value analyses of differing investments; How to manage troubled investments (when to "hold 'em and when to fold 'em"); How to manage a general partner firm. The course is divided into three modules with special emphasis on real estate financial analysis for transactions and portfolios. The first module will focus on portfolio construction issues and how to quantify whether the investor has been successful. The second module will focus on underwriting individual transactions and applying a relative value construct in determining the more attractive investments. The second module will also focus on the management of troubled investments, including deciding when to "double down" and how to protect investments already in place. The third module will address how general partners manage their firms.

GSBGEN 381. Philanthropy: Strategy, Innovation and Social Change. 3 Units.
Appropriate for any student driven to effect positive social change from either the for-profit or nonprofit sector, Philanthropy will challenge students to expand their own strategic thinking about philanthropic aspiration and action. In recent decades, philanthropy has become an industry in itself - amounting to over $358 billion in the year 2014. Additionally, the last decade has seen unprecedented innovation in both philanthropic and social value creation. This course explores the key operational and strategic distinctions between traditional philanthropic entities, such as community foundations, private foundations and corporate foundations; and innovative models, including funding intermediaries, open-source platforms, technology-driven philanthropies, impact investing and venture philanthropy. Course work will include readings and case discussions that encourage students to analyze both domestic and global philanthropic strategies as they relate to foundation mission, grantmaking, evaluation, financial management, infrastructure, knowledge management, policy change and board governance. Guest speakers will consist of high profile philanthropists, foundation presidents, social entrepreneurs and Silicon Valley business leaders creating new philanthropic models. The course will also provide students with real-world grantmaking experience in completing nonprofit organizational assessments and making grants to organizations totaling $20,000.

GSBGEN 382. Thinking Like a Lawyer. 3 Units.
Open to all non-law graduate students at the University, this course will provide non-law students an analytical framework for understanding the core concepts of the law and familiarize students with how lawyers analyze and structure their work. This course will be taught by Vice Dean Mark Kelman and Law School faculty in their areas of expertise, with one to two classes devoted to each topic. It will introduce students to some of the foundational principles of law and will review topics such as contracts, litigation, intellectual property, securities and employment law. No previous study of law or legal systems is required and there are no prerequisites. It will be offered in the Winter 2012-13 quarter (1/8/13 - 3/13/13), with lectures twice weekly on Tuesdays and Thursdays from 1:30 - 3:00 pm at the Law School. Additional mandatory TA-led discussion sections will be taught on Tuesday and Thursday - students must also attend one of these TA sessions each week. Students will indicate their availability for specific sections on forms passed out at the first lecture. Readings and assignments will be posted to Coursework; there is no textbook. Grading: The class is graded on a pass/fail basis. There is no final exam, but completion of problem sets on various topics as well as attendance at discussion sections will be used to determine grading. All students must complete 4 problem sets. Two specific problem sets are required of all students and the other assignments can be chosen from a list of available assignments.
GSBGEN 383. Practical Policy and Politics. 4 Units.
This is a skills/toolbox class. The goal is to teach future business leaders how Washington actually works so you can interact more effectively with it and be a better informed citizen and voter. This course is about the practice of policymaking and politics, not the theory of either. It has three major components: (1) Elections, focused on the exciting and chaotic election cycle this fall; (2) Governing, focused on the mechanics of White House and Congressional policy decision-making, and (3) Practical Skills for interacting with Washington, DC. We'll quickly cover everything you should have learned in civics class: how the electoral college works, the structure of Congress and the Executive Branch, how a bill becomes a law. Then we'll look at how it really works--what lobbyists do, how a President gets information and makes decisions, how and why it's so hard to change policy or enact a new law. We'll simulate a White House presidential decision-making process. We'll examine presidential and congressional election strategies. We'll discuss the strategy and tactics of trying to pass (or block) legislation. We'll also look at political parties, get a better understanding of the makeup of the American polity and how it's changing. We'll also discuss working in Washington--especially running for office, appointed positions. We'll look at what's involved in political fundraising and interacting with the DC press corps. We'll talk about how one might participate in the policy process from outside of DC.

I hope to have a few guest speakers.

GSBGEN 390. Individual Research. 1-4 Unit.
Need approval from sponsoring faculty member and GSB Registrar.

GSBGEN 392. Modern Military Strategy: the Changing Face of War. 3 Units.
The course's goal is to introduce students to the complexities of military strategy in the modern era. We will cover a variety of types of warfare, ranging from early modern wars, through the great wars of the twentieth century to the strategic challenges posed by present-day counterinsurgency and low-intensity conflicts. Military planners are required to act fast in an uncertain and highly lethal environment. We will examine how, and why, they react to innovations that completely transform their worlds, and try to understand what makes such strategic responses successful. In so doing, we will explore the interplay between strategy and economics, technology, ideology, state apparatuses, and various forms of armed organizations. Course requirements: Students are required to submit 2 assignments: a mid-term project analyzing a successful military strategy, and a final project. The final project will be based on an in-class simulation of a strategic military campaign. Students will be required to submit individual analyses of the simulation, and present their analyses in class.

GSBGEN 393. Practicum in Applied Philanthropy: Achieving Impact from a Major Gift. 3 Units.
Giving away money well---i.e., achieving genuine planned impact in a measurable way---turns out to be as hard or harder than earning or investing it. In this seminar, students will decide how and to which nonprofit organization they will make a real $100,000 donation. The students, guided by the instructor, will choose what readings and resources to draw on in making their decisions from a bibliography provided as well as other sources they develop. They will also discover, debate, discuss and decide what evaluation approach to use as well as what decision-making process to apply. Students are likely to be asked to research and present knowledge on relevant topics. And a final presentation to a donor trying to decide whether to fund part of the $100,000 is likely also.

GSBGEN 503. The Business of Healthcare. 2 Units.
Healthcare spending is now nearly 18% of the entire GDP of the U.S. economy. The S&P healthcare sector has been one of the best producing segments of the market for the last five years, and growth of healthcare expenditures continue to escalate at a rapid pace. This has triggered an abundance of opportunities for those interested in a career in healthcare management, investing, or entrepreneurialism. The Business of Healthcare-2016 will present the current market framework from the eyes of a clinician and with the perspective of the consumer-patient, but with the experience of a successful business builder and investor. Course will begin with the discussion of the channels of distribution of healthcare delivery, from providers, to practitioners, to consumer-facing "healthcare lite" sectors of the market. Impact of the regulatory environment, with specific focus on the Affordable Care Act, will be evaluated. Overview of venture and private equity investing will be deeply probed, with many specific market examples of how investors develop an investment thesis, identify specific targets, diligence companies, and close an investment. High-level discussion around building financial modeling for target acquisitions will be presented, and the course will delve into the burgeoning area of healthcare analytics and outcomes management and its future impact on positioning, reimbursement and clinical outcomes. Sectors that will be discussed include: healthcare services, healthcare IT, Life Sciences, Pharma and Biotechnology, and Managed Care. Course will include preparatory readings, presentations from industry leaders, and robust in-class discussion requiring student engagement. Final grade will consist of in-class participation, one minor in-class presentation, and a final paper developing either a new healthcare business start-up proposition or presenting an identified investment target in the healthcare industry. Course will be especially valuable for those interested in a career in starting a healthcare company, healthcare investing, healthcare administration, or other healthcare-related entity business.

GSBGEN 507. Impact Investing in the United States and Other Developed Markets. 2 Units.
In the past decade the notion of impact investing has gained substantial popularity. But what is impact investing and what do impact investors actually do? This course will explore the current role of impact investing in developed economies, with particular focus on the United States. We will review the history of the field and explore the concept of a continuum of risk and impact. The course is designed to examine the practice of impact investing from multiple perspectives. It will broadly cover impact investing across multiple asset classes with a focus on venture capital impact investing. Selected practitioners from leading firms, organizations and portfolio companies will join for a portion of a number of classes to provide first-hand insight. The creation and measurement of social impact while answering financial return expectations, as well as the Limited Partner perspective in impact investing will also comprise a key part of the course's intellectual underpinning. Assignments are created to mimic the real-world tasks and challenges in impact investing, debate the issues that those in the field grapple with today and encourage students to explore how the industry can expand. There will be a final project and presentation for the course. Classes will include both presentation and dialogue, with frequent student participation strongly encouraged. Ideally, at the conclusion of the course, you will not only understand the qualitative aspects of impact investing and the role of metrics, but also the basic financial analysis that underlies investments made across numerous asset classes and in particular venture capital.
GSBGEN 508. Deals II. 2 Units. 
This course applies economic concepts to the practice of structuring contracts. The course extends over two quarters, meeting three hours per week the first quarter and two hours per week the second quarter. Students enrolled in the course must take both quarters. All or most of the first quarter is spent in a traditional classroom setting, discussing economics articles and case studies of actual contracts that illustrate the concepts described in the articles. Beginning either at the end of the first quarter or the beginning of the second quarter until the end of the course (the "deals" segment of the course), the class explores the connection between economic theory and contracting practice by studying specific current deals. Students, divided into groups, study a deal beginning in the first quarter. Then, during the deals segment of the course, each group gives a presentation of its deal to the class. The following week, a lawyer or other participant in the deal will come to class and lead a discussion of the deal. When it works, the students’ and the practitioners’ analyses are mutually enlightening. The course examines new deals each year. Deals that studied over the years have included movie financings, biotech alliances, venture capital financings, cross-border joint ventures, private equity investments, and corporate reorganizations.

GSBGEN 510. Taking Stock and Moving Forward. 1 Unit.
This spring quarter elective is designed to help you prepare for a challenging, fulfilling, and meaningful future. GSBGEN 510 seeks to:nn1). Provide you with the opportunity and tools to take stock of what you have learned about yourself as a person and as a leader over the last 18 months at the GSBnn2). Expose you to research on personal and professional development and help you apply it nn3). Encourage you to reflect on what matters most to you, personally and professionally, and begin to determine how to achieve it, and nn4). Prepare you for the challenges and transition immediately ahead and, in so doing, learn how to manage life’s big transitions in the future. nnWe will address four major life and career themes: nnn1). Learning from Choices nn- Fulfillment and Meaningnn- Failure and Resilience nn- Transitions and Renewal nnThis class is limited to 36 students. Each class will begin with conceptual input and an overview of that session’s topic in the main classroom. Students will then be divided into three twelve-person break-out groups during the remainder of the class time. These groups are NOT T-groups, for those of you who took Interpersonal Dynamics, but rather discussion groups. Discussion will be of a reflective and personal nature. Each group will have 2 Group Leaders who are experienced executive coaches specializing in helping people through life and career transitions.

GSBGEN 511. Making Social Ventures Happen by Attracting Financial and Human Capital. 2 Units.
Social ventures require leadership, funding, expertise, skills and networks to get off the ground, grow and scale. This course will focus on the key strategies for building and leveraging a network of champions to capitalize a social venture at early-stage, and for sustaining and growing that network as the venture grows. This class is applicable to intrapreneurs, changemakers within major institutions, (private or public), board members, impact investors, those who aspire to be senior leaders within social ventures and social entrepreneurs (founders). Co-led by a practicing venture philanthropist and a social entrepreneur, this interactive, pragmatic course will: n- Discuss the critical financial and human capital needs of organizations and companies at different life stages. n- Explore the concept of champions and the different types of champions including board chairs, co-founders, mentors, faculty advisors, donors, investors, community evangelists, and fellow entrepreneurs. n- Learn about effective networks and how to build them, including the role of communications, relationship-building, and crisis management. n- Explore the concept of a powerful vulnerability and the art of “influence without authority” in attracting financial and human capital to the mission and making social ventures happen. Special emphasis will be given to developing co-founders and founding teams, boards and funders/investors as champions. n- Develop a roadmap for the ways you will support social ventures throughout your career. n- Meet social entrepreneurs and their champions who promote them within various power structures (major corporations, government, the institutional funding community) to learn about the successes and failures of their partnerships. Guest speakers will be posted prior to start of class. n- Invite you to join instructors, guest speakers and fellow students for casual dinner on both Wednesdays after class.n- Get to know your fellow classmates who share a passion for addressing the world’s intractable problems and for creating systemic change.

GSBGEN 512. Funding Social Impact: Methods and Measurement. 2 Units.
The past decade has seen an increasing interest in impact investments, which seek to generate financial returns at the same time as they have social (or environmental) impact. But how does an investor actually achieve impact? We explore this question through a framework that requires that the investee enterprise itself has net positive impact and that the investor’s financial or other contribution increases that impact. We consider the challenges of measuring an enterprise’s impact, and then turn to assessing the value added by investors, fund managers, and other intermediaries. The course will be taught mainly through case studies that consider investments in different asset classes ranging from those that expect below-market returns to ones that expect risk-adjusted market returns or better. We will look at investments at various stages, from R&D to start-ups to mature enterprises and entire sectors, considering the role of subsidies (for better or worse) and how an enterprise’s social mission can be protected upon exit, and also will examine social impact bonds. The course is taught by Paul Brest, http://www.law.stanford.edu/profile/paul-brest. With its focus on assessing impact, it has a different mission than Matt Bannick’s winter quarter course, New Business Models in the Developing World, which examines enterprises serving the base of the pyramid, and David Chen’s spring quarter course, Impact Investing: Strategies and Tools, which broadly examines the domain of impact investments with emphasis on those yielding market returns. Students will find only slight overlap among the three courses.
GSBGEN 514. Creating High Potential Ventures in Developing Economies. 2 Units.

This course addresses the distinctive challenges and opportunities of launching high-potential new ventures in developing economies. Developing economies are attractive targets for entrepreneurs because many are just starting to move up the growth curve, and they offer low-cost operating environments that can be great development labs for potentially disruptive innovations. They increase in attractiveness when their political institutions stabilize and they become more market-friendly. At the same time, developing economies pose serious challenges. Pioneering entrepreneurs take on significant risks to gain early mover advantages. Specifically, entrepreneurs will not be able to count on the same kind of supportive operating environments that we take for granted in the developed world. They often face cumbersome permit and licensing processes, poorly developed financial and labor markets, problematic import and export procedures, unreliable local supply chains, weak infrastructure, corruption, currency risks, limited investment capital, lack of financial exits and more. This course is designed to help would-be entrepreneurs - both founders and members of entrepreneurial teams - better understand and prepare for these issues as they pursue the opportunities and address the challenges to start, grow, and harvest their ventures in these environments.

GSBGEN 515. Essentials of Strategic Communication. 2 Units.

Successful leaders understand the power of authentic, memorable communication. This course uses the lens of oral communication and presentations, to introduce the essential elements of the strategic communication strategies that make authentic, memorable communication work. Focusing on oral communication and presentation, we introduce the essentials of communication strategy and persuasion: audience analysis, message construction, communicator credibility, and delivery. Deliverables include written documents, focusing on individual and team presentations, with students receiving continuous feedback to improve their communication effectiveness, and to sharpen their authentic leadership voice.

GSBGEN 516. Using Neuroscience to Influence Human Behavior. 1 Unit.

Why is it so difficult to change human behavior? Why is it that more than 80% of individuals who sign up for fitness classes drop out within a few weeks, even a few days? Why is it that despite the dramatic increase in devices and apps that are geared for changing behaviors, people still struggle to adopt and maintain new behaviors? The issue is not about a desire to change—it is about using the right methods and techniques to bring about habit change. The primary goal of this seminar is to gain a rich understanding of changing behaviors through frameworks and concepts that are grounded in neuroscience. In this seminar, we will examine (1) ways of characterizing different domains of behavior change, each requiring different methods and techniques, (2) why methods that often work in one domain are often unsuccessful in others and (3) how companies create habits in users and how one can leverage the power of technology to bring about behavior change.

GSBGEN 518. Dynamics of the Global Wine Industry. 2 Units.

This course will examine the world of wine with a fresh and contemporary lens. It will explore the market dynamics of this fascinating global industry. The goal of the course is to provide insight into the branding, marketing, and distribution dynamics that shape what consumers can buy and consume with a focus on the strategies of some of the world’s leading wine brands. Attention will also be paid to the legal, regulatory, and market dynamics that define the U.S. wine industry as well as to issues of contested authenticity in the world of wine.

GSBGEN 520. The Frinky Science of the Human Mind. 4 Units.

The exponential growth in our understanding of the workings of the human brain has led to a rather startling and maybe embarrassing (even depressing) conclusion. While the human brain is unique among species in its ability to strategize, conceptualize, hypothesize, etc., it is now undeniable that most of our decisions, behaviors and experiences are shaped by instinctual brain systems. Thus, constituting the broad goals of this seminar, it behooves us to first understand the workings of the instinctual brain and then leverage this understanding to craft solutions for real-world issues from the vantage points of the “firm” as well you as an individual, a leader and an innovator. Topics that will be covered from your vantage point include leadership skills including being effective at influencing key stakeholders within and outside the firm and being effective at making decisions, personal as well as professional. Topics that will be covered from the firm’s vantage point include crafting superior value propositions at the decision as well as the experience phases of the “customer” journey, fostering an innovative organizational culture and developing incentives to increase employee engagement.

GSBGEN 521. Managing Under Uncertainty. 2 Units.

Uncertainty with changing opportunity shapes investment planning whether in financial firms, corporations or entities such as pension funds, venture capital and private equity, and, in particular, in non-traded assets or securities. We will develop an approach to understanding (1) capital allocation issues; (2) capital structure planning; (3) optimization policies with changing opportunity sets and adjustment costs; and (4) the selection of levels of risk taking. These relate to what is needed to manage uncertainty. The following three areas: (1) developing feedback mechanisms to assist planning; (2) reporting mechanisms for management and investors; and, (3) compensation planning and business structure, relate to managerial effectiveness under uncertainty. These internal risks must be integrated with external risks such as geopolitical issues and fiscal and monetary policies in a global setting. The final goal of this course is to present an overview of the principles of strategic communication across different platforms and to develop clearly organized and effective presentations and documents. As you make your super round selection, keep in mind that wait lists have been long for this course.
GSBGEN 523. Media Entrepreneurship. 2 Units.
The disruptive nature of the Internet has set in motion the destruction of business models that have supported traditional media organizations. This course will examine the current state and broader economic challenges facing the media industry. These include: the impact of technology, changing consumer behavior, the rise of mobile, social networks, big data, real-time metrics, innovations in digital advertising and distribution channels, and new business models. Students will analyze new digital media ventures and hear from industry experts facing innovation challenges at the intersection of content, technology and business. The course will also help entrepreneurs interested in building a media business.

GSBGEN 524. Leading with Mindfulness and Compassion. 2 Units.
The course explores the role of mindfulness, self-compassion and compassion in the workplace, and the contribution of these qualities to leadership. Topics addressed will include: How can mindfulness enhance clarity in purpose and productivity? What is the connection between mindfulness and compassion? Is compassion in the business world a strength or a weakness? Are compassion and profit motives fundamentally incompatible, or can they support each other? What does compassionate leadership look like? Can mindfulness and compassion be trained at the individual level, and built into company policy? How does self-compassion support effective leadership and recovery from setbacks? Participants in the course will engage with exercises from evidence-based programs targeting the development of mindfulness and the practical application of the skills of self-awareness, self-compassion, and perspective taking in the context of work and relationships.

GSBGEN 525. From Business Concept to Business Plan. 1 Unit.
This entrepreneurship course is designed to teach students the basic processes and tasks required to construct a business plan en route to the creation of a new venture. The course is designed not only for students with immediate entrepreneurial aspirations, but for any student considering being involved in an entrepreneurial venture at any point in his or her career. The course is organized around a number of business concepts that we have selected. With your team, you will study one of the concepts, analyze it and evolve it into a business plan. The class comprises multiple student teams, each working on a different business concept. Each team will also review and critique the work of the other two teams.

GSBGEN 526. Finding the Right Match: Jobs, School, and Love. 1 Unit.
We will analyze markets that match people to other parties. We will spend one day each on the job market, higher education, and life partners. We will investigate the following issues: Can we expect a competitive environment to lead to an efficient outcome? If not, why are there “market failures”? What is the role of hidden information in the market? How can the problems in the market be solved? What are the business opportunities in this market? Do entrepreneurs entering the market make it operate better or worse? We will spend one day each on job markets, higher education, and dating/marriage markets. Each of these three days will be divided into three sections: Section 1: Lay out an underlying economic concept related to the market (such as Network Externalities, Signaling, Adverse Selection, or Search Theory). Section 2: Analyze a case or a few mini-cases focusing on players in the relevant market. Section 3: Discuss with a guest from the relevant industry. The fourth day will be a set of shorter analyses of other matching markets, potentially including pets, car sharing, apartment rentals, and the like. Also, if any students in the class have a related business idea they would like to share and discuss, we will analyze that for part of the final day. To determine whether you would be interested in the class, many students who have selected this course have found it very engaging and intellectually stimulating.

GSBGEN 527. Successful Creativity and the MBA Mind: A Scientific Framework for Engaging Personal Creativity. 1 Unit.
Creativity is one of the most coveted attributes of successful business leaders. It is also among the most widely sought attributes that innovative companies like Facebook, Google and Apple are looking for when they hire. Yet, creativity remains a mystery to many individuals. Who has it and who doesn’t? Can it be learned? How do successful creators really think and work? Is there anything different or special about the way they organize their lives and manage their work? This new Week 0 course will engage these provocative questions and others. We will explore what recent research tells us about the roots of creativity and its developmental course over the life-span. We will also examine some of the prevalent myths regarding the nature of creativity. The course will take a variety of approaches to mastering these topics, including reviewing the latest academic research (including some of my own work in this area). These ideas will be illustrated, moreover, by provocative and inspiring case studies. You will also have an opportunity to think about your own personal creativity and how to develop it further. The course is designed to be very intellectually engaging, as well as offer you an opportunity for self-reflection lively discussion.

GSBGEN 528. Communicating for Credibility: An Introduction to Thought Leadership. 2 Units.
Many students are prepared to be leaders, but few are prepared to be thought leaders. Yet, that’s precisely what many of our students will become. This communications course focuses on the risks and the rewards of stepping into a thought leadership role as a subject matter expert or change agent in a domain of the student’s choice. From the very first class students will tackle different communication elements (blogs, op-ed pieces, keynote talks, video blogs, conference panels, etc.) and receive feedback from professors and peers. By the end of the course students will: -Understand the risks and rewards of thought leadership -Identify and clearly articulate their own niche and “What-if?” future -Know the communication channels available to exercise thought leadership -Codify best practices and lessons learned into a forward-thinking document or framework that they can share widely -Craft a distinct message with an authentic voice across multiple channels -Build their ripples of influence by engaging their first followers and building a tribe -Begin to activate well-respected advocates who will champion their ideas -Define how to measure the success of their efforts (ex: reach, resonance) -Create a resource list of vendors, tools, technology and communities to support their thought leadership efforts -Overcome what may hold them back from stepping into the spotlight and assuming the role of thought leader in their niche. A prequalification assignment is required for this course. See https://docs.google.com/a/stanford.edu/forms/d/e/1FAIpQLSfuU-MYmkxRn7UihlbRJPZ41v4m-RIE_bKfeEBATQzQGr/viewform for details and submit the survey by October 14.

GSBGEN 529. Leading With Agility. 2 Units.
Can you actually prepare for unexpected make or break career challenges you will face in the years ahead? By definition, the future is unpredictable, but understanding and grappling with the types of challenges seasoned leaders describe as the toughest they’ve faced can help to prepare one for the emotional demands that come with increasingly broad leadership responsibilities. Those challenges include role and team transitions, confrontations and conflicts, turning around poor performance (in individuals or groups), and recruiting or developing talent. This class will draw from a collection of video cases, role plays and exercises, based on real-life examples that are the product of hundreds of interviews conducted with leaders by the school’s Center for Leadership Development and Research. The goal is to help students prepare for some of the gut-wrenching choices they will make in leadership roles, while evaluating how their mental and emotional responses influence their own managerial judgment.
GSBGEN 530. Learning from Experience. 1 Unit.
It is commonly believed that experience is a great teacher. But is it? Do we always learn what we can or should from experience? Research on this question suggests that the answer is no. Often we do not learn all that experience has to teach us and often the lessons we draw from experience are the wrong ones. This seminar examines what research suggests about how managers and others learn and don’t learn from experience. Among the questions we will consider are: (1) How does experience teach? (2) What are the impediments to learning from experience? (3) How can we learn better from our experiences? (4) How can we have better learning experiences; that is, design and structure our experience and that of others so that it produces better learning?.

GSBGEN 531. Global Trip Leadership. 2 Units.
This course is open only to leaders of the Service Learning Trips or Global Study Trips. The course will meet nine times only on Tuesdays (because of the limited time and the fact that the course is experientially based, attendance at all classes are required). In addition, students will meet with a Master Coach just before their trip to review how they are operating as a team. There will be a final lunch meeting in January where the Winter Trip leaders will share their experience with the Spring Trip leaders. The purpose of this course is to help trip leaders in the planning and conducting of the trip so as to maximize the learning for the trip participants and the trip leaders as well as increasing the overall success of the trip. A range of topics will be covered including: articulating a vision for the trip, developing their team as a high performing team, making quality decision, resolving interpersonal issues (within the team and with participants), understanding how to make full use of the faculty member and dealing with the myriad of issues that are likely to arise. Class time will mainly be spent discussing and role-playing a series of short cases that have been developed around issues that have come up in past trips. These role plays will be the basis of peer feedback. The cases will be supplemented by short lectures to provide the conceptual underpinning. There will be a very modest reading list.

GSBGEN 532. Clean Energy Opportunities: Business Models and Innovations. 2 Units.
This course examines business models and opportunities related to clean energy, specifically to low-carbon energy. We examine emerging trends for this sector in the context of technological change, business opportunities and the parameters set by public policy. Specific topics to be examined include: Carbon Emissions and the Clean Energy Transition; Funding Innovative Energy Companies; Modeling Cost Competitiveness of Alternative Energy Technologies; The Momentum of Renewable Energy: Solar PV and Wind; The Changing Business Model of Utilities; Storage and Sustainable Transportation.

GSBGEN 533. Technology Licensing. 2 Units.
Licensing of technology and its corresponding intellectual property is big business, and integral to the business plans and competitive strategies of start-ups and Fortune 500 companies alike. Although the annual dollar magnitude of licenses of patents and other technology-related IP is difficult to estimate due to the proprietary nature of much of the data, academic studies peg the U.S. IP licensing market at ~$66B, and the global market at ~$180B. The development and evolution of technology standards and interoperability requirements, regulatory overlays that require technologies outside a company’s core competencies, the proliferation and widespread enforcement of patents, the rapid expansion of IP-based business models, and the staggering expense and uncertain benefits of internal R&D, among other things, have combined to weigh heavily on the buy side of the make/buy scale, and to amplify the importance of inbound and outbound licensing arrangements for both start-up and Fortune 500 companies. Because licenses are complex legal agreements with important legal consequences, it is tempting for business executives to delegate to lawyers the negotiation of the non-economic terms of their companies’ technology license agreements. The problem with such an approach, however, is that non-economic terms relating to license scope and duration, the extent of any representations and warranties to be offered, how and when and by whom payment will be effected and royalty calculations policed, indemnification against third-party IP and enforcement of licensed IP against infringers, the ownership and responsibility for patenting of improvements made to licensed technology, remedies for violation of the license, and many other issues, can and often do have significant and occasionally mortal economic and business consequences. While no business person should grapple with these issues in the context of a large or complex license agreement without legal counsel, it is critical that the business person understand the consequences and negotiating levers and trade-offs themselves, for at their core, the decisions to be made on these issues are business decisions, not legal ones. nit is the objective of this course to enable students to better understand and think critically about the principal issues that arise in the conceptualization and negotiation of technology license agreements, including those involving computer hardware and software, biotechnology and pharmaceutical compounds, medical devices, and other methods and products. As we address licensing arrangements in particular industries, business and licensing executives from companies active in these markets will participate in various class sessions, and will share with the students their experiences and strategic perspectives.

GSBGEN 535. Emerging Network-Based Consumer Services. 1 Unit.
This seminar considers the economics, development, and growth of emerging networks that use technology to connect people (typically sharing a purpose) to one another. Each day of the seminar will focus on a different company (or a few companies) and a different theme. The set of companies is preliminary, and is shown here just to illustrate a potential example. Network Platforms/Zynga: Zynga is one of the leading and most advanced network-based consumer services. It has been struggling recently with growth and monetization on Facebook. We’ll examine Zynga’s business model, Zynga as an application vs. Zynga as a platform, and the choices Zynga has made along the way. Metrics/LinkedIn: We’ll examine the use of metrics to track application growth, engagement and monetization. We’ll also compare the use of a proprietary social graph vis-a-vis Facebook’s, considering the choices made by LinkedIn vs. a few Facebook apps. Growth and Evolution: We’ll discuss how network-based consumer services can grow and evolve their business models using a few company examples. Monetization/Pinterest: We’ll analyze interest and content networks, focusing on how they may be monetized vis-a-vis Facebook. Some of the seminar topics overlap topics covered in OIT 256 or OIT 356. Students who took one of these courses will not be allowed to take this course.
GSBGEN 537. The Role of Business in Sustainable Food Systems. 1 Unit.
The food system in the United States has contributed to a number of societal and ecological problems, from increasing rates of diet- and food-related illnesses, to "food deserts" in our inner cities, to the loss of farmland to urban sprawl, to agricultural chemical runoff into our water sources, to unjust farm labor practices, to the overuse of antibiotics, to an enormous amount of food waste, to questionable animal husbandry practices, and more generally to a diminishing level of diversity among the people, plants, and animals on whom we rely for our sustenance. These problems create both dilemmas and opportunities for business. This course will focus on how some companies (both for-profit and non-profit) are working to try to repair the damaged food system in the United States. Topics include (but are not limited to): organic and biodynamic agriculture, the economic demise of the family farm, the health effects of our current system of food production and the habits it has engendered, and opportunities for entrepreneurship and new modes of food distribution. We will have several guest speakers, field trips, and cooking/food preparation workshops and demonstrations.

GSBGEN 538. Energy Policy, Markets, and Climate Change. 2 Units.
This course will consider world energy markets as well as national and international policy challenges for the energy sector, in the context of climate change and its probable impacts. Case studies, readings, and class discussions will explore the history of fossil fuel price changes and their effects on trade, the influence of subsidies and tax incentives on the prospects for renewable alternative sources, and the role of governments in setting import and export policies. The class will consider such questions as: What policies are adopted when energy developments confront other land values, or are associated with human or environmental risks? What role do Public Utility Commissions play and how do international agreements influence the sector? How do new technologies for improving energy yield, building efficiency, and transportation affect use? What is the role of regulation in establishing patterns of energy use? Cases may require students to play such roles as: (1) an executive director of an environmental non-governmental organization considering approval for construction of a large solar-thermal facility in the Mojave Desert; (2) the chief executive officer of a company drilling shale deposits for natural gas developing his case for a governor; (3) a Senator evaluating her position on converting a port to permit US coal to be exported to China.

GSBGEN 539. Negotiation Dynamics: Lessons from the Sports and Entertainment Industries. 2 Units.
Negotiation is a central part of business in the worlds of sports and entertainment. This course will examine negotiation dynamics and key takeaways for general management from multiple different settings where negotiations had an important role—these will include preparing for a negotiation, the negotiation process itself, contractual outcomes of negotiation and their execution and in some cases litigation. The settings will include negotiations over player and actor contracts, negotiations between leagues and players associations, negotiations between investors and movie companies, and negotiations between content providers (both in sports and entertainment) and distribution partners (such as cable stations, international media companies, and online companies such as Netflix). Each of the six sessions is planned to include at least one and in some cases two guests that have had extensive experience in negotiations.

GSBGEN 541. Problem-Solving and Creativity. 2 Units.
This is a project-based course on problem solving and creativity. It is expected that everyone who takes the class will work on some significant problem that# is currently ongoing (e.g., the design of part of a complex project, a difficult negotiation over a new venture). The course is designed to achieve two goals. First, it will give you tools that should increase the probability that you will make (hopefully substantial) progress on your problem. Second, it will introduce you to research that explains why it#s sensible to try those tools on hard problems—i.e., the point of those tools. Please note that the first goal is stated rather cautiously. There are good reasons for this. I expect that most students will be working on hard problems. (Everyone in the class will be getting help from classmates on their particular problem; why bother your peers with an easy problem that you could solve yourself?) An important idea in cognitive science, Newell and Law, says that magic doesn#t exist: if a problem-solving method is powerful (very likely to solve a certain type of problem), then it only works on a narrow class of problems. So... this course will not give you tools that are both powerful and general. It can#t: such tools don#t exist. Happily, improving your problem-solving skills, at least in certain domains, is possible, and that#s what the course aims to do. Progress on hard problems usually requires help from friends and colleagues. Virtually all researchers of creativity agree that most innovations that are both bold and useful involve multiple problem solvers. This course will implement this important pattern by requiring every student to help some classmate with their problem. Carrying out this help will be an important part of your grade. Another important empirical regularity in the field of innovation is that when problems are hard many (perhaps most) candidate-solutions don#t work out. It#s easy to accept that about other people#s ideas; about my own, not so much. So a vital component of effective problem-solving is tough-minded evaluation. This implies rejecting bad ideas or bad parts of a would-be solution. Hence, at the end of the course you will be required to evaluate the progress that a classmate has made on his/her problem and to explain your assessment. (For obvious reasons you will not evaluate the same person you#re helping.) In sum, every student will do three things in this course: generate new ways to make some progress on a problem of their own choosing; help somebody else work on their project; evaluate somebody#s progress.

GSBGEN 542. How to Tell a Story. 1 Unit.
"Tell me the facts and I’ll learn. Tell me the truth and I’ll believe. But tell me a story and it will live in my heart forever." Stories are all around us. Stories move us, make us feel alive, inspire us to be more than we would be otherwise. As famed screenwriting coach and author of the screenwriting bible, Story, McKee says: “Story is not only our most prolific art form, but rivals all activities - work, play, eating, exercise - for our waking hours. We tell and take in stories as much as we sleep - and even then we dream.” ** Despite our love for stories, most of us leave stories to "storytellers" - fiction writers, journalists, and film makers. But we all have this skill. We simply need to hone it. The question is - how can we hone it? In this seminar, we will break down the basic elements of storytelling, elucidate the power of the verbal as well as the visual, and discuss how storytelling helps build brands and organizations. For the final project, you will create a 3 minute story about (a) your organization, (b) your brand, or (c) you. Thus, the goals for this class: Understand what makes bad stories, okay stories, and great stories. Learn how to create storyboards. Gain practice in crafting and telling a compelling 3 minute story about yourself. You will get feedback by filmmakers on what went well, went poorly, and how to take the story to level further. ** Robert McKee, Story, (Regan Books: 1997), p. 11.

GSBGEN 543. The Power of Stories in Business. 2 Units.
In this class, we will illuminate the power of story in business by revealing the key elements of storytelling, discussing the power of the verbal as well as the visual, and uncovering how storytelling helps build brands and organizations that align their brand value proposition with their internal culture. This skill is important if you are a new venture trying to build a reputation, or you are an established company trying to grow and innovate.
GSBGEN 544. The Role of the Modern General Counsel. 2 Units.
The news is filled with reports of one corporate crisis after another - names like BP, Goldman Sachs, Bank of America, AIG, Siemens, Toyota, and issues like backdating, bribery, antitrust violations, insider trading, procurement fraud, health and safety violations, consumer class actions and the like. And often the cry is heard - where are the lawyers?nnThis course explores the evolution of the role of the general counsel of major American public companies and, more broadly, the expanding role of in-house counsel. These are the lawyers in the trenches, on the front lines of American businesses. Each week, we'll review another dimension of the general counsel's job. We'll consider how general counsel today play an important role on the executive team of major companies and explore the different ways in which general counsels manage large corporate legal departments and direct functional legal areas like litigation, IP, corporate and securities, M&A, environmental and employment law. We will also examine the professional responsibilities and legal obligations of the general counsel - including the delicate and sometimes conflicting reporting relationships to the CEO and the board of directors - and consider how an in-house legal department fits into a corporation's organizational structure and how it supports the company's operating units on a day-to-day basis. We will explore the general counsel's role in internal investigations, regulatory investigations and compliance programs, and governmental affairs. We will also consider current practices in how in-house lawyers select, collaborate with and evaluate outside counsel.nnThe class will meet weekly and we will invite current and former general counsels to join us occasionally for our discussions. Each student will be expected to participate actively in class discussions, and will be required to complete two projects, each in collaboration with three other students and submitted as a team, presenting how the team would address a complex set of legal and business issues. The course grade will be based 1/3 on class participation and 1/3 on each of the two team projects.nn

GSBGEN 548. Crafting Your Life Story. 1 Unit.
This new seminar explores how the "life stories" we tell ourselves influence the choices we make in life, including the personal and professional choices we make, the ambitions we pursue - and, ultimately, our very success. Together, we will look at the science and art of what might be called "generative autobiography" - finding the particular life story that helps you pursue a more consequential and meaningful life. In developing this idea, you will learn to identify the essential elements of a great life story. You will learn how to craft a better, more creative life story for yourself, and you'll learn also how to tell your life story more effectively to other people in order to engage them more deeply and lead them more effectively. nnThe class will include a series of outstanding readings from psychology, philosophy and literature on how to think more creatively about the life you are living now - and the life you hope to live going forward. One distinctive feature of this new seminar will be the extensive use of materials from award-winning films to illustrate the major themes and dilemmas of telling a good life story. We will examine the lives of a number of fascinating high achievers from business, science, politics and the arts. The course also includes several exercises designed to help you craft, refine, and project your life story. The seminar will be very discussion-oriented and very engaging.

GSBGEN 550. Issues in Leadership. 2 Units.
This seminar will explore the nature and role of leadership in organizations. We will examine such questions as (1) What is leadership? (2) Why is it important? (3) What is it that leaders actually do? (4) How do they do it? (5) How are leaders developed? (6) Why do leaders succeed or fail? (7) What about your potential for leadership and your strategy for developing it?nnOur primary objective in this seminar is to achieve a deeper understanding of the nature and role of leadership in organizations. Our approach will be to examine a small sample of the literature, together with the amazing story of Ernest Shackleton and his Endurance crew, and then to probe several key questions through lively class discussion. The discussion, informed by the readings and also by our collective experiences, will seek to develop some general principles and observations about leadership - particularly about how you might better develop yourself as a leader.

GSBGEN 551. Innovation and Management in Health Care. 2 Units.
The health care system accounts for over 17% of US GDP and is one of the fastest growing segments of the economy. This two unit class focuses on the interplay and tension between the main players in the health care field - providers of health care services (individual doctors, group practices, integrated health care systems), payors (insurances companies, employers, consumers, and government), patients, and innovator companies (biopharma, medical device, diagnostics, and health care IT). The course is designed for students with a broad diversity of backgrounds and interests who want to better understand the health care business and system. No prior experience in the health care or medical field is assumed or needed. The focus of the class will be primarily on the US health care system, but there will be limited discussion of non-US systems as well. nnThe course is divided into four modules: n1. An overview of the US Health Care System and the interplay between payers, providers, and innovatorsn2. Provider organization models and incentive structuresn3. The relationship between quality, cost, and accessn4. Integrated systems and fee for service models - New IT technologies, including electronic data records, and incentives for adoption n - How the delivery system structure affects technology innovatorsn5. Innovator business models and issuesn6. Financing and managing new product development and portfolio management - Clinical trial management and gaining regulatory approval - Marketing, communication and sales strategies (both physician and patient communication and sales) to drive product adoption and gain third party reimbursement - Business models to drive innovationnnThe class will be taught primarily from the perspective of a business person operating a company rather than that of a policy maker, academic, or investor. While there will be a few lectures to provide background and frameworks for course topics, most classes will involve a case discussion and prominent guest speakers from the health care industry. Speakers and panelists last year included CEOs from Genomic Health, Tenet Health, Blue Shield of California, Jazz Pharmaceuticals, Safeway, and Practice Fusion; venture investors from Venrock and Chicago-Pacific; and the Dean of Stanford Medicine.

GSBGEN 552. Winning Writing. 2 Units.
This two-week, six-session workshop will offer techniques and practical in-class exercises for writing better -- better memos, emails, feedback for colleagues, news releases, responses to media questions, opinion pieces and social-media postings. Glenn Kramon, a senior editor who has helped New York Times reporters win 10 Pulitzer Prizes, will teach the course along with accomplished journalists with expertise in powerful, persuasive writing for business. They will provide not only helpful tips but constructive feedback on students' work, which will be completed mostly in class. They will also share thoughts on how best to work with the news media.
GSBGEN 553. Intrapreneurship for Sustainability: Driving Environmental Change from Within Corporations. 2 Units.
An organizational change approach to the development and introduction of new corporate strategies and product lines that have a sustainability benefit. Students will be given the opportunity to work on real-world cases to help them effectively incorporate sustainability strategy into their chosen career path.

Learning Objectives: na. Articulate the sustainability challenges facing today’s corporation in terms that will make executives receptive to action.
Employ organizational change management techniques to spur environmentally-friendly product and process innovation.
Expand the repertoire of techniques for priming the market for new sustainability offerings.
Refine collaboration skills within multi-disciplinary teams.
Improve oral and written presentation skills for executive audiences.
This class is appropriate for those seeking positions within large enterprises or business consultancies, or those seeking to refine their thinking on social entrepreneurship.

GSBGEN 554. Savvy: Crafting Effective Communication. 1 Unit.
This course is designed for individuals interested in improving their communication skills. As a leader, you will spend the majority of your time communicating with others - with team members, subordinates, clients, and other constituents. Right now, you probably don’t spend much time thinking about the way you communicate, nor are you likely, in the corporate setting, to get honest feedback on the messages you send. Yet the quality of your communications will have a large impact on your overall effectiveness. This class will help you appreciate the nature and complexity of communication and provide guidelines for both improving your communication style and recognizing the unique styles of others. The class is based on the assumption that organizations are fundamentally political entities, and interpersonal influence through communication is a key mechanism by which things get done. Effective leaders don’t simply lead by fiat - they often must influence and persuade others to go along with their ideas. In each session, we will consider a number of well-studied tactics of interpersonal communication. For each tactic, we will talk about why it works, when it works best, and what its limitations might be. We will discuss how you can put these approaches to work in order to support your attempts at persuasion and how to resist them as an unwilling target of persuasion.
After taking this course, you will be better able to:
1. Identify strategies for crafting effective communication in the form of everyday conversation, written work, and public presentations.
2. Develop techniques for building strong, long-term alliances with your colleagues, and become more persuasive in advancing an agenda, acquiring resources, or eliciting compliance from others. These skills will be invaluable to you throughout your career.

GSBGEN 555. Designing Empathy-Based Organizations. 1 Unit.
Organizations are often designed for efficiency or optimization of workflow, not for user empathy. How do you design for both? This pop-up class is geared toward the design (or redesign) for empathy-based organizations. It will teach early-stage leaders about the three basic levers they have for organizational design: organizational culture, organizational structure (informal and formal), and organizational routines. Emphasis will be placed on how to align these levers to facilitate communication and to structure workflows for empathy-based organizations.
The class will work with a fast-growing, design-driven startup, which will articulate to students its goals as a business, as well as its challenges in designing the business. Students will interview and observe multiple stakeholders from diverse teams and use design thinking to address uncovered needs and insights with respect to organizational design.

GSBGEN 557. Authenticity in Markets: The Case of the Wine Industry. 1 Unit.
Evidence has mounted that consumer care about issues of authenticity in many kinds of markets. This seminar explores the meanings of authenticity in market contexts. It emphasizes the idea that authenticity attaches as much or more to the characteristics and actions of producers than to characteristics of products. Although these issues arise in many kinds of markets, they are especially intense for food and drink. So the seminar emphasizes these contexts, especially the wine industry. In wine production we see battles over the soul of wine, what it means for a wine to provide an authentic representation of terroir, national traditions, and so forth. Especially interesting for understanding authenticity is the recent success of biodynamic producers.

GSBGEN 561. Sports Investment Analysis. 2 Units.
Course examines investment and financing issues that face a diverse set of participants in the sports industry (defined very broadly). A key theme is using general financial concepts to better structure decision making in the sports industry. Specific topics illustrate the broad set of perspectives considered: Player Payroll Financial Dynamics; Asset Appreciation Opportunities; Assessing the Value of Players (& General Managers); Investment Syndicates in Sports; Investing in Startup Leagues; Financial Valuation of Sporting Clubs; Financial/Strategy Analysis for a Mixed Martial Arts (MMA) Venture; and On-Line Sports Venture Evaluation. One hand in requires feedback to the CEO's of several new sporting ventures about ways to expand their opportunity set; the CEO's come to a class and present their venture. The second hand in is a case study of a sports investment where there was sizable value creation or value destruction. Each session typically is co-taught with an industry visitor.

GSBGEN 562. Sports Marketing. 2 Units.
This Sports Marketing course combines (a) a focus on key marketing themes (such as branding, customer attraction/retention, and celebrity power) and (b) an analysis of marketing in diverse areas of the sporting industry: the league level, the team level, the player level, the network level, the advertiser level, the sponsor level, the fan level, and the media level. The nine sessions cover the following: Corporate Sponsorship; Online Marketing; Events as Brand Building Investments; Marketing to Youth; Sports/Entertainment Nexus; Club Marketing Strategies; Brand Revitalization & Strengthening; Motor Sports Marketing; Marketing in a Web 2.0/Social Networking World. Each session is typically taught with an industry visitor.

GSBGEN 564. The Entertainment Industry - An Intersection of Art and Commerce. 2 Units.
In this seminar we will explore the intersection of art and commerce in the entertainment industry. We will look at creating films and television programs that are artistically meaningful and/or have the potential for commercial success. Films are increasingly used as a tool for social change, and we will also examine this power. The entertainment industry is one of enormous importance—both from a business and cultural standpoint, and has influence in virtually every sphere of our society. Sometimes the industry can seem baffling, mercurial, and characterized more by madness than method. But despite its uncertainties, Hollywood does have its own rules, rhythms, methods, and strategies. We will be examining and evaluating them and will be a key part of this seminar. This is a time when many existing formulas are being reconsidered, retooled, or jettisoned, and new technologies and expanding markets are having a profound impact on the industry. Tracking and analyzing this will be a key part of the course. I will also bring some of my professional experiences into the classroom (including directing, writing, producing for film and television, etc.), and discuss these experiences through the intersection of the business and creative sides of the industry. We will have class discussions on entertainment industry’s future, and address varied and effective paths for creating entertainment product that has artistic and/or commercial merit and is intended have widespread distribution. Students taking the course will be asked to be part of a group project and present their work in class.
GSBGEN 565. Political Communication: How Leaders Become Leaders. 2 Units.
Politics, perhaps like no other arena, provides a rich and dramatic laboratory for studying the art and science of influential communication. Whether it is a local school bond election or a Congressional race, a Presidential debate or a State of the Union Address, the demanding communications of politics provide insights into our own strengths and gaps as a communicator and leader. Political campaigns, by their very nature, are highly visible, oriented toward very specific objectives, and increasingly leverage a variety of new media platforms. They are often emotionally charged, and rife with conflict and drama. The principles of political communications transcend politics, and are useful guides for leaders in business, the non-profit community, as well as government. How candidates, elected officials, and leaders in all kinds of organizations communicate vision, values, and experience, as well as how they perform in very fluid environments, not the least of which may be during a crisis, has a great deal to do with their career success.

In its eighth year, this highly interactive course allows students to explore both theory and practice behind effective positioning and presentation. This year is a presidential election year in the United States, and looks to be an extraordinary event in many respects. Students will analyze and evaluate both successful and unsuccessful communications strategies of political campaigns and candidates. They will explore historic examples of US Presidential debates, from Nixon/Kennedy to the present. Further they will experience political events as they happen – like this year’s campaigns – with each class drawing lessons from political developments around the nation and the world. Students will also hone their own strategic communications skills in activities requiring both written and spoken communication. This is not a course in political science, American government, or in public speaking. However, the engaged student will gain insights into those areas as well.

The course is taught by David Demarest, Vice President of Public Affairs for Stanford University. Demarest has broad communications experience across the public and private sector in financial services, education, and government. After serving as Assistant U.S. Trade Representative, and Assistant Secretary of Labor in the Reagan Administration, in 1988 he served as Communications Director for Vice President George H. W. Bush’s successful presidential campaign. He then became a member of the White House senior staff as White House Communications Director. After leaving government in 1993, he spent the next decade leading communications for two Fortune 50 companies, before coming to Stanford in 2005.

GSBGEN 566. Ethics in Action - It's Never Black and White / Decisions Have Consequences. 2 Units.
GSBGEN 566 is an elective course offered to 2nd-year MBA and MSx students. The goal of this course is to improve students’ judgment in confronting ethical situations encountered in the normal course of business activities. Classes use the Socratic method to examine ethical questions and build analytical skills. The course aims to sharpen moral reasoning and build judgment without favoring a particular position. The course will be taught by Mark Leslie and Peter Levine, Lecturers. The course, which is “vignette based,” will involve revealing partial information about the situation during the class, interspersed with discussion as the vignette develops. Frequent student-to-student and student-to-instructor role-playing will be encouraged. Cases will be drawn from a wide selection of real business situations with protagonist as guests whenever available), including such topics as raising venture capital, managing major industrial customers, product distribution agreements, board of director fiduciary conflicts, developing financial instruments, senior management mutiny, work/life balance., etc. The class is extremely engaging - it is quite usual to find continuing discussion of the day’s case outside the classroom among small groups of students. This class is for two GSB credits and will be graded on a pass/fail basis. Sixty percent of the final grade will be derived from classroom performance; the remainder will be based on a final written assignment.

GSBGEN 567. SEEding Change: Approaches and Innovations in Poverty Alleviation. 2 Units.
This Bass Seminar is an opportunity to help lay the foundation for the GSB’s new initiative on poverty alleviation in developing economies, the Stanford Institute for Innovation in Developing Economies (nicknamed SEED). Following an introduction to the major approaches to poverty alleviation and the role of entrepreneurial activity, the course will be a student-driven seminar. Groups of students will work on focused projects of their choosing within the confines of SEED’s mission, which is to stimulate, develop, and disseminate research and innovations that enable entrepreneurs, managers, and leaders to alleviate poverty in developing economies. A particular focus will be given to exploring and assessing the different ways in which SEED can most effectively help entrepreneurs in developing countries grow and scale. Project deliverables can take a variety of forms, including business plans, proofs of concept, case studies, teaching notes, etc.

GSBGEN 568. Managing Difficult Conversations. 1 Unit.
This elective 2-credit course is offered to 2nd-year, 3rd-year, and 4th-year Medical students, Residents, and Fellows, and to 2nd-year MBA students who aspire to improve their ability to deal effectively with difficult interpersonal situations. The course will be taught at Stanford Medical School by H. Irving Grousebeck, Consulting Professor of Management, Stanford Graduate School of Business, with assistance from Dr. Charles G. Prober, Senior Associate Dean for Medical Education. Teaching techniques that have been successful in helping business school students improve their ability to manage difficult conversations will be used. The course, which will be case-based, will involve frequent student-to-student and student-to-instructor role-playing in actual medical situations. Physician-experts often will be present to participate as class guests. Relevant principles of professionalism, leadership, and psychology underlie the course pedagogy. There will be seven classes held on Wednesdays beginning September 28th and concluding on November 16th (no class on October 26). Each class will begin promptly at 12:35 and end at 2:05, without a break. Due to the abbreviated nature of the class (7 sessions), students will be expected to attend all classes unless excused in advance. Class preparation will include reading of assigned cases; analysis of the cases and recommendations as to how to confront specific difficult conversations (consistent with assigned study questions); and reading of assigned background material. While optional, it is suggested that students form regular study groups. For GSB students, 50% of the final grade will depend on classroom performance; the remainder will be based on a final written assignment of no more than 6 pages. GSB students will be graded on a Pass/Fail basis. The course will be ungraded for Medical School students, Residents and Fellows. All students will be expected to complete the written assignment. Class size will be limited to 35 students per the following: (1) a maximum of 15 MBA2 students and (2) a maximum of 20 2nd-year, 3rd-year and 4th-year Medical Students, Residents, and Fellows.

GSBGEN 569. The Open Road: Innovation in Cars, Driving, and Mobility. 2 Units.
This new course will look at ongoing and upcoming innovation in cars, driving, and mobility from three perspectives: (1) technology, (2) economics & business Models, and (3) policy. We’ll survey changes in powering vehicles (e.g. electrification and biofuels), in vehicle connectivity and communications, and most especially changes in autonomy and self-driving vehicles. We’ll look at changes in the economics of cars, vehicles, and driving; new business models, shared ownership, mobility as a service, as well as who some of the major players are in this nascent field and what they’re doing/developing. And we’ll explore the interactions of technology and economics with policy and broader societal changes. Firstly we’ll look at indirect effects like safety, legal liability, and who can drive; indirect effects on traffic, insurance, infrastructure needs, fuel taxes, and the environment; as well as longer-term and even bigger changes in daily life and where and how we live, work, and drive.
GSBGEN 571. Becoming a Leader: Managing Early Career Challenges. 2 Units.

This course is based on a large number of interviews with MBA grads who have been out of the GSB for 4-10 years. These interviews identified a set of common early career challenges that young MBAs faced—and the lessons they learned from these. This 6-session course is based on these critical transitions, formative experiences, and personal conflicts that characterize the challenges young leaders face. The course objective is to help current students understand some of the pitfalls they are likely to face as they become leaders and to avoid the career-limiting mistakes that these can bring.

GSBGEN 572. The Art of Damage Control. 2 Units.

In the Information Age, there are two kinds of leaders, institutions, and organizations: those who have been hit with a crisis and those who haven’t been around very long. And of those who have confronted a crisis, the landscape has a few winners, but is crowded with losers who simply did not have what it took to survive the crisis. Crisis is a constant state of nature in our age and if you do not effectively fight back, in the modern spin cycle, you will no longer have your brand, your image, or your reputation. This course will cover the strategies, techniques, and art of damage control. The course will also explore the five fundamental elements responsible for why we live in a state of crisis: the proliferation of media outlets communicating information; the speed in which information travels; the erosion of trust from society related to the quality of information received; the capacity to selectively leverage information; and the community nature of how information is developed and shared. Building from an analysis of these elements, we will explore methods of surviving and thriving in this environment. The course will also offer detailed approaches to managing one’s way through a crisis. We will provide case studies of those who failed to master the art of damage control whose mistakes endangered the survival of their company and/or their careers. We will also study cases where those in a crisis handled it deftly. By considering, analyzing, and reviewing these techniques, it is hoped the students will learn how best to manage the crisis and what it takes to survive. The course will be taught by Chris Lehane and Bill Guttentag. Chris Lehane is one of the nation’s leading political consultants with a particular expertise in damage control. He was a Special Assistant Counsel to President Bill Clinton where he was responsible for helping to manage the Clinton White House’s damage control operation and later served as Vice President Al Gore’s Press Secretary, and has been a top advisor to many who have run for President, Senate, Governor or other elected offices, both in the US and internationally. He consults for numerous Fortune 500 Companies, professional sports leagues and teams, Hollywood studios and high profile individuals. Bill Guttentag is a narrative and documentary film writer, producer, director who has been teaching at the GSB since 2001. He is a two-time Oscar winner, his films have played extensively in the US and internationally, and have premiered at a number of prominent film festivals including Sundance and Cannes. Lehane and Guttentag are the co-authors of Masters of Disaster: The 10 Commandments of Damage Control. The book will published this fall by Palgrave/Macmillan and will serve as the principal text for this course.

GSBGEN 574. Effective Virtual Communication: Presenting via the web, video, and teleconference. 2 Units.

Ever wonder if your online audience is paying attention to your web presentation or meeting? Have you wanted more engagement from your participants? Communicating virtually—using conference or video calls, web tools, and mobile devices is very challenging. Yet more and more communication is happening with presenter and audience connecting electronically. Informed by scholarly research and industry best practices, this workshop will provide a hands-on, practical introduction to immediately applicable techniques that will help you prepare and deliver engaging, participative, and impactful virtual presentations. Specifically, you will learn techniques for confidently delivering virtual presentations, how to create content that invites engagement, and how to facilitate speaker-audience interactions that invite collaboration without losing control. We will also cover best practices for responding to audience input and questions that will amplify your message and for handling challenging interactions and questions. With these virtual-presenting skills, you will feel more confident presenting and your audience will be more connected and engaged.

GSBGEN 575. Leadership and Crisis Management. 2 Units.

During this class, you will: * Challenge your basic beliefs about the nature of crisis * Learn to scan your business practices for political and social risks * Anticipate and prepare for potential crises * Explore techniques for successfully solving problems in high-pressure crisis situations characterized by complex decision environments, time-pressure, high stakes, unanticipated events, and information overload * Develop strategies for managing stakeholders, public opinion, media relations, and public officials * Integrate your crisis management approach into your overall business strategy.

GSBGEN 576. Work and Family. 2 Units.

This course examines the strategies that highly educated women and men use to combine work and family and the strategies that managers and policy makers can use to help others strike a balance. Topics include the tradeoffs in becoming a stay-at-home parent, the economic value of unpaid labor, the consequences of balancing two high-powered careers and children, the economics of marriage, fertility, child care, and elder care, the gendered division of labor in the home, time-management, workplace innovations, and policy initiatives. Guest speakers add their own perspectives on these issues and describe the roles their organizations play.

GSBGEN 578. Decisions About the Future. 2 Units.

How should you decide between now and the future? This course will cover the descriptive and prescriptive theories of intertemporal choice in psychology and economics. Topics will include financial decision making, social (who should you marry?), environmental, and health. The goal of the course is to maximize the long term happiness and effectiveness of yourself and others. Grading will be based on: class participation, a decision diary (in three parts), and an exam.
GSBGEN 579. Authentic Agency. 2 Units.
The basic assumption of authentic agency is as a leader, manager, or consultant your job requires working with people to make decisions and solve problems. Authentic agency is an intentional effort to influence one's motivating emotional-values schema. In accordance with this assumption and definition your major tool for influencing people and achieving results is via languaging - the interpersonal use of spoken and written words - values and emotions. The focus of this course is how to effectively and meaningfully use authentic expression to influence individual and group performance. Authentic Agency will be conceptually and experientially explored as the expressive intersection of intentionality, emotions, and values. Specific classroom activities and peer feedback will heighten student awareness of their present personal authentic agency schema. Besides completing homework readings and review questions, students are expected to author and submit a brief (20 min writing) authentic agency meaning-making log’ after each class. Each student will also complete a one-on-one critical incident phone interview (40-50 min) with Professor Bristol aimed at helping them capture and expand their authentic agency schema. Students will be provided digital copies of this interview for their study.

GSBGEN 580. Management of Real Estate Investment Portfolios. 2 Units.
This course is intended for any student interested in a career in managing, developing, or investing in real estate. The course covers cases involving the perspectives of general partners and limited partners; the attributes of successful real property investment firms; analyses of investment portfolios and individual transactions, primarily in the private equity real estate category. Cases will be global. Objectives include: 

- How to construct a private real estate portfolio;
- How to assess the risks in projects and portfolios;
- How to perform relative value analyses of differing investments;
- How to manage troubled investments (when to "hold 'em and when to fold 'em").

The course is divided into three modules with special emphasis on real estate financial analysis for transactions and portfolios. The first module will focus on portfolio construction issues and how to quantify whether the investor has been successful. The second module will focus on underwriting individual transactions and applying a relative value construct in determining the more attractive investments. The third module will focus on the management of troubled investments, including deciding when to "double down" and how to protect investments already in place.

GSBGEN 585. Project You: Building and Extending your Personal Brand. 2 Units.
GSB Graduates will be entering and re-entering the workforce needing to know and understand how to assess, create, broadcast, and maintain their personal brand. Project You will help each student realize: What is a personal brand and how can it be unleashed as a valuable, competitive advantage? Why do you need a personal brand? How do you differentiate yourself and create a brand identity and strategy? How do you use social and traditional media to enhance your brand effectively as well as measure the metrics of social media responses? And how do you know when to pivot and evolve your brand for sustainability? GSB Lecturer, Allison Kluger, a former Television Executive and Co-Lecturer, Tyra Banks, Supermodel/Entrepreneur/Television Executive/Business CEO, will lead this class. They will help students create their own specific image to support their brand, teach them how to navigate on-air exposure, and help them create a long-term strategy for how to promote their personal brand across several media platforms. This class will be a highly interactive learning environment with image transformations, live broadcasting of presentations at a television station, live streaming of portions of the class on Facebook Live, and YouTube recordings of presentations. Class participation and interactive class activities are part of the expected assignments. The class culminates with the students sharing their honed personal brand to the public via three viable platforms (Facebook Live, local television, YouTube) to jump-start their personal brand extension. A 1:00 original iPhone (or similar device) video stating "Who you are, what your personal brand is, and why this class would be impactful for you?" will be a mandatory requirement before Class #1. Once you get accepted, there is no option to drop out as there is a mandatory short survey that needs to be completed a week before class one. If you do not want your image broadcast across multiple platforms, this is not the class for you. There is also a mandatory additional class to broadcast final projects live from KMVT television station on Thursday, May 18th, 6-9pm Do not apply for this class if you cannot make this, or any of the other 6 classes. If you can commit to these 7 classes, you will have a dynamic, transformational, highly interactive experience in which your personal brand will get seen by the public.

GSBGEN 586. Poverty, Entrepreneurship, and Development. 2 Units.
Global poverty is a problem that persists on a massive scale, and its persistence may itself be a major impediment to growth in emerging economies. Recent years have seen a blossoming interest in socially innovative approaches to alleviating poverty and stimulating economic growth in emerging economies. In this short course, we will explore different conceptualizations of the problem of global poverty, the potential role of entrepreneurship in helping to address it, as well as the strengths and weaknesses of different approaches. Some possible areas of focus include:

- Different conceptualizations of the main drivers of persistent, extreme poverty;
- The challenges to entrepreneurship posed by the institutional environments of emerging economies;
- The appropriate role of entrepreneurship as a means of addressing the concerns of the poor;
- The pros and cons of different models (e.g., venture philanthropy, social enterprise, non-profit) Ethical issues and concerns associated with different strategies.

In addition to reading and in-class discussion, the course will also draw on the expertise and experiences of one or more guest speakers.
GSBGEN 587. Survive and Thrive: The Art of Navigating Crucial Conversations. 2 Units.

Careers are enjoyed in the good times but truly made when challenging situations are successfully navigated throughout every business cycle. Individuals who both perform well and communicate effectively in tense situations, gain the attention of senior management and are relied upon to deliver. A key to this success is the ability to successfully navigate crucial conversations. nnn Crucial conversations are those which not only have a bearing on your firm and business but, also can also enhance or destroy your own personal reputation and credibility by poorly communicated situation analysis, facts and the mode in which you deliver information. Sometimes these conversations take place in minutes while others evolve over the course of days and weeks. Regardless, a professional’s ability to read the “tea leaves” and execute a communication plan to address is vitally important to long term career success.nnn This highly interactive course will take you through a series of business inflection points in a simulated firm where you will be expected to navigate different situations and make quick decisions both as an individual and as part of a team. Students can expect to leave this course with a heightened sense of their own gifts as communicators, a greater understanding of the research around effective communication, and specific tools and tactics to use throughout their career when faced with pivotal situations.nnn Attendance at all six sessions is required to pass this course and participation counts for half the grade. Students will regularly give and receive feedback with their peers on their ability to apply course concepts in the simulation as it unfolds. While no prerequisite exists for this course, we expect that students seeking fundamentals of communication consider other course offerings. This course relies on students who are already reasonably comfortable communicating in high-stakes settings seeking greater mastery and nuance in their communication.nnn Required pre-reading will provide the theoretical frameworks and case background necessary for the six-session simulation. One final reflection paper will be due within a week after the final class session. The balance of each student’s grade is based on their participation and learning within the simulation and the depth and quality of their feedback to peers.nnn This course is co-created and co-taught by JD Schramm and Steve Mellas. Schramm brings over a decade of MBA communication teaching and coaching to the course along with more than 15 years of professional experience in healthcare, financial services, and education. He founded the GSB’s Mastery Initiative and co-founded LOWKeysNotes. He is a sought out speaker and coach with two talks in the TED library. Mellas serves as a principal at AQR Capital in Greenwich CT where he oversees operations. Prior to joining AQR he worked for Goldman Sachs as a Managing Director in the Investment Management Division with responsibility for Asset Management Operations worldwide. Before that Mellas was with Morgan Stanley where he managed fixed income trading operations. Schramm and Mellas have teamed up on a number of highly ranked courses at NYU Stern since 2005 and hatched this latest collaboration while delivering a Mastery workshop for the GSB in January 2012.

GSBGEN 589. Foundations in Social Impact. 2 Units.

This course aims to introduce Social Impact Labs Fellows to different types of social impact organizations and nonprofit organizations, to their financial models, and to issues that arise in measuring their social impact. The course will also support development of the Social Impact Lab Fellows’ projects, through peer and faculty discussion and feedback.

GSBGEN 598. Stanford-Tsinghua Exchange Program. 2 Units.

This course is open only to students participating in the Stanford-Tsinghua Exchange Program and is required of those students. Requirements include researching and reporting on 3 companies to be visited, attending lectures in preparation for the China visit, attending lectures at Tsinghua, and carrying out and reporting on a project with one or more Tsinghua student. Offered Pass/No Pass only. 2 units. Winter quarter.

GSBGEN 622. Presentation and Communication Skills for Academics. 2 Units.

As educators and scholars, academics must have the skills to effectively communicate their research to a wide range of audiences, including colleagues, students, professionals, and the general public, as well as in a variety of settings, from academic conferences and job talks to field seminars and the news media. nnn This highly interactive course is designed to equip PhD students with critical communication skills, including best practices in academic presentations, public speaking, contributing in group settings, and shaping the public dissemination of your work.nnn Whether you are terrified of public speaking or simply looking to enhance an already strong skill set, you will have the opportunity to learn and practice strategies for getting comfortable on the stage, targeting your presentations to various audiences, managing Q&A, creating an effective “elevator pitch” about your work, and telling the narrative of your research. Ultimately, students will gain confidence in their ability to engage, connect, and communicate with their audiences.n

GSBGEN 635. Neuroscience for Business and Economics. 4 Units.

A growing number of scholars in business and economics are turning to neuroscience for new theoretical insights and new methodologies. This seminar will explore how findings from neuroscience can inform research in business and economics.nnn The objectives of this course are for students to: nnn Gain an understanding of the basic theories of neuroscience. nnn Understand the different techniques and tools of neuroscience, including behavioral paradigms, eye-tracking, and fMRI. nn nnn Survey the key literature at the intersection of business, economics, and neuroscience. nnn Learn how to critically reflect on and evaluate research that uses principles from neuroscience. nnn Learn how to design experiments that utilize principles from neuroscience.

GSBGEN 641. Advanced Empirical Methods. 3 Units.

This course covers various advanced quantitative methods with applications in marketing and economics. Topics include simulation-based estimation, dynamic decision processes, and other topics relating to empirical models of demand and supply. The course stresses the conceptual understanding and application of each technique. Students will learn to apply these techniques using Matlab or an equivalent language.

GSBGEN 645. Communication Strategies for Scholars. 2 Units.

Educators must be experts in their subject matter, but also effective scholarly communicators. This course will examine the theories for effective communication in the wide range of settings that PhDs will encounter: seminars, academic conferences, job talks, and ultimately in the classroom. nnn This course will provide PhD candidates with the opportunity to practice course principles in simulated communication settings and receive direct and filmed feedback on their performance. Students will benefit from participating in observations of GSB classes (within and beyond their discipline), readings on current education and communication theory and practice, class discussion, and visits from GSB professors.nn Learning Objectives: nnn By the end of this course students will: nnn Understand the essentials of oral communication in scholarly settings. nnn Understand the fundamentals of business education including syllabus development, classroom instruction, case method teaching, assessment and grading. nnn Understand and practice the essential elements of effective presentations - the verbal, vocal, and visual aspects of oral presentation. nnn Articulate essential distinctions of teaching undergraduate, graduate (including MBA), and executive education students, and how to adapt their approach for these audiences. nnn Demonstrate effectiveness as a presenter and growth in the ability to plan and present content in a variety of simulated settings from benchmark to final mock class. nnn Apply course content to job talks, conference presentations, and other professional settings beyond the classroom. nnn Evaluate peers and other educators on their ability to practice effective teaching and presentation delivery.
GSBGEN 646. Behavioral Decision Making. 3 Units.
This seminar examines research on the psychology of judgment and choice. Although the normative issue of how decisions should be made is relevant, the descriptive issue of how decisions are made is the main focus of the course. Topics of discussion include choice, judgment heuristics and biases, decision framing, prospect theory, mental accounting, context effects, task effects, regret, and other topics. The goal of the seminar is twofold: to foster a critical appreciation of existing knowledge in behavioral decision theory, to develop the students’ skills in identifying and testing interesting research ideas, and to explore research opportunities for adding to that knowledge.

GSBGEN 652. Online Research Methods. 2 Units.
This course will cover the practicalities of running research on the internet, including: online research tools, experimental design, online process measures, subject pool selection, detecting and dealing with inattentive participants, basic programming techniques, debugging, data organization, and data cleaning. Class time and assignments will take a hands-on approach, giving you direct experience and practice. There will be two main projects, both of which should be useful for your research. The first will be creating a personal web page (or, if you already have a web page that you like, you can substitute a different project). The second assignment will be designing and running an online experiment with a dynamic component. Grading will be based on these projects, as well as class participation and small weekly assignments.

GSBGEN 675. Microeconomic Theory. 3 Units.
This course provides an introduction to microeconomic theory designed to meet the needs of students in the GSB non-Economics PhD programs. The course will cover the standard economic models of individual decision-making, models of consumer behavior and producer behavior under perfect competition, the Arrow-Debreu general equilibrium model, and some basic issues in welfare measurement. This class assumes a basic knowledge of undergraduate intermediate microeconomics, comfort with multivariable calculus and linear algebra and some exposure to real analysis.

GSBGEN 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading. Same as: ACCT 691, FINANCE 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research. Same as: ACCT 692, FINANCE 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692

GSBGEN 697. Research Fellows Practicum. 1-6 Unit.

GSBGEN 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

GSBGEN 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

GSBGEN 801. Master’s Project. 0 Units.

GSBGEN 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802

Human Resource Management Courses

HRMGT 280. Human Resource Management. 2 Units.
An organization’s human resources are very often a key, even the key, to the organization’s success. Human resource management (HRM) is therefore of strategic importance. We begin by surveying the fundamentals of human resource management from the perspective of the organization’s overall strategy, relying on concepts and theories from your previous economics and organizational behavior courses. Then we focus on the question of motivation and, in particular, how organizations can successfully motivate their employees to provide “efforts” that go above and beyond the nominal specs of the particular job.

HRMGT 282. People Operations; From Startup to Scaleup. 4 Units.
This course focuses attention on human resource strategies for startups. It discusses recruitment, incentives, design of jobs, development of talent, leadership and empowerment challenges in startups. We will deal with questions ranging from equity splits to founding team dynamics, hiring talent to the sequencing of hires. We will use a mix of “live cases” from the field, and lectures.

HRMGT 284. People Management Strategy in Startups and Growing Firms. 2 Units.
The average CEO, C-suite manager, or funder, will say that a firm’s success hinges on hiring and motivating the right people. Therefore, this class aims to examine the people management strategies you might choose from as you build a young firm, or as you grow a larger firm. There are three facets to this course. The first is to acknowledge that the People Management Strategy that you choose must be selected with the overall external strategy of the firm in mind. Technology-based firms will have different strategies than brick-n-mortar retail firms. The second facet is to discuss the evolution of people management strategies as the firm grows over time: a very small firm will have few formal processes; a large firm typically can’t live without them and may need to change them over time. The third facet covered is an analysis of the detailed issues you should consider as you set up your HR practices surrounding hiring, compensation, and promotion. Classes will have guest speakers, and cases will draw from LinkedIn, Box, Royal Bank of Canada, Tesla, the Gap, and various startups.

HRMGT 286. Managing People in the Global Context. 2 Units.
The world of work has changed fundamentally - firms are now integrally linked to the global economy and many of you will manage teams of people located in different countries. What are the typical “people” challenges that arise when working across borders? We will answer this question by looking at topics such as hiring, job design, teamwork, training, pay and promotions. We will use exercises, cases from both developed and developing economies and guest lectures.

HRMGT 289. Sloan: Talent Management Strategy. 4 Units.
Everyone manages people; how can it be done better? How can it be done to facilitate your overall strategy, for your company and your career? This class covers the standard topics of people management: recruitment and selection; performance evaluation; incentives and compensation; promotions; job design; training; teamwork; and layoffs and retention. Each topic is covered through case studies and then analytical models for choosing and using best practices. The class content is aimed at managers who recognize that people management is important, but who typically want to spend less time managing people and more time doing what they really enjoy.
HRMGT 302. Incentives and Productivity. 4 Units.
This course is designed to teach the student how to use economics to solve practical personnel problems that affect worker productivity. Topics include: selecting the best workers to hire, training workers, turnover, setting compensation strategically, structuring salespersons' commissions, downsizing, using promotions as an incentive mechanism, and other topics. Examples and cases will be presented to demonstrate the importance of using economic techniques to structure human resources programs. The course will appeal most to the student who expects to be a general manager or who hopes to run his or her own business. Although the human resources specialist may benefit from this course, the emphasis will be on decisions that affect personnel, but are made primarily by general managers. The class format is somewhat unusual. Most classes consist of lecture with questions, but two are class workshops. The lecture will present a theoretical development of a topic. The questions discussed during the last part of the lecture period will involve practical business application of the theory presented in lecture. This course is more technical than other human resources courses, but should be accessible to anyone who has successfully completed the economics and statistics courses in the MBA core. Every student is expected to know calculus and basic probability and statistics. Although I will not emphasize the technical aspects on the final exam, the problem sets will require some knowledge of mathematics. To ease your fears, many "poets" have taken variants of this course in the past and have done well. There will be graded team problem sets and a final exam.

HRMGT 512. Changing How We Manage People. 1 Unit.
This course is designed for individuals interested in changing how people are managed-to dispel flawed assumptions about human resource strategies and develop new techniques. In the past, human resource practices rarely served as a source of innovation in organizations. Rather, when establishing guidelines, policies, and rules, most companies chose to follow the norm, which often was unsatisfying and frustrating for their employees. These same firms chose not to focus on their human resource practices as a source of competitive advantage that could be used to hire the best talent, perform at the highest level, and weather the most difficult times. More recently, new ideas about the optimal approach to managing the firm's most important asset-its human capital-have flourished. As a result, a debate has surfaced in the corporate world about the best ways to get work done-from the allocation of job tasks to the structure of financial incentives. We tackle many of these fundamental questions in this course-what is the best way to hire people, to give performance feedback, to foster collaboration—but we look at these problems through a new lens, one informed more by evidence and analysis than by tradition and intuition. This class is an exercise in collaboration: a joint effort by a practitioner and an academic who are both hopelessly optimistic about how the management of human resources can be improved. In each session, we will tackle a novel and important topic (e.g., engagement surveys?) from three distinct points of view, first describing what is currently done, then identifying alternative approaches in other firms, and finally considering what a bold and creative approach might look like. After taking this course, you will be better able to: (1) identify misconceptions that undermine the effectiveness of human resource strategies; (2) learn new insights about human motivation in the workplace and (3) design new tools that can improve the working lives of your employees. We believe this perspective will be invaluable to you throughout your career.

HRMGT 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.

Marketing Courses

MKTG 240. Marketing Management. 3 Units.
The objectives of this course are to introduce students to the substantive and procedural aspects of marketing management and to sharpen skills for critical analytical thinking and effective communication. Specifically, the goals are to introduce students to marketing strategy and to the elements of marketing analysis: customer analysis, competitor analysis, and company analysis; to familiarize students with the elements of the marketing mix (product strategy, pricing, advertising and promotion, and distribution), and to enhance problem solving and decision-making abilities in these operational areas of marketing; and to provide students with a forum (both written and verbal) for presenting and defending their own recommendations, and for critically examining and discussing the recommendations of others.

MKTG 249. MS: Marketing. 3 Units.
Every business has two kinds of problems: 1) Not having customers and 2) everything else. Marketing addresses the first problem. With increased access to information and fast-changing technology the role of marketing has broadened significantly. To attract and retain profitable customers, managers must identify and measure consumers' needs and wants, assess the competitive environment, select the most appropriate customer targets, and then develop multi-faceted marketing programs that satisfy consumers' needs better than the competition. The objective of this class is to provide you with perspectives on classical and modern day marketing, and to teach you how to take both a strategic and analytical approach towards contemporary marketing challenges.

MKTG 326. Customer Acquisition for New Ventures. 3 Units.
The focus of this course is on the strategies and methods used by early-stage companies to acquire customers (through outbound or inbound marketing) and to activate them (i.e. to encourage repeat behavior and/or increase the frequency of interaction). Throughout the course, we will examine topics such as search engine marketing (SEM), content marketing, affiliate marketing, social media campaigns, mobile applications, freemium strategies, and the use of web analytics for tracking customer acquisition and conversion. The focus will be mainly on digital marketing channels, and the emphasis will be more B2C than B2B. Instruction will consist of case discussion, exercises and simulations, and guest lectures, with students working in groups to apply their learning to improve the process of customer acquisition.
MKTG 335. Product Launch. 3 Units.
Our focus is on the question, “When launching a product, what are the framing issues that will help determine success?” In particular, we will provide you with tools to analyze market situations and determine whether it makes sense to launch a product or engage in a marketing-related investment. The course is not designed to cover issues such as execution of a strategy (although we will touch on this a bit), but on whether to enter a market to begin with. Thus, the course is decision oriented; we want you to think about market entry decisions and how you would make them. The tools that you will be provided won’t consist of equations; instead, we’ll arm you with a set of questions to ask, whose answers will help you make better decisions.nnThis course is an advanced applications marketing course. Unlike the base core course that is designed to cover every basic topic in marketing, here we focus on a number of basic questions and explore them in depth. Although we will have some lectures for background, the bulk of this endeavor will be accomplished through case discussions. In other words, we can’t and won’t cover everything, as this course is not designed to be comprehensive. We are going to rely on your academic background in marketing to cover the basics; here and there, it is possible that some material will be a review of what you’ve done before (there’s nothing wrong with a little de ja vu). Unfortunately, due to the tight schedule we will not be able to cover any of the basics that are not already included in the course material.nnThe course includes, cases, lectures, and guest lectures.

MKTG 337. Applied Behavioral Economics. 3 Units.
The field of behavioral economics couples scientific research on the psychology of decision making with economic theory to better understand what motivates economic agents, including consumers, managers, public policymakers, investors, and employees. In this course, we will examine topics such as the “irrational” patterns of how people think about products, money and investments, designing strategies and offerings to change behavior, and the drivers of happiness and the role of emotions in decision-making. This highly interdisciplinary course will be particularly relevant to students with interests in general management, entrepreneurship, Marketing, Strategy, Behavioral Finance, public policy, and nonprofit. Topics covered will include: Rationality and choice, choice complexity, intertemporal choice, emotional influences on choice, the role of behavioral economics in marketing, spending and savings behavior, social welfare, choice architecture, and defaults. nThe goals of this course are threefold: a) to study the basic principles of behavioral economics, b) To learn the application of the principles to various aspects of business and policy, and c) to think about a framework for developing products, programs, and tactics that are behaviorally informed. nThe course is composed of a mixture of lectures, exercises, academic paper reviews, and in-class case discussions. The purpose of the lectures is to present and discuss theories, concepts, analytical techniques and empirical findings. In-class exercise will be used to apply the concepts and techniques covered in the class. We will discuss a few business cases. In addition, students working in teams will prepare an analysis and recommended behavioral strategy for a company/startup of their choice.

MKTG 344. Marketing Research. 3 Units.
Market intelligence is of value to firms. To understand their markets, firms need to answer questions such as: How large is the market for a product, what is important for the target segment? How does change in the product design affect profits? This course aims to help students ask relevant questions and find data-driven answers to them. The main objectives are to equip students with: 1) an understanding of the value of data - what intelligence it can and cannot provide, 2) exposure to state-of-the-art quantitative tools such as conjoint analysis and cluster analysis to analyze the data, and 3) sufficient hands-on experience with these tools for answering students’ own marketing research questions from the perspective of an entrepreneur, marketer or a consultant. The course is designed to address substantive marketing problems such as: market segmentation, targeting, forecasting demand, pricing, and developing new products. We will use a mix of lectures, exercises, cases and a project to learn the material.

MKTG 346. Humor: Serious Business. 3 Units.
As children, we all possessed an innate understanding of the power of laughter, and most believed ourselves to be not just skilled in the craft of comedy, but uproariously funny. As we grew up, however, and particularly as we entered the world of business, something changed. Studies show that babies laugh on average 400 times a day, whereas adults average only 15 - a number that decreases significantly on week days. Clearly, business is a serious endeavor. But perhaps it shouldn’t be. This course is founded on a deep and scientifically supported belief in the power of humor in business. We will illuminate this belief by first building a bridge between the behavioral science of humor and laughter, illuminating the positive (and negative) consequences of creating a culture of levity. Then we’ll explore the bottom line impact of such cultures on business, by revealing research into what makes people laugh from the living room to the board room to the oval office, by providing tools to help students harness humor safely and effectively in business, and finally, by exploring personal and cultural shifts for creating lasting systemic change. Oh. And we’ll have a ton of fun along the way. Throughout the course, students will practice engaging a mindset of levity, honing the practice of humor, and using humor toward positive change on an individual, organizational, and global scale. Because in today’s world more than ever, humor is serious business.

MKTG 353. Social Brands. 4 Units.
As savvy consumers are increasingly participating in brands rather than merely receiving their messages, how do leading organizations stoke conversations, co-create experiences and stories, and build engaging relationships with consumers? Moreover, how do they harness social media to build a brand, and empower employees and consumers to share these brand stories with others? nSocial Brands is a hands-on, project-based course that will draw brain power from the GSB, School of Engineering, and other Stanford graduate programs to collaboratively and creatively explore these questions. While we examine various inspiring examples of social brands, we will find that the rules are yet to be written. This emerging genre of social commerce and marketing is the “Wild West” and students working in mixed teams will be challenged to design and launch their own social experiments to form their own hypotheses. nnAssignments will push student teams to audit a brand, focus on a strategic goal, and design a social interaction that invites people on campus to participate in an extraordinary personal experience with that brand. Teams will then capture this experience in short videos and compile them into a story — one that highlights the brand experience they orchestrated, its impact, and their key learnings. This course will integrate approaches from the d.school and marketing curriculum - including brand strategy, storytelling fundamentals, human-centered methods, rapid prototyping, and a bias toward action. This is a class for those that want to learn by doing and creating.

MKTG 353 Social Brands class website: http://www.stanford.edu/class/mktg353/.

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MKTG 355. Designing for Happiness. 4 Units.

We assume happiness is stable, an endpoint to achieve or goal to chase. It's not. What we think drives our happiness often doesn't. So what does? And how can knowing this help us create strong companies and brands? Understanding happiness is crucial to building successful relationships, products, and organizations. Yet recent research suggests that our definition of happiness is often confused and misguided. In this class, we explore new data on happiness, focusing on: rethinking happiness (a happy you); nndesigning happiness (a happy company); nnspraying happiness (a happy brand); nnnStudents will work together to use an iterative design-thinking approach to understand our own definitions of happiness, uncover what really makes us happy (vs. what we think makes us happy), prototype solutions/products to increase our happiness, and design happy companies and brands. The class will be data-driven, drawing on multiple methodologies both quantitative and ethnographic. Throughout the quarter, students will build a class-wide database to investigate real-world happiness data via an Happiness app, and test hypotheses about what truly makes them, their teams and their customers happy. This class is recommended for students who plan to be a future entrepreneur building a strong brand, an employee who finds meaning in their work, or someone who wants to understand happiness.

MKTG 365. Marketing Analytics. 3 Units.

Firms operate in an increasingly challenging business environment, with greater competition, more informed customers and rapidly changing market trends. Simultaneously, they also have access to more information about their customers, the marketplace and their competitors than ever before. In this environment, knowing how to use this information to make optimal business decisions is a crucial competitive advantage. Firms often have access to data that they do not know how to use. The objectives of this course are to introduce students to state-of-the-art marketing analytics and to teach them how to practically apply these analytics to real-world business decisions. The following are examples of the types of questions that the course will address: How should a firm determine the prices for its products and services? What is the effect of television advertising on a brand's sales and how should advertising be optimized? What can a firm learn about its customers from online browsing behavior and how can this knowledge be used for targeted advertising and promotions? How should a firm allocate its sales force? How should a firm manage the allocation of its promotional budget in order to maximize its returns? How should the mailing of catalogs or direct mail be targeted to increase response rates? The course will use a mix of lectures, cases, homework assignments and a course project to learn the material. Students do not need to have an advanced statistical background to take this course. Familiarity with the material in an introductory marketing course and an introductory statistics course will be assumed, but necessary material will be reviewed during the course of the quarter as necessary.

MKTG 366. Marketing Analytics. 3 Units.

This course is focused on advanced methods and approaches to marketing analytics. Firms often operate in an increasingly challenging environment, with greater competition, more informed customers and rapidly changing market trends. They also operate in a data-rich environment, with information often at the individual customer level. Knowing how to use this information to optimize business decisions is a competitive advantage. The course will take a hands-on approach to learning advanced techniques and methods in marketing analytics. The course will set a broad set of topics including pricing, advertising, channel management and customer relationship management amongst others. Students will use a mix of approaches including statistical methods, experimental and quasi-experimental approaches. This course will use a hybrid model, with a mix of case studies, exercises and flipped classrooms, where students will read/view material in advance of the class, with the class sessions focusing on discussing the topics at a deeper level. A major component of the course will be a project that students will work on in partnership with a firm on solving a business problem using the methods and approaches learned in this course. The course will be a good fit for students who have a background in advanced statistical methods and programming, or are willing to acquire these skills on their own in advance.

MKTG 367. Monetization. 3 Units.

This course examines the fundamental issues of creating a strategy for monetization and revenue growth within an organization. Students learn about setting an organization's business model design, aligning various functional areas within the company to implement a monetization strategy, and the tradeoffs that occur when choosing amongst profitable monetization policies for the firm. They master concepts, frameworks, and tools to assess an industry and a firm's pricing strategy and business models, and to craft alternatives. They also study the interplay between marketing, salesforces, HR incentives and human capital management, advertising and data and analytics in shaping a winning monetization policy. Topics we will cover include monetizing online content and strategies in ad-driven industries, understanding freemium models and installed-base competition, monetization of consumer data, SaaS models and enterprise business, business models from the perspective of investors and venture capitalists, regulatory considerations, and linking monetization to the ability to measure and capture value. We will use a mix of cases and lectures along with extensive participation from industry leaders to bring to light the various issues in class.

MKTG 373. Consumer Behavior. 4 Units.

Contemporary approaches to marketing emphasize the importance of adopting a consumer focus, from determining consumers' wants and needs to shaping their attitudes and ensuring their loyalty. This course provides insight into consumer psychology and the means by which consumer behavior can be influenced or altered. The course has both theoretical and practical objectives in that it will: (1) explore theory and research that is relevant to understanding consumer psychology and behavior, and (2) apply these theories and findings to generate ideas for developing effective marketing techniques and tactics. By shedding light on the psychological underpinnings of consumers' thoughts, attitudes, preferences, needs, and decision-making styles, this course will help students make more insightful and effective marketing decisions. Moreover, because this course takes a broad psychological perspective, it highlights novel ideas for grabbing attention, shaping behavior, and changing people's minds both within and outside of traditional marketing contexts.
MKTG 526. Customer Acquisition for New Ventures. 2 Units.
The focus of this course is on the strategies and methods used by early-stage companies to acquire customers (through outbound or inbound marketing) and to activate them (i.e., to encourage repeat behavior and/or increase the frequency of interaction). Throughout the course, we will examine topics such as search engine marketing (SEM), content marketing, affiliate marketing, social media campaigns, mobile applications, freemium strategies, and the use of web analytics for tracking customer acquisition and conversion. The focus will be mainly on digital marketing channels, and the emphasis will be more B2C than B2B. Instructors will consist of case discussion and guest lectures, with students working in groups to apply their learning to improve the process of customer acquisition.

MKTG 532. Persuasion. 2 Units.
The aim of this course is to provide insight into the psychology of persuasion. We will explore research and theory in this domain and discuss potentially powerful techniques for changing people's attitudes and behaviors. We will apply our insights broadly to examine the features that make for an effective persuasive appeal in a wide range of settings (e.g., an ad, a pitch to investors, etc.), and students will practice designing and implementing persuasive messages. In each session, I will share classic and cutting edge research on persuasion emanating from the fields of social and consumer psychology. These insights will be organized around a few basic principles. We will then work together to brainstorm and practice the application of the insights to real world persuasion settings.

MKTG 534. The Travel and Airline Industry. 2 Units.
This class will provide an overview of the travel and hospitality industry focusing on strategy, business models, institutions and innovations. Issues we will cover include pricing and yield management, service quality assessment and loyalty and reward program management within verticals such as airlines, hotels and cruise lines. We will also discuss new innovations such as shared consumption models and the role of online reviews and user generated content in facilitating travel. The class will involve a mix of cases and lectures; a site visit to a Bay Area hotel for a tour of operations and discussion of strategy; and interactions with several industry leaders in the travel space.

MKTG 535. Product Launch. 2 Units.
Our focus is on the question, “When launching a product, what are the framing issues that will help determine success?” In particular, we will provide you with tools to analyze market situations and determine whether it makes sense to launch a product or engage in a marketing-related investment. The course is not designed to cover issues such as execution of a strategy (although we will touch on this a bit), but on whether to enter a market to begin with. Thus, the course is decision oriented; we want you to think about market entry decisions and how you would make them. The tools that you will be provided won’t consist of equations; instead, we’ll arm you with a set of questions to ask, whose answers will help you make better decisions. This is an advanced applications marketing course. Unlike the base core course that is designed to cover every basic topic in marketing, here we focus on a number of basic questions and explore them in depth. Although we will have some lectures for background, the bulk of this endeavor will be accomplished through case discussions. In other words, we can’t and won’t cover everything, as this course is not designed to be comprehensive. We are going to rely on your academic background in marketing to cover the basics; here and there, it is possible that some material will be a review of what you’ve done before (there’s nothing wrong with a little de ja vu). Unfortunately, due to the tight schedule we will not be able to cover any of the basics that are not already included in the course material. The course includes, cases, lectures, and guest lectures.

MKTG 536. Entrepreneurial Ventures in Luxury Markets. 2 Units.
The broad goal of this Bass Seminar is to apply the key concepts covered in The Frinky Science of the Human Mind (GSBGEN 520) for identifying and proposing new ventures in the “luxury” space. For this course, “luxury” will be viewed in a broader than usual fashion, namely creating distinctive differences to fundamentally change an otherwise mundane product category. An example of such a view will be the venture, Mr., an upscale barbershop in San Francisco, started by two GSB alums, Kumi Walker and Sean Heywood. Another example will be Voss, an upscale brand in the bottled water category. Students in this course will work in groups to identify promising opportunities in the “luxury” space early in the quarter. The groups will then hone their new venture ideas through meetings with entrepreneurs, experts in private equity, product design, etc., who will serve as guest speakers in this course. In this regard, each session will be structured to begin with a guest speaker followed by a brainstorming/discussion session. The final deliverable will be a business plan that is put together by each group for a new venture in the “luxury” space. Students who could not take GSBGEN 520 are strongly encouraged to attend preparatory sessions that will be scheduled in the first week of December. Such students may also contact the instructor (shiv_baba@gsb.stanford.edu) to see if they can sit in on some of the GSBGEN 520 sessions that will be relevant for this Bass Seminar.

MKTG 541. Social Brands. 2 Units.
A hands-on two-week survey of Marketing’s cutting edge, where bold brands are becoming ever more open, participatory, experiential & experimental. Inspired by a smattering of provocative real-world examples and mind-blowing guests, diverse student teams will employ design methods to conceive of and visualize their own creative proposals for how the Stanford GSB itself might engage with the world in radical new ways. Teams will ultimately pitch their final concepts to the GSB’s Chief Marketing Officer for consideration, feedback and potential real-world implementation.

MKTG 542. Designing Story in a Digital World. 1 Unit.
Our world is changing at an incredible pace. We’re in the middle of a commerce revolution that is consumer-driven and technology-enabled. Consumer expectations have risen. They want to be inspired by engaging, meaningful experiences, and they want to engage with people and brands that have compelling, data-driven, and authentic stories to share. But how do you develop that story? In storytelling there has always been a significant part of history, but the means through which the stories have been told has evolved with each civilization. From the oral histories, to the works of scribes, to newspapers, television, and now the Internet, personal narrative has been used to communicate the events of the past. Digital media now combines tradition with technology and allows us to tell stories through voice, text, images, audio, and video. The immersive workshop is structured around three key principles: (1) know your goal, (2) craft your story, and (3) prototype to learn. You will be a part of an ultra-paced design sprint to come up with a compelling story about a brand or person of your choosing, and design the story to be leveraged across digital media.
MKTG 547. Strategic Marketing Communication - Compressed. 2 Units.
The course is designed to sharpen students' grasp of the strategic and
tactical aspects of Marketing Communications that lead to competitive
advantages in the marketplace. The course will begin a focus on strategy
and introduce students to frameworks that address two broad goals of
any firm: (1) Establish a competitive advantage by offering a superior
customer value proposition and (2) Generate sustainable organic growth.
The course will then segue into marketing communication tactics that
will enable the firm effectively accomplish its strategic objectives.

Here, the concepts and frameworks will only be applicable to traditional
approaches (such as the use of television, print, and point-of-purchase
promotions) but also to emergent approaches (such as the use of
the internet, mobile media, etc.). Designed from the perspective of
executives who are often involved in making strategic as well as tactical
marketing decisions to solve contemporary business problems, this
course is intended for students whose career plans include consulting
and entrepreneurial ventures, apart from those thinking of careers in
marketing.

MKTG 552. Building Innovative Brands. 2 Units.
Building Innovative Brands is a hands-on two-week dive into how leading
brands may leverage a Design Thinking approach to become ever more
participatory, experiential and experimental. Together, we will explore
how leading organizations stoke conversations, co-create experiences,
spark stories and build engaging relationships with consumers. Inspired
by provocative real-world examples and industry guests; diverse student
teams will employ human-centered design methods to conceive of and
visualize their own creative proposals for how a brand could engage in
innovative, brand-enhancing new ways. Teams will ultimately pitch their
experience design concepts to the program leadership for feedback,
consideration and potential real-world implementation.

MKTG 554. Branding in the Digital Era. 2 Units.
A strong brand is the most valuable and irreplaceable asset for a firm.
Apple, Google, Coca Cola, Nike, VISA, McDonalds, and Disney, are a few
prominent examples of legendary brands. Many companies recognize
that the investment they make in the creation and communication of
their brand will become a strategic differentiator in the future.

This course is designed to provide students with theoretical as well as applied
appreciation and understanding of what it takes to build and sustain
strong brands. To achieve these goals, the class will be co-taught by two
academic and industry experts who will not only provide basic insights
into branding basics but will also discuss cutting-edge research and
technological developments in the area. Prof. Khan will lead the first
half of the course. This week will focus on conceptual and strategic
frameworks for understanding basic branding concepts and answering
core challenges such as, how to define and establish brand meaning and
personality; how to measure and leverage brand equity; how to manage
brand architecture; and how to establish brand leadership. In the
second week, the focus will switch to digital aspects of branding. This
week will be led by Mr. Gopi Kallayil, Chief Evangelist, Brand Marketing, at
Google. Mr. Kallayil will explore contemporary issues in brand marketing
such as, how to construct and maintain brand meaning in the high
customer involvement digital space; how to seize the opportunity of your
super fans actively expressing brand love on digital; and how to leverage
new customer experiences created with digital in branding strategy.

Students are required to attend and come prepared to all classes.

MKTG 555. Designing Happiness. 2 Units.
We assume happiness is stable, an endpoint to achieve or a goal
to "chase." It's not. Recent behavioral research suggests that the meaning
of happiness changes every 5-10 years. Understanding happiness is crucial
to building successful products, organizations and relationships. In
this MBA seminar, we explore the data-driven research on happiness,
revealing insights about (a) anticipating, (b) understanding, (c)
visualizing, (d) spreading, (e) remembering, and (f) creating happiness.
Students will work together to use an iterative design-thinking approach
to understand our own current definition of happiness, uncover what
really makes us happy (vs. what we think makes us happy), prototype
solutions/products to increase our present happiness, and develop tools
to continually understand and foster happiness as our lives change. The
seminar will be data-driven, drawing on multiple methodologies including
blogs (http://www.wefeelfine.org/), experiments and surveys.

MKTG 559. Designing for VR/AR. 2 Units.
Put on a headset or glasses, and you will be transported to an entirely
different world. You could be moving through a business room in China,
following a girl through a Syrian refugee camp, or saving the world as a
superhero. As a medium, Virtual Reality (VR) has the potential to be the
ultimate empathy machine, connecting humans to other humans and
nature in a profound way never before seen in any other form of media. In
this class, we will draw on behavioral science and immersive experiences
to shed light on the potential of Virtual Reality (VR) and Augmented
Reality (AR). Students will be given a foray into the applications of VR/
AR in different industries, understand how the virtual world affects
perceptions of self and others, and then reflect on these insights to
incorporate these learnings into the real world. Students will walk away
with an understanding of the potential of VR/AR, insights into designing
experiences in those worlds, and reflections that will hopefully enable
students to reframe their own lives and make more meaningful choices.

Note, the focus of this compressed class is not technical. Also,
although we will briefly cover AR, VR will be more of the focus.

MKTG 568. Consumer Search and Marketing: Business Models in the
Information Economy. 2 Units.
This class will explore the role of consumer search and firmsm#s information
policies in online markets and companies. Because the amount of information available to consumers has increased dramatically, it has become paramount for companies to facilitate consumers' search process. We will cover both the relevance for companies to reach consumers through their presence on third-party search platforms such as Google as well as how companies help consumers navigate through their own data using the potential of VR/AR. In this MBA seminar, we explore the data-driven research on happiness, revealing insights about (a) anticipating, (b) understanding, (c) visualizing, (d) spreading, (e) remembering, and (f) creating happiness. Students will work together to use an iterative design-thinking approach to understand our own current definition of happiness, uncover what really makes us happy (vs. what we think makes us happy), prototype solutions/products to increase our present happiness, and develop tools to continually understand and foster happiness as our lives change. The seminar will be data-driven, drawing on multiple methodologies including blogs (http://www.wefeelfine.org/), experiments and surveys.
MKTG 575. Consumer Behavior. 2 Units.
Contemporary approaches to marketing emphasize the importance of adopting a consumer focus, from determining consumers’ wants and needs, understanding their motivation, to shaping their attitudes and ensuring their loyalty. This course provides insight into consumer psychology and the means by which consumer behavior can be influenced or altered. The course has both theoretical and practical objectives in that we will: (1) explore theory and research that is relevant to understanding consumer psychology, (2) apply these theories and findings to generate novel ideas for effective marketing techniques. By shedding light on the psychological underpinnings of consumers’ motivation, attitudes, preferences, and decision-making styles, this course will help students make more insightful and effective marketing decisions, as well as developing novel ideas for grabbing attention, shaping behavior, and changing consumers’ minds.

MKTG 576. Digital Marketing. 2 Units.
There has been a rapid evolution of digital means of communicating with consumers and advertising to them, driven by changes in technologies and consumer behavior. Readership of traditional print media has gone down dramatically, and television is consumed very differently now than even a few years ago, with the advent of digital video recording and streaming video platforms. This has led to a dramatic growth of marketing using digital platforms. Furthermore, a variety of avenues for digital marketing has emerged, including display advertising, search advertising, advertising on online video platforms, advertising and other forms of engagement on social networks etc. A recent trend has been the rapid growth of mobile platforms, which include these different avenues also available. An integrated view of using these different media to market to consumers is important to effective digital marketing. With the rapid acceptance of numerous "Big Data" technologies by large enterprises, online marketing is also evolving to incorporate a customer-centric view rather than a campaign centric view. This course will explore these issues.

MKTG 622. Behavioral Research in Marketing III: Consumer Behavior Classics. 3 Units.
The purpose of this seminar is to provide PhD level coverage of the major research work carried out in consumer behavior. For each topic considered, a selection of articles with a specific focus on "early classics" will be distributed and discussed. For each topic, our goals will be to determine the main ideas and research questions driving work in each topic area, how these authors positioned their work and tested their ideas, what made these papers "classics," where the gaps are, and what ideas for new research those gaps imply.

MKTG 641. Behavioral Research in Marketing I. 3 Units.
This course prepares the student to do empirical behavioral research. It will cover all aspects of the research process, from hypothesis generation to experimental design to data analysis to writing up your results and submitting them for publication.

MKTG 642. Behavioral Research in Marketing II: Consumer Behavior. 3 Units.
This PhD seminar provides coverage of the major research carried out in consumer research both in marketing and psychology. A vast set of topics will be covered including conscious and non-conscious consumer goals, motivations, emotions, attention and perception and consumer decision processes. The course will help students hone their ability to conceptualize, operationalize, and develop research idea and will provide a grasp of what it takes to be a successful academic in the field of consumer behavior.

MKTG 644. Quantitative Research in Marketing. 3 Units.
The goal of this seminar is to familiarize students with the quantitative marketing literature and develop the process of generating research ideas and topics. Sessions will involve a mix of: nnii) a discussion of papers in a particular area in quantitative marketing; and/or nnii) a discussion of students’ research ideas with respect to topics. The format will mix student presentations of papers with lectures by the instructor(s). When discussing papers in the literature, the focus will be on the topic and research question and not the methodological approach. When discussing research ideas, students should be able to articulate why their question is interesting, where it fits in the literature and how they would address their question.

MKTG 645. Empirical Analysis of Dynamic Decision Contexts. 3 Units.
This course will focus on empirical tools for analyzing dynamic decision contexts, wherein current actions of firms or consumers have effects on future payoffs, profits and/or competitive conduct. The course will build the relevant material generally, but our applications will be mostly focused on empirical marketing, operations and industrial organization problems. We will have an applied focus overall, emphasizing the practical aspects of implementation, especially programming. The overall aim of the class is to help students obtain the skills to implement these methods in their research. By the end of the class, students are expected to be able to formulate a dynamic decision problem, program it in a language such as Matlab or C, and to estimate the model from data. The course starts with an overview of consumer theory and static models of consumer choice. We build on this material and introduce discrete choice markovian decision problems, and continuous markovian decision problems, and focus on building the computational toolkit for the numerical analysis of these problems. We then move on to specific applications, and discuss multi-agent dynamic equilibrium models. Finally, we discuss recently proposed advanced methods for alleviating computational burden in dynamic models.

MKTG 646. Bayesian Inference: Methods and Applications. 3 Units.
The course aims to develop a thorough understanding of Bayesian inference, with a special focus on empirical applications in marketing. The course will start with a brief theoretical foundation to Bayesian inference and will subsequently focus on empirical methods. Initial topics would include Bayesian linear regression, multivariate regression, importance sampling and its applications. Subsequently, the course will focus on Markov Chain Monte Carlo (MCMC) methods including the Gibbs Sampler and the Metropolis-Hastings algorithm and their applications. The overall focus of the course will be on applying these methods for empirical research using a programming language such as R.

MKTG 661. Attitudes and Persuasion. 3 Units.
The goal of this course â## geared toward graduate students in marketing, psychology, and related disciplines â## is to explore some of the issues and controversies that currently engage researchers in the domain of attitudes and persuasion. We will cover classic topics in this domain, but in each case we will emphasize new findings or recent directions. Students who take this course will become familiar with research methods and major issues in attitudes research and will have a better understanding of how individuals form, use, change, and maintain their attitudes. Throughout the course, students will be encouraged to critique existing research and formulate new research ideas.

MKTG 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading. Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMG 691, MGTECON 691, OB 691, OIT 691, POLECON 691, STRAMGT 691
we will cover tips and tricks for solving large models in practice, such as using regression models within optimization formulations. Lastly, quadratic optimization models. We will then discuss modeling techniques for different types of optimization models, including linear, integer, and non-linear models.

This is the Advanced Applications option in the menu of courses that students may choose to take for the OIT 247. Optimization and Simulation Modeling - Accelerated. 3 Units.
The course is aimed at students who already have a background or demonstrated aptitude for quantitative analysis, and thus are comfortable with a more rapid coverage of the topics, in more depth and breadth, than in OIT 245.

OIT 248. The Art and Science of Optimization Modeling in Practice. 3 Units.
This is the Advanced Applications option in the menu of courses that satisfy the Management Perspectives requirement in Optimization and Simulation Modeling (OSM). The course is tailored to students who already have command of basic optimization and modeling techniques, or who have a quantitative background that will allow them to catch up quickly. Some basic programming will be required, so experience with at least one programming language is recommended. The course will focus on using optimization techniques in practice. We will start by discussing different types of optimization models, including linear, integer, and quadratic optimization models. We will then discuss modeling techniques to make these models more realistic, such as multi-objective approaches and using regression models within optimization formulations. Lastly, we will cover tips and tricks for solving large models in practice, such as setting solving limits and heuristics.

OIT 249. MSx: Data and Decisions. 2 Units.
Data and Decisions teaches you how to use data and quantitative reasoning to make sound decisions in complex and uncertain environments. The course draws on probability, statistics, and decision theory. Probabilities provide a foundation for understanding uncertainties, such as the risks faced by investors, insurers, and capacity planners. We will discuss the mechanics of probability (manipulating some probabilities to get others) and how to use probabilities to make decisions about uncertain events. Statistics allows managers to use small amounts of information to answer big questions. For example, statistics can help predict whether a new product will succeed, what revenue will be next quarter, or whether Donald Trump will be the next US president. The third topic, decision analysis, uses probability and statistics to plan actions, such as whether to test a new drug, buy an option, or explore for oil. In addition to improving your quantitative reasoning skills, this class seeks to prepare you for later classes that draw on this material, including finance, economics, marketing, and operations.

OIT 256. Electronic Business. 2 Units.
This course focuses on the way information technology affects the structure of business models. It considers the impact of information technology on industries ranging from retail to logistics and from healthcare to smartphones. It considers how you can take advantage of new technology opportunities and how they change the structure of firms, industries and value chains, with an emphasis on business issues. Classes combine lecture and case study discussions and the workload is above the GSB average. The course is designed to help you make a transition into technology-related fields.

OIT 258. Incentive Mechanisms for Societal Networks. 2 Units.
In many of the challenges faced by the modern world, from overcrowded road networks to overstretched healthcare systems, large benefits for society come about from small changes by very many individuals. This course survey the problems and the cost they impose on society. It describes a series of pilot projects which aim to develop principles for inducing small changes in behavior in Societal Networks—transportation networks, wellness programs, recycling systems and, if time permits, energy grids. Students will learn how low-cost sensing and networking technology can be used for sensing individual behavior, and how incentives and social norming can be used to influence the behavior. The effectiveness of this approach in pilots conducted in Bangalore (commuting), Singapore (public transit system), Stanford (congestion and parking), and a wellness program at Accenture-USA will be discussed. Students may experience the incentive platform as participants.

OIT 262. Operations. 3 Units.
This course focuses on basic managerial issues arising in the operations of both manufacturing and service industries. The objectives of the course are to familiarize students with the problems and issues confronting operations managers and to introduce language, conceptual models, and analytical techniques that are broadly applicable in confronting such problems. The spectrum of different process types used to provide goods and services is developed and then examined through methods of process analysis and design.

OIT 265. Data and Decisions. 3 Units.
This is the base version of D&D. This course introduces the fundamental concepts and techniques for analyzing risk and formulating sound decisions in uncertain environments. Approximately half of the course focuses on probability and its application. The remainder of the course examines statistical methods for interpreting and analyzing data including sampling concepts, regression analysis, and hypothesis testing. Applications include inventory management, demand analysis, portfolio analysis, surveys and opinion polls, A/B testing, environmental contamination, online advertising and the role of analytics in business settings more generally. The course emphasizes analytical techniques and concepts that are broadly applicable to business problems.
OIT 267. Data and Decisions - Accelerated. 3 Units.
Data and Decisions - Accelerated is a first-year MBA course in probability and statistics for students with strong quantitative backgrounds. Probability provides the foundation for modeling uncertainties. Statistics provides techniques for interpreting data, permitting managers to use small amounts of information to answer larger questions. In statistics, we focus on the linear regression model. Regression analysis provides a method for determining the relationship between a dependent variable and predictor variables. We introduce topics from non-linear models and machine learning model selection. Students taking this course need to be comfortable with mathematical notation, algebra, some calculus, and be open to learning to write short programs in statistical software (eg R or Stata). If you are not confident with your quantitative abilities, then you should enroll in OIT 265. Accelerated D&D will cover material covered in OIT 265 plus some additional topics such as discrete dependent variable models. While OIT 267 focuses on real world applicability, we will explore the mathematical underpinnings of these topics in more depth than OIT 265 as an avenue for deeper understanding. The group regression project is a key component of the course.

OIT 268. Making Data Relevant. 4 Units.
Data is everywhere. Firms collect it. Data on customers’ preferences are collected through websites or loyalty programs or cash registers. Data on employees’ traits are collected through in-house databanks or social networking sites. All of us are used to thinking about data. How can you make data relevant to doing your job? How can data analysis serve to increase your competitive advantage over that of others? This class goes beyond graphing data in bar charts or time trends. It makes you think about causal relationships. The examples we use are primarily taken from talent management, because it’s easy to think about our own careers or those of our employees. But the tools covered extend to all contexts, and your project is on an idea of your choosing. The class focuses on the use of regressions to think experimentally. To take the class, you should have covered regression analysis in a former class (such as an econometrics course for economics majors) or be comfortable with learning basic math concepts quickly. You also should understand distributions of data (such as the Bell curve, or normal distribution), but this topic is not covered. There are no required proofs or derivations; you’ve done that as undergraduates. This is about using data: we use cases, examples, Notes written for the class, and a quiz, final exam, and several assignments in which you play with data sets to answer questions. Note that this 4-unit course, if successfully completed, counts for the Data Analysis foundations requirement.

OIT 269. MSx: Operations and Strategies. 3 Units.
Operations refer to the processes in which businesses use to produce and deliver products or services. They can also be processes in which businesses use to support the functioning of the company. These processes consume materials, require resources such as assets or people, and take time for completion. Managing operations well is necessary in order that these processes can be completed in a timely manner, consume the right amount of resources and costs, and achieve the optimal purpose. This course is about (1) the concepts and methods in which operations can be managed effectively, and (2) how to develop strategies around operations.

OIT 272. Online Marketplaces. 2 Units.
How does Uber match drivers to passengers? How does Airbnb select the set of listings to show to a guest in a search? How does eBay manage trust and reputation between buyers and sellers? How does Google optimize auctions for billions of dollars? How is worth of online advertising? This course focuses on the basic analytic and data science tools used to address these and other challenges encountered in the most exciting online marketplaces in the world. With hands-on exercises we will open and understand the black-box of online marketplaces operations. We will cover application areas such as transportation, rentals, sharing, e-commerce, labor markets, and advertising, leveraging tools from D&D, OSM, and Micro (all base). Overall, the course will provide basic business knowledge for future investors, product managers, sales and marketing managers, operation managers, and anyone interested in online marketplaces.

OIT 273. Value Chain Innovations in Developing Economies. 2 Units.
This course is about how to use entrepreneurship and innovations in the value chains to create values in developing economies. The course will cover important principles and ways in which the value chains can be re-engineered or new business models can be designed to create values. In addition to materials covering a diversity of industries and geographical regions, the course will also enable students to be exposed to some of the interventions that the Stanford Institute of Innovation in Developing Economies (SEED) is working on in West Africa. Work and exams requirements: Students are expected to develop a project report on either portfolio companies related to SEED or other enterprises to show how value chain innovations can be advanced.

OIT 274. Data and Decisions - Base. 4 Units.
Data and Decisions is a first-year MBA course in statistics and regression analysis. The base D&D lab-based pilot is a new version of the course that combines extensive online materials with a more lab-based classroom approach. Traditional lecture content will be learned through online videos, simulations, and exercises, while time spent in the classroom will be discussions or computer lab sessions. Content covered includes basic probability, sampling techniques, hypothesis testing, t-tests, linear regression, and prediction models. The group regression project is a key component of the course, and all students will learn the software R. Same as: Lab-based Pilot

OIT 276. Data and Decisions - Accelerated. 4 Units.
Data and Decisions is a first-year MBA course in statistics and regression analysis. The accelerated D&D lab-based pilot is a new version of the course that combines extensive online materials with a more lab-based classroom approach. Traditional lecture content will be learned through online videos, simulations, and exercises, while time spent in the classroom will be discussions or computer lab sessions. Content covered includes basic probability, sampling techniques, hypothesis testing, t-tests, linear regression, and prediction models. The group regression project is a key component of the course, and all students will learn the software R. The accelerated course is designed for students with strong quantitative backgrounds. Students taking this course need to be comfortable with mathematical notation, algebra, and some calculus. Students without quantitative backgrounds should consider enrolling in the base version of the course. Same as: Lab-based Pilot

OIT 333. Design for Extreme Affordability. 4 Units.
This course is a Bass Seminar. Project course jointly offered by School of Engineering and Graduate School of Business. Students apply engineering and business skills to design product or service prototypes, distribution systems, and business plans for entrepreneurial ventures that meet that challenges faced by the world's poor. Topics include user empathy, appropriate technology design, rapid prototype engineering and testing, social technology entrepreneurship, business modeling, and project management. Weekly design reviews; final course presentation. Industry and adviser interaction. Limited enrollment via application; see http://extreme.stanford.edu/index.html for details.
OIT 334. Design for Extreme Affordability. 4 Units.
This course is a Bass Seminar. Project course jointly offered by School of Engineering and Graduate School of Business. Students apply engineering and business skills to design product or service prototypes, distribution systems, and business plans for entrepreneurial ventures that meet that challenges faced by the world's poor. Topics include user empathy, appropriate technology design, rapid prototype engineering and testing, social technology entrepreneurship, business modeling, and project management. Weekly design reviews; final course presentation. Industry and adviser interaction. Limited enrollment via application; see http://extreme.stanford.edu/index.html for details.

OIT 343. D-Lab: Design for Service Innovation. 4 Units.
Students in multidisciplinary teams work with a partner organization to design new services that address the needs of an underserved population of users. Teams identify an unmet customer needs, develop and prototype new service designs (e.g. web services, services with a product component, educational campaigns), test these services with real customers and develop an implementation plan. Fundraising strategies are also explored and tested. We will offer two sections: financial services (MW: 1:15 pm - 3:00 pm); health services (MW: 4:15 pm - 6:00 pm). The specific domains for the two sections will be announced in the fall based on the needs of partner organizations. Possible domains for financial services: financial literacy for young adults, planning for major expenses at retirement, financial services for the underserved. For health services: transition to adulthood of pediatric patients with chronic conditions, transitions to nursing care for elderly patients. See http://designforforservice.stanford.edu/.

OIT 344. Design for Service Innovation. 4 Units.
Design for service innovation is an experiential course in which students work in multidisciplinary teams to design new services (including but not limited to web services) that will address the needs of an underserved population of users. Through a small number of lectures and guided exercises, but mostly in the context of specific team projects, students will learn to identify the key needs of the target population and to design services that address these needs. Our projects this year will focus on services for young adult survivors of severe childhood diseases. For the first time ever, children who have cystic fibrosis, rheumatoid arthritis, major cardiac repairs, organ transplants, genetic metabolic disorders, and several forms of cancer are surviving. The first wave of these survivors is reaching young adulthood (ages 18-25). Many aspects of the young adult world are not yet user-friendly for them: applying to and then entering college, adherence to required medication and diet, prospects for marriage and parenthood, participation in high school or college sports, driving, drinking, drugs, and more. Our aspiration is to develop services to improve these young adults' options for a fulfilling and satisfying life. The course is open to graduate students from all schools and departments: business (MBA1, MBA2, PhD, Sloan), Medicine (medical students, residents, fellows and postdocs), engineering (MS and PhD), humanities, sociology, psychology, education, and law. Students can find out more about this course at: http://DesignForService.stanford.edu; GSB Winter Elective BBL Jan 10th, 12 noon - 1 pm; D-School Course Exposition Feb 3rd, time TBA. Admission into the course by application only. Applications will be available at http://DesignForService.stanford.edu on Jan 13th. Applications must be submitted by Feb 4th midnight. Students will be notified about acceptance to the course by Feb 7th. Accepted students will need to reserve their slot in the course by completing an online privacy training course. Details about online training will be provide to accepted students. The training is related to the protection of our partners' privacy. Application Deadline: Noon, Feb 4th.

OIT 354. Design for Extreme Affordability. 4 Units.
The course focuses on the analysis and design of business models that are enabled by information technology. It considers the impact of information technology on multiple industries and how you can take advantage of new opportunities that are enabled by new technologies. The course is a compressed 2-unit course, with three double-sessions during the first week of the course and three double-sessions during the third week. During the intermediate week, students work on a final project where they design or analyze a business model. nEach double-session analyzes a different aspect of business models that are enabled by information technology. Topics include online platforms, business models for online retail, electronic commerce logistics, disruptive technologies, value chain coordination in healthcare, and mobile value chains. The course requires a strong analytic background and knowledge of fundamental aspects of information technology. MSx students may petition to take the course.

OIT 361. Technology Concepts for Managers. 4 Units.
Electronics, computing, networks and software applications have become an integral part of business. The course is aimed at the student who wishes to learn those electronic and computer science concepts needed to understand how computers, networks, and the software that runs them operate, but who lacks background in engineering or computer science. The premise of the course is that adequate knowledge of technology is now a prerequisite for a successful manager, but that knowledge does not have to be at the level of rigor required in the practice of engineering or computer science. This course is intended to provide a basic literacy in these areas, with an emphasis on implications for managers and organizations. A meaningful course that focuses on particular technologies is difficult because rapid changes in any technology can quickly render today's lessons obsolete. Therefore, this course will stress fundamentals and trends, rather than a snapshot of the current status of different technologies. As a result, classroom coverage of current "hot" topics in technology is subordinate to giving the technology concepts necessary for one to learn such current (and future) topics on their own. Investigation of technology will be facilitated by lectures readings and homework assignments. Students will have an opportunity to investigate and learn more about a particular technology in more depth as part of a term project. The general flow of the course will focus upon four areas approximately as follows: Part I Electronic Systems: Fundamental Electronics (2 sessions), Digital and Microelectronics (2 sessions), Computer Hardware and Systems (2 sessions), Technology Trends (1 session), Communications including wireless (2 sessions); Part II Networks: Networked Computing (1 session), the Internet (2 sessions); Part III Software: Software and software development (3 sessions), Data Base Technology (1 session); and Part IV The Web: Clients and Servers (1 session), Case study of a web site (1 session), Video/Multimedia (1 session). The course is specifically designed for students with liberal arts or soft science backgrounds who have career ambitions in high-tech or who wish to be more technically aware as managers. Students with hard science, engineering or computer science backgrounds are welcome but must avoid redirecting the class discussion into narrow or advanced material that causes dysfunction to less technical colleagues. Students may elect either to take a final exam or do a term project. Students electing to do a term project will create it as a Web page. Separate training for building a Web page will be offered.
OIT 364. Global Operations. 3 Units.
Globalization of businesses has resulted in companies having to manage global networks of suppliers, integrators, contract manufacturers, logistics service providers, distributors, and service support operators in geographically dispersed locations. The customer network is also with globally distributed. This course will focus on (1) how global and international companies can overcome the geographical, cultural, and organizational barriers, and leverage the strengths of the network to create values, and (2) how these companies may use different ways to manage operations in different regions to take full advantage of the local strengths and limitations. The course will be based on cases on innovative strategies and tactics used by global and international companies.

OIT 367. Business Intelligence from Big Data. 3 Units.
The objective of this course is to analyze real-world situations where significant competitive advantage can be obtained through large-scale data analysis, with special attention to what can be done with the data and where the potential pitfalls lie. Students will be challenged to develop business-relevant questions and then solve for them by manipulating large data sets. Problems from advertising, eCommerce, finance, healthcare, marketing, and revenue management are presented. Students learn to apply software (such as R and SQL) to data sets to create knowledge that will inform decisions. The course covers fundamentals of statistical modeling, machine learning, and data-driven decision making. Students are expected to layer these topics over an existing facility with mathematical notation, algebra, calculus, probability, and basic statistics.

OIT 384. Biodesign Innovation: Needs Finding and Concept Creation. 4 Units.
In this two-quarter course series (OIT 384/5), multidisciplinary student teams identify real-world unmet healthcare needs, invent new medtech products to address them, and plan for their development into patient care. During the first quarter (winter 2017), students select and characterize an important unmet healthcare problem, validate it through primary interviews and secondary research, and then brainstorm and screen initial technology-based solutions. In the second quarter (spring 2017), teams select a lead solution and move it toward the market through prototyping, technical re-risking, strategies to address healthcare-specific requirements (regulation, reimbursement), and business planning. Final presentations in winter and spring are made to a panel of prominent medtech experts and investors. Class sessions include faculty-led instruction and case demonstrations, coaching sessions by industry specialists, expert guest lecturers, and interactive team meetings. Enrollment is by application only, and students are expected to participate in both quarters of the course. Visit http://biodesign.stanford.edu/programs/Stanford-Courses/biodesign-innovation.html to access the application, examples of past projects, and student testimonials. More information about Stanford Biodesign, which has led to the creation of more than 40 venture-backed healthcare companies and has helped hundreds of student launch health technology careers, can be found at http://biodesign.stanford.edu/.

OIT 385. Biodesign Innovation: Concept Development and Implementation. 4 Units.
In this two-quarter course series (OIT 384/5), multidisciplinary student teams identify real-world unmet healthcare needs, invent new medtech products to address them, and plan for their development into patient care. During the first quarter (winter 2017), students select and characterize an important unmet healthcare problem, validate it through primary interviews and secondary research, and then brainstorm and screen initial technology-based solutions. In the second quarter (spring 2017), teams select a lead solution and move it toward the market through prototyping, technical re-risking, strategies to address healthcare-specific requirements (regulation, reimbursement), and business planning. Final presentations in winter and spring are made to a panel of prominent medtech experts and investors. Class sessions include faculty-led instruction and case demonstrations, coaching sessions by industry specialists, expert guest lecturers, and interactive team meetings. Enrollment is by application only, and students are expected to participate in both quarters of the course. Visit http://biodesign.stanford.edu/programs/Stanford-Courses/biodesign-innovation.html to access the application, examples of past projects, and student testimonials. More information about Stanford Biodesign, which has led to the creation of more than 40 venture-backed healthcare companies and has helped hundreds of student launch health technology careers, can be found at http://biodesign.stanford.edu/.
OIT 530. Advanced Modeling Seminar. 2 Units.
Modern spreadsheet and simulation software now makes it possible for general managers themselves to model complex and uncertain business situations on their personal computers. This seminar will consist of hands-on experience with advanced applications for modeling situations that include both uncertainty and discontinuous change. These situations often are called "illich-bahhved" because they defeat the traditional tools of analysis covered in the Foundations Modeling courses. For example, financial spreadsheet models involving discontinuous change, such as winning an auction or unexpectedly altering a production process or marketing campaign (so-called "black swan" events), may arise in business projections, but actual models of such events are rarely, if ever, considered for optimization under uncertainty. As another example, the Operations formulas used to estimate throughput times in models involving congestion and delay often cannot be applied to systems that include unexpected service interruptions or complex routing of items (e.g., modern hospitals). The mission of this seminar is to utilize recent advances in software and the speed of modern multi-core PC's that have produced easy-to-use tools for interactively building and analyzing such models. nnnEach day, students will build models of these more-realistic situations, using the software tools "hands-on" and working with the instructors as coaches in a laboratory setting. We will use a more advanced version of the Excel Solver add-in, called Risk Solver, which combines optimization with Monte Carlo simulation, as well as ExtendSim, a graphical tool for constructing and analyzing discrete event simulation models. Exercises will include optimization under uncertainty such as Value at Risk in financial statement predictions, capacity expansion plans involving Real Options, customer service and manufacturing workflow systems, courtroom scheduling, and airport security policies. nnnThe first 2.5 sessions of the course will focus on learning and using Risk Solver to analyze risk-based spreadsheet models with an emphasis on interpreting Value at Risk and Conditional Value at Risk constraints in such models. The second 2.5 sessions will focus on learning and using ExtendSim to model operational situations in services and manufacturing, with an emphasis on dealing with congestion and delay in complex settings. nnnWho should take this seminar? Our intended audience consists of students who: nna. Want to develop a deeper appreciation for how discontinuous change, risk, and uncertainty affect decision-making in financial and operational settings, and nnnb. Want to learn how advanced optimization and simulation software allows you to examine easily the effects of such events directly, rather than through complex and unwieldy mathematical approximations. nnnHow much computer background is necessary? We want the seminar to be illuminating, fun, and easy to master. The seminar is designed specifically for both non-technical ("poet") and technical ("quant") students who have completed the introductory concepts of optimization with Excel Solver, as covered in Foundations Modeling (either basic or advanced), and are comfortable building Excel spreadsheets. We will assume that students have no prior experience with optimization of risk-based models or with discrete event simulation software, and would like to gain that experience now in a hands-on, build-your-own-model setting. Students will use the software both for individual preparation via tutorial documents and for classroom exercises. Each session will be team-taught by Professors Moore and Patell and will be a combination of lectures, demonstration, and coaching to help you experiment with the tools.

OIT 536. Data for Action: From Insights to Applications. 2 Units.
Data for Action is an MBA compressed course dedicated to identifying value in and creating value from data. It deals with the technical, legal, regulatory and business strategic decisions that must be considered when delivering solutions to customers.
OIT 542. Price and Revenue Optimization. 2 Units.

This is the Advanced Application option in the menu of courses that satisfy the Management Foundations requirement in Optimization and Simulation Modeling(OSM). Three core modeling topics are covered in rapid-review fashion - model representation in a spreadsheet environment, optimization theory, and stochastic models - but primary emphasis is on the application domain described immediately below.

OIT 542 is a two-unit course, with nine class sessions plus a final exam. nnnSystems for price and revenue optimization - also called yield management, dynamic pricing, or revenue management - combine the use of information technology, statistical forecasting, and mathematical optimization to make tactical decisions about pricing and product availability. A familiar example is the passenger airline industry, where a carrier may sell seats on the same flight at many different fares, with fare availability changing as time advances and uncommitted capacity declines. Over the last 30-35 years, revenue optimization practices have transformed the transportation and hospitality industries, where fixed capacity and advance reservations by customers are important structural factors. But model-based, data-driven pricing systems are increasingly common in other industries that have different structures, such as financial services and retail clothing. In this course students learn about the model structures and modelling techniques that underlie systems for price and revenue optimization. Two topics are given roughly equal emphasis: model-based tactical pricing, including customized pricing and retail markdown management; and classical revenue management, where automated logic is used for booking control (that is, to make yes-or-no decisions in response to booking requests from customers), rather than to set prices explicitly. nnnOIT 542 is tailored to students who already have command of basic modelling techniques and wish to learn about their application in an important business context. To be specific, a prior college course on optimization modelling is assumed as background. (Typically, such courses focus on linear programming, or linear optimization, with secondary coverage of non-linear programming and discrete optimization.) Various aspects of optimization theory will be covered in quick-review format, along with the basics of spreadsheet model representation and stochastic modelling, in order to standardize terminology and establish certain conventions that facilitate grading. In exceptional cases, for students who have strong math background and high mathematical aptitude but no prior coursework on optimization, the background knowledge assumed in OIT 542 may be acquired through self-study; appropriate study materials will be suggested by the instructor upon request. The course is entirely appropriate for second-year MBA students who have completed either basic or accelerated MODS in their first year. nnnOIT 542 draws on knowledge acquired and skills developed in two other Management Foundations courses that are taken simultaneously: Data and Decisions (OIT 265) and Microeconomics (MGTECON 200 or 203). Students are required to construct and analyze at least one model for every class session.

OIT 554. Seminar on IT for Business. 2 Units.

This course offers an overview of information technologies for enterprises and supply chain management. The course has two key components - a series of guest speakers and a set of readings. Students are expected to have read the assigned note on related technologies before class, and prepare to discuss technologies with the guest speaker in class. We will not discuss the technology per se in class, so students who enroll are expected to have some exposure to technologies in order to digest the materials on their own. The main topics of technologies are: DBMS (Database Management System), ERP (Enterprise Resource Planning), EAI (Enterprise Application Interface), data mining, Big Data, platform-based business model, cloud computing, RFID/NFC, mobile technologies, and mobile payment. In particular, students are encouraged to think hard about potential new businesses around the technology and discuss them in class.

OIT 558. Designing Large-Scale Nudge Engines. 1 Unit.

In many of the challenges faced by the modern world, from overcrowded road networks to overstretched healthcare systems, large benefits for society come about from small changes by very many individuals. This course surveys the problems and the cost they impose on society. It describes a series of pilot projects which aim to develop principles for inducing small changes in behavior in Societal Networks--transportation networks, wellness programs, recycling systems and, if time permits, energy grids. Students will learn how low-cost sensing and networking technology can be used for sensing individual behavior, and how incentives and social norming can be used to influence the behavior. The effectiveness of this approach in pilots conducted in Bangalore (commuting), Singapore (public transit system), Stanford (congestion and parking), and a wellness program at Accenture-USA will be discussed. Students may experience the incentive platform as participants.nnThis course significantly overlaps with OIT 258 - Incentive Mechanisms for Societal Networks. If you took this class last year, you may not take OIT 558.

OIT 562. Supply Chain Management & Technology. 2 Units.

This course offers an overview of eight technologies for enterprise computing. They are: ERP (Enterprise Resource Planning), EAI (Enterprise Application Interface), data mining, cloud computing, eCommerce, RFID/NFC, mobile technologies, and social network data analytics. On each topic, we discuss underlying technologies and applications using a variety of business cases.

OIT 563. Advanced Topics in Supply Chain Management and Technologies. 2 Units.

In this course we will have a series of guest speakers who will discuss real businesses applying various technologies. Students come to class prepared by reading the assigned material and discuss the topic with the speakers in class. The course will provide opportunities to learn how different technologies are integrated to create value to end users. Students are expected to have some basic understanding of technologies and review them with readings on their own, so we will not discuss the technology per se in class.

OIT 565. The Role of Information Technology in the New Energy Economy. 2 Units.

One of the most interesting and underexplored areas in modern technology is, as Dan Reicher at Stanford has put it, "where energy technology (ET) meets information technology (IT)". The main driver of widespread use of computing in the modern age is the rapid reduction in the cost of computing services caused by Moore's law. At the same time, a substantial increase in the energy efficiency of computing (doubling every year and a half for more than six decades) has led to a proliferation of mobile computers, sensors, and controls, with implications that have only recently begun to be understood. This class will explore the direct and indirect implications of applying information technology to the production, delivery, and use of energy and associated services. It will first review current knowledge about the direct energy use associated with information technology, including data centers, personal computers, cellular telephones, mobile sensors, and other IT equipment. It will also summarize the state of knowledge about the types, amount, and growth rates of energy services delivered in the US and globally. Finally, it will explore the applications to which information technologies have been put in the energy industry, ranging from the use of visualization and analysis techniques to improve the results of oil and gas exploration, to the computer-aided design of wind turbines and automobiles, to the implications of wireless sensors and controls for the more efficient and effective use of energy. The class will culminate in student projects, typically business plans for new ventures using IT to radically transform how we understand and respond to the world around us.
This course is a Bass Seminar. This course covers a variety of topics in homeland security: bioterrorism (attacks with contagious agents such as smallpox or non-contagous agents such as anthrax, and attacks on the food supply), pandemic influenza, nuclear security at ports and around cities, the biometric aspects of the US-Visit Program, the intersection of homeland security and immigration, and suicide bombings. For each of these topics, students will typically read one academic paper that focuses on the operations aspects of the problem, and one reading about the strategic aspects of the problem. For each topic, the professor will spend part of the class lecturing on the problem (including how the results of the academic paper were implemented), and a student will be assigned as a discussant (in addition to a classwide discussion).

OIT 581. Biodesign Innovation: Needs Finding and Concept Creation. 2 Units.
OIT581 is a two-unit version of the Biodesign Innovation course (OIT384). In this course, students learn how to develop comprehensive solutions (most commonly medical devices) to some of the most significant medical problems. In OIT581, students learn the basic principles of biodesign innovation: methods of validating medical needs; techniques for analyzing intellectual property; basics of regulatory (FDA) and reimbursement planning; early market analysis; design principles; brainstorming and early prototyping; university licensing. Course format includes expert guest lecturers and faculty-led practical demonstrations. Students apply the concepts learned by serving as “commercialization and marketing consultants” to multidisciplinary teams of students in the four-unit course (OIT 384). Consultants interact with their teams on a regular basis and provide a consulting report on market analysis and competitive dynamics. Projects from previous years included: prevention of hip fractures in the elderly; methods to accelerate healing after surgery; less invasive procedures to perform bariatric surgery; low cost healing devices for diabetic ulcers; point of care diagnostics to improve emergency room efficiency; novel devices to bring specialty-type of care to primary care community doctors. More than 40,000 patients have been treated to date with technologies developed as part of this program and more than ten venture-backed companies were started by alums of the program. Students must apply and be accepted into the course. The application is available online at http://www.stanford.edu/group/biodesign/courseapplication.html and the application deadline is November 20, 2010. Students must indicate whether they are applying for the four-unit version (OIT384) or two-unit version (OIT581).

OIT 582. Biodesign Innovation, Project A. 2 Units.
Students work in multidisciplinary teams at the intersection of medicine, engineering and business to develop a comprehensive solution to an important medical need of their choice. With coaching from faculty and real-world experts, the teams identify an important medical need and through brainstorming they develop several potential conceptual approaches to solving the need and pursue initial prototyping, along with planning for regulatory and reimbursement pathways. The project culminates with a presentation to a panel of venture investors and entrepreneurs. In previous years, student teams examine needs in emergency and acute care, orthopedics, cardiovascular, wound closure etc. Concurrent registration at OIT581 is required. An application needs to be submitted online.

OIT 583. Biodesign Innovation Core, Spring. 2 Units.
Two quarter sequence (continuation of OIT581 – see OIT 581 for a general description of the Biodesign Innovation course and OIT384/385 for a description of the four unit option). The second quarter focuses on how to take a conceptual solution to an important medical need forward from early concept to technology translation, development and possible commercialization. Students expand on the topics they learned in OIT581 to learn about prototyping; patent strategies; advanced planning for reimbursement and FDA approval; choosing translation and commercialization route (licensing vs. start-up); marketing, sales and distribution strategies; ethical issues including conflict of interest; fundraising approaches and cash requirements; financial modeling; essentials of writing a business or research plan; strategies for assembling a development team. Students serve as “commercialization consultants” to a multidisciplinary team in OIT385. Students interact regularly with their team and prepare a consulting report that outlines a funding strategy and validates the financial model developed by the team. (OIT581 or OIT384 are a pre-requisite). New students (i.e. students who did not take OIT581/OIT384) in the winter quarter will need to submit an application at http://www.stanford.edu/group/biodesign/courseapplication.html by February 19, 2011. In the application they should indicate whether they are applying for the 2-unit or 4-unit version. Students who took OIT581/OIT384 in the winter quarter are automatically accepted into the spring quarter and they can choose the version they want: 2 unit or 4 unit.

OIT 584. Biodesign Innovation Project, Spring. 2 Units.
Students work in multidisciplinary teams at the intersection of medicine, engineering and business to further develop and refine the solutions they identified in OIT 582. The focus this quarter is on implementation. The teams select the most promising solution from the concepts of the first term and move forward into prototyping and project planning. Teams develop specific strategies for patenting, FDA submission, commercialization and third-party reimbursement, along with funding strategies (e.g. licensing agreement or launching a start-up). The project culminates with a presentation to a panel of venture investors. OIT 583 should be taken concurrently. Permission of instructor needed if student has not taken OIT 582.

OIT 587. Global Biodesign. 3 Units.
Seminar examines the development and commercialization of medical technologies in the global setting focusing primarily on Europe, India and China. Faculty and guest speakers from industry and government discuss the status of the industry, as well as opportunities in and challenges to medical technology innovation unique to each geography. Topics related to development of technologies for bottom of the pyramid markets will also be addressed.

OIT 601. Fundamentals of OIT. 3 Units.
The goal of this course is to provide first-year Ph.D. students in OIT with sufficient fundamentals to subsequently take advanced research seminars. The course covers the very basics of six topics: queuing theory, inventory theory, multi-echelon inventory theory, game theory, stochastic dynamic programming and econometrics. Lectures will be given by advanced Ph.D. students in OIT.

OIT 602. Dynamic Pricing and Revenue Management I. 2 Units.
In tandem with OIT 603, this course explores the application of stochastic modeling and optimization to two closely related problem areas: (a) dynamic price selection, and (b) dynamic allocation of limited capacity to competing demands. As background, students are assumed to know stochastic process theory at the level of Statistics 217-218, microeconomics at the level of Economics 202N, and optimization theory at the level of MS&E 211, and to have some familiarity with the basic ideas of dynamic programming. Additional dynamic programming theory will be developed as needed for the applications covered. Emphasis will be on current research topics, especially in the realm of airline revenue management.
OIT 603. Dynamic Pricing and Revenue Management II. 2 Units.
In tandem with OIT 602, this course explores the application of stochastic modeling and optimization to two closely related problem areas: (a) dynamic price selection, and (b) dynamic allocation of limited capacity to competing demands. As background, students are assumed to know stochastic process theory at the level of Statistics 217-218, microeconomics at the level of Economics 202N, and optimization theory at the level of MS&E 211, and to have some familiarity with the basic ideas of dynamic programming. Additional dynamic programming theory will be developed as needed for the applications covered. Emphasis will be on current research topics, especially involving customized pricing of financial services. OIT 602 is not a prerequisite for OIT 603 but is highly recommended.

OIT 624. Models and Applications of Inventory Management. 3 Units.
The first part of the course reviews fundamental models in inventory management. Topics include deterministic models (EOQ, power-of-two policies, ELS, serial and assembly networks), Newsvendor, multi-period stochastic models under backlogging and lost-sales, multi-echelon and supply chain models, and infinite-horizon formulations. In the process, the course also reviews several fundamental mathematical concepts in inventory theory, including convexity, duality, finite / infinite state Markov decision processes, and comparative statics. The second part discusses advanced modeling concepts, and several new application areas. Topics include distribution-free and robust models, supply uncertainty and disruptions, flexibility and supply chain design, joint pricing and inventory, and problems at the interface of supply chains and finance.

OIT 643. Special Topics in Supply Chain Management. 3 Units.
To compete successfully in today’s market place, companies need to manage effectively the efficiency of activities to design, manufacture, distribute, service and recycle their products or services to their customers. Supply chain management deals with the management of materials, information and financial flows in a network consisting of suppliers, manufacturers, distributors, and customers. The coordination and integration of these flows within and across companies are critical in effective supply chain management. In parallel to the development of new practices and concepts in industry, there have been emerging research that are based on (1) structuring new processes and supply chain networks with the new technologies; (2) exploring ways to do planning and make decisions consequently; (3) quantifying the benefits as a result; and (4) aligning the incentives of multiple players in a supply chain when the costs and benefits to these players are different. This course will examine evolutionary research that focuses on the above themes. We will explore how such problems can be formulated, models can be structured, and analysis can be performed to address information-based supply chain management issues. You are all challenged to think, discuss, share, and debate on the issues brought up. The end result of this course is, hopefully, that we can start defining new, interesting and exciting research paths, and maybe even beginning to pursue some of the research ideas generated.

OIT 647. Empirical Methods in Operations Management / Management Science. 2 Units.
This course focuses on studying a broad set of econometric methods to conduct empirical research in Operations Management and related fields in Management Science. The course complements formal econometrics and statistics classes by focusing on the application of different econometric methods and identification strategies to research problems that are relevant in different areas within Operations Management, including Supply Chain Management, Service Operations, Healthcare and Retail. Although statistics/econometrics classes provide a rigorous revision of the methods, they put less emphasis on how to apply these methods in different settings. This course aims to fill that gap by providing a problem-oriented approach, where the focus is on identifying empirical questions relevant to Operations Management and choosing an appropriate empirical strategy to address them. The course has a seminar format combining paper presentations by students, computer assignments and a short research proposal.

OIT 655. Foundations of Supply Chain Management. 3 Units.
This course provides an overview of research in supply chain management (SCM). It has three parts. The first part reviews basic tools of SCM research through selected readings in economics, IT and operations research. The second part reviews the literature in SCM, covering topics such as inventory models, information sharing, information distortion, contract design, value of integration, performance measurement, risk management, and the use of markets for procurement. The last part is devoted to recent advances in SCM research.

OIT 660. Applied OIT. 4 Units.
Description is currently unavailable because of ongoing review of the OIT PhD program by OIT faculty. Description will become available when the review is completed at the end of the Summer.

OIT 663. Methods of Operations/Information Systems. 4 Units.
This course covers basic analytical tools and methods that can be used in research in operations and information systems. The emphasis is on foundations of stochastic inventory theory. Basic topics include convexity, duality, induced preference theory, and structured probability distributions. Much of the course is devoted to Markov decision processes, covering finite and infinite horizon models, proving the optimality of simple policies, bounds and computations, and myopic policies.

OIT 664. Stochastic Networks. 3 Units.
Queueing models may be used to represent service delivery systems, manufacturing processes, or data processing networks. The first half of this two-unit course consists of lectures on performance analysis (e.g., estimating congestion and delay) and control of queueing systems using asymptotic methods, both in the traditional heavy traffic regime and in the Halfin-Whitt regime. The second half consists of student presentations of recent papers in asymptotic methods in queueing systems. Prerequisites: Statistics 217 and 218, or consent of instructor; some prior exposure to stochastic models in general, and queueing theory in particular, is useful but not essential.

OIT 665. Seminar on Information-Based Supply Chain Management. 3 Units.
This seminar will highlight the research evolution and advances on the smart use of information in supply chain management. Advances in technologies like real-time information systems, decision support methodologies, the internet and mobile technologies such as RFID (radio-frequency identification) have also enabled visibility and structural changes that result in significant supply chain performance enhancements. In parallel to the development of new practices and concepts in industry, we will examine emerging research that are based on (1) structuring new processes and supply chain networks with the new technologies; (2) exploring ways to do planning and make decisions consequently: (3) quantifying the benefits as a result; and (4) aligning the incentives of multiple players in a supply chain when the costs and benefits to these players are different.

OIT 668. Dynamic Pricing and Revenue Management. 3 Units.
The goal of this course is to provide a comprehensive introduction to the theory and practice of revenue management. It will comprise of a set of lectures that will cover the theoretical fundamentals of the area as well as an overview of current research developments through the presentation and discussion of recent papers. Topics include capacity control (single-resource and network), consumer behavior and market response models, dynamic pricing, procurement auctions, price experimentation, supply chain management and pricing.
OIT 672. Stochastic Control in Operations and Economics. 3 Units.
The first half of this course will cover (i) the basic theory of Brownian motion, (ii) Ito stochastic calculus, and (iii) the rudiments of continuous-time stochastic control, all undertaken at a brisk pace, aimed at students who already know the basics or else have a strong enough math background to learn them quickly. The text for this part of the course will be Brownian Models of Performance and Control, by J. Michael Harrison, Cambridge University Press, 2013, which can be ordered from Amazon: http://www.amazon.com/Brownian-Performance-Control-Michael-Harrison/dp/1107018390/ref=sr_1_1?ie=UTF8&qid=1395420072&sr=8-1&keywords=Brownian+Models+of+Performance+and+ControlInThe second half of the course will explore in depth some models arising in operations research, finance and economic theory, such as the McDonald-Siegel investment model (an optimal stopping problem, treated in Chapter 5 of the textbook), Brownian versions of the classic cash balance problem (a family of stochastic control problems, treated in Chapter 7 of the textbook), and Yuri Sannikov’s continuous-time principal-agent model (Review of Economic Studies, 2008). The course will be rather informally organized, more of a collaboration between students and instructor than a top-down lecture format, with at least half of the class time devoted to presentation of material by students and auditors.

OIT 673. Data-driven Decision Making and Applications in Healthcare. 4 Units.
This course aims to introduce students to research topics in data-driven decision making with specific attention to healthcare applications. However, most concepts are applicable in areas beyond healthcare as well. Examples of topics are: prediction and risk adjustment, computational and statistical challenges associated with large-scale data, and dynamic decision making under uncertainty.

OIT 674. Decision-making and Learning under Model Uncertainty: Theory and Applications. 3 Units.
In most real-world problems, decision-makers often face uncertainty with respect to the underlying models that drive the rewards/costs associated with potential strategies. The uncertainty in the problem can be modeled in a number of ways (e.g., a probability distribution over some parameters or an uncertainty set for some variables) and a selection of an appropriate framework depends on various considerations ranging from the availability of historical data (or lack thereof) to the robustness of resulting strategies or the tractability of the formulation. In addition, once a framework is selected, further challenges often arise when considering dynamic settings, in which the level of uncertainty may be updated from one period to another. The high-level objectives of this course are: (1) To introduce various frameworks for decision-making under model uncertainty, (2) To introduce tools to solve such problems, including ones to develop optimal or near-optimal learning strategies, and (3) To discuss the various tradeoffs that arise such as tractability vs. performance, exploration vs. exploitation, and remembering vs. forgetting. To explore research papers that demonstrate applications of discussed methods to problems in various problems areas such as dynamic pricing, revenue management, inventory management, and assortment management.

OIT 678. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

OIT 698. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

OIT 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, POLECON 802, STRAMGT 802

Organizational Behavior Courses
OB 110N. Savvy: Learning How to Communicate with Purpose. 3 Units.
Our seminar is designed for students interested in improving their communication skills. Right now, you probably don’t spend much time thinking about the way you communicate, nor are you likely, in the academic setting, to get much feedback on the messages you send. Yet the quality of your communication will have a large impact on your overall effectiveness in building relationships and getting things done, both in the university setting and later in your career. Each of the sessions in our seminar will help you appreciate the nature and complexity of communication and provide guidelines for both improving your communication style and recognizing the unique styles of others. In each class session, we will consider a number of well-studied forms of interpersonal communication. And, we will rely heavily on experiential learning to bring the concepts to life. For example, to better understand the dynamics of unstructured, spontaneous communication, we will participate in an improvisational theatre workshop, taught by one of the artists-in-residence at the Groundlings Theater in Los Angeles. To better understand persuasive communication tactics, we will participate in role-play exercises, competitive games, and negotiation simulations. For each tactic, we will talk about why it works, when it works best, and what its limitations might be. We will discuss how you can put these approaches to work in order to support your goals. After taking this course, you will be better able to: (1) identify strategies for crafting effective communication in the form of everyday conversation, written work, and public presentations, (2) develop techniques for building strong, long-term relationships with your peers, and (3) become more persuasive in advancing an agenda, acquiring resources, or gaining support from others. These skills will be invaluable to you as you grow and develop here at Stanford and beyond.

OB 115N. Games, Decisions and Negotiations. 3 Units.
This seminar is intended for students who are interested in how decisions happen and wish to expand their knowledge about the interactive processes involved in strategic decision-making. The course will draw on behavioral game theory to analyze and make sense of individual and group decision-making in negotiations, disputes, auctions, markets and other strategic interactions. To understand how decisions happen, we will use a combination of experiential exercises in class and in-depth discussions of theory and new and exciting research findings on cognitive and emotional aspects of decision making (e.g., what does "bounded-rationality" mean? how does power shape our negotiation behavior? how do our emotions influence our decisions?). We will play interactive games in our meetings to understand how various conditions, such as time pressure, power and uncertainty, influence our decisions. So, if you enjoy in-class exercises, you will enjoy our simulations. At the same time, if you enjoy analyzing human behavior and social interactions, you will like the readings and our discussions. After taking this course, you will be better able to identify and avoid common traps in strategic decision making and have a deeper understanding of other people’s thinking and decision making processes.

OIT 691. PhD Directed Reading. 1-15 Units.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.
Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, POLECON 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.
Same as: ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, POLECON 692, STRAMGT 692
OB 205. Managing Groups and Teams. 1 Unit.
This course introduces you to the structures and processes that affect group performance and highlights some of the common pitfalls associated with working in teams. Topics include team culture, fostering creativity and coordination, making group decisions, and dealing with a variety of personalities. You will participate in a number of group exercises to illustrate principles of teamwork and to give you practice not only diagnosing team problems but also taking action to improve total team performance.

OB 206. Organizational Behavior. 2 Units.
Building on the discipline of social psychology, this course helps you cultivate mindsets and build skills to understand the ways in which organizations and their members affect one another. You will learn frameworks for diagnosing and resolving problems in organizational settings. The course relates theory and research to organizational problems by reviewing basic concepts such as individual motivation and behavior; decision making; interpersonal communication and influence; small group behavior; and dyadic, individual, and inter-group conflict and cooperation.

OB 209. Leadership Laboratory. 2 Units.
In the Leadership Labs class we ask you to consider the question, "Why would someone follow YOU?" This is a course in which you consider what kind of leader you want to be, what kind of leader you are, and how to align your leadership behavior with your leadership goals. In this class you will have an opportunity to lead your squad and in doing so to discover your strengths and challenges as a leader. You will receive feedback about your approach to leadership and you will have the opportunity to try out new skills and tools. Students will be placed into 5-6 person "squads" and the majority of class time will be spent in these squads. Your squad will meet to work on basic leadership challenges (e.g. managing conflict, assessing a team's progress). There will be the opportunity for a lot of feedback so you can achieve a deeper understanding of the impact of your behavior on others. The squads will do role-play cases and group exercises designed to help you think more deeply about the dynamics in your workgroup and to allow you to practice and experiment with new ways of leading. Each session will be divided into two segments, and one squad member will be the leader for each segment. MBA1 squad members will rotate through the segment leader position. Your squad will have an MBA2 Leadership Fellow assigned to it and he or she will also be present for these meetings in order to provide coaching to the leader and to the squad as whole. Over the course of the quarter your squad will work together on the group project for your Strategy Class. While the deliverable on this project is for your Strategy class, the experience of working together as a team provides a rich opportunity for learning about peer leadership. Number of activities in the weekly Lab will be focused on assessing and reflecting on how you are working together in both the Labs and on your Strategy project. Finally, the quarter culminates with the Executive Challenge. The Executive Challenge will be an opportunity for you to further refine your leadership skills by engaging with alumni judges in role plays that test your ability to lead effectively. The alumni will provide you feedback and evaluate your performance.

OB 219. MSx: Organizational Design. 2 Units.
This course examines fundamental issues of general management and leadership within an organization. You will learn about setting an organization's strategic direction, aligning structure to implement strategy, and leading individuals within the firm. You will study the interplay among formal structure, routines, informal networks, and culture in shaping organizational performance. You will also be introduced to the Design Thinking, and how this powerful problem-solving technique might be used to solve vexing organizational and managerial problems.

OB 259. Sloan: High Performance Leadership. 4 Units.
This course asks the question: What does it take to build a high-performance unit? The focus is on middle and upper-middle management in contemporary complex organizations. These are organizations that have complex tasks, exist in a rapidly changing environment, and have highly skilled subordinates. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership will be presented that are more likely to lead to a truly high-performing system. Time will be spent discussing the components of effective leadership, what a manager can do to build a high-performing department, and what members can do to support the leader who wants to initiate such changes. The first two classes are required. In addition to class, students will meet for 2 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development. (While there is minimal overlap in content between OB 259 and OB 374 and these two classes are highly complimentary, both require Journals and an evening group. We therefore recommend against taking both classes in the same quarter for workload reasons.).

OB 278. MSx: Organizational Behavior. 2 Units.
Building on the discipline of social psychology, this course helps you cultivate mindsets and build skills to understand the ways in which organizations and their members affect one another. You will learn frameworks for diagnosing and resolving problems in organizational settings. The course relates theory and research to organizational problems by reviewing basic concepts such as individual motivation and behavior; decision making; interpersonal communication and influence; small group behavior; and dyadic, individual, and inter-group conflict and cooperation.

OB 289. MSx: Negotiations. 2 Units.
This course is designed to improve students' skills in all phases of a negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multi-party settings, buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and the management of integrative and distributive aspects of the negotiation process. This course is based on a series of simulated negotiations in a variety of contexts, including one-on-one, multiparty, and team negotiations. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real negotiation. You will get feedback from your classmates about how you come across. In sum, you can use this course to expand your repertoire of conflict management and negotiation skills, to hone those skills, and to become more adept in choosing strategies and tactics that are appropriate for a particular negotiation situation. This course is an intense, more compact version to the elective OB581 and is almost identical to the OBS81 immersion course. Thus, students should not take either of these courses as there is considerable overlap among the three. Attendance and participation in the negotiation exercises are mandatory.

OB 317. Leading Creativity and Innovation. 3 Units.
This course helps students become more effective leaders of creativity and innovation in organizations. Successful innovations begin as creative ideas, but creative ideas can be difficult to generate and accurately evaluate. Based on the latest research, this course teaches students a set of data-driven tools for generating creative ideas, forecasting which ideas are most likely to succeed, and implementing new ideas successfully. Through experiential exercises, students learn about their own personal strengths in developing and evaluating new ideas, and how to leverage the strengths of individuals, teams, and crowds to foster creativity and innovation in their organizations.
OB 322. Networks. 4 Units.
This course is designed to improve your effectiveness as a manager by introducing you to both the concepts and tools that are part of the "new science of social networks" as they apply to organizations. In this course, you will develop the skills to understand social networks and recognize social capital, both offline and online, as well as be able to identify key elements of your own and others' social networks that enhance competitive capabilities. Topics to be covered include how social networks affect power and influence, leadership, innovation and the generation of novel ideas, careers, organizational change and competitive advantage. Additional topics to be covered include the increasing importance of online social networks in organizational life and the importance of social cognition and how it can be used to enhance social capital. At the conclusion of this course you will have the skills to map out social networks, diagnose features of the networks that either help or hinder the performance of individuals, groups and companies, and be able to manage important features of social networks in organizations.

OB 324. The Psychology of Startup Teams. 3 Units.
The psychology of startup teams is a major determinant of their ultimate success. In this course, we explore the psychological dynamics specific to startup teams and identify ways to effectively lead startup teams to their optimal performance. We will discuss topics such as creating the 'dream team', leadership in start-ups, the art of vision in startups, managing a startup's culture and climate, navigating virtual interactions, and solving common interpersonal problems in startup teams. To address these topics, the course will use a mix of experiential exercises, cases, and exciting guest speakers (including well-known CEOs, venture capitalists, and specialty start-up consultants from Silicon Valley).

OB 330. Leadership Fellows I. 4 Units.
The Arbuckle Leadership Fellows Program plays an integral role in the GSB leadership curriculum by bringing together a group of talented second years to support the leadership development of the first-year class. OB330, an 8 unit two-quarter MBA2 elective course (in combination with OB331), is the academic component of this program and runs the entirety of both Autumn and Winter Quarters. Both quarters must be completed to receive any units of credit. The course is open only to those students who have applied and been accepted into the Leadership Fellows Program. Interested students apply at the start of Winter Quarter of their first year and undergo a competitive application process, after which successful applicants are invited to take part in the program. Informational meetings are held late in Autumn Quarter and during the first week of Winter Quarter and Fellows are selected from the first year class in mid-Winter Quarter.

OB 331. Leadership Fellows II. 4 Units.
This course is the continuation of Leadership Fellows I, an 8-unit course that begins in Autumn Quarter. During this quarter Fellows will continue to deepen their coaching and mentoring skills, and will focus exclusively on in-depth 1:1 coaching with three MBA1 coachees (who were not members of their MBA1 squad.) Classes and clinics continue as in Autumn Quarter.
OB 333. Acting with Power. 3 Units.
The ability to function effectively within a hierarchy is a crucial determinant of managerial success, yet many people struggle with “authority issues” that make certain hierarchical roles and positions difficult for them. This course draws on the craft of acting and the science of psychology to help students learn to use themselves to develop the characters that can play these roles effectively. This class is designed specifically for students who have trouble “playing” authoritative roles: those who find it difficult to act with power, status, and authority. It will also be useful for students who find it difficult to share power and authority, which involves accepting and deferring to the power and authority of others. Participants will be asked to read, think deeply about, and share some of their own feelings about power and authority, and the origins of those feelings. They will also be asked to prepare for and present a series of in-class performances that involve playing characters with and without power, in scenes that highlight the interactions and relationships between high and low power characters. These performances will take up much of our time during class. Out-of-class assignments will include reading important works on psychology, and on the theory and practice of acting, as well as writing short essays analyzing their own and others’ performances.

OB 336. Insight to Outcome. 3 Units.
Getting from “strategic insight” to “desired outcome” (achieving the right result) continues to be a core challenge for many organizations and leaders. In this course, we develop a framework and approach for the “insight to outcome” sequence, study some of the key levers available to managers, and learn from some common pitfalls. The bulk of the course will be devoted to the practical application of the approach to a number of important business processes, such as merger integration, corporate and business unit transformation, and strategy development. Some class sessions will involve class visits by topical experts in these applications. nThe course is designed for second-year MBAs. It will appeal to students interested in an exploratory course - more of a “how to think about it” course than a “toolkit” course. Grades will be based on class participation and a group project. nnClass size is limited to 30.

OB 343. Scaling up Excellence in Organizations. 4 Units.
A problem for every manager is to make ‘good’ behaviors spread quickly and to shrink ‘undesirable’ behaviors quickly. This course provides you practical frameworks to accomplish these managerial goals. We will examine issues such as scaling idea generation, scaling knowledge sharing, scaling the adoption of ideas across firms, scaling change in global firms. We will be using a newly written series of cases for this course and also draw on guest speakers. We will be require a project that may involve design thinking - so we encourage those who have not had exposure to design thinking to apply.

OB 345. Leadership Coaching. 3 Units.
The ability to coach others is an often over-looked core competency for leaders. This course will give MBA2 and MSx students an opportunity to learn the fundamental skills of coaching, so they can become coaching managers. This course is designed to be very experiential. While conceptual frameworks will be introduced through readings, lectures, demonstrations and discussions, the only real way to learn coaching skills is to both practice coaching, and to be coached. Every class session will provide opportunities to do both: coach and be coached. Because the in-class coaching practice will not be role plays but will actually be real coaching sessions between students, this course will demand a high level of engagement and participation from each student. While OB 374 is not required, we highly recommend students take OB 374 either previously or concurrently with taking this course in order to maximize your learning.

OB 346. Inside Life and Leadership. 3 Units.
We created this class around the premises that 1) you have great potential, 2) you have had, and will continue to have, numerous opportunities to affect the world, and 3) to maximize your potential you need a reliable framework to gain self-insight and develop yourself and those around you. nThis class we seek to aid you in customizing a framework for yourself, based on a model to increase your self-knowledge and guide your ongoing development. In particular, this class is designed to help you swiftly identify and resolve gaps between your current and desired state, and to help you inspire others to do the same. We will accomplish this by facilitating your active engagement and full participation in interactive exercises and assignments, case studies, and self-reflection.

OB 353. Cultural Imperative: The Ideal of Organizational Design. 3 Units.
Business doesn’t just happen, significant amounts of time are spent creating business plans, executing them, and ultimately trying to figure out what went wrong in order to correct them. This class argues, that similarly, organizational culture shouldn’t be allowed to just happen; organizational culture should be designed. In this class we suggest that there is an ideal, a cultural imperative, which organizations should strive for. nWe believe that individuals have near infinite problem-solving ability, and, that all else equal, organizations that tap into this potential will outperform those that only see people in terms of labor hours and dollars. Thus, the class focuses on learning to see the role of cultural design in creating an environment that engages, stimulates, and drives growth of the people in the organization, and aligns this engagement with the organization’s mission. nWe will accomplish this through class discussion, case analyses, and a group project designed to provide hands-on experience.

OB 362. Leadership Coaching and Mentoring. 3 Units.
This two-quarter course is offered for 6 units and runs for the Winter and Spring Quarters. Both quarters must be completed to receive any units of credit. THERE IS BOTH A PREQUALIFICATION AND A PRE/CO-REQUISITE for this course. It is open to a maximum of 24 MBA2s who have passed an assessment of their potential to coach effectively, though they need not have been coached as first years. (The number of students may be increased to 36 if sufficient first-year coachees are identified.) The pre-co-requisite is OB 374-Interpersonal Dynamics. (If taken as a co-requisite, OB 374 must be taken in the winter quarter.) nThere will be a reading list of conceptual material which will be supplemented during class with lectures and discussions. Students will have the opportunity to apply those concepts through role-playing and exercises during class time. Each MBA2 will be assigned three MBA1s to coach. The MBA2 coaches will meet with their MBA1s five times each quarter (i.e. a total of 10 coaching sessions) in a series of semi-structured coaching activities. In addition, the MBA2 students will meet, in groups of 6, with a Master Coach for a two-hour clinic approximately every other Friday during the Winter Quarter during class time. During Spring Quarter, students will meet every Monday (only) from 3:15 to 5:00 pm (alternating between class and clinics) with two additional Friday classes to be held on Friday, April 1, and Friday, April 15 from 3:15 to 5:00 pm. nNote: Students MUST attend the first class (including waitlisted) or they will be dropped. The drop deadline for this course is Friday, January 7, at 11:59 p.m. (i.e. earlier than standard GSB add/drop deadline).
OB 363. Leadership Perspectives. 4 Units.
What does it mean to be a principled leader? What role do values play in an organization, and how do successful leaders apply their values in their daily business lives? This course examines the concept of principled leadership and the various ways that leaders try to institutionalize particular values within the organizations they lead. Equally important, it explores the difficult challenges that leaders sometimes face when trying to apply their principles in a tough, fast-paced business environment, where others may not share the same expectations. Through assigned readings, interactive lectures with visiting executives, and weekly small group discussions, students will learn how practicing leaders implement their principles, while reflecting the realities of different cultural expectations and meeting business demands. The course will provide a forum for students to learn directly from practicing leaders and to think introspectively about their own personal values, leadership styles, and long-term aspirations.

OB 368. How to Make Ideas Stick. 4 Units.
Having a good idea is not enough, we must also be able to convey our ideas in a way that people can understand and act on them. But often our messages don’t persuade or persist. This course assumes that we can craft more effective messages by understanding the principles that make clear ideas stick in the natural social environment. Urban legends survive in the social marketplace without advertising dollars to support them or PR professionals to spin them. How could we make true or useful information survive as well as bogus rumors? We will use research in sociology, folklore, and psychology to analyze what kinds of ideas survive the selection process in the marketplace of ideas and to develop a set of strategic tools to craft ideas that are more likely to survive. Topics covered include crafting messages for complex information that don’t exceed the capacity of human attention and memory, using emotional appeals that inspire people and motivate action, acquiring attention in a crowded environment, and gaining legitimacy for new ideas, approaches, and technologies.

OB 372. High-Performance Leadership. 4 Units.
This course asks the question: “What does it take to build high-performance?” The focus is on middle and upper-middle management in contemporary organizations that have complex tasks, exist in a rapidly changing environment, and have highly skilled subordinates. The premise of the course is that traditional methods of management may produce adequate levels of performance but prevent excellence from developing. New approaches to leadership will be presented that are more likely to lead to a truly high-performing system. Time will be spent discussing the components of effective leadership, what a manager can do to build a compelling vision, strong teams, and mutual influence sideways and upwards as well as with direct reports. Also, what members can do to support the leader who wants to initiate such changes. In addition to class, students will meet for 2 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development. (While there is minimal overlap in content between OB 372 and OB 374 and these two classes are highly complementary, both require Journals and an evening group. We recommend against taking both classes in the same quarter for workload reasons.) Students will have a choice as to when their SDG will meet. The expectation is full attendance at all SDG meetings. Only one excused class absence. Class on the day of the EIS Simulation is required.

OB 374. Interpersonal Dynamics. 5 Units.
PRE-QUALIFICATION IS REQUIRED BY THE DEADLINE (APPROXIMATELY FIVE WEEKS BEFORE THE QUARTER BEGINS). The focus of this course is to increase one’s competencies in building more effective relationships. Learning is primarily through feedback from other group members. This course is very involving and, at times, can be quite emotional. However, this course is not a substitute for therapy; we deal more with interpersonal issues than with intra-personal ones. If you are in therapy, please talk this over with your therapist and get their advice before enrolling in this course. The students are divided into three 12-person T-groups that meet the same evening of the class. It is very important to note that when you decide to take this course, you make an explicit contract to be actively involved. Attendance to the first class is required for the 1-day/week sections of this class. Attendance to the first two classes is required for the 2-day/week sections of this class. Failure to attend the first class(es) will result in an automatic drop. Students who are waitlisted must attend the first meeting of each section they are waitlisted for in order to secure a place in the course should space open up. It is the student’s responsibility to notify respective OB 374 faculty of your attendance and wish to fulfilling your waitlist requirement. T-group meetings for all sections will meet for 3 hours the same evening as 1-day/week class and the same evening of the first day of the 2-day/week section. The class has a weekend retreat the seventh or eighth week (check your specific section) of the course. Because of the highly interactive nature of this course, it is very important that all students attend all sessions. Missing class, class T-group, evening T-group, or any portion of the weekend will negatively influence your grade and may result in a student’s grade being dropped one grade level (for each absence). Arriving late on Friday to the weekend will negatively influence your grade level - missing any more of the weekend beyond that will result in a U. Students must pre-qualify before taking this course. Qualification assignments are due approximately five weeks prior to the quarter. For exact due dates and complete assignment details, see: https://sites.google.com/a/stanford.edu/ob374-prequalification/.

OB 377. The Paths to Power. 3 Units.
Power and influence processes are ubiquitous and important in organizations, so leaders need to be able both to understand power and to act on that knowledge. This course has three objectives: 1) increasing students’ ability to diagnose and analyze power and politics in organizational situations; 2) increase students’ skills in exercising power effectively; and 3) helping students come to terms with the inherent dilemmas and choices, and their own ambivalence, involved in developing and exercising influence. Topics covered include: the sources of power, including individual attributes and structural position; dealing with resistance and conflict; obtaining allies and supporters; maintaining power; how and why power is lost; living in the limelight— the price of having power; preparing oneself to obtain power; and the use of language and symbolism in exercising power. The class involves a reasonably large number of written, self-reflective assignments as well as two individual projects (doing a power diagnosis on an external organization that is important to the person) and a doing-power project (using the class material during the quarter to gain power in some group or organization). The class emphasis is on both learning the conceptual material and also incorporating it into one’s own strategies and behaviors.
OB 381. Conflict Management and Negotiation. 3 Units.
Conflict is unavoidable in every organization. The key question is how it will be handled: will it escalate to dysfunctional levels or will it be effectively managed? Hence, a first aim of the course is to develop your ability to analyze conflicts, to look beneath the surface rhetoric of a conflict, to isolate the important underlying interests, and to determine what sort of agreement (if any) is feasible. We'll analyze which negotiation strategies are effective in different conflicts. We'll also examine psychological and structural factors that create conflict and often pose a barrier to its resolution. But understanding how to analyze a conflict is not enough. To manage conflict effectively, you need a broad repertoire of behavioral skills. Developing these is the second aim of the course. To achieve this, negotiation exercises are used in every session. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real one. You will get feedback from your classmates about how you come across. In sum, you can use this course to expand your repertoire of skills, to hone your skills, and to become more adept in choosing when to apply each skill.

OB 383. Lives of Consequence: How Individuals Discover Paths to Meaningful Engagement. 3 Units.
This Bass Seminar and Experiential Workshop will examine what it means to live a life of consequence. Using theories and evidence from the latest and best research on happiness and meaning, we will collectively develop a conceptual framework for thinking about how you personally can design a happier and more meaningful life for yourself. In addition to building a solid conceptual foundation on which to think about your life, you will have substantial opportunities to work individually and in small groups on a variety of reflective and experiential exercises designed to stimulate your imagination regarding how to create greater happiness and meaning in your own life. These engaging and enjoyable exercises include personal writing and public speaking exercises, as well as out-of-class experiential exercises. The seminar will be very discussion oriented and student participation quite lively. The goal of this seminar and workshop is to change how you think about yourself and your life! THIS WORKSHOP IS AVAILABLE ONLY TO FIRST- AND SECOND- YEAR MBA STUDENTS. NO EXCEPTIONS WILL BE PERMITTED.

OB 387. Redesigning Work for 21st Century Men and Women. 4 Units.
Research on the Millennial Generation (i.e., those born between 1980-2000) shows that millennials, as compared to earlier generations, have quite different values and priorities when it comes to work. For instance, millennials report that they place a high value on autonomy and creativity at work, and prefer to self-manage their personal productivity. They also report that they value being a good parent and having a good marriage over having a high-paying career. Despite this research, they produce. Topics to be examined include the process of project development, production, and marketing; emerging technologies and their impact on the industry, the roles studio and network executives, directors, film and television producers, writers, actors, agents, and others play in the making and distribution of film and television productions.

OB 388. Leadership in the Entertainment Industry. 3 Units.
The entertainment industry is one of the largest and most important industries in the world. It is an industry characterized by tremendous opportunities and great uncertainties. The industry is currently undergoing tremendous change as new technologies transform the way entertainment is produced and disseminated throughout the world. For all of these reasons, the dynamic industry creates tremendous challenges for entrepreneurial students interested in leaving an artistic or creative imprint on the world. This course is designed to help prepare students for careers in the media industries, and to explore leadership within them. The industry is truly an intersection of art and commerce, and a major portion of the course will involve bringing to the class leaders who represent key areas of the entertainment industry, both on the business and creative sides. As with any business, the entertainment industry is driven by the vision of its leaders. These leaders make financial and artistic decisions daily, and manage staff and productions with the goal of producing entertainment product meant to be seen as widely as possible, and meant to make a profit. It is hoped that through interaction with these speakers, students taking this course will gain a greater understanding of the industry and what it takes to succeed in it. Further, the students will see the potential of strong leadership and how it works to advance entertainment companies and the films and TV programming they produce. Topics to be examined include the process of project development, production, and marketing; emerging technologies and their impact on the industry, the roles studio and network executives, directors, film and television producers, writers, actors, agents, and others play in the making and distribution of film and television productions.

OB 392. Leadership Coaching and Mentoring II. 3 Units.
This course is the continuation of a 6 unit course that runs for the Winter and Spring Quarters. Classesclinics meet 10 times in the spring. It is open to up to 24 MBA2 students who have been selected on the basis of their having passed a screening to assess their potential to coach effectively. They also need to have taken OB 374 - Interpersonal Dynamics or will take OB 374 in the Autumn or Winter. There will be a reading list. That conceptual material will be supplemented during class time with lectures and discussions. Students will have the opportunity to apply those concepts through role-plays and exercises during class time. Each second-year student will be assigned three first-year students. The second-year coaches will meet with their coaches 5 times each quarter in a series of semi-structured coaching activities. In the spring there will be two mandatory Friday sessions, on April 1 and April 15 in addition to Monday afternoon classes.

OB 393. Leadership in Diverse Organizations. 4 Units.
How improve capacity to exercise leadership and work effectively with others within the context of culturally diverse groups and organizations. This class will explore the gap between how our organizations are designed, and what a new generation of workers desire in terms of work. Students will work in teams to design a new workplace that is reflective of what workers want in terms of their work. The first part of the course will focus on what the issues and problems are in how organizations are designed for an earlier generation of workers, while the second part of the course will be set aside for team-based project work and presentations.
OB 503. Games and Decisions. 1 Unit.
This course is intended for individuals who are interested in how decisions happen in organizations, and wish to expand their knowledge about the interactive processes involved in strategic decision-making. The course will draw on behavioral game theory to analyze and make sense of individual and group decision-making. nTo understand how decisions happen, we will use analyses of in-class exercises and in-depth discussions of new and exciting research findings on cognitive and emotional aspects of decision making (e.g., what does "bounded-rationality" really means? how do our emotions influence our decisions? What is unconscious thought and how can it be used to improve decisions? What drives erroneous market-entry decisions?). We will play strategic games in all our meetings to understand how various conditions (e.g., time pressure, uncertainty, information complexity, accountability) influence our decisions, but we will also read and discuss theory and research on bargaining and interdependent decision-making. So, if you enjoy in-class exercises, you will enjoy our simulations. At the same time, if you enjoy analyzing human behavior and social interactions, you will like the reading and our discussions. nAfter taking this course, you will: (a) be better able to identify and avoid common traps in strategic decision making; (b) be able to draw on a diverse "tool-box" of skills and techniques to make you a more effective decision maker; and (c) have a deeper understanding of other people's thinking and decision making processes.

OB 504. Culture & Organizations. 1 Unit.
This course is designed for individuals who are interested in learning about the multitude of ways by which culture influences core organizational processes, including leader emergence and effectiveness, communication and social influence, decision making and negotiation. The course will also address the challenges associated with cross-cultural business interactions. nTo dig deep into culture's consequences, we will use analyses of real-world cases, in-class exercises, and in-depth discussions of new and exciting research findings. For example, we will discuss why some cross-cultural joint ventures succeed while others fail; engage in exercises that illustrate the challenges of working across cultural boundaries; review common pitfalls in cross-cultural interactions; and discuss when cultural variation within the organization can be an advantage, as well as how leaders can effectively manage it. Thus, class experience will include a balanced mix of hands-on exercises aimed at illustrating what culture is, and discussions aimed at analyzing its implications. nAfter taking this course, you will: (a) be better able to identify, understand, and avoid common traps in cross-cultural business interactions; (b) learn how culture can affect and be used to enhance organizational performance; (c) possess a larger repertoire of behavioral skills to apply in various cross- and intra-cultural interactions; and (d) understand why culture can be sticky, and how to leverage it for the purpose of organizational change.

OB 512. Creating, Building, and Sustaining Breakthrough Ventures. 2 Units.
This course is designed to provide students with a summary of entrepreneurial processes that have successfully created, developed, and sustained breakthrough ventures. By "breakthrough" we mean ventures that have had a lasting and positive impact, touching millions of lives. We consider ventures that are not only software related, but also ones based on technology and business models that impact markets ranging from medical devices to small satellites to home robotics systems to clean water and more. nThe examples are based on the experiences of Norman Winarsky, formerly President of SRI Ventures, and Henry Kressel, Partner Emeritus at Warburg Pincus. They include companies like Siri, Nuance, Intuitive Surgical, Sandisk, and others. nThe course leads us from the source of breakthrough venture ideas, to building a great value proposition and business plan, recruiting a team, finding investors and board members, deciding whether to sell or go IPO, and ends with what it takes to build a company that can sustain itself through continuous innovation. At each step, we follow examples of companies we've helped build, and provide lessons of success as well as failure. We compare and contrast the strategies of these ventures with other popular strategies, such as those proposing "fail fast, develop minimal viable products, and pivot often..." nThe course will be highly interactive, and engage students in discussing their own experiences and future plans. Invited speakers will include venture capitalists and entrepreneurs who have created breakthrough companies.

OB 518. Leading Through Culture. 2 Units.
This course examines organization culture, how and why managers can use culture to maximize results within an organization, and how culture can undermine results. The course begins by situating cultural leadership and management within a culture-shaping framework and the opportunities, obligations and methods for leaders to impact culture. It also focuses on what is different in cultural management and why so many contemporary firms attempt to use it. We analyze the relationship between culture and strategy, seeking alignment between the two. The course also explores different kinds of cultures seen in high performing and low performing organizations, and seeks to understand how cultural content affects behavior and business results. Students will be asked to describe and define the culture of an organization needed for a given business and strategy, and to define the role of executives in shaping culture. The class identifies and analyzes the tools and levers that leaders can use to build an effective culture. We will spend a session on each of the following: culture and strategy alignment, architecture for shaping culture, selecting people for cultural alignment, aligning organizational practices, culture and society, cultural inflection points from start-up to scale, cultural aspects of high performance and cultural diagnostics. The course will end with a session on culture issues in merger and acquisition.

OB 522. Managing Social Networks in Organizations. 2 Units.
This course is designed to improve your effectiveness a manager by introducing you to both the concepts and tools that are part of the "new science of social networks" as they apply to organizations. In this course, you will develop the skills to understand social networks and recognize social capital, both offline and online, as well as be able to identify key elements of your own and others' social networks that enhance competitive capabilities. Topics to be covered include how social networks affect power and influence, leadership, innovation and the generation of novel ideas, careers, organizational change and competitive advantage. Additional topics to be covered include the increasing importance of online social networks in organizational life and the importance of social cognition and how it can be used to enhance social capital. At the conclusion of this course you will have the skills to map out social networks, diagnose features of the networks that either help or hinder the performance of individuals, groups and companies, and be able to manage important features of social networks in organizations.
OB 527. The Art of Self-Coaching. 2 Units.
In 2009 a student who was about to graduate said to me, "Being coached at the GSB helped me grow over the last two years, but after I leave school and no longer have access to these resources, how will I continue to coach myself?" This course is an attempt to help you answer that question. I define self-coaching as the process of guiding our own growth and development, particularly through periods of transition, in both the professional and personal realms. In this course you'll explore a range of practices and disciplines intended to help you build on what you've learned about yourself over the last two years and continue that process after graduation. While this is a self-directed process, it's not a solitary one, and you'll work with classmates in pairs and small groups, so be prepared to discuss meaningful personal issues with your fellow students.

OB 537. Advanced Topics in Teams. 2 Units.
This course offers a deeper examination of team dynamics than was provided in Groups and Teams. The course goal is to provide you with tips and tools to maximize the performance of your teams at work. Topics include forming start-up teams, capitalizing on diversity in teams, managing virtual teamwork, facilitating effective discussion and debate in creative teams, and navigating informal leadership processes within top management teams. Group exercises and cases will help you learn how to create and maintain highly effective teams.

OB 541. How to Change Things When Change is Hard. 2 Units.
This course will explore case studies and research about how to create behavior change from a position without much formal authority or power: e.g., a middle manager trying to change a failing unit of a big firm or a social entrepreneur trying to influence the behavior of a community. We'll use principles from social psychology, clinical psychology, and behavioral economics to analyze cases like the following: How a new head of the equities research department at Lehman Brothers changed his group's ranking in the Institutional Investor polls from #15 to #1 over a four year period. How Teach for America teachers take unmotivated kids in neglected schools and manage on standardized tests to gain more than two year's progress in one year of schooling. How a clever application of behavioral economics managed to triple employee savings rates.

OB 543. Scaling Change. 2 Units.
A problem for every manager is to make 'good' behaviors spread quickly and to shrink 'undesirable' behaviors quickly. This course provides you with practical frameworks to accomplish these managerial goals. We will examine issues such as scaling idea generation, scaling knowledge sharing, scaling the adoption of ideas across firms, scaling change in global firms. We will be using a newly written series of cases for this course and also draw on guest speakers.

OB 547. Hacking Entrepreneurship: The Six Essential Skills of Extraordinary Entrepreneurs. 2 Units.
How do some people turn ideas into enterprises that endure? Why do some people succeed why so many others fail? Based on more than 200 interviews with leading entrepreneurs conducted over the past five years by Amy Wilkinson, this course will focus on the six skills of successful entrepreneurs. The class will include brief lectures, experiential cases, personalized skills assessment through a diagnostic tool, and class discussions with a set of the successful entrepreneurs featured in a recent book authored by the instructor, "The Creator's Code." The class is designed to help students integrate these skills into their own future ventures.

OB 552. The Quest for Happiness: Exploring the Psychology of Human Fulfillment. 2 Units.
In this seminar, we will explore the nature of human happiness. We will examine recent theories and new evidence from psychological research indicating who among us is likely to achieve deep and enduring happiness—and why. We will also review what we know about the determinants of happiness throughout the lifespan. We will discuss how happiness is created and sustained, even in the face of adversity and tragedy. We will describe the "geography" of happiness, examining different cultural conceptions of happiness and variations in the distribution of happiness around the globe. We will also discuss some prevalent misconceptions regarding the antecedents of human happiness—why so many people, in short, stumble in their quest for happiness. We will explore how leaders can use happiness research to create more satisfying work places. To illustrate these ideas, we will examine in detail a number of fascinating individuals, including Bill Gates, Warren Buffet, Oprah Winfrey, venture capitalist Tom Perkins, Steven Spielberg, Martha Stewart, and the Nobel physicist Richard Feynman. Students will also work, either individually or in small self-selected teams, on a case study of an individual or organization they find interesting. There will also be several reflective exercises designed to probe students' self-conceptions regarding their own happiness. This seminar will be very discussion-oriented and our time will be spent engaging in lively, provocative debate of controversial ideas and evidence about happiness.

OB 555. Mastering Life's Moments: The Challenge of Optimizing your Experience. 2 Units.
Our personal and professional lives are made up of a series of moments. Some of these moments present great opportunity, with the prospect of personal change and even transformative growth. Other moments contain the seeds of setback and even derailment of our most coveted plans. Some of life's moments are planned, while others catch us completely by surprise. Whatever moments we are afforded, we must make the most of them. This new seminar will explore what we know about the psychology of "optimal experience." We will examine how and why some individuals harvest so much joy, zest and sense of attainment from their moments, while others squander their moments or dig themselves into deeper holes when trying to respond to them. We will also examine how and why some people respond brilliantly to adversity, mastering even the most tragic moments that life presents, while others flounder and fold. To inform our thinking on this vital topic, the seminar will include a series of rich and provocative readings from psychology, behavioral economics, organizational theory and philosophy. Additionally, the seminar will include a series of compelling video cases illustrating both optimal and suboptimal responses to experience. To make the seminar more personally involving and useful to you, you will also engage in a series of reflective writing and experiential exercises. Whenever I offer a new course, I make a promise to the students who take it. For this course I promise you an intellectually deep and personally meaningful exploration of what it means to "use up" your life well. Put another way, I promise you some great educational moments in your GSB life! This COURSE IS OPEN TO GSB MBA STUDENTS ONLY. NO EXCEPTIONS CAN BE MADE TO THIS POLICY.
OB 568. How to Make Ideas Stick. 2 Units.
This class will explore the properties shared by ideas that stick with people and change the way they think and act. The course is based on the framework in the book Made to Stick and focuses on hands-on exercises that will teach you how to transform your messages to make them stick: How do you get attention for your idea in a crowded marketplace of ideas? How can you convey complex information quickly? How do you make a broad, abstract idea concrete and tangible enough for people to understand? How do you provide credibility for your idea without resorting to dry statistics? Although the exercises in this course are fun and generally short, students in the past have said that they do require a lot of thinking time outside of class in order to apply the course principles to a specific message. This is particularly true of the final project which involves improving the message of a specific live client (e.g., a friend with a start-up business, the recruiting materials of a former employer). This course will be especially useful for entrepreneurs who must pitch their ideas to customers, investors, and potential employees and for students in the nonprofit sector where resources for spreading ideas are often thin.

OB 569. Strategy and Management in Developing Economies. 2 Units.
This course will explore the strategic and managerial challenges involved in running for-profit companies in developing economies. Particular emphasis will be given to understanding the challenges of running enterprises that touch the lives of the poor or the extreme poor, either by employing them or producing goods and services that improve their lives. A central theme will be the ways in which features of these economies shape the ability of firms to thrive and grow. Among the issues that may be considered are how the economic and social context affects the ability of firms to formulate successful strategies for creating and capturing value and how the context impacts the process of management within the organization.

OB 570. Psychological Assessment: Principles, Methods, and Applications in HR and Marketing. 2 Units.
This course will provide students with the theoretical background and practical skills necessary to design and deliver a psychological test. We will cover the basic principles of psychological testing (validity, reliability, standardization, and freedom of bias) and introduce the methods and tools used in test development and scoring. In an extensive hands-on part of the course, students will design and deliver an online test. The course will also briefly introduce advanced assessment methods, including Item Response Theory and Computerized Adaptive Testing. Finally, we will cover ethical and legal issues associated with administering tests and interpreting their results.

OB 571. Diversity, Dynamics, and Influence. 2 Units.
The course is based on the premise that diversity can present unique challenges and opportunities thereby compelling students to expand their sensitivity and develop a wider repertoire of skills, many of which are relevant across a variety of situations. The course is intended for students who plan to work in culturally diverse groups or organizations and will be equally relevant to those who work in the not-for-profit, public, and for-profit sectors. Through the presentation of new concepts, participation in experiential group activities, and faculty facilitated debriefing, students are expected to improve their ability to better assess and intentionally influence and to be influenced inclusive of five fundamental differences presented by peers - social identity, values, power roles, cognitive styles, emotional literacy. Students will be taught how to practice 'authentic discourse' during regular faculty facilitated small task group debriefings. ‘Authentic discourse’ is a skill stressed in Interpersonal Dynamics (OB374).

OB 572. High Performance Leadership for Family Business Leaders. 2 Units.
This course examines the unique leadership problems faced in family businesses. What is unique is that there are two overlapping systems; the family system and the business system. These can be congruent or at cross-purposes. For example, the latter might stress promotion on merit while the other values family ties. There also can be difference in purpose. Is the organization to maximize shareholder value or to provide employment for family members? These and other related issues impact the communication process, how decisions are made and how power is distributed. The course will be case based. The content will overlap that of OB372 so it is not advised to take both courses. Because of the shortened nature of 572, there would be minimal overlap with OB374 Interpersonal Dynamics. In this additional class, students will meet for 1 1/2 hours each week in a Skill Development Group to apply the course material to their own personal development.

OB 574. Interpersonal Dynamics at Work. 2 Units.
This course is open to students who have taken OB 374 Interpersonal Dynamics or GSBGEN 374 Interpersonal Influence and Leadership. The objectives of OB 574 is to take what was learned in the introductory Interpersonal Dynamics course further with a specific emphasis on how those approaches are applicable in a work setting. Specifically how issues of fuller self-expression/disclosure, feedback, resolution of interpersonal difficulties and building effective relationships can apply to working with peers and one’s manager as well as in a team setting. The course will meet Thursdays 3:15-5:00 for five sessions starting April 2nd and running until April 30th. The T-groups will meet that evening, 7:00-9:30. In addition, there will be one all-day meeting (instead of a weekend), Saturday, April 4th running from 9:00 a.m. to 9:30 p.m. Attendance in all class sessions, evening meetings, and the Saturday retreat is required. Any absence will result in lowering of the grade. In addition to a modest amount of reading, students will keep an on-going self-diagnostic log. One-third of the grade will be on the log and the remaining 2/3 on the extent of participation in class, risk-taking in the group, and helping building learning conditions for self and others.

OB 581. Negotiations. 2 Units.
This course is designed to improve students’ skills in all phases of a negotiation: understanding prescriptive and descriptive negotiation theory as it applies to dyadic and multiparty negotiations, to buyer-seller transactions and the resolution of disputes, to the development of negotiation strategy and to the management of integrative and distributive aspects of the negotiation process. The course is based on a series of simulated negotiations in a variety of contexts including one-on-one, multi-party, and team negotiations. When playing a role in a simulated conflict, you will be free to try out tactics that might feel uncomfortable in a real one. You will get feedback from your classmates about how you come across. You will have an opportunity to reflect on your experience in your negotiation paper. In sum, you can use this course to expand your repertoire of conflict management and negotiation skills, to hone your skills, and to become more adept in choosing when to apply each skill. This course represents a shorter, more intense version of OB 381-Conflict Management and Negotiations. Students should not take both courses, as there is considerable overlap in course content. Attendance and participation in the negotiation exercises is mandatory.
OB 582. Leading Social Change: Educational and Social Entrepreneurship. 2 Units.
The course provides an overview of different approaches to change, drawing primarily on entrepreneurial initiatives in education. The course will equip students with an appreciation for different mechanisms of change as well as some of the challenges of initiating and sustaining change in social sectors such as education. The course will draw on readings and case studies, and we will benefit from the wisdom of an inspirational group of guest lecturers. While the course will benefit any student concerned with making a positive impact, it is particularly appropriate for students in the joint MA/MBA program as well as those who will lead social change through nonprofit consulting or entrepreneurship.

OB 586. Organizational Learning. 2 Units.
This is a course about how firms learn from their experiences and the opportunities created by flawed learning. It will explore common mistakes in learning and barriers to the adoption of effective practices. Understanding learning problems will help future managers avoid common mistakes and build organizations that learn more effectively; learning is particularly important for entrepreneurs who are trying out new ideas and so must adapt correctly to feedback from the environment. Understanding common mistakes is also useful for identifying possible opportunities in markets; opportunities exist when firms make mistakes and when they fail to learn effective practices. The course will introduce concepts and findings from organizational learning, psychology, decision theory, and statistics. A variety of exercises, cases, and readings will be used to illustrate barriers to learning and the opportunities they create, including the book "Moneyball" by Michael Lewis which discusses market-level mistakes in professional baseball.

OB 591. Advanced Negotiation. 1 Unit.
This course is designed for individuals who have taken one of the basic negotiation courses (OB 381 or OB 581) and are interested in honing their negotiation and conflict management skills and expanding their knowledge about bargaining and dispute resolution. To dig deeper into the minds of negotiators, we will use analyses of in-class exercises and in-depth discussions of new and exciting research findings. Thus, we will play strategic games and negotiate in all our meetings, but we will also read and discuss theory and research on bargaining. So, if you enjoy negotiating, you will enjoy the classes. At the same time, if you enjoy analyzing human behavior and social interactions, you will like the reading and our discussions. We will start off the class by launching a week-long entrepreneurial negotiation assignment that will allow you to test your bargaining skills outside of class. Our in-class exercises and in-depth discussions will subsequently tackle critical issues in negotiation, including the role of power and norms in negotiation; cross-cultural negotiations; accountability, emotions, and information processing in negotiation; and creativity in negotiation. After taking this course, you will: (a) be better able to identify and avoid common traps in negotiation; (b) have a larger repertoire of behavioral skills to apply in various negotiations; and (c) have a deeper understanding of other people's behavior in negotiation.

OB 593. Leadership in Diverse Organizations. 2 Units.
This course is designed to help students improve their capacity to exercise leadership and work effectively with others within the context of culturally diverse groups and organizations. The course is based on the premise that diversity can present unique challenges and opportunities and thereby pushes students to develop crucial leadership skills, many of which are relevant across a variety of situations. The class will address two primary questions: 1) What social and psychological obstacles limit people's ability to work effectively across identity-based differences? 2) What can you do to create contexts that enable differences to be used as a resource for learning and effectiveness within teams and organizations? Students should be prepared to experiment with various conceptual and analytic skills inside and outside of the classroom. While the course focuses on dynamics of race and gender, there will be opportunities for students to explore a variety of other dimensions of identity and difference in organizations, including (but not limited to) sexual orientation, nationality, class, and religion. The course is intended for students who expect to work in culturally diverse groups or organizations and will be equally relevant to those who plan to work in the not-for-profit, public, and for-profit sectors. The course is cross listed in the School of Education.

OB 601. Organizational Ecology. 3 Units.
This seminar examines theoretical and methodological issues in the study of the ecology of organizations. Particular attention is given to the dynamics that characterize the interface between organizational populations and their audiences. Same as: SOC 366A

OB 622. Topics in Social Network Analysis: Structure and Dynamics. 3 Units.
This course provides coverage of both introductory and intermediate topics in social network analysis with a primary focus on recent developments in theory, methods and substantive applications. We will begin the course with a brief overview of introductory themes and concepts from various disciplines that have contributed to social network theory, including sociology, anthropology, social psychology, and organizations. Introductory topics to be included: centrality, cliques, structural and regular equivalence and cognitive social structures. The primary topics to be covered in this course include the application of network theory to the study of careers, competition, innovation, inequality/stratification, and recent research on IT mediated networks, as well as an examination of network formation and dynamics. The course will also provide hands-on experience applying social network methods in empirical research. Students will have an opportunity to learn some modern network analysis methods and apply them to network data using the R programming language. No prior experience with social network analysis or software is required.

OB 623. Stratification in Organizations. 2 Units.
Racial and sexual segregation within firms and other organizations is persistently decried as a social problem. Yet there is persistent scholarly debate about the causes, effects, and remedies for such segregation. Over five weeks this course will review several dominant economic, psychological and sociological theories of organizational stratification. We will explore how organizational scholars identify stratification as arising both from individual-level biases and from organizational policies that enable and reinforce actions stemming from those biases. The focus will be on research that has tried to identify policy interventions to reduce such stratification.
OB 625. Economic Development and Economic Sociology. 4 Units.
As a field, economic sociology has had little to say about economic development. Much of this quietude stems from the latter's identification with “backward,” “poor” or “developing” economies, and the former’s interest in market and the advanced features of the richer economies. This state of affairs not only sets up a false dichotomy but also makes it difficult by construction to theorize or research the issue of economic decline, seemingly a necessary piece of any coherent theory of development. The (admittedly ambitious) goal of this seminar is to move toward a better theory of economic development. We will review several of the more common strands of thought on development in related literatures and then consider some alternative perspectives that might bridge this research and contemporary sociology. No guarantees are made that we will have a full-fledged theory by the end of the quarter, but with luck we will have breathed some new life into an often marginalized but critically important strain of social thought and research. The class will be a seminar based around the readings. Grading will be a combination of class participation, a take-home midterm and a final paper.

OB 626. Strategy and Organizations. 3 Units.
Why are some organizations more competitive than others? This is the defining questions of the interdisciplinary research field known as “strategic management.” In this PhD seminar, we will survey the field of strategic management as seen from the perspective of “macro” organizational behavior. The course takes a broad view of the field of strategic management, reflecting the diversity of perspectives that is seen in this field worldwide. Across this diversity, however, it is possible to identify four distinct theoretical approaches by noting the mechanisms that researchers think are generating outcomes. The course is structured around these four theoretical approaches, and one of the main objectives of the course is to help you identify, critique, and improve these theoretical approaches. Most work in strategic management pays less attention to particular theoretical perspectives, and is organized more by the topic—such as market exit, growth, performance, mergers and acquisitions, innovation, and the like. I have catalogued the research in strategic management both according to theoretical perspective and topic, and the skeleton of that structure can be seen in this syllabus. I encourage you to use a similar structure as you try to make sense out of the strategy field.

OB 630. Social Norms. 3 Units.
This course covers research and theory on the origins and function of social norms. Topics include the estimation of public opinion, and the function of norms as ideals and standards of judgment, and the impact of norms on collective and individual behavior. In addition to acquainting students with the various forms and functions of social norms the course will provide students with experience in identifying and formulating tractable research questions.

OB 632. Social Movements. 3 Units.
Social movement actors have helped initiate some of the major social, cultural, and political changes of the modern era. It is hard to imagine a major political or social reform that did not find its origins in a social movement or collective action. Social movement scholarship has flourished in political sociology and has recently gained a foothold in organizational theory as an explanation for innovation and organizational change. The purpose of this course is to provide you a roadmap for you to roam the terrain of movements and organizations, and be prepared to generate original research ideas that extend inquiry in your chosen area of research. Organizations and industries are frequent targets of collective action. Social movement activists frequently target organizations (e.g., corporations, universities) in order to bring about political and social change. Because most organizations are not democracies, movements must find ways to penetrate their closed boundaries if they are to have an influence inside organizations. At the same time, social movements make good use of organizations to carry out their own goals, creating structures that help them carry out their goals, reproduce their missions and tactics, and effectively generate collective action. Social movement organizations develop as vehicles for social change. One purpose of this course is to examine the complex relationship between social movements and organizations. In order to understand the empirical link between movements and organizations, we will rely on social movement and organizational theory. Like the phenomena they seek to explain, these theories are strongly intertwined. Since the 1970s, organizational theory has strongly influenced social movement theory. Mayer Zald, John McCarthy, and others imported ideas from the burgeoning field of organizational theory to move social movement scholarship beyond naïve conceptions of collective action and crowd behavior. Under the umbrella of resource mobilization and political process theory, organizational theory strongly influenced our understanding of the structural underpinnings of collective action. In recent years, social movement scholars have also begun examining the culture and social psychological dimensions of social movement organizations. During most of the 1980s and 1990s, the link between social movement theory and organizational theory was a one-way road. Social movement scholars did most of the conceptual borrowing and organizational theorists, for the most part, ignored political sociology. However, in the last decade the opposing lane has been opened. The rise of economic sociology—a large theoretical domain interested in the overlap between market, political, and social processes and a growing demand among organizational theorists (especially in institutional theory) for mechanisms that explain purposeful, strategic action (i.e., agency) created fertile grounds for social movement theory. In the first part of the 2000s, leading scholars from both fields began holding conferences and workshops and a few articles were published seeking to show the value of social movement concepts to organizational theory. This effort to link the two literatures has been well received. As more scholars began importing social movement concepts to explain organizational phenomena, organizational scholarship turned its attention (again) to issues related to power, politics, and contestation. The convergence of the two research streams has also begun to spur theoretical innovation, especially in bridging structural and cultural explanations for organizational change. This course will cover topics that explore how movements use organizations to propel change and that examine how movements help generate social change by targeting organizations. We will also evaluate the theoretical developments at the nexus of these two literatures, identifying the major innovations as well as looking for new research opportunities.
OB 635. Social Movements and Organizations. 4 Units.
This research seminar is intended for students seeking to learn more about how collective action underpins institutional change in organizations and industries, and how the success of collective action, in turn, hinges on organizational structures and processes to recruit and mobilize individuals. The purpose of this course is to provide you a roadmap for you to roam the terrain of movements and organizations, and be prepared to generate original research ideas that extend inquiry in your chosen area of research.

OB 637. Modeling Culture. 3 Units.
What is culture, and how can we model it? This course will survey theoretical frameworks for studying culture from a multidisciplinary perspective, ranging from evolutionary biology through sociology to economics. We will explore various methods for measuring culture and modeling cultural processes, including ethnography and survey data. Our focus, however, will be on measurement and modeling strategies that are made possible by the internet revolution and big data, including agent-based modeling, natural language processing and machine learning. Our class discussions will transition between theoretical abstraction and hands-on data analysis.

OB 652. Statistical Methods for Behavioral and Social Sciences. 5 Units.
For students who seek experience and advanced training in empirical research methods. Analysis of experimental data with methods ranging from simple chi-square to multiple regression models, including an introduction to mixed models. Uses the free statistical computing package R. Prerequisite: An intro stats class (Same as PSYCH 252 – Co-taught with Ewart Thomas).

OB 653. Categories in Markets. 3 Units.
This seminar investigates the ways in which categories emerge in markets and shape market behavior. It covers recent theoretical and empirical work on the sociology of categories and its foundations in cognitive science. Particular attention is given to formalization.

OB 654. Organizational Behavior Pro Seminar. 1 Unit.
This pro-seminar is primarily for OB-macro PhD students who are developing dissertation ideas. The focus is on the theoretical argument underpinning the dissertation research. Students will regularly present and comment upon one another’s ideas. Students can and are encouraged to take the pro-seminar multiple times.

OB 660. Topics in Organizational Behavior: Individual processes. 3 Units.
This course will focus on psychological processes that occur within individuals that cannot be seen but whose existence can be inferred on the basis of people’s behavior. Such processes, referred to as individual processes, include personality, emotions, perception, and learning. This course aims to introduce students to both theoretical and applied background on individual processes, with a special emphasis on their assessment, importance for person-job fit, and career planning. The course will include a hands-on section aimed at practicing test/survey development and delivering it in the online environment.

OB 661. Topics in Organizational Behavior: Intergroup processes. 3 Units.
This course will be run as a seminar. Each week a different form of intragroup behavior will be discussed. The type of group will vary, as will the context in which it operates (e.g., school vs. corporation). The weekly topics will include whistleblowing, bullying, charitable giving, paying it forward, workplace sabotage, emergent leadership, internal group threat, external group threat, single sex education and corporate mergers. Each week students will be required to post on the course website a short (no more than one page) reaction paper to one or more of the readings. These papers should be posted by 6pm on the Tuesday night preceding the class. Each student will serve as discussion leader for two of the 10 weeks. Discussion leaders are responsible for beginning the discussion of the papers by summarizing the comments of the other class members and offering their own thoughts and analysis of the papers as well as the issues they raise. Students are also required to write a 10-page double-spaced paper on a topic relevant to intragroup behavior.

OB 662. Topics in Organizational Behavior: Intergroup Processes. 3 Units.
This seminar is intended for Ph.D. students who want to explore theoretical ideas and empirical findings related to intergroup processes, including conflict and cooperation, stereotypes, prejudice and discrimination, diversity, social identity, and group-based ideologies. The class is centered on graduate-level discussion of psychological and organizational perspectives on this broad topic. Participants are expected to (a) complete all readings and be prepared to discuss them in class; (b) submit weekly reaction papers based on the readings; (c) co-lead a portion of the class discussions; (d) write a final paper and present its main ideas to the group.

OB 670. Designing Social Research. 3 Units.
This is a course in the design of social research, with a particular emphasis on research field (i.e., non-laboratory) settings. As such, the course is a forum for discussing and developing an understanding of the different strategies social theorists employ to explain social processes, develop theories, and make these theories as believable as possible. In general, these issues will be discussed in the context of sociological research on organizations, but this will not be the exclusive focus of the course. A range of topics will be covered, for example: formulating and motivating research questions; varieties of explanation; experimental and quasi-experimental methods, including natural experiments; counterfactual models; conceptualization and measurement; sampling and case selection; qualitative and quantitative approaches. This course is particularly oriented toward developing an appreciation of the tradeoffs of different approaches. It is well suited to Ph.D. students working on qualifying papers and dissertation proposals.

OB 671. Social Psychology of Organizations. 3 Units.
This seminar focuses on social psychological theories and research relevant to organizational behavior. It reviews the current research topics in micro-organizational behavior, linking these to foundations in cognitive and social psychology and sociology. Topics include models of attribution, decision making, emotion, coordination, influence and persuasion, and the psychology of power and culture. Prerequisites: Enrollment in a PhD program. Also listed as Sociology 361.

OB 672. Organization and Environment. 3 Units.
This seminar considers the leading sociological approaches to analyzing relations of organizations and environments, with a special emphasis on dynamics. Attention is given to theoretical formulations, research designs, and results of empirical studies. Prerequisite: Enrollment in a PhD program. Also listed as Sociology 362.

OB 673. Perspectives on the Social Psychology of Organizations. 3 Units.
This seminar focuses on topics relevant to organizational behavior, drawing primarily on social psychological and some sociological research. Topics vary from year to year. In Fall 2014 the seminar will focus on group and team dynamics. Topics will include diversity, power and status dynamics in teams, expertise and knowledge utilization, information processing, trust and respect in teams, team leadership, and multi-level perspectives on team and group dynamics, among others. Prerequisites: Enrollment in a PhD Program. Cannot be audited or taken pass/fail.

OB 674. Perspectives on Organization and Environment: Social Movement Organizations and Environments. 3 Units.
This course examines the interaction between organizations and their environments. It is given every year by a different faculty member. What follows is the description of the course for the academic year 2012-13:nnThis research seminar explores recent theory and research on social movement organizations and their environments. We’ll consider the way in which organizational theories help us to explain social movement phenomena, and the way in which social movement theories help us to explain organizational phenomena.
OB 675. Micro Research Methods. 3 Units.
The purpose of this course is to develop students’ skill at designing, executing, interpreting, and describing micro-organizational and social psychological research. The course will have a practical focus and will focus on questions such as how to identify and formulate a tractable research question, how to decide on an appropriate research design and strategy, how to operationalize independent and dependent variables, and how to build a research paper.

OB 676. Social and Political Processes in Organizations. 4 Units.
Social psychological and sociological research at the meso, or intermediate between micro and macro, level of analysis. Topics vary from year to year, but usually include organizational routines and learning; mobility and attainment processes; gender and race inequality and discrimination; social networks; cultural perspectives on organizations, and related topics. Prerequisite: Ph.D. student.

OB 677. The Design and Process of Experimental Research. 2 Units.
This year-long course takes a hands-on approach to learning about experimental research. It will cover the entire process of experimental research from idea and hypothesis generation to study design, analysis, and publication. The topical content will be customized to the specific interests of the enrolled students, but generally will be concerned with questions about behavioral phenomena in organizational contexts.

OB 679. Work and Employment in Organizations. 2 Units.
Most macro-organizational theories draw on assumptions about how work is performed within organizations; yet organizational scholarship has for a generation been filled with descriptions of how work and the employment relationship have been transformed. This course will review current scholarship on trends in employment with organizations. The focus will be on trying to trace how changes at the level of work and the job aggregate to changes in macro-level outcomes such as the distribution of wages, career opportunities and other outcomes.

OB 683. Models of Social Dynamics. 4 Units.
This seminar provides an introduction to several important theoretical and formal models in sociology, psychology, and organization theory. The purpose is, in part, to provide an overview of commonly used models. More important, participants will learn to read, criticize, and formulate models for their own research questions. The focus is on model development, deriving implications from models, comparing models, but also on how models can be and have been tested. Topics include models of size distributions, network evolution, contagion, group formation, conceptual structures, decision making, and learning.

OB 690. Organizations in Competition. 3 Units.
When organizations compete, why do some fail while others succeed? This is one of the defining questions of the interdisciplinary research field known as ?strategic management.? In this seminar, we will address this question from a sociological perspective. Seen from this vantage point, the field of strategic management can be understood as the study of organizations in competition. Over the past 30 years, a considerable amount of research in organizational sociology has addressed this topic, only some of which has been explicitly framed as being aimed at the field of strategic management. This course studies the central themes that have emerged from this sociological research on organizations in competition.

OB 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.

OB 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

OB 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

OB 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OIT 802, POLECON 802, STRAMGT 802

Political Economics Courses

POLECON 230. Strategy Beyond Markets. 2 Units.
Politicians, regulators, and voters place limits on â## and present opportunities for â## nearly every business. Firms like Uber, Airbnb, and Google do not only remain cognizant of existing laws, they also look for opportunities to change the law in ways that help their business. In this class, we will learn how businesses can influence political decision-making and develop frameworks for political strategy. We will examine firms’ interactions with competitive firms, market incumbents, customers, and institutions, including interest groups, legislatures, regulatory agencies, courts, international organizations, and the public. Case studies include intellectual property, health care reform, carried interest in private equity, ride-sharing, and peer-to-peer lending. Students will complete the course with a better appreciation of how politics works, of the opportunities and perils associated with alternative political goals, and of tactics likely to achieve those goals. Special emphasis is given to beyond market strategy for start-ups and how to integrate market and beyond-market strategies.

POLECON 231. Strategy Beyond Markets: Challenges and Opportunities in Developing Economies. 3 Units.
This course shares significant material with POLECON 230 and the goal of developing integrated strategies for optimal firm performance that combine elements within and beyond markets. POLECON 231 diverges from the base course to delve deeper into issues that are particularly salient for entrepreneurs in emerging and frontier markets. Using a combination of cases from developed and developing countries, we will expand the list of topics considered to include managing political risk and protecting the firm in the face of uncertain and discretionary regulatory environments. The objective is to provide a solid grounding in the techniques explored in 230, while refining skill sets and whetting appetites for investment in higher risk environments.
POLECON 232. Law and Economics for Corporate Strategy. 3 Units.
This course introduces students to the core issues of law and economics and their applications to managerial strategy. Markets and the legal environment are increasingly interrelated: issues such as antitrust, intellectual property, privacy rights, product regulation, and torts affect firms’ profitability both directly through legal action and indirectly by determining the “rules of the game.” Nor are companies simply reactive to legal and political forces; actions taken by managers in firms often propel issues before the public eye. For instance, electronic collection and collation of personal data has stimulated new concerns about privacy, while court decisions, new legislation, and public opinion have all played roles in determining what is acceptable. Such legal and political forces invariably necessitate changes in corporate strategy, and the effectiveness of corporate strategy often rests on managers’ ability to anticipate, rather than simply react to, developments in the nonmarket environment. 

POLECON 293. MSx: Strategy Beyond Markets. 3 Units.
This course addresses managerial issues in the social, political and legal environments of business. Cases and readings emphasize strategies to improve the performance of companies in light of their multiple constituencies, both within the US and internationally. Most core courses focus on firms’ interactions with customers, suppliers, and alliance partners in the form of mutually beneficial voluntary exchange transacted in markets. In contrast, this course considers the strategic interactions of firms with comparably important constituents, organizations, and institutions beyond markets. Issues considered include those involving activist and interest groups, the media, legislatures, regulatory and antitrust agencies, and other forms of political risk. In many of the class sessions, we will draw on theoretical and empirical research in political economy, a field that is particularly relevant for understanding relationships between firms and governments, because (unlike most of economics) political economy focuses on interactions that are neither voluntary nor transacted via money.

POLECON 330. Law and Economics for Corporate Strategy. 3 Units.
This is an advanced version of the GSB’s class on Strategy Beyond Markets. It is intended for students who have substantive experience working with/for governments, activist groups, the media, or heavily-regulated industries, and particularly those students with previous legal experience. The class may also be appropriate for students who have academic backgrounds in political science or public policy. 

POLECON 332. Managers and the Legal Environment. 4 Units.
To excel, managers and entrepreneurs must know how to operate successfully in the legal environment in which they must conduct business. This course addresses the legal aspects of business agreements and relationships. The course begins with an overview of the different forms of business organizations available, mergers and acquisitions, public and private offerings of securities, and the fiduciary duties of officers, directors and controlling shareholders. The course covers the US court system and the laws of contracts, torts, antitrust and intellectual property. The legal aspects of the employment relationship as they relate to the liability of corporations and managers for the acts of their employees, wrongful termination, discrimination, and sexual harassment will also be covered. 

POLECON 342. Finding Spiritual Meaning at Work: Business Exemplars. 3 Units.
This course explores the experience of respected business leaders who have been able to integrate their spiritual and business lives successfully. It also provides an explicit opportunity for students to discuss their own intentions to find deep meaning in and through their business careers. Difficulties, struggles and barriers will be examined as well. Readings will include both biographies of specific business people and background materials on the major religious and philosophical traditions represented. A number of the exemplars whose biographical information will be examined, like Jeff Weiner of LinkedIn, will be invited to class—initially to listen to the class discussion, and then to provide feedback to students, expand on their own biographies and the background resources read in preparation for each class, and respond to questions and answers. This course will help students elucidate how their business careers fit into what ultimately matters most to them and how to build moral courage and long-term commitment to their ideals.

POLECON 349. The Business World: Moral and Spiritual Inquiry through Literature. 3 Units.
This course uses novels and plays as a basis for examining the moral and spiritual aspects of business leadership and of the environment in which business is done. On the one hand literature is used as the basis for examining the character of business people, while on the other hand literature provides illumination of the cultural contexts of values and beliefs within which commercial activities take place in a global economy. The course is organized around the interplay of religious traditions and national identities. Classes are taught in a Socratic, discussion-based style, creating as much of a seminar atmosphere as possible. A two-text method is used, encouraging students to examine their own personal stories with as much care as the stories presented in the literature. This course will be graded on the basis of class participation, weekly reflection papers (1 page), and a final paper. 

This course will provide both theoretical and practical assistance to students who will be engaged in global business – in terms of understanding and navigating issues of cultural or business ethics, and underlying religious traditions which are often unspoken but critical to business success. Frameworks and modes of analysis will be presented that can be used universally, but then will be applied concretely, through case studies, to business contexts in China, Japan, India, the Middle East, Israel, Europe, Africa, Latin America, and the United States. Background information will be included on major religious traditions involved, like Buddhism, Confucianism, Hinduism, Islam, Judaism and Christianity. The class will be discussion-based, drawing on students’ own life experience as well as that of invited guests who are personally familiar with business practices in various parts of the world.
POLECON 528. Measuring Opinion and Sentiment. 2 Units.
Measuring the opinions and sentiments of consumers and employees are important responsibilities of several areas of managerial responsibility including marketing, strategy, business development, and sales. We focus on three main approaches learning the preferences of key stakeholders in the design of products and services: (1) surveys; (2) experiments; and (3) "big data." Topics include sampling, questionnaire design, and experimental design and methodology. The main assignment will be a group project. Students should have either taken Data & Decisions or have some familiarity with statistics.nn

POLECON 530. Law and Economics for Corporate Strategy. 3 Units.
This is an advanced version of the GSB's class on Strategy Beyond Markets. It is intended for students who have substantive experience working with/for governments, activist groups, the media, or heavily-regulated industries, and particularly those students with previous legal experience. The class may also appropriate for students who have academic backgrounds in political science or public policy.nnCases and readings consider specific legal principles (e.g., antitrust, fiduciary duty, intellectual property) and how executives can anticipate and take effective action with regards to the threats and opportunities they present. The course will focus on legal doctrine within the United States, but will also consider the legal ramifications of corporate actions with regards to other nations' legal doctrine and international law. By the end of the course, students are expected to acquire not only a thorough understanding of the legal principles involved, but also insight into the appropriate market-based and non-market-based responses.nn

POLECON 538. Disruptive Innovation. 2 Units.
Disruptive innovation is challenging to bring to market because of the power of entrenched incumbents and their political advocates. This course will discuss market and non-market strategies for effectively deploying and scaling up disruptive technologies. We will focus on developed products and initial business/company building. Pedagogical techniques include case studies, historical analysis, strategic frameworks, and interactive group presentations. The course will feature guest speakers as well as the co-instructor's experience as the first business leader (and now CFO) of Dropbox as it grew from an early stage company to a multi-billion dollar enterprise.nn

POLECON 547. Intellectual Property and Its Effect on Business. 2 Units.
This course explores the impact intellectual property rights have on business decisions. We begin with a general background of intellectual property law including copyright, trademark, patent and trade secret. We will also cover quasi property rights such as database and privacy. Each of these distinct rights will be examined through a case methodology affording students an opportunity to gauge the relative strengths and weaknesses of a particular form of protection. As the value of intellectual property rises, the avenues of economic return increase. We will analyze various methods of maximizing such economic returns. Focus for this course is on the impact both technological innovation and intellectual property law have on business strategies. This is not a class designed to teach students the law of intellectual property. Rather, this course educates business decision makers on the impact intellectual property can have on the bottom line. This course employs a mixed lecture/case discussion format. We will have several sessions with lectures by visiting industry experts.nn

POLECON 555. New Opportunities in the Changing World of American Health Care. 1 Unit.
In this class, we will visit and analyze two health care organizations that are experimenting with innovative approaches to delivering care. The visits will highlight new technologies that clinics and hospitals are using to improve health outcomes, reduce cost, and enhance customer service; how clinics and hospitals are reorganizing the division of labor between physicians, nurses, and support workers to make optimal use of new technology; the challenges of obtaining payment from an insurance system that has historically focused on the volume of services rather than quality or efficiency.nnIn the first session, we will review how health care is financed in the U.S. and how the Affordable Care Act, the country's new health reform law, will change the finance and delivery of care starting in 2014. In the last session, we will discuss the two organizations that we visited, which aspects of their approaches are most (and least) likely to succeed, and which areas of the sector offer the greatest opportunities for the future. Students will be expected to participate in both visits and the discussions before and after them.nn

POLECON 571. The Future of Growth: Developed and Developing World. 2 Units.
The course deals with the recent (post war) sustained high growth in the developing world and its likely evolution and impact in the future. How are these kinds of growth rates possible? What accounts for the absence of growth in a part of the developing world? What are the key political insights? Attention will be given to the legal principles involved, but also insight into the appropriate market-based and non-market-based responses.nn

POLECON 584. Managing Global Political Risk. 1 Unit.
In a globalized world, managers and investors are increasingly realizing that politics matter as much as economic fundamentals. Micro-level decisions made by local politicians in Brazil or India, national-level strategies of countries like China and Russia, and multi-national regimes, policies, and norms are all affecting global businesses in significant and often surprising ways. This course examines the full array of political risks confronting businesses today, from creeping expropriations to sudden shocks like national debt defaults and coups to emerging threats like cyber exploitation. Students will learn about impediments to assessing political risk and how to tackle them; develop strategies for managing political risk in a systematic way; and craft tools for mitigating the downside effects of political risk to business. Each session will include customized case studies and mini-simulations for students to walk in the shoes of senior managers confronting these challenges.nn

POLECON 670. Advanced Topics in Political Economy. 4 Units.
This is a topics class aimed at advanced students in political economy and related disciplines. It will consist of a combination of lectures and student presentations. Grading will be based on class participation and a research proposal/paper.
POLECON 676. Behavioral Political Economy. 4 Units.
This course examines organizational decision making in ways that depart from the "thin theory" of rationality in one of two respects. (1) The thin theory presumes that decision makers are fully rational, i.e., they are cognitively unconstrained. We will examine a variety of cognitive constraints and their effects on institutional behavior and policy outcomes. (2) The thin theory presumes individualistic preferences: people care only about their own payoffs. There is now substantial evidence that this assumption is sometimes inaccurate. We will study some of this literature. Much of the important work in this area has come not from political economy but from cognitive psychology and behavioral economics. Hence, we will spend between a third and a half of the quarter on micro-foundations. Although the motivation for relaxing the thin theory has been largely empirical, the orientation of this course is highly theoretical. Many of the theories that we will study are expressed as mathematical or computational models. Students are expected either to have a taste for formal reasoning or at least to tolerate it.

POLECON 677. Political Economy and Political Behavior. 4 Units.
This seminar will expose students to cutting-edge research in political behavior and political economy published in the leading political science (and other social science) journals. The aim is for students to learn the contemporary literature so that they can be producers of research. To that end, the required assignments in the class will be aimed at professional development: writing an original research note, writing a review, and delivering a scholarly presentation.

POLECON 680. Foundations of Political Economy. 4 Units.
This course provides an introduction to political economy with an emphasis on formal models of collective choice, public institutions, and political competition. Topics considered include voting theory, social choice, institutional equilibria, agenda setting, interest group politics, bureaucratic behavior, and electoral competition. Also listed as Political Science 351A.

POLECON 681. Economic Analysis of Political Institutions. 4 Units.
This course extends the foundations developed in P680 by applying techniques of microeconomic analysis and game theory to the study of political behavior and institutions. The techniques include information economics, games of incomplete information, sequential bargaining theory, repeated games, and rational expectations. The applications considered include agenda formation in legislatures, government formation in parliamentary systems, the implications of legislative structure, elections and information aggregation, lobbying, electoral competition and interest groups, the control of bureaucracies, interest group competition, and collective choice rules. Also listed as Political Science 351B.

POLECON 682. Institutions and Bridge-Building in Political Economy. 4 Units.
This course critically surveys empirical applications of formal models of collective-choice institutions. It is explicitly grounded in philosophy of science (e.g., Popperian positivism and Kuhnian notions of paradigms and normal science). Initial sessions address the meanings and roles of the concept of institutions in social-scientific research. Historically important works of political science and/or economics are then considered within a framework called Components of Institutional Analysis (or CIA), which provides a fully general way of evaluating research that is jointly empirical and formal theoretical. The course concludes with contemporary instances of such bridge-building. The over-arching objectives are to elevate the explicitness and salience of desirable properties of research and to illustrate the inescapable tradeoffs among the stipulated criteria. Although this is a core course in the GSB Political Economy PhD curriculum, its substantive foci may differ across years depending on the instructor. For Professor Krehbiel's sessions, the emphasis is on legislative behavior, organization, and lawmaking, and on inter-institutional strategic interaction (e.g., between executive, legislative, and judicial branches in various combinations). All students should have taken POLECON 680. POLECON 682 is also listed as POLISCI 351C.

POLECON 683. Political Development Economics. 3 Units.
This course surveys emerging research in political economics as it applies to developing societies, emphasizing both theoretical and empirical approaches. Topics will include: corruption and "forensic" political economics, institutional reform and democratization, ethnicity, conflict and public goods provision, and the role of trade and financial innovations in political development. The aim of the course is to bring students to the frontier of the field and develop their own research. Graduate level proficiency in microeconomics and empirical methods will be required.

POLECON 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading. Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, STRAMGT 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research. Same as: ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, STRAMGT 692

POLECON 698. Doctoral Practicum in Teaching. 1 Unit.
Doctoral Practicum in Teaching.

POLECON 699. Doctoral Practicum in Research. 1 Unit.
Doctoral Practicum in Research.

POLECON 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, STRAMGT 802
Strategic Management Courses

STRAMGT 110Q. Making Sense of Strategy. 3 Units.
Get the strategy right, and the chance for success is great. Nowhere is this more evident than in today's world of major challenges. Strategy is at the heart of problem solving and achieving objectives, yet few people can define strategy, much less understand how to conceptualize, design, and execute effective strategies that yield the best outcomes. This course will meet once a week to focus on interesting and engaging case studies, each of which illustrates a key ingredient of strategy. Some are well-known historical events, while others are less obvious, but all have a strategic lesson to share. They are quite diverse, from the planning of a high-risk rescue in the Colorado Rockies, to a product crisis in a Fortune 50 company, to a little-known failed military mission of WWII, to a commercial airline disaster. The ability to think through challenging and varied scenarios is both instructive and mind-stretching. There will be some pre-reading on each case study and there may be a field trip for students to put their lessons into practice. The course is designed to be highly interactive; all to enable students to unravel the mystery and power of strategic thinking. Students will also have the opportunity to select and analyze a case reflecting interests of their own. This course can help students not only prepare for a career in a range of fields, but also as they meet the challenges of their current coursework. Problem-solving skills are central in every walk of life; this seminar can help students build a stronger foundation for sound decision-making.

STRAMGT 207. Strategic Leadership. 3 Units.
This course examines fundamental issues of general management and leadership within an organization. You will learn about setting an organization’s strategic direction, aligning structure to implement strategy, and leading individuals within the firm. You will master concepts, frameworks, and tools to assess an industry and a firm’s competitive environment, and to craft alternatives. You will study the interplay among formal structure, informal networks, and culture in shaping organizational performance. By integrating leadership theory, the lessons of practical application, and your own experience, you will develop skills and capabilities essential to leading others. And you’ll gain a better understanding of your own leadership preferences, strengths, and weaknesses.

STRAMGT 209. Leadership Laboratory. 1 Unit.
Having the opportunity to choose one’s colleagues is rare in corporate life - we usually inherit them when we join an organization. More often than not, when we assume a management position in an organization, we inherit our subordinates as well. So- How do we maximize the performance of the teams we become part of? nn- What interpersonal skills give us influence? nn- Which interpersonal strengths can propel us to our next promotion?nn- What development areas might prevent our ascension to the executive suite?nnIn the Leadership Labs, we focus on these questions. However, rather than tackle cases where you can distance yourself in comfortable analytical discussions, we throw you into experiential exercises, testing your ability to build effective relationships, motivate others, and influence outcomes. The Leadership Labs are designed for deep self-reflection about what behaviors you choose to use, the consequences of those behaviors, and given choices, how you might be even more productive.nnIn total, there are ten Leadership Lab Sessions--six, three-hour Interpersonal Skills Labs, and four, 90-minute Managerial Skills Labs. The Interpersonal Skills Labs sessions are comprised of short lectures and increasingly challenging simulations and role-plays facilitated by the Arbuckle Leadership Fellows. The Leadership Fellows are second-year GSB students who have participated in a rigorous training program that prepares them to facilitate the exercises and cases used in the Interpersonal Skills Labs. In the 90-minute Managerial Skills Labs we examine several common managerial challenges faced by executives. Together with Faculty, students explore these topics using four case examples, each asking students to evaluate a series of situations, develop alternatives for their resolution, and ultimately recommend and implement a course of action from the point of view of the company’s owner/manager. We have selected small to midsized businesses as the context for these discussions in order to highlight the impact that key decisions and their implementation can have on the broader organization. Class preparation should include not only analysis and conclusions, but also specific recommendations on implementation. Students should come to class prepared to role play important conversations between management and other key individuals.

STRAMGT 210. Managerial Skills. 1 Unit.
In the Managerial Skills Labs we examine several common managerial challenges faced by executives. Together with Faculty, students explore these topics using four case examples, each asking students to evaluate a series of situations, develop alternatives for their resolution, and ultimately recommend and implement a course of action from the point of view of the company’s owner/manager. We have selected small to midsized businesses as the context for these discussions in order to highlight the impact that key decisions and their implementation can have on the broader organization. Class preparation should include not only analysis and conclusions, but also specific recommendations on implementation. Students should come to class prepared to role play important conversations between management and other key individuals.
This 9-session course focuses on situations where senior executives must execute strategic action fast because of rapidly changing environmental conditions. The focus of the course is on the approaches successful leaders use to recognize the need for strategic change early, determine which particular approach is likely to be successful, and then implement the change to its conclusion. Leaders in these situations often confront the problem that many people in the organization do not yet recognize the need for change and resist making the personal adjustments required. The course provides these leaders with tools to initiate and execute the changes required to address key strategic challenges: how to capitalize better on the position an organization occupies in its environment, how to reposition the organization relative to its competitors and how to develop and implement a plan to accomplish the required changes successfully.nn

**Outcome:** Participants learn the Design Thinking process through a hands-on, collaborative design challenge, Adapting to Feedback. Participants learn to design and deliver final segment of the class is a chance to apply the principles of User Centered Design and the Improvisational Mindset to design and deliver healthcare delivery organizations in the world through a major strategic change journey, jointly teach this course.nn

**Generative Leadership:** How to Create Innovative Ideas and Convey Them with Impact

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There are three major sections to this course - Design Thinking, The Improvisational Mindset, and High Performance Communication.nn

**Design Thinking**

- Need Finding, Defining the Problem, Ideating, Rapidly Prototyping and Adapting to Feedback
- Participants learn to employ User Centered Design as promoted by the Stanford d.school. They become adept at Empathizing with the end user, practicing focused brainstorming.
- The class will involve lecture, discussion, and prominent guest speakers who are entrepreneurs themselves or industry leaders.

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**The Improvisational Mindset**

- The mindset is cultivated by practicing flexibly to novel situations and to generate innovative solutions on the creative team. The class will involve lecture, discussion, and prominent guest speakers who are entrepreneurs themselves or industry leaders.

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**High Performance Communication**

- The class will involve lecture, discussion, and prominent guest speakers who are entrepreneurs themselves or industry leaders.

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**Outcome:** Participants learn to design and deliver healthcare delivery organizations in the world through a major strategic change journey, jointly teach this course.nn

**Generative Leadership:** How to Create Innovative Ideas and Convey Them with Impact

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**Outcomes:**

- The class will involve lecture, discussion, and prominent guest speakers who are entrepreneurs themselves or industry leaders.

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**Innovation in Healthcare Venture Capital Investing. 3 Units.

**Course Description:**

The purpose of this course is to provide students with insights into the newest innovations in healthcare service delivery, information technology, biotech and medical devices and how venture and private equity investors evaluate and determine where to invest their money among these areas to maximize return, minimize risk, and capitalize on a highly fluid marketplace that represents nearly 20% of the U.S. GDP. Through presentations by leading entrepreneurs in the field, students will be challenged to reach conclusions regarding which healthcare sectors are the most promising for venture investing and which individual companies presented reflect the best opportunities, particularly in light of the seismic shifts currently underway within the healthcare industry driven by both public and private considerations. This is not primarily a finance class, but more substantively about the nuances of emerging healthcare businesses and venture finance as applied to this very unique sector.

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**Entrepreneurship from Diverse Perspectives. 3 Units.

**Course Description:**

This seminar showcases the diversity of entrepreneurs and the different entrepreneurial paths they pursue. Twenty-five entrepreneurs, social entrepreneurs and venture capitalists, with an emphasis on woman and under-represented minorities, will share their personal and professional journeys. Case studies, readings and videos, will complement in-class discussion with the speakers in exploring the entire entrepreneurial process from finding an idea and forming and building a team, to being an effective leader, raising money, assembling a board, and overcoming setbacks and challenges. The class will help you understand your own capabilities and interest in being an entrepreneur.
STRAMGT 313. The New Business Ideas Workshop. 3 Units.
This workshop provides students with a structured forum in which they can find, develop and receive feedback on a new venture idea. The target audiences are students who have yet to find an idea worth working on, or are trying to decide which of several ideas to pursue. You should NOT take this workshop if you are already actively working on an idea. There are other GSB classes for you. Students can develop an idea alone, but partnering with one or more class members is encouraged. The structured part of the workshop covers: the process of finding new business ideas; how to research and vet a new idea; how to build a business model around an idea; and how to ultimately pitch the idea to others. As part of the workshop, students will spend time helping classmates think through and improve their ideas. Students have the option to present their ideas at the end of the quarter to outside guests or submit a progress report.

STRAMGT 315. From Launch to Liquidity. 3 Units.
This course considers the challenges faced by start-ups in achieving liquidity. We take the perspectives of organizational behavior, marketing, and finance, and examine forks in the road faced by firms that have already launched products. Marketing topics include how to market firms for sale and calculating the addressable market. Organizational topics include hiring and firing, and the role of founders after sales. Finance topics include how the choice between sale and IPO affects value realized, and private equity exits.

STRAMGT 316. Fundamentals of Effective Selling. 3 Units.
The primary objective of this course is to introduce students to the fundamentals of how to sell and to what selling is truly about. The course is appropriate for anyone who wants to understand and show proficiency with the skills required by different selling situations (e.g., direct sales of products and services, selling oneself in an interview, raising money for a new venture, running a company as CEO, etc.). The course looks at the entire selling process of lead generation, prospecting, qualification, discovery, understanding value, customizing presentations, objection handling, negotiation and closing. This is not a typical GSB case-study-based course. Students who have taken the class describe it as a hands-on, practical, skills-based class. Students will work by themselves and together in groups to complete individual and team-based exercises designed to introduce them to and give them practice with selling fundamentals in each stage of the selling process. Students will be practicing and utilizing newly learned skills in real life each week; the focus will be on doing stuff (e.g., using curiosity in a situation outside the classroom) rather than thinking about and talking about stuff. Students will then come together in class with the instructors to share and process the learning from these exercises.

STRAMGT 321. Create a New Venture: From Idea to Launch I. 3 Units.
This is an integrated lab course in Entrepreneurship designed to teach students the process of creating a new viable venture - from idea to launch. It is a dynamic and interactive course organized around projects undertaken by teams of 3 to 4 registered students from the MSx and MBA programs, together with other graduate students within Stanford who bring expertise of particular relevance to the idea being pursued. This course is designed not only for students with immediate entrepreneurial aspirations, but also for any student considering starting an entrepreneurial venture at some point in his or her career. The course is a two quarter class, with admission to the class by team and idea. In the winter quarter, teams will research, craft, and morph their idea into a viable business concept. In the spring quarter they will further refine their concept and develop a strategy and plan to attract financial, human and other resources. At the end of the spring quarter, teams will present their plan to a panel of experts and potential investors to simulate the funding process. The new course builds on a predecessor course S356 "Evaluating Entrepreneurial Opportunities" and encapsulates new and important research and findings as they relate to the process of new venture creation. The teaching method is primarily learning by doing (LBD) through a structured process and supported by relevant lectures. Learning is further enhanced through meetings with the instructor, coaching by experienced mentors and review by peers. Field research as well as prototype product development are integral to the course. Since admittance to S321/S322 is by team and the quality of their idea, team formation takes place during the autumn quarter. Informal student mixers and seminars will be held to facilitate team formation and idea generation. Each team of 3-4 students should preferentially consist of 1 or more MSx students and graduate students from the MBA program or other Schools - Engineering, Medicine, Law, Science, Education - to bring diversity and depth to the team. The application-selection process is described on the S321/S322 website.

STRAMGT 322. Create a New Venture: From Idea to Launch II. 3 Units.
This is an integrated lab course in Entrepreneurship designed to teach students the process of creating a new viable venture - from idea to launch. It is a dynamic and interactive course organized around projects undertaken by teams of 3 to 4 registered students from the MSx and MBA programs, together with other graduate students within Stanford who bring expertise of particular relevance to the idea being pursued. This course is designed not only for students with immediate entrepreneurial aspirations, but also for any student considering starting an entrepreneurial venture at some point in his or her career. The course is a two quarter class, with admission to the class by team and idea. In the winter quarter, teams will research, craft, and morph their idea into a viable business concept. In the spring quarter they will further refine their concept and develop a strategy and plan to attract financial, human and other resources. At the end of the spring quarter, teams will present their plan to a panel of experts and potential investors to simulate the funding process. The new course builds on a predecessor course S356 "Evaluating Entrepreneurial Opportunities" and encapsulates new and important research and findings as they relate to the process of new venture creation. The teaching method is primarily learning by doing (LBD) through a structured process and supported by relevant lectures. Learning is further enhanced through meetings with the instructor, coaching by experienced mentors and review by peers. Field research as well as prototype product development are integral to the course. Since admittance to S321/S322 is by team and the quality of their idea, team formation takes place during the autumn quarter. Informal student mixers and seminars will be held to facilitate team formation and idea generation. Each team of 3-4 students should preferentially consist of 1 or more MSx students and graduate students from the MBA program or other Schools - Engineering, Medicine, Law, Science, Education - to bring diversity and depth to the team. The application-selection process is described on the S321/S322 website.
STRAMGT 323. Organizational Psychology of Design Thinking. 3 Units.
We'd like to introduce you to Samantha Palmer, a recent Stanford graduate who took several classes at the d.school. Each class further confirmed the importance of the design thinking process, methodology, and community. By the end of her Stanford career she truly believed that design thinking had the potential to change her life. As graduation approached, Samantha found a position at a large tech company in Silicon Valley and was excited to bring the design thinking methodologies with her. A few weeks into her new job, she asked her team if they wanted to talk to some users before launching into their next big project. She was met with a room of blank stares and apprehensive questions. How might we give Samantha the skills she needs to change the mindset of her colleagues, spark design thinking at her company, and get her first design-driven project off the ground?

STRAMGT 328. Social Ventures Practicum. 3 Units.
The Social Ventures Practicum is an experiential learning course for student teams actively working to launch a social venture (nonprofit or for-profit or tbd). Designed as a follow-on to ideation courses such as STRAMGT 356: Startup Garage or the Design for Extreme Affordability sequence, this course will focus on the business planning needed to launch your venture. Weekly sessions through Winter Quarter, teams will work through topics unique to social ventures (e.g. mission, theory of change, impact measurement) as well as topics common to any venture, e.g. product/service market fit, business/economic model, financial planning, early stage financing, logistics, sales/distribution, and board/talent development. Each team will receive significant one-on-one coaching from the instructors, as well as opportunities to share their work with peers and learn from/present to guest speakers. Teams will emerge with a solid business and impact model, ready to raise their first round of seed funding. This course will prepare students for the Stanford Social Innovation Fellowship, Echoing Green, and other similar post-graduate funding opportunities.

STRAMGT 325. Starting and Growing a Social Venture. 4 Units.
This course is for students who may want to undertake an entrepreneurial career by starting and/or joining the senior management team of a social venture. It covers all phases of a venture - ideation and venture creation, resource acquisition, managing growth and harvest/exit. The instructors believe, for the most part, social ventures (which include both for-profit and non-profit structures) should be treated and managed like profit maximizing ventures, and many topics and themes encountered in this course will be similar to those covered in other entrepreneurial courses, such as Formation of New Ventures. Of course there are important differences related specifically to social ventures, some of which are critical to understand properly to effectively start and manage a social enterprise. We will highlight these differences throughout our sessions, so while that the lessons learned in this class can be generalized to all ventures, we do not advise you to take this class unless you really want to learn about social ventures. All the cases used in class and class discussions will be about early stage companies and organizations in the social venture space. Guests, both social entrepreneurs active in the field, and social impact investors, are heavily featured in class discussions and are an important part of the classroom experience.
STRAMGT 330. Entrepreneurship and Venture Capital: Partnership for Growth. 3 Units.
This 3 unit course is a case study based course designed for those students interested in entrepreneurship and/or investing. The partnership (and interaction) between the entrepreneur and the investor is a very important dimension in the growth of many start-ups. This course examines the entrepreneur and investor relationship from both the entrepreneur’s and the investor’s perspectives. n From the point of view of the entrepreneur – we look at how an entrepreneur can select the most suitable investor and match the investor to the growth trajectory of their company. Students will learn how and when to approach investors as well as the positioning of their company to the investment firms’ portfolio strategy. Each year we have a range in students’ entrepreneurial experience and their enthusiasm. Many students begin the course with a business idea (an original idea for this course or a business idea used in another GSB course). Other students will use a ‘borrowed’ business idea from a recent start up to test the waters of the entrepreneurial experience. The course gives all levels of entrepreneurs the opportunity to understand the current investing environment in class and in the field. Students have enjoyed connecting with members of the entrepreneur & VC community as they interact with the guest speakers and complete the course projects. n From the point of view of the investor – we look at the rapid evolution of the investor sector; in particular, why entrepreneurs have many more investor alternatives today compared to several years ago. It is important for entrepreneurs (and future investors) to understand investors’ motivation and process. We will explain how investors are differentiating their firm in an “entrepreneur’s market”, look for their next opportunity, their investment selection process and how investors plan to work with the entrepreneur after the investment.

Class participation is integral to a successful exchange of ideas; therefore, we encourage class participation and process. We will explain how investors are differentiating their firm in an “entrepreneur’s market”, look for their next opportunity, their investment selection process and how investors plan to work with the entrepreneur after the investment. nnThe course is geared for multiple audiences: the student who is considering an entrepreneurship or investment career path, the student who ‘experimenting’ with entrepreneurship for the first time or the entrepreneur who is seriously exploring a start-up idea (and perhaps has already formed a team). Each student audience will benefit from the candid guest speakers discussion as to what happens behind the scenes (e.g. in the investors’ partners meeting) and at the negotiating table between the entrepreneur and investor. nnThe course is case study based with engaging class discussions led by your two teachers who collectively have over 70 years of experience as venture capitalists. The course includes frequent guest speakers (both entrepreneurs and investors) who will give alternate and candid off the record details about their experiences. nnnClass participation is integral to a successful exchange of ideas; therefore, we encourage class participation and it will count as 50% of your total grade. The other 50% of the grade is based on individual papers, a short presentation to the class, and your individual contribution to a presentation project to an investor panel. Notably, this year’s course allows students to choose their role as the entrepreneur, investor or angel adviser for the final presentation to the VC panel (in contrast to previous years’ requirement, this year students will be graded for their individual contribution rather than as a team for the final group project).

STRAMGT 335. Entrepreneurial Approaches to Education Reform. 3 Units.
In this course, students will investigate opportunities and challenges of entrepreneurial ventures trying to make a positive impact in public education. The course requires a basic level of understanding of the U.S. K-12 public school system. The first session will analyze the structure of the public education as an industry, with a special emphasis on understanding the achievement gap. Subsequent sessions will explore challenges in increasing efficacy, ensuring financial sustainability, and scaling for entrepreneurs who have sought to change student outcomes, solve pain points, and innovate. The course will feature a variety of ventures (including schools, education technology, training, and supplemental services) and organizational models (for-profit, not-for-profit, and benefit corporation). This course is suitable for students aspiring to be entrepreneurs, leaders in entrepreneurial organizations, leaders in educational organizations, Board members, donors or investors. (Note: this is not a "how-to" course on starting an entrepreneurial venture.).

STRAMGT 341. Achieving Social Impact. 4 Units.
Social Enterprise explores a range of leading issues focused on the challenges and opportunity for impact through social entrepreneurship. Students explore a range of organizations from nonprofits, to for-profits, to hybrid forms of organization, and examine issues from a variety of different perspectives, including those of entrepreneur, CEO, funder, and board member. nnDesigned to appeal to students who seek to take on leadership roles in social value creation throughout their careers, whether as leaders in the private, nonprofit, or government sectors, or some combination thereof. nnSocial Enterprise focuses on innovative approaches for creating social value through a variety of social enterprises. Cases explore the unique challenges of creating and leading social enterprises, particularly those that depart from traditional approaches to social value creation. The course modules encompass the following topics: Undertaking the Social Entrepreneurship Process; Mobilizing Economic and Human Resources; Achieving Social Objectives with Commercial Vehicles; Crafting Alliances; Managing Growth; Measuring and Managing Performance; Governing for Excellence. The course utilizes case studies and readings. There will also be frequent direct interaction with dynamic social entrepreneurs who will discuss challenges that they currently face in their organizations and who will share with students their experiential wisdom. For the course paper, students will carry out field-based research in teams, analyzing a significant strategic or operational issue of a social enterprise of their choosing. This field-based applied learning component in lieu of an exam has proven to be a particular enriching for students with high impact on the organizations.

STRAMGT 348. Creating and Managing Very Early Stage Ventures. 4 Units.
The early stages of a new venture pose special challenges and issues for founders. For some entrepreneurs, the questions are basic: Should I seek to start a new business? And, How can I find an idea worth pursuing? Later, the question is: How do I evaluate whether my (our) idea is worth pursuing? To answer these questions, it is useful for founders to have an integrated framework for evaluating new business opportunities. In this class we develop such a framework and show how it can usefully compare and contrast new product or service businesses. We also consider the very first steps startups must take. These include how startups can begin to accumulate resources, as well as early legal, organizational, personnel and financial issues that must be handled.

The course is largely case-based. It is supplemented with lectures and guest. The target audience is students who are thinking about forming a new venture early in their career. This class is appropriate for first or second year MBAs who have not yet taken S356, as well as other Stanford graduate students.
STRAMGT 350. Global Value Chain Strategies. 3 Units.
This course addresses how the increasingly large number of firms that use or provide outsourcing and “offshoring” can create a sustainable competitive advantage. Students who complete the course will have a framework and a set of concepts that can be used to position a firm for strategic advantage in these supply networks. Positioning in and strategic analysis of product markets is covered in a variety of courses and books. A distinguishing feature of this course is that it addresses positioning and strategic analysis for firms operating as part of a network of providers, sellers and buyers... the factor markets. The course takes a general management perspective and provides examples through cases and discussions with visitors. The major theme of the course is that these firms must carefully consider how they position themselves in both the product and factor markets.

STRAMGT 351. Building and Managing Professional Sales Organizations. 4 Units.
The focus of this class is on the challenges and key issues associated with the creation and management of a professional sales organization. Our emphasis is developing and managing the selling effort of business-to-business and business-to-consumer capital goods and services. There will be relatively little emphasis on sales technique (i.e., students should not expect a course on “How to be a Better Salesperson”). The course is organized to follow the development of the sales function from strategic inception through to execution and implementation: choosing a go-to-market model (e.g., direct sales, VARs, OEMs, hybrid models); building and structuring the sales organization (e.g., sales learning curve, organizational structure, allocating territories and quotas); and managing the sales force (e.g., hiring/firing, compensation, forecasting, culture). We will address these topics in the context of both early stage ventures and later stage enterprises.

STRAMGT 352. Entrepreneurship: Formation of New Ventures. 4 Units.
This course is offered for students who at some time may want to undertake an entrepreneurial career by pursuing opportunities leading to partial or full ownership and control of a business. The course deals with case situations from the point of view of the entrepreneur/manager rather than the passive investor. Many cases involve visitors, since the premise is that opportunity and action have large idiosyncratic components. Students must assess opportunity and action in light of the perceived capabilities of the individuals and the nature of the environments they face. The course is integrative and will allow students to apply many facets of their business school education. Each section will have a specific focus, please select the instructor(s) with your interests: Leslie, Rachleff - High tech ventures; Ellis, Chambers, Childs - Diverse types of ventures; Foster - Diverse types of ventures; Siegel, Brady - High tech emphasis, but diverse types of ventures; Reiss, Chess - Very early stage ventures.

STRAMGT 353. Entrepreneurship and Venture Capital. 4 Units.
Many of America’s most successful entrepreneurial companies have been substantially influenced by professionally managed venture capital. This relationship is examined from both the entrepreneur’s and the venture capitalist’s perspective. From the point of view of the entrepreneur, the course considers how significant business opportunities are identified, planned, and built into real companies; how resources are matched with opportunity; and how, within this framework, entrepreneurs seek capital and other assistance from venture capitalists or other sources. From the point of view of the venture capitalist, the course considers how potential entrepreneurial investments are evaluated, valued, structured, and enhanced; how different venture capital strategies are deployed; and how venture capitalists raise and manage their own funds. The course includes a term-long project where students work in teams (4-5 students per team) to write a business plan (or a business model canvas) for a venture of the team’s choosing.

STRAMGT 355. Managing Growing Enterprises. 3 Units.
This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new or newly-acquired business. The seminar, which is limited to 45 students, has a strong implementation focus, and deals in some depth with certain selected, generic entrepreneurial issues, viewed from the perspective of the owner/manager. Broad utilization is made of case materials, background readings, visiting experts, and role playing. Throughout the course, emphasis is placed on the application of analytical tools to administrative practice.

STRAMGT 356. The Startup Garage: Design. 4 Units.
Startup Garage is an intensive hands-on, project-based course, in which students will apply the concepts of design thinking, engineering, finance, business and organizational skills to design and test new business concepts that address real world needs. Our aspiration is to help teams identify an unmet customer need, design new products or services that meet that need, and develop business models to support the creation and launch of startup products or services. Even those teams that do not successfully launch a venture, or individuals who decide not to move forward, will learn critical, cutting-edge techniques about starting and launching a venture. Collaborative, multi-disciplinary teams will identify and work with users, domain experts, and industry participants to identify and deeply understand customer needs, then proceed to design products or services and a business model to address those needs. Each team will conceive, design, build, and field-test critical aspects of both the product or service and the business model. This course is offered by the Graduate School of Business. It integrates methods from human-centered design, lean startup, and business model planning. The course focuses on developing entrepreneurial skills (using short lectures and in-class exercises) and then applying these skills to specific problems faced by those users identified by the teams. Teams will get out of the building and interact directly with users and advisers to develop a deep understanding of the challenges they face and to field test their proposed services, products, and business models.

STRAMGT 357. Aligning Start-ups with their Market. 4 Units.
Most everyone associated with technology start-ups would agree that the most important initial characteristic of a successful endeavor is a compelling vision. The journey from vision to escape velocity is highly dependent on management’s ability to translate that vision into a product or service that closely and economically addresses a customer’s significant point of pain. Without a tight product market fit, the start-up’s offering will not be able to break through the market’s gravitational forces which strongly favor existing solutions, resulting in likely failure. With tight product/market fit, it is far more likely the company will achieve repeatable and growing sales success. Conventional wisdom dictates that a start-up launching a new product should focus its energy understanding what the market wants (problem) and then translating that knowledge into an optimal set of product features (solution). This is the ideal strategy if one is attacking a market that already exists. However if the start-up pursues an entirely new market or re-segments an existing market, customers are unlikely to be able to articulate the benefits and features they will need. The approaches required to pursue new or re-segmented markets are radically different from those applied to existing markets. As a result it is not relentless execution and exploitation of a well understood market that will lead to success, but discovery of a new market or segment that is in need of the product as envisioned. If done well, this process of finding the optimal product/market fit has a disproportionate impact on success. Our course explores the many issues associated with optimizing product/market fit. A take-home midterm, a group paper, and an in-class exercise comprise 50% of a student’s grade with class participation representing the remainder. STRAMGT 353 is recommended prior to taking this course.
STRAMGT 360. Strategic Educational Research and Organizational Reform Practicum A. 4 Units.
This is a two-quarter clinical course offered in the Winter and Spring Quarters that brings together upper-level graduate students in business, law, and education from Stanford to collaborate with their peers at other universities (Columbia University, Harvard University, University of Pennsylvania, University of Michigan) and provide strategic research and consulting to public education organizations. Participants engage in a rigorous and rewarding learning experience, including:nn(i) An intensive seminar in the design, leadership and management, and transformation of public school systems, charter management organizations, start-ups, and other K-12 public- and social-sector institutions;nn(ii) Comprehensive skills training in team-based problem solving, strategic policy research, managing multidimensional (operational, policy, legal) projects to specified outcomes in complex environments, client counseling, and effective communication; andnn(iii) A high-priority consulting project for a public education sector client (e.g., school district, state education agency, charter management organization, non-profit) designing and implementing solutions to a complex problem at the core of the organization's mission to improve the educational outcomes and life chances of children. The participant's team work will allow public agencies throughout the nation to receive relevant, timely, and high-quality research and advice on institutional reforms that otherwise may not receive the attention they deserve.

STRAMGT 361. Strategic Educational Research and Organizational Reform Practicum B. 4 Units.
This is a two-quarter clinical course offered in the Winter and Spring Quarters that brings together upper-level graduate students in business, law, and education from Stanford to collaborate with their peers at other universities (Columbia University, Harvard University, University of Pennsylvania, University of Michigan) and provide strategic research and consulting to public education organizations. Participants engage in a rigorous and rewarding learning experience, including:nn(i) An intensive seminar in the design, leadership and management, and transformation of public school systems, charter management organizations, start-ups, and other K-12 public- and social-sector institutions;nn(ii) Comprehensive skills training in team-based problem solving, strategic policy research, managing multidimensional (operational, policy, legal) projects to specified outcomes in complex environments, client counseling, and effective communication; andnn(iii) A high-priority consulting project for a public education sector client (e.g., school district, state education agency, charter management organization, non-profit) designing and implementing solutions to a complex problem at the core of the organization's mission to improve the educational outcomes and life chances of children. The participant's team work will allow public agencies throughout the nation to receive relevant, timely, and high-quality research and advice on institutional reforms that otherwise may not receive the attention they deserve.

STRAMGT 365. Strategic Decision Making. 4 Units.
This compressed course concerns the analysis of strategic decision-making, with an emphasis on the process of "big stakes" analysis in complex corporate settings. The first week is devoted primarily to the tools of this process and to coping with (strategic) unawareness (especially in competitive situations). The second week is devoted primarily to "learning by doing," as we apply the tools developed in the first week to real-life problems. The overall objective of the course is to develop the student's working knowledge of these techniques, so the student can fruitfully apply these techniques on his/her own.nnThe course may be taken as a two-unit compressed course by signing up for STRAMGT 565 and participating in the first week only. Alternatively, students may sign up for both weeks, by registering for STRAMGT 365. Students who sign up initially for STRAMGT 565 will be able to decide late in week 1 whether to continue into week 2 (in effect, these students will have the registration changed from 565 to 365). Note that, in the registration process, students who rank STRAMGT 365 will have a greater chance of getting a spot than students ranking STRAMGT 565. (It will not be possible to change in midstream from 365 to 565, i.e., to drop the second week).nnStudents will be expected to do approximately 90 minutes of work outside of class each day both weeks. A group project will be the main work product in the second week. The course will be taught jointly by Carl Spetzler, Chairman, Strategic Decisions Group and Professor Yossi Feinberg.

STRAMGT 366. The Startup Garage: Testing and Launch. 4 Units.
Teams that concluded at the end of the fall quarter that their preliminary product or service and business model suggest a path to viability, continue with the winter quarter course. In this course, the teams develop more elaborate versions of their product/service and business model, perform a series of experiments to test the key hypotheses about their product and business model, and prepare and present an investor pitch for a seed round of financing to a panel of seasoned investors and entrepreneurs.nnThe key premise for the course is that a robust venture creation process involves development and validation of a series of hypotheses about a new product or service, its value proposition, and how the business will acquire customers, make money, scale up to achieve profitability, and raise funds to achieve the key milestones to profitability. In Startup Garage: Testing and Launch, teams will learn how to precisely formulate these hypotheses and early stage milestones, and how to test them using one or more of the following low-cost approaches: a) online experiments with minimally viable products; b) interviews with partners, advisors, investors, and business experts; c) analogies from existing businesses that were successful in proving hypotheses that are analogous to what the new startup wants to prove.nnThe course focuses on further developing entrepreneurial skills using the same pedagogical approach used in S356: short lectures, extensive in-class exercises focused on each team’s specific projects, and ‘get out of the building’ assignments. Teams will have the opportunity to:nnGet out of the building and interact with users, advisors, investors and partners to develop a deep understanding of the challenges they face, to field test their proposed services, products, and business models, and to gather data.nnInterpret the data and make important startup decisions in the context of their own project: pivot, persevere, or perish.nnDevelop creative go-to-market strategies and test their effectiveness.nnDevelop and deliver in front of real investors an investor pitch, elevator pitch and executive summary.nnNegotiate term sheets with venture investors.nnDevelop a hiring plan for their first year of operation and consider equity and other compensation plan.
This course examines individuals and organizations that use entrepreneurial skills and approaches to develop innovative responses to social problems. Entrepreneurship has traditionally been seen as a way of creating wealth for the entrepreneur and for those who back her/his work. Social entrepreneurs employ "entrepreneurial skills," such as finding opportunities, inventing new approaches, securing and focusing resources and managing risk, in the service of creating a social value. As the intensity and complexity of social and environmental problems has grown in recent years social entrepreneurship, defined as innovative, social value creating activity that can occur within or across the nonprofit, government or business sectors, has become increasingly prominent. While virtually all enterprises, commercial and social, generate social value, fundamental to this definition is that the primary focus of social entrepreneurship is to achieve social impact above all else. We will study some of the most promising and the best-proven innovations for improving people's lives. We will also examine mature projects that are now tackling the issue of "scale", moving from local innovations to solutions that create deep systemic changes for larger numbers of economically disadvantaged individuals and communities throughout the world. This year we will focus on what are the constraints and opportunities for creating a social enterprise at scale. The process of "scale" poses tremendous challenges. Even when organizations manage to overcome the many obstacles to growth, and achieve appreciable scale, this approach is seldom sufficient to achieve significant social impact on its own. This year our course will pay particular attention to network approaches which require the mobilization of a vast array of actors and resources, but have the potential to generate rapid and sustained social impact.

**STRAMGT 368. Strategic Management of Nonprofit Organizations and Social Ventures. 4 Units.**

This course seeks to provide a survey of the strategic, governance, and management issues facing a wide range of nonprofit organizations and their executive and board leaders, in the era of venture philanthropy and social entrepreneurship. The students will also be introduced to core managerial issues uniquely defined by this sector such as development/ fundraising, investment management, performance management and nonprofit finance. The course also provides an overview of the sector, including its history and economics. Cases involve a range of nonprofit from smaller, social entrepreneurial to larger, more traditional organizations, including education, social service, environment, health care, religion, NGO's and performing arts. In exploring these issues, this course reinforces the frameworks and concepts of strategic management introduced in the core first year courses. In addition to case discussions, the course employs role plays, study group exercises and many outsider speakers.

**STRAMGT 369. Social Entrepreneurship. 4 Units.**

This course is about the efforts of private citizens to create effective responses to social needs and innovative solutions to social problems. History is full of examples of this kind of activity, though its character continues to evolve. Social entrepreneurs are increasingly blurring the lines between the sectors, using for-profit and hybrid forms of organization to achieve social objectives. This creates new opportunities for applying business skills in the social sector. Despite its prominence and complexity, this combination of private initiative and public purpose is not well understood. The objectives of this course are: (1) to introduce students to the concepts, practices, and challenges of social entrepreneurship in the United States and around the world, (2) to equip students with frameworks and tools that will help them be more effective in their socially entrepreneurial pursuits, and (3) to engage students in a joint learning process as a better understanding of this emerging field is developed by all in this class.

**STRAMGT 371. Strategic Management of Technology and Innovation. 4 Units.**

This course focuses on the strategic management of technology-based innovation in the firm. The purpose is to provide students with concepts, frameworks, and experiences that are useful for taking part in the management of innovation processes in both startups and large technology-focused organizations. The course examines how leaders can manage fast-changing technological innovations effectively. Specific topics include: assessing the innovative capabilities of the firm, managing the technical function in a company, navigating the interfaces between functional groups in the development function in the firm, understanding and managing technical entrepreneurs, building technology-based distinctive competencies and competitive advantages, technological leadership versus followership in competitive strategy, institutionalizing innovation, attracting and keeping entrepreneurs.

**STRAMGT 373. Strategic Thinking in Action --- in Business and Beyond. 4 Units.**

The seminar's aim is to develop participants' ability to create strategically informed action plans that are imaginative, inspiring and workable in highly dynamic environments. The seminar's pedagogy involves informed debate to evaluate and hone well-researched views by the participants and instructors, as well as the writing and presentation of position papers by small groups of seminar participants on the seminar's focal theme. Andy Grove will continue to participate as co-instructor of the seminar, but at a reduced level. In the course of the seminar discussions, we aim to deepen our understanding of strategic dynamics and transformational change at the societal, industry and organizational levels of analysis. Fall 2010, the focal theme of the seminar will be "The Future Role of Silicon Valley: Prospective Strategic Analyses." Within the overarching theme, we will research four sub-themes. Domain experts for three of the sub-themes have committed to co-leading the related sessions with the instructors (see below). The four sub-themes are:

1. The role of Silicon Valley in the future of the semiconductor industry. George Cogan, Partner at Bain & Company and expert of the semiconductor industry, will co-lead this sub-theme.
2. The role of Silicon Valley in the future of the automotive industry. Sven Beiker, Executive Director of the Center for Automotive Research at Stanford - CARS, will co-lead this sub-theme.
3. The role of Silicon Valley in the future of the computer industry. Tien Tzuo, CEO of Zuora Inc. and expert of SaaS and cloud computing, will co-lead this sub-theme.
4. The role of Silicon Valley in the future of the U.S. Employment. Andy Grove will lead this sub-theme.

The first session will be led by the instructors. It will involve discussion of reading material and data and focus on refining the key research questions for the sub-theme. The second session (4 weeks later) will be led by the student team carrying out research on that sub-theme.

Seminars participants will organize into four teams, each one focused on a sub-theme. Each team will research the forces that are shaping the evolving role of Silicon Valley in relation to their sub-theme, try to assess the implications of that evolution for the future of the U.S. economy, and propose executable recommendations for strengthening Silicon Valley’s future role. Each team will be expected to produce a monograph (10-15 pages) presenting and discussing its findings and recommendations, to be handed in at the end of the quarter.
STRAMGT 376. Developing Entrepreneur Emotional Resilience. 4 Units.
A fundamental challenge of an entrepreneur is the chronic emotional adversity new leaders face, at a task, relationship, and identity development (diversity) level. This class applies to both social entrepreneurs and business entrepreneurs. n nThis developmental flow of this course draws heavily on Goleman’s emotional intelligence skills developed in OB 374: self-awareness, self-regulation, motivation, empathy, and social skills. Student’s completing this class have called it ‘touchy feely for entrepreneurs’.nnThe goal of this class is to learn to identify, build on, and leverage one’s personal emotional resilience schema. Emotional resilience is the capacity to ‘successfully adapt to emotional adversity’. When emotionally flooded decision-making is significantly impaired. Creative problem solving and teamwork are severely compromised. The capacity to down-regulate physiological arousal when emotionally ‘flooded’ by adversity and regain one’s equilibrium of perception is a learnable skill. It is an intentional extension of one’s personal emotional resilience schema. For an entrepreneur it is also a strategic advantage. Just as individuals can become emotionally flooded and incapacitated by adversity so can teams. In this ‘flooded’ state individuals and teams fall back on coping patterns of action. When what is most needed is timely and intentional ‘down-regulating’ behaviors: 1) self-soothing, and 2) co-soothing, that achieve emotional equilibrium. Students will engage in one-on-one interviews to identify different soothing strategies and resilience schema’s learned by themselves, classmates, and experienced entrepreneurs. n nTo achieve this goal four educational behaviors will be engaged:n1. Learning one-on-one ‘critical incident’ interview skills that facilitate empathic-inquiry, emotional disclosure, pattern discovery and adaptive-reflection.n2. Identify one’s present ‘emotional resilience schema’.n3. Use critical incident interview skills to identify other entrepreneur’s ‘emotional resilience schema’.n4. Identify student’s incidents of adaptive-reflection documented in submitted reflection journals (1-4) and summarize student’s personal ‘emotional resilience schema’ growth trend.nnThis class is structured around Five Critical Incident (one-on-one) Interviews that the student will participate in. Each interview will be digitally taped and a copy saved by the student for review and analysis and submitted with each respective reflection journal (5). Students are expected to complete a 1000 word Emotional Resilience Reflection Journal entry summarizing their leanings from each of the Five Critical Incident Interviews.

STRAMGT 378. Strategic Leadership of Nonprofits. 4 Units.
Formulating, evaluating, and implementing mission and strategy. Case studies from nonprofits in social services, health care, education, and arts and culture. The interaction of strategy and mission, industry structure and evolution, strategic change, growth and replication, corporate strategy, governance, commercialization, alliances, capacity building, and leadership.

Same as: EDUC 377D

STRAMGT 381. Leading Strategic Change in the Health Care Industry. 3 Units.
This seminar provides the opportunity for students to study the structure and dynamics of the U.S. health care industry, and some of the ways it intersects with the global health care industry. The U.S. health care industry represents over 15 percent of the nation’s GDP and is rapidly changing as a result of government regulatory reform enacted in 2010. The seminar’s aim is to develop participants’ ability to create strategically informed action plans that are imaginative, inspiring and workable in this highly dynamic environment. The seminar’s pedagogy involves informed debate to evaluate and hone well-researched views by the participants and instructors, as well as the writing and presentation of position papers by small groups of seminar participants on the key dynamics of the industry. In the course of the seminar discussions, we aim to deepen our understanding of strategic dynamics and transformational change at the societal, industry and organizational levels of analysis. After developing a complete picture of the structure of the health care industry and the strategic relationships among the key players - the strategic landscape - the seminar will focus on how health care reform and other external forces will affect the strategic opportunities and challenges of four types of players in the strategic landscape: (1) Incumbents (e.g., pharmaceutical companies, hospital companies, insurance companies); (2) entrepreneurial startups (e.g., home monitoring, genetic testing companies, information services); (3) cross-boundary disruptors (e.g., health clinics, Wal-Mart, Cisco, Google); and (4) international health care providers (e.g. in Mexico, India, Thailand) Four student teams will be formed to focus on one of the four types of players. Each team will prepare a research paper focused on determining how their type of player can take advantage of the regulatory, technological, social, cultural and demographic changes, and who will be the likely winners and why. During the first round of discussions (sessions 2-5) all participants will take part in examining the different parts of the competitive landscape. During the second round (sessions 6-9), the different teams will present their research findings and perspectives about the strategic opportunities and threats which exist. As part of the second set of sessions, the instructors will bring in domain experts to further augment the discussion.

STRAMGT 504. Innovation and Non-founder CEOs. 2 Units.
This course examines how companies innovate after the success of their first product, and why non-founder led companies are often less successful at this than founder led companies. We focus on how non-founder CEOs can drive more innovation while managing risk and potential failure. Our emphasis will be primarily on lessons that can be applied to technology companies, although many are relevant to other industries. Our goal is to help develop successful non-founder CEOs.

STRAMGT 508. Entrepreneurship from the Perspective of Women. 2 Units.
There are now over a dozen courses taught on entrepreneurship at the GSB. These courses cover a wide range of topics of interest to the budding entrepreneur and venture capitalists. But what unique challenges do women face when approaching entrepreneurship? This seminar will showcase successful women entrepreneurs and the challenges they encountered in funding, communication styles, lifestyle balance, and paths to success. We will do so with mini-cases, panel discussions, readings, and some social time with experienced entrepreneurs. Men are also welcome to enroll.

STRAMGT 509. Strategies of Effective Product Management. 2 Units.
This is a course about exploring the methods and processes for product management, largely in technology companies, and a look at what can lead to the most effective ways to coordinate customer needs, ensure accurate product development, and how to develop and use the appropriate tools needed to successfully sell products and services to customers from the perspective of the Product Manager. The course covers ways to think about product management depending on the type of product being delivered (new product introduction vs. reinvigorating an existing product) and also the skills and tools used by product managers for effective product management.
This course explores the business impact and implications of the rapidly-changing and often confusing law around how to protect what ideas may be a significant risk. In either case, significant financial outlays and management resources may be involved in obtaining protection, advancing or defending a claim or challenging third party IP. How can different types and combinations of IP be used to create competitive advantages for a business? How may IP risks be mitigated? And how do you optimize alignment between your company’s business model and strategy, on the one hand, and its IP model and strategy on the other?

This course explores the business impact and implications of the rapidly-changing and often confusing law around how to protect what are very often the most valuable core assets of a business. With the assistance of experienced business executives from markets ranging from biosciences to software to sound engineering, we will review the IP and other tools that can be leveraged to achieve and sustain competitive advantage, and will discuss the legal and business shoals, and the practical contractual, cost and timing issues, that entrepreneurs and other business executives need to be able to navigate. In the course of these discussions, we will survey the Supreme Court's recent decisions in Alice Corp. v. CLS Bank Internat'l, Association for Molecular Pathology v. Myriad Genetics, and Mayo v. Prometheus that over the past few years have reduced the scope of available patent protection in major industries, and will explore their implications for business models and both offensive and defensive strategy in fields such as software development, e-commerce, personalized medicine and molecular diagnostics. The objective of this course to help business students to recognize and think critically about how the ability or inability to protect, or the scope of the protection available for, new ideas impacts everything from the funding and viability of a new business to the business model and IP strategy selected to advance it.
**STRAMGT 516. Fundamentals of Effective Selling. 2 Units.**

This course looks at the entire selling process of prospecting, qualification, discovery, customization, objection handling, relationship building, and closing. Our primary objective is to offer a hands-on, skills-based class in which students work together in groups to practice the fundamentals of effective selling. Over the six sessions of this compressed course, we will focus on the following aspects of effective selling: creating a value-based prospecting script; meeting objections with curiosity (rather than argument); using advanced questioning to qualify prospects and understand the problems, impacts, ideals and benefits of potential customers; creating customized presentations that map your solution to your customer’s needs; using interaction to promote customer engagement; accelerating the process of building trust and developing relationships; and overcoming the limiting beliefs associated with closing deals and obtaining commitments from customers. By the end of the course, you will not only have more confidence, but also a sales toolkit that you will be able to customize and deploy when you encounter selling situations in the future. The course is appropriate for anyone who wants to understand and become more proficient with the skills required in different selling situations. Our experience suggests that students who have a particular selling context in mind - such as a new product to sell - will benefit from this course, but this is not required. If you want to feel more confident in both traditional and non-traditional selling situations - like pitching to an investor or selling yourself in a job interview - this course will be helpful.

**STRAMGT 517. Topics in Digital Business. 2 Units.**

This class will guide students through in-depth research projects focusing on specific case studies of digital businesses, where students select topics individually or in teams. The research projects must be framed using principles from economics and strategy. The course will review conceptual frameworks from the economics of platform markets, such as economies of scale, network effects, entry strategies for new businesses as well as defensive strategies by incumbents. Possible topics include financial technology, virtual currency, internet marketplaces, the sharing economy, online advertising and advertising technology, big data, and analytics.

**STRAMGT 518. Advertising and Monetization. 2 Units.**

The Global advertising market is forecast to top $600 Billion in 2016, with advances in advertising technology, such as online publishing, digital and mobile advertising platforms, as well as new ways of consuming video content, driving a rapid evolution of the market. We analyze this evolution from the perspective of three main constituents: 1) Marketers who rely on advertising to launch and sustain product sales, 2) Publishers and media owners for whom advertising often represents the largest source of monetization, and 3) Advertising agencies who design, plan and buy media for advertising campaigns. From the marketer’s perspective, we will look at the metrics and methods that are used in optimizing the use of advertising in an increasingly fragmented, complex marketplace. From the media side, we will look at different selling and delivery strategies that can help publishers, particularly digital ones, monetize their audience more effectively.

**STRAMGT 519. Building Diverse and Inclusive Organizations. 2 Units.**

We will discuss effective strategies for building diverse and inclusive companies, and will address the barriers that can often exist. We'll study approaches to organizational design that limit unconscious bias and produce more objective decisions across the employee experience - from attracting and hiring candidates to developing and retaining employees. Finally, we'll look at how to create inclusive cultures, with a specific focus on feedback, belonging, and ‘Radical Candor’. The class will be taught by Fern Mandelbaum, Co-Founder and Managing Partner at Vista Venture Partners and Joelle Emerson, Founder and CEO of Paradigm. We will also hear from executives at companies that have successfully incorporated diversity and inclusion programs.

**STRAMGT 520. The Industrialist's Dilemma. 2 Units.**

This course explores how digital disruptions are having tectonic shifts on large, successful and established companies, whether they have a digital foundation or not. Both new and existing high technology firms such as Google, Amazon, Stripe, Airbnb and others are reshaping industries as disparate as life sciences and transportation. The management principles, competitive strategies, partnerships, and core competencies of the 20th century are being challenged in a world of bits and the global network in which all companies are forced to compete. In this course we will explore some of the fundamental technological changes impacting these industries, such as scaling assets without owning them, partnerships with digital leaders and new distribution strategies for goods and services. We will hear from executives of both leading Fortune 500 companies and new disruptors about what it takes to survive and thrive in this new digital economy.

**STRAMGT 524. Strategy Implementation. 2 Units.**

The seminar is built around five company visits to some of the most innovative firms in Silicon Valley. We visit their location, meet with mid-level managers who are encouraged to engage us in candid conversation about the challenges facing the company, and the challenges they personally face on a daily basis to implement their firm’s strategy. Key questions include: What is the role, if any, of middle-managers in helping to formulate strategy? How is the strategy communicated to employees? In what circumstances do middle-managers explicitly invoke the strategy, if at all? What role do middle-managers play in strategic change? Do you distinguish financial and strategic health in your business? If so, do you quantify strategic health? How important is culture to the company’s success and how do you reinforce this? What challenges have you faced in managing growth and organizational change at your company? What are the challenges to managing innovation in your company? The seminar will be particularly useful to students interested in strategy consulting or line management positions where you will participate in the strategy process, or any kind of implementation role. Each day we will spend time in class before each company visit to discuss a reading, the company background, and share reactions to the day’s visit (this is an especially important aspect of the experience). The seminar has visited: Apple, Cisco, Facebook, Google, Ideo, Tesla and Yahoo!, among others. We plan to organize the same or similar visits this year.

**STRAMGT 526. Managing to Outcomes in Government, Education, and Nonprofit Organizations. 2 Units.**

This course focuses on actionable measurement in government agencies, non-profit organizations, and schools. Actionable means that the measurement is used by managers and other stakeholders to make decisions, influence behavior, and hold agents accountable. The course explores the intersection of several ideas that seem to be in some tension with each other. (1) You can't manage what you can't measure, (2) Measurement is expensive and its results are often ignored, (3) Not everything that counts can be counted and not everything that can be counted counts (apocryphally attributed to Einstein), (4) The more any quantitative social indicator is used for decision making, the more it will be subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor. (Campbell's Law). Among other things, we will consider logic models, theories of change, strategic design, monitoring and evaluation, social impact measures, performance contracting, and techniques for improving the behavior and accountability of individuals and organizations. The classes will be taught mainly through case studies that place the students in the position of managers and stakeholders called upon to make decisions. We will examine the challenges of managing to outcomes in various contexts, including government agencies (e.g., police departments), nonprofit organizations, and schools. We will also look at innovative funding vehicles that depend on measuring outcomes, such conditional and unconditional cash transfers, pay for performance schemes, and social impact bonds.
STRAMGT 527. Product Entrepreneuring. 2 Units.
What distinguishes conventional products from hits? The class builds a framework for taking instincts through to idea phase and finally to creation of breakthrough products in creative and online markets. It will begin by dissecting the mechanics of successful video game design, which will then be extended to broader application in the launch of consumer products in a variety of markets and contexts. The objective is to systematically analyze the DNA of a hit product, from product design and testing through to post launch challenges and rapid scaling. We will focus on product attributes as they relate to consumers, organizational challenges, intermediaries and, more broadly, the strategic competitive environment.

STRAMGT 529. Marketplaces for Goods and Services. 2 Units.
In this class we will analyze the economics and strategy of marketplaces and platforms for goods and services. We will consider the forces that have led to the proliferation of these marketplaces, as well as the economics behind which ones are likely to succeed and become profitable. We will analyze the economic costs and benefits of these marketplaces for society, and consider the regulatory environment and challenges. We will also study the microeconomics of managing these marketplaces: how should matching work, how can marketplace design solve problems of congestion or market thinness, and how a platform should trade off the welfare of the different sides of the market as it enters and grows. Applications include ride-sharing and transportation; room-sharing and vacation rentals; on-demand labor and services such as babysitting, massage, manual labor, dating; and organized labor markets.

STRAMGT 531. Venture Capital and Innovation. 1 Unit.
In this course, we will investigate to what extent venture capital (in the U.S. elsewhere) fosters innovation as well as how other types of financing can drive or hinder innovation. Our discussion will be based on most recent academic and industry empirical evidence, as well as illustrative case studies. We will start with discussing venture capital as an industry, explain the organizational structure of venture capital firms as well as incentives of different players in the industry. We then explore in more detail how we can measure innovation and the relationship between VC industry and innovation activity.

STRAMGT 532. Intellectual Property: Financial and Strategic Management. 2 Units.
In today’s competitive marketplace, companies -- from Fortune 500 firms to early stage start-ups -- rely on intellectual property (IP) to keep them one step ahead of the game. The role of IP assets as strategic business assets has been punctuated by the recent multi-billion dollar deals and acquisitions involving patent portfolios, as well as the fierce Mobile market patent wars raging in courts around the world. Yet, critical IP decisions are usually made by lawyers with very little input from management. The purpose of this class is to provide business leaders with the tools, models and institutional knowledge to actively participate in managing and growing their company’s IP assets (with a focus on patents). This class will explore the value of corporate IP assets by thinking strategically on how to effectively leverage the knowledge, trade secrets, patents, technologies, trademarks, structures and processes that are critical across industries. We will focus on the elements of a successful IP strategy, and how that strategy is shaped by economic, technology, legal, regulatory, and market factors. nnThrough a combination of case studies (including a group strategy project), analysis of current events, class discussion and guest speakers, we will cover a variety of issues shaping a successful IP strategy in today's global business environment. Some of the topics covered include: nn* Building and managing an IP portfolio that is aligned with business objectives; nn* Understanding the forces shaping the IP marketplace in the US and in foreign markets; nn* The innovation cycle and technology transfer mechanisms; nn* Using big data analytics in making IP decisions; nn* IP portfolio monetization strategies (e.g., licensing, sale, enforcement); nn* IP considerations in Mergers & Acquisitions; nn* IP valuation and current trends in patent transactions; nn* Managing corporate IP litigation risk (patent trolls, incumbent litigation); nn* IP strategies for start-ups & entrepreneurs. nnMs. Efrat Kasznik is an IP valuation and strategy expert with more than twenty years of experience advising companies of all sizes, from startups to Fortune 100s, on extracting value from their IP. She is the founder and President of Foresight Valuation Group, an IP consulting and startup advisory firm providing valuation and strategy services for a range of purposes, including M&A, financial reporting, technology commercialization decisions, tax compliance, transfer pricing, and litigation damages. Ms. Kasznik has been a co-founder, CFO and advisor to several startups and incubators in the US and Europe, including the Stanford Venture Studio at the GSB. She is listed on the IAM 300 list of World Leading IP Strategists, and is a member of the leadership committee of the High Tech Sector, Licensing Executives Society.

STRAMGT 533. Strategizing in Creative Industries. 1 Unit.
Creative success is highly unpredictable; but creativity is increasingly becoming a source of competitive advantage in a variety of markets, from music and film, to new media, video games and software. Creative competitiveness brings with it a set of unique strategic challenges. How do you anticipate market reaction when there are no agreed-upon criteria for evaluating quality? How are barriers to entry retained, or overcome, in industries pervaded by reputation and status? How can creative talent be managed effectively under such circumstances? And what are the strategic implications of emerging digital technologies on the dynamics of creative markets?nnThis course is intended for students interested in understanding these issues, especially from the point of view of new entrants. It focuses primarily, though not exclusively, on the intersection between traditional creative markets such as music and film, and digital technology. We will explore recent cases of innovative startups on the forefront of digital media; of companies intermediating between producers and consumers such as social movie services and online radio; and on the strategic analysis of creative markets. In particular, we will explore insights from recent research on consumer taste and how identity impacts success in creative domains.
STRAMGT 535. Entrepreneurial Approaches to Education Reform. 2 Units.
This course will investigate the ways in which entrepreneurs have and could transform K-12 public schooling in the United States, a $650 billion dollar industry that has a direct and long-term effect on nation’s economy, democracy and culture. We will explore how human capital solutions, new schools, and technology products can all dramatically improve student learning and solve pain points. We will study a variety of ways to evaluate the efficacy, scalability, and financial sustainability of entrepreneurial enterprises serving students, families, educators and administrators in public education. The course will feature for-profit, not-for-profit, as well as double-bottom-line organizations. This course is suitable for students aspiring to be entrepreneurs, leaders in entrepreneurial organizations, leaders in educational organizations, donors or investors. Gloria Lee is a serial education entrepreneur who co-founded Aspire Public Schools, Teaching Channel, and Yu Ming Charter School. She is currently Chief Operating Officer at NewSchools Venture Fund.

STRAMGT 536. The Startup Garage: The China Version. 1 Unit.
A condensed version of Startup Garage focused on exploring entrepreneurial opportunities in China. Stanford teams will work jointly with students at the Graduate School of Management at our partner, Peking University (PKU). The teams’ goals will be to identify a business startup model that has been successful in the US and explore how to modify and transplant that model for the Chinese market. We will be meeting in our immersive classroom at the GSB, and we will connect with our partners at their classroom in the Stanford Center at Peking University. The course will begin with a workshop that introduces the key concepts taught at Startup Garage: empathy, ideating, prototyping and testing of the complete business model. Teams will apply in a rapid fashion all steps of the Startup Garage process to their business idea. Because a central element of the Startup Garage is to get out of the building, the partnership with PKU will enable the teams at Stanford to have access to on the ground, out-of-the-building, real time information. The process will culminate into a short presentation summarizing each team’s assessment about the viability of the business idea and immediate next steps. At the end of the course, teams who wish to continue exploring their business idea can join the fall quarter version of Startup Garage and maintain their collaboration with their PKU team. Teams will be formed within the course, and they will be advised by our network of Startup Garage advisors, which includes investors with experience in the Chinese market, as well as advisors and faculty from PKU.

Instructor: Stefanos Zenios
Stefanos Zenios is a professor at the GSB and the director of the Center for Entrepreneurial Studies. He is the lead architect of Startup Garage, an experiential second year course at the GSB and the director of the Center for Entrepreneurial Studies. He is the lead architect of Startup Garage, an experiential second year course at the GSB and the director of the Center for Entrepreneurial Studies.

STRAMGT 537. Leading Change in Public Education. 2 Units.
Public education in America is at a crossroads. Does our education system have what it takes to produce graduates who are prepared for college, career, and citizenship in our increasingly digital and pluralistic world? Will income and ethnic achievement gaps continue to be pervasive and persistent in our nation’s largest urban cities? Will family zip code determine educational destiny for the next generation of students? How will technological advances that have disrupted so many other sectors affect American public education? Which strategies and reforms are truly demonstrating results and which are merely passing fads? nnAs in all large-scale enterprises undergoing rapid, transformative change, leadership matters greatly. Fortunately, over the last decade, the reform of American public education has been led by a number of innovative and results-oriented leaders at the state, district and charter levels. These leaders are bringing additional urgency, strategies, and ideas designed to prepare America’s schools and her students for the century ahead. Some ideas are proving to be critical levers for change, others are facing significant political challenges, and others have not delivered on expected results. Many of them hold lessons for how future educational leaders can contribute to transforming public education for the next generation of K-12 students.nnnThis course will focus on school system leadership for education reform. The course will provide an overview of the critical issues facing K-12 public education in America today, and what is going on across the U.S. during this transformative period of change. Once this context is set, students will study education leaders and systems change strategies from the last 10-15 years at the state, district and charter levels. We will focus on leaders across five domains: Leadership in crisis situations, strategic leadership, breaking leadership, sustaining leadership, and next generation leadership. We will also look at leadership examples from outside K-12 education to broaden our thinking about what leadership styles and strategies could be effective here. Students will debate the strategies and efficacy of how different leaders approached systems-level change and will form their own working hypotheses of what is needed to help transform the American education system.nnCase studies in school system leadership will form the primary basis for classroom assignments and discussion. We will examine what went right and what went wrong in each case, focusing particularly on the decisions that school system leaders faced and the implications of their decisions. Most cases will be supplemented with research publications, technical notes, news clips, and/or videos to deepen the students’ understanding of the context or issues discussed in the cases.nnDan Katzir worked for Bain & Company, Teach for America and Sylvan Learning Systems before joining The Broad Foundation as its founding managing director. He is an experienced case study teacher and the editor of The Redesign of Urban School Systems (Harvard University Press, 2013).

STRAMGT 538. Financial Technologies. 2 Units.
This class will provide an overview of the rapidly evolving world of financial technologies. New market entrants are promising to change the way we borrow, save, invest, and transact. Incumbents enjoy substantial market power but are struggling to keep up technologically as they wrestle with antiquated core infrastructure. We will analyze the emerging competitive landscape and the strategic dynamics in play. The class will begin with a short review of digital platform economics in which we will cover basic concepts such as network effects and economies of scale. We will then dive into a series of case studies and industry analyses. Particular attention will be paid to the areas of payments, alternative credit, and virtual currencies.
STRAMGT 539. Leadership in the Arts and Creative Industries. 2 Units. Leaders of arts and creative organizations face unique challenges. Taking the perspective of the CEO, Chairman of the Board and Artistic/Creative Director, and drawing on various cases and in-class exercises, students will learn about advancing artistic excellence and creative innovation while expanding audiences and achieving financial goals. We will survey a variety of settings from non-profit museums and performing arts organizations to start-ups and large players in the music, theater and film industries. Among the topics explored will be governance and management; reaching multiple audiences; managing fiscal and creative tradeoffs; maintaining relevance in the age of online consumption; standing out in real and virtual spaces; and achieving growth amidst rising costs and diminishing revenues.

STRAMGT 542. Entrepreneurial Investing in Health Care. 1 Unit. Investing in the healthcare sector is fraught with idiosyncratic challenges. First, the sector is very diverse and it spans biopharmaceuticals, medical devices, diagnostics, health care information technology, and health care services. Second, business models are evolving: business-to-business, business-to-physician, Business-to-patient, Business-to-business-to-patient, Business-to-business-to-physician, etc. Third, the sector is exposed to strong nonmarket forces: regulatory and reimbursement which are important elements to one’s investment thesis. These challenges are amplified when investments focus on either early stage private ventures, or small capitalization public companies. Yet the possible returns for early stage and small cap investors are significant: fledgling healthcare companies can grow to multibillion business and can have a long and lasting impact on people’s life and wellbeing. Topics to examine in the seminar include:- Investment criteria that investors use to screen investment opportunities in this sector. Specific issues in biotech, medical devices, and services will be addressed.- How early stage ventures evolve as they mature and how the investment criteria change with the stage of the company.- How the investors change with the stage of the company: venture capitalists, private equity, public markets.- We will examine these topics through a combination of guest presentations, lectures, and practical applications to real investment opportunities. Tentative List of Speakers: Mike Kaplan (MMC Health Services); Noah Knauf (Warburg PincusHealth Care Group); Oleg Nodelman (EcoR1 -Capital value-oriented biotech investment fund); Tom McKinley (Cardinal Health Group); Peter Ehrich (Crassey & Co); David Kim (Ghost TreeenCapital); Mark Galetting (Longitude Capital); Anne DeGheest (Health Teach Capital) Instructor: Stefanos ZeniosStefanos Zenios is a professor at the GSB and an expert on health care systems and the on innovation processes. He has completed a study in which he has developed a data-driven methodology that can be used by investors to identify predictors of success in early stage ventures. He will share his research findings with the class.

STRAMGT 543. Entrepreneurial Acquisition. 2 Units. For aspiring entrepreneurs who don’t have a burning idea or desire to start a company from scratch, acquiring a small business can provide a direct route to running and growing a business. This class will explore entrepreneurial acquisition (EA). As the course covers topics such as what makes a good industry, raising capital, how to source deals, dealing with investors, due diligence, and negotiation, the course is also applicable to those interested in private equity, venture capital, start-ups, and general management. The class relies heavily on the case method, and each class includes guests (often the case protagonists) who bring practical and current experience to the classroom. The two group projects are intended to be highly practical, simulating real-world situations.

STRAMGT 544. Scaling Excellence. 2 Units. The premise of the course is that managers are concerned with how to scale excellence in organizations and that scaling skills are essential for any leadership role. It will be taught with Shantanu Narayen, the CEO of Adobe. The course is designed to appeal to a wide range of audiences: students seeking to build new organizations, or turn around poorly performing organizations, or grow existing organizations to greater heights. We will focus on how to transform the footprint of a firm, and yet, not lose the mindset. Executives also need to think about spread ‘good behaviors’ and make them widespread very quickly, and conversely, on how to shrink bad behaviors and make them small very quickly. This course aims to train students into becoming effective leaders of organizational change. We will use a mix of cases written specially for the course, and ‘live cases’ with guest speakers from the C-Suite.

STRAMGT 545. Taking Social Innovation to Scale. 2 Units. How do you get the best new social innovations to reach the hundreds of millions of people who need it the most? And how do ensure that they are developed, deployed and scaled in a way that is relevant, appropriate and sustainable?nnInnovators tackling the worldâ#'s most difficult problems often ignore, misunderstand, and under-invest in the critical business challenges involved in crossing â#'the middle of the value chain.â## This is innovationâ#'s valley of death: product and system adaption and evaluation; evidence generation and design validation; business and partnership planning; formal or informal regulatory approval and registration. How do you design, introduce, and optimize the interventionâ#'s uptake before it can be taken to scale by markets, governments or other systems? nnThe class is taught by Steve Davis, President & CEO of PATH (www.path.org), a leader in global health innovation, and former global Director of Social Innovation at McKinsey & Company. We take an inter-disciplinary approach to look at the factors that pull innovation forward, push it from behind, and (often to the worldâ#'s detriment) block its successful implementation and scaling. First grounding the discussion in research on innovation and social change, we then apply business principles, real world experiences and several important case studies in global health to examine the way good ideas get stuck, and how good ideas can turn into innovation that matters. We focus on root causes for failure, success factors, and business practices and tools to enable millions of lives to be impacted by social innovation. The seminar combines lectures, case studies, visiting practitioners and team projects focused on the business case for scaling specific social innovations. The goal is to help the next generation of social innovation leaders think more about some of the mistakes of the past, lessons for the future, and new ways of approaching old problems, all from a practitionerâ#'s point of view.

STRAMGT 546. Strategies for Growth. 2 Units. This course will develop Business Strategy frameworks, some of which will be familiar from the core Strategy class and others of which will be new, and apply them to growing businesses. We will look at companies attempting to grow, as well as family businesses and some enterprises that will always be small. Each session, we will spend some time developing frameworks based on required reading. Then we will analyze individual companies using a combination of written case studies, video and audio excerpts of interviews with business owners, and guest speakers (or, if feasible, company visits). Issues we will consider include:- What makes a business scalable? - When are barriers to entry feasible and sustainable? - How can a firm differentiate itself? - How might that limit growth? - What can small firms do effectively that large organizations cannot? - Do organizational issues such as incentives, hiring, and delegation limit growth and/or create advantages for small and growing enterprises? Grades will be based on class participation, a group written assignment applying concepts from the class, and a take-home exam.
STRAMGT 547. Entrepreneurial Opportunities in Developing Economies. 2 Units.
As technology-driven ventures are having more and more impact, entrepreneurial ecosystems have been emerging in recent years in developing economies. Following the lead of Silicon Valley, these newly formed industry networks that include universities, incubators and accelerator programs, angel investor networks and venture capital firms can now support local entrepreneurs and innovation better than ever before. As these economies grow and get more connected, exciting opportunities arise across markets and industries such as replicating a successful business model, leapfrogging the last technology, targeting the base of the pyramid or starting a venture capital firm. Despite the fertile ground for new endeavors, entrepreneurs face particular challenges and risks that they would not encounter in Silicon Valley. This case driven course will include the participation of investors and entrepreneurs that have seized these opportunities across the world. By taking this course, you will be better equipped to observe and explain emerging ecosystems and the opportunities they present. It is targeted towards students who are thinking about creating or investing in new ventures in emerging markets.

STRAMGT 550. Global Value Chain Strategies. 2 Units.
This course addresses how firms should structure and exploit their value chains as a competitive strategy. Structuring the value chain could involve decisions such as vertical integration which requires the firm to acquire key stock or customer operations, spinning off an internal operation or outsourcing a key operation, or merging with another firm that has similar products, services or markets. Exploiting the value chain could involve leveraging the value chain to enable faster product innovation, product development and launch, creation of new channels, or expanding to new markets. The course takes the perspective of senior management, possibly C-level executives, on how to develop strategies around such value chain issues.

STRAMGT 552. Angel And Venture Capital: Financing and Decision-Making. 1 Unit.
This course covers some of the stages of investment in early stage high-growth companies, especially the seed funding of a novel idea to initial venture capital rounds. We will concentrate on how investors and entrepreneurs make and should make important decisions at different stages and on typical mistakes. Some questions that we will discuss are: How do angels and VCs generate and process their deal flow and select companies? What are the typical mistakes of entrepreneurs in raising capital and negotiating with financiers? How do VC funds operate and make decisions? How are VCs involved in business decisions such as recruiting talent and replacing CEOs? What are the important provisions of financial contracts between VCs and founders? How to value early-stage companies? The course is mostly case-based. The course is for those who want to become entrepreneurs and thus likely consumers of angel and VC financing and those who want to pursue a career in the financial services industry. No prior knowledge of the VC industry is needed.

STRAMGT 554. Entrepreneurship and Venture Capital. 2 Units.
This new course, STRAMGT 554, is a two unit version of the popular course, STRAMGT 354: Entrepreneurship and Venture Capital. Many of America’s most successful entrepreneurial companies have been substantially influenced and supported by professionally managed venture capital funds. This relationship is examined from both the entrepreneur’s and the venture capitalist’s perspective. From the point of view of the entrepreneur, the course considers how significant and global business opportunities are identified, planned, and built into real companies; how resources are matched with opportunity; and how, within this framework, entrepreneurs seek capital and other assistance from venture capitalists, angel investors or other sources. From the point of view of the venture capitalist, the course considers how potential entrepreneurial investments are evaluated, valued, structured, and enhanced; how different venture capital strategies are deployed; and how venture capitalists raise and manage their own funds and add value to their companies. This course represents a shorter, more intense version of STRAMGT 354 - Entrepreneurship and Venture Capital. Students should not take both courses, as there is considerable overlap in course content.

STRAMGT 555. Managing Growing Enterprises. 2 Units.
This seminar is offered for students who, in the near term, aspire to the management and full or partial ownership of a new or newly acquired business. The seminar will deal in some depth with certain selected, generic entrepreneurial issues, viewed from the perspective of the owner/manager. Broad utilization will be made of case materials, background readings, visiting experts, and role playing. Throughout the course, emphasis will be placed on the application of analytical tools to administrative practice. This course is a condensed version of the four unit sections (S355) of the same course title. The course prioritizes the material from S355, covering much of the same material, but not to the depth covered in the four unit sections.

STRAMGT 556. Venture Studio for Credit. 2 Units.
Venture Studio for Credit is a self-guided project-based course in which students apply the concepts of design thinking, engineering, finance, business and organizational skills to design and test new business concepts. Students will work one-on-one with instructors and coaches to move through a workbook(s) and attend Thursday afternoon workshops where they will have team-to-team interaction. This course integrates methods from human-centered design, lean startup, and business model planning. Outside of meetings and workshops, teams will get out of the building and interact directly with users to develop a deep understanding of the challenges they face and to field test their proposed services, products, and business models. Prequalifications: 1. Projects must be exploring the commercialization of a technology innovation pioneered at a Stanford lab. 2. Teams must be a minimum of three people with at least one student enrolled for credit and representing a minimum of two schools. 3. All team members must be available to attend mandatory workshops on Thursdays from 3-4:20pm. Failure to meet all three prequalifications will result in an automatic drop.

In today’s competitive marketplace, smart companies from Fortune 500 firms to early stage start-ups rely on innovation to keep them one step ahead of the game. The role of intellectual property (IP) as a strategic business asset has been punctuated by the recent multi-billion dollar deals involving patent portfolios, as well as the fierce patent wars raging in courts around the world. This class will help you understand the value of IP, by thinking strategically about how to effectively leverage the trade secrets, patents, technologies, trademarks, structures and processes that are critical to many businesses. The class will focus on the state-of-the-art, best practices related to IP strategy, and how they are shaped by economic, strategic, legal, regulatory, and market factors. Through a combination of case studies, class discussion and guest speakers, the class will cover a variety of issues shaping a successful IP strategy in today’s global marketplace. Some of the topics we will cover include:

- Building and managing an IP portfolio that is aligned with business objectives;
- The innovation cycle and technology transfer mechanisms;
- Extracting value from the IP portfolio through transactions (e.g., licensing, sale, enforcement);
- IP valuation in financial reporting;
- Tax planning related to IP (e.g., cross border transfer pricing, IP holding companies);
- Review of corporate IP litigation and the principals of IP damages;
- Patent reform and the role of the U.S. Patent & Trademark Office (USPTO);
- IP strategies for start-ups & entrepreneurs.

Ron Kasznik is Professor of Accounting (Stanford GSB). Ms. Efraïm Kasznik is an IP valuation and strategy expert, with 20 years of consulting experience, focusing on helping companies bring their innovation to market. She is the founder and President of Foresight Valuation Group, an IP consulting firm providing valuation and strategy. Ms. Kasznik is a member of the leadership committee of the Licensing Executives Society (LES) High Tech Sector, and has been listed on the IAM Strategy 300 list of top IP strategists in 2013.

STRAMGT 565. Strategic Decision Making. 2 Units.

This compressed course concerns the analysis of strategic decision-making, with an emphasis on the process of “big stakes” analysis in complex corporate settings. The first week is devoted primarily to the tools of this process and to coping with (strategic) unawareness (especially in competitive situations). The second week is devoted primarily to “learning by doing,” as we apply the tools developed in the first week to real-life problems. The overall objective of the course is to develop the student’s working knowledge of these techniques, so the student can fruitfully apply these techniques on his/her own. The course may be taken as a two-unit compressed course by signing up for STRAMGT 565 and participating in the first week only. Alternatively, students may sign up for both weeks, by registering for STRAMGT 365. Students who sign up initially for STRAMGT 565 will be able to decide late in week 1 whether to continue into week 2 (in effect, these students will have the registration changed from 565 to 365). Note that, in the registration process, students who rank STRAMGT 365 will have a greater chance of getting a spot than students ranking STRAMGT 565. (It will not be possible to change in midstream from 365 to 565, i.e., to drop the second week).

Students will be expected to do approximately 90 minutes of work outside of class each day both weeks. A group project will be the main work product in the second week. The course will be taught jointly by Carl Spetzler, Chairman, Strategic Decisions Group and Professor Yossi Feinberg.

STRAMGT 567. Social Entrepreneurship and Social Innovation. 2 Units.

This course examines individuals and organizations that use entrepreneurial skills and approaches to develop innovative responses to social problems. Entrepreneurship has traditionally been seen as a way of creating wealth for the entrepreneur and for those who back her/his work. Social entrepreneurs employ "entrepreneurial skills," such as finding opportunities, inventing new approaches, securing and focusing resources and managing risk, in the service of creating a social value. As the intensity and complexity of social and environmental problems has grown in recent years social entrepreneurship, defined as innovative, social value creating activity that can occur within or across the nonprofit, government or business sectors, has become increasingly prominent. While virtually all enterprises, commercial and social, generate social value, fundamental to this definition is that the primary focus of social entrepreneurship is to achieve social impact above all else. We will study some of the most promising and the best-proven innovations for improving people’s lives. We will also examine mature projects that are now tackling the issue of "scale", moving from local innovations to solutions that create deep systemic changes for larger numbers of economically disadvantaged individuals and communities throughout the world. This year we will focus on what are the constraints and opportunities for creating a social enterprise at scale. The process of "scale" poses tremendous challenges. Even when organizations manage to overcome the many obstacles to growth, and achieve appreciable scale, this approach is seldom sufficient to achieve significant social impact on its own. This year our course will pay particular attention to network approaches which require the mobilization of a vast array of actors and resources, but have the potential to generate rapid and sustained social impact.

STRAMGT 573. Moore’s Law and the Convergence of Computing and Communications; Strategic Thinking in Action. 2 Units.

This six-session (2-unit) Bass seminar focuses on strategic leadership and builds on core strategic leadership coursework in the MBA program. The course uses the seminar format with expectations of extensive contributions from all students to the discussion in each session. Through seminar discussions, we aim to deepen our understanding of strategic dynamics and transformational change at the industry and organizational levels of analysis in dynamic environments. The seminar’s aim is to improve participants’ ability to develop strategically informed action plans that are imaginative, inspiring and workable. The seminar’s conceptual frameworks include traditional tools of strategic and competitive analysis from the core MBA course on strategic leadership, conceptual frameworks developed by the instructors that help understand the role of strategy-making in the evolution and transformation of organizations and industries, and theoretical frameworks that help understand the interplays between technology strategy and corporate strategy. Three of the six session will feature discussions with senior executives from key industry players. The seminar’s pedagogy involves informed debate including with the guest executives to evaluate and hone well-researched views by the participants as well as the writing and presentation of position papers by small groups of seminar participants concerning the seminar’s analytical topics. In this fall’s seminar we will examine the evolution of the global semiconductor industry in light of the ongoing impact of Moore’s Law and the convergence of computing and wireless communications industries, and how it has been and will be affected by strategic actions of entrepreneurial startups, incumbent corporations, and governments in multiple geographies. Several interrelated topics will be discussed as they impact three key industry segments of the global semiconductor industry that are the focus of the seminar.
The general objective of the course is to develop a solid grasp of the changing socio-economic and political situation in China (with its challenges both for China and for the rest of the world). It should make then possible to define sustainable strategies for managing effectively in China and for handling the growing interdependence between China and the US and China with the rest of the world. From assessing critically the performance of China today, students will get an insight in the current complex dynamics of China renaissance/ transformation and discuss alternative scenarios, with their business and socio-political consequences on the medium term. From this analysis and with a prospective perspective in mind, we will explore alternative strategic business approaches and propose responsible management practices required to build, overtime, a mutually rewarding growing interdependence. More specifically, the course will initially identify the multi-causality behind China’s achievements and discuss some of the dysfunctions associated, today, with such performance. The conditions of management effectiveness required to enter and succeed overtime in the Chinese market will be illustrated while the challenges faced by the global expansion of Chinese firms overseas will be illustrated. The course will rely upon different pedagogical methods; it will create conditions to share and leverage participants' experience and it will make use of a number of recent cases and research results. Auditors will be admitted, but they will have to be present (and prepared) in all the sessions.
STRAMGT 586. New World Global Business. 2 Units.
This elective is concerned with two themes: nn1. The strategies and competitive basis of new business challengers—enterprises based in the countries of the "New World" of rapidly developing economies, including China, India, Brazil and Russia, Mexico, Indonesia and Turkey. nn2. How companies based in the developed world can compete with the challengers. nnThe rapidly developing economies are the home bases for highly competitive new firms which have employed novel and successful business models to gain significant stakes in domestic markets. Their home economies have been, to varying degrees, less affected than the mature economies by the global financial crisis and their firms have been able to continue remarkable domestic growth trajectories. Further, many of these firms are outwardly focused and rapidly gaining positions in the developed world, where they are challenging the interests of developed world multinationals. For global incumbents, it is critical to understand the strategies of the new challengers and how to compete with them. nnThe focus of the course will be on these New World firms, with the aim of understanding the strategies and competences they are deploying in their successful expansion. Integral to their developing global competences is the role of disruptive innovation, addressing under-served markets, and exploiting institutional distance in establishing competitive positions in the home base. Yet it is not clear to what extent these competences can be successfully translated into more developed markets. The course will address strategies multinationals based in the developed world can adopt to counter the new challengers and succeed in their home markets, as well as in the home markets of these challengers. nnThe course will be taught with newly developed case studies written for this and related courses. The cases provide insight into the strategies of New World companies, how companies from the developed world can address the opportunities and risks in New World countries and use them as platforms for expansion. nnThe following are examples of companies which will be included: nnNatura - Exporting Brazilian Beauty, Brazil nnLenovo: Managing a Global Merger, China nnHaier: Taking a Chinese Company Global, China nnInfosys Technologies Ltd.: Looking to the Future, India nnTNK-BP: Russian Oil and Foreign Interests, Russia nnSamsung Electronics: Global Flash Memory Business, Korea nnArcor: The Challenge of Becoming a Global Competitor, Argentina nnMetro Cash & Carry, Russia, India, China nnMonsanto: Realizing Biotech Value in Brazil, Brazil, US nnArcelik’s International Expansion, Turkey nnStudio Moderna in Eastern Europe, Slovenia.

STRAMGT 587. Strategy and Management in Developing Economies. 1 Unit.
An important channel for economic development, and the progress of poverty alleviation, is to drive productivity improvements and growth among firms in developing countries. Yet scaling firms in environments characterized by extreme poverty, weak institutions and high levels of inequality poses severe challenges. This seminar will explore the issues facing firms in such environments, including the strategic challenges the firms face as well as the challenges involved in improving managerial practices. Many of the issues and potential solutions to these problems are poorly understood, and the goal of the seminar will be to deepen everyone’s understanding of the challenges, as well as brainstorm about potential solutions. This will be an interactive seminar, based on readings and/or guest speakers, with students expected to engage in active discussion of the materials.

STRAMGT 588. Leading Organizations. 2 Units.
This course studies principles for leading organizations and creating business value from the perspective of a high-level executive. Topics include product development, business models and pricing, people management, time allocation, measurement and accountability, creative destruction, the development of new capabilities, and marketing.

STRAMGT 691. PhD Directed Reading. 1-15 Unit.
This course is offered for students requiring specialized training in an area not covered by existing courses. To register, a student must obtain permission from the faculty member who is willing to supervise the reading.
Same as: ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691

This course is elected as soon as a student is ready to begin research for the dissertation, usually shortly after admission to candidacy. To register, a student must obtain permission from the faculty member who is willing to supervise the research.
Same as: ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692

STRAMGT 802. TGR Dissertation. 0 Units.
Same as: ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802