

Results for GSB

135 courses

ACCT 212: Managerial Accounting: Strategic Performance Management

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.

Terms: Spr | Units: 2

Instructors: ; [Kepler, J. \(PI\)](#)**ACCT 220: Compensating Talent: A Managerial Accounting Perspective**

Designing efficient compensation schemes is important for attracting, retaining, and motivating talent over time. Through cases, homework assignments, and classroom discussion, this course provides an overview of efficient compensation schemes across industries. We discuss the economic trade-offs (and best practices) behind the compensation schemes used to reward talent across industries, including CEOs, hedge fund managers, venture capitalists, consulting partners, entertainers, and professional athletes. The learning objectives are: (1) to understand the overall structure and individual components of compensation schemes and the incentive role that each component plays, (2) to discuss the pros and cons of alternative performance measurement systems and 3) to help you design an optimal compensation scheme based on the relevant economic environment. This course combines lectures and discussions with industry specialists.

Terms: Spr | Units: 3

Instructors: ; [Marinovic, I. \(PI\)](#); [Singer, D. \(SI\)](#)**ACCT 317: Managerial Accounting: Performance Measurement, Compensation, and Governance**

The course will examine the academic and professional controversies surrounding corporate governance and executive compensation. A basic framework will be developed to integrate the many important dimensions of 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.

Terms: Spr | Units: 3

Instructors: ; [Armstrong, C. \(PI\)](#)**ACCT 610: Seminar in Empirical Accounting Research**

Empirical Research on Corporate Reporting: This doctoral-level course covers research on the role of financial and non-financial 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 the informational role of financial reports, accounting measurement attributes, earnings management, earnings quality, environmental, social, and governance-related disclosures and the role of key actors in the reporting environment, including management, investors, auditors, analysts and regulators. 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 develop your understanding of existing research and its strengths and limitations, and to identify new research opportunities.

Terms: Spr | Units: 3

Instructors: ; [McNichols, M. \(PI\)](#)**ACCT 615: Selected Topics in Empirical Accounting Research**

This course examines selected topics in accounting research. The course features three 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.

Terms: Spr | Units: 3 | Repeatable 5 times (up to 15 units total)

Instructors: ; [Kaszniak, R. \(PI\)](#)**ACCT 617: Applications of Contract Theory in Accounting Research**

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: centralization vs delegation, static and dynamic contracting under moral hazard, Bayesian persuasion, and the optimal design of monitoring/auditing mechanisms.

Terms: Spr | Units: 3

Instructors: ; [Marinovic, I. \(PI\)](#)**ACCT 691: PhD Directed Reading (FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691)**

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Armstrong, C. \(PI\)](#); [Beyer, A. \(PI\)](#); [Choi, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Gipper, B. \(PI\)](#); [Kaszniak, R. \(PI\)](#); [Kepler, J. \(PI\)](#); [Kim, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Marinovic, I. \(PI\)](#); [McNichols, M. \(PI\)](#); [Noh, S. \(PI\)](#); [Piotroski, J. \(PI\)](#); [Smith, K. \(PI\)](#); [deHaan, E. \(PI\)](#); [Long, M. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Oseguera, J. \(GP\)](#); [Rivera, S. \(GP\)](#); [Shaker, S. \(GP\)](#)

(GP)

ACCT 692: PhD Dissertation Research (FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Armstrong, C. \(PI\)](#); [Beyer, A. \(PI\)](#); [Choi, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Gipper, B. \(PI\)](#); [Kasznik, R. \(PI\)](#); [Kepler, J. \(PI\)](#); [Kim, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Marinovic, I. \(PI\)](#); [McNichols, M. \(PI\)](#); [Noh, S. \(PI\)](#); [Piotroski, J. \(PI\)](#); [Smith, K. \(PI\)](#); [deHaan, E. \(PI\)](#)

ACCT 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Armstrong, C. \(PI\)](#); [Beyer, A. \(PI\)](#); [Choi, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Gipper, B. \(PI\)](#); [Kasznik, R. \(PI\)](#); [Kepler, J. \(PI\)](#); [Kim, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Marinovic, I. \(PI\)](#); [Noh, S. \(PI\)](#); [Piotroski, J. \(PI\)](#); [Smith, K. \(PI\)](#); [deHaan, E. \(PI\)](#)

ACCT 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Armstrong, C. \(PI\)](#); [Beyer, A. \(PI\)](#); [Choi, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Gipper, B. \(PI\)](#); [Kasznik, R. \(PI\)](#); [Kepler, J. \(PI\)](#); [Kim, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Marinovic, I. \(PI\)](#); [McNichols, M. \(PI\)](#); [Noh, S. \(PI\)](#); [Piotroski, J. \(PI\)](#); [Smith, K. \(PI\)](#); [deHaan, E. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Long, M. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Molina, M. \(GP\)](#); [Oseguera, J. \(GP\)](#); [Rivera, S. \(GP\)](#); [Shaker, S. \(GP\)](#); [Smeton, K. \(GP\)](#); [Williams, J. \(GP\)](#); [Zweig, S. \(GP\)](#)

ACCT 802: TGR Dissertation (FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Armstrong, C. \(PI\)](#); [Beyer, A. \(PI\)](#); [Choi, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Gipper, B. \(PI\)](#); [Kasznik, R. \(PI\)](#); [Kepler, J. \(PI\)](#); [Kim, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Marinovic, I. \(PI\)](#); [McNichols, M. \(PI\)](#); [Noh, S. \(PI\)](#); [Piotroski, J. \(PI\)](#); [Smith, K. \(PI\)](#); [deHaan, E. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Smeton, K. \(GP\)](#); [Williams, J. \(GP\)](#)

ALP 303: Analysis and Measurement of Impact

This team-based course, part of the GSB's Action Learning Program, provides students the opportunity to work with organizations that are focused on achieving impact, including impact for-profits, investment funds, and evaluators. Topics include current trends and drivers in the impact space, frameworks for measuring impact, financial instruments and techniques for achieving impact, analysis of impact fundamentals, organizational structures for impact, and challenges in fundraising for impact businesses. Students work on projects to analyze impact investments including private equity and fixed income products, assess the financial viability of an impact business, develop equitable alternative risk assessment metrics, model the economic and social value of outcomes, and evaluate the impacts of an organization. This course provides real-world opportunities for students to learn research-validated foundations, tools, and practices; apply these tools and learnings to a real project for an external organization; create value for the organization by providing insights and deliverables; and be an ambassador to the organization by exposing them to the talent, values, and expertise of the GSB. Students also have the opportunity to gain practical industry experience and exposure to the organization, its industry, and the space in which it operates; build relationships in the organization and industry; and gain an understanding of related career paths.

Terms: Spr | Units: 4

Instructors: ; [Foroughi, J. \(PI\)](#)

ALP 306: Marketing for Measurable Change

Whether for mission or for profit, companies and organizations often seek to shift customers from existing alternatives to a better choice. This project-based course applies foundations of marketing and strategy to develop a plan for measurable change in market outcomes. It begins with segmenting customers and setting a strategic objective, then focuses on developing an action plan and growth model. In this class, students will participate in projects with corporate or organizational sponsors. Examples for Spring include cannibalizing diesel generators in Nigeria with a solar solution and developing a marketing strategy to reach and educate English and Spanish speaking voters for the upcoming election. Students also have the option to source their own projects, following a multistep project development and approval process prior to the course. You might take this course if you are interested in entrepreneurship; product management; cross-functional roles linking actions and strategies to performance objectives; sustainability and/or roles that involve communication, product, and pricing strategies. This course is part of the GSB's Action Learning Program, in which you will work on real business challenges under the guidance of faculty. In this immersive project-based course, you will learn research-validated foundations, tools, and practices; apply these tools and learnings to a real project for an external organization; create value for the organization by providing insights and deliverables; and be an ambassador to the organization by exposing them to the talent, values, and expertise of the GSB. You will also have the opportunity to gain practical industry experience and exposure to the organization, its industry, and the space in which it operates; build relationships in the organization and industry; and gain an understanding of related career paths. For questions or to source your own project for the course, contact the Action Learning Program team at gsb_actionlearning@stanford.edu.

Terms: Spr | Units: 3

Instructors: ; [Hartmann, W. \(PI\)](#)

FINANCE 306: International Finance and Macroeconomics

An introduction to the global economy. We will cover a number of important topics for firms, banks, and policy makers: global capital flows, international financial markets, the role of the U.S. and US dollar in the international monetary system, reserve currencies history and future (stable coins?), exchange rates (floating, fixed, and monetary unions), financial crises, international financial policy (capital controls, bank regulation, FX intervention), currency wars, tax havens and global wealth dynamics, global trade, and trade wars. Emphasis will be on data driven approaches, no prior knowledge is assumed. An MBA class designed for those looking to understand today's global economic issues.

Terms: Spr | Units: 3

Instructors: ; [Maggiori, M. \(PI\)](#)

FINANCE 341: Modeling for Investment Management

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.

Terms: Spr | Units: 3

Instructors: ; Grenadier, S. (PI); Watson, J. (SI)

FINANCE 350: Corporate Financial Modeling

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.

Terms: Spr | Units: 4

Instructors: ; DeMarzo, P. (PI)

FINANCE 351: Advanced Corporate Financial Modeling

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.

Terms: Spr | Units: 4

Instructors: ; DeMarzo, P. (PI)

FINANCE 362: Financial Trading Strategies

The purpose of this course is to familiarize students with the different types of trading strategies employed by hedge funds. 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 will be used extensively in this course as a way to learn and test different strategies. All classes will be held in the Real-time Analytics and Investment Lab (RAIL), located on the third floor of the Bass Building (B312). Students are expected to attend all sessions. Grades are based on in-class simulation results, class participation, and two written assignments.

Terms: Spr | Units: 3

Instructors: ; Mak, K. (PI)

FINANCE 555: Private Wealth Management and Personal Investing

The Private Wealth Management and Personal Investing course will address issues that relate to the management of personal assets as opposed to institutional investing. Many investment courses at the GSB emphasize large institutional portfolios but this course is about portfolio decisions for individuals. It will cover the origins and growth of private wealth management as an industry, investment planning, risk management, inter-generational transfers of wealth, choice of wealth advisors and philanthropy. Special emphasis is on understanding how wealth managers may be evaluated, including potential conflicts of interest, and performance measurement. Classes will focus on case studies and various readings. Each class will include visits from professionals in the wealth management and personal investing business. Active class participation and a group project are required.

Terms: Spr | Units: 2

Instructors: ; Parker, G. (PI); Milligan, J. (SI)

FINANCE 582: Chief Financial Officer (CFO) Leadership

In this course, you will learn the key principles of CFO leadership. Taught by experienced CFOs, the class will put students in the shoes of CFOs navigating complex, high-stakes situations. The teaching team will guide interactive classroom discussion and debate. Guest speakers in 2023 include the CFOs of AirBNB, Meta, Walmart and Zoom. Finance 582 is for future CFOs and everyone who will work with CFOs - CEOs, senior executives, venture and private equity investors, board members, bankers, auditors, and regulators, in other words, just about everyone now at the GSB. CFOs often determine a company's direction and strategy, and their leadership can set the stage either for growth or austerity. This class aims to inspire curiosity in the CFO role by highlighting the many ways CFOs can lead. This 2-unit course will have 9 class sessions in April & May 2023. Grading will be based on class participation (40%), a midterm project (30%), and a final CFO case study project (30%). 25 CFOs from leading companies including the CFOs of AT&T, DoorDash, General Mills, Qualcomm, Visa, and Wells Fargo have agreed to speak with student teams for the final case study project. The teaching team is led by Jeff Epstein, former CFO of Oracle and board member at Kaiser Permanente, Twilio, Okta, Couchbase and AvePoint, and Mitesh Dhruv, former CFO of RingCentral and board member at ZoomInfo, along with Elena Gomez, CFO of Toast and board member at PagerDuty, Smartsheet and the U.C. Berkeley Haas School of Business, and Khozema Shipchandler, COO and former CFO of Twilio.

Terms: Spr | Units: 2

Instructors: ; Epstein, J. (PI); Dhruv, M. (SI)

FINANCE 587: Private Equity - An Overview of the Industry

This 2-unit elective at the GSB is an "Overview" of the private equity industry including its reason for being, its growth and the various strategies for success that private equity firms employ. 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.

Terms: Spr | Units: 2

Instructors: ; Parker, G. (PI)

FINANCE 624: Corporate Finance Theory

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.

Terms: Spr | Units: 4

Instructors: ; [Zwiebel, J. \(PI\)](#)

FINANCE 625: Empirical Asset Pricing

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.

Terms: Spr | Units: 3

Instructors: ; [Lustig, H. \(PI\)](#)

FINANCE 626: Advanced Corporate Finance

This is a PhD-level course on advanced topics in corporate finance, mainly covering theoretical issues with empirical implications. With technical tools in continuous-time models, we will examine issues in dynamic optimal contracting and capital structure, capital market frictions and implications on corporate finance, financing and investment with macroeconomic implications, and recent development in banking and financial crisis. A requirement for this course is that students complete one project (either theoretical or empirical).

Terms: Spr | Units: 3

Instructors: ; [He, Z. \(PI\)](#)

FINANCE 632: International Finance and Macroeconomics

This is an advanced graduate-level course in international finance and macroeconomics. The course focuses on empirical methods, stylized facts, new advances in large-scale empirical work, and applied theory. This course is targeted to advanced second year PhD students. The course assumes familiarity with the basics of graduate-level macroeconomics and finance. Students without the necessary familiarity with these techniques are welcome to take the course, but should expect to have to fill the gaps on their own (and with the help of their classmates!). Given the target audience above, the course has three main objectives. 1) To introduce and investigate both classic and new economic issues at the frontier of current research in international finance and macroeconomics. The purely pedagogical part of the course aims to make students familiar with the questions, the current state of research, and the empirical tools currently being used. 2) To create a mental framework and intuitive understanding of important and active questions. What makes a question interesting? What makes a paper a good paper? How to develop a reasoned view of new (and perhaps yet un-studied) issues in international finance and macroeconomics? This objective is less direct and less formal, but aims to transition the students into full-time researchers. 3) To kick-start students on independent research. For those interested in applied work the course makes you familiar and tries to connect you with existing data at the frontier of the field, both public and proprietary. For those interested in theoretical work the course staff acts as a sounding board for early research ideas.

Terms: Spr | Units: 3

Instructors: ; [Maggiori, M. \(PI\)](#)

FINANCE 636: Finance Faculty Research Workshop

In this course, the finance faculty will present their recent research in financial economics. The course will focus not only on the research itself but also on the process. How did this research project get started? How did this research project evolve? The course is designed to help Ph.D. students understand the research process.

Terms: Spr | Units: 1

Instructors: ; [Lustig, H. \(PI\)](#)

FINANCE 691: PhD Directed Reading (ACCT 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Admati, A. \(PI\)](#); [Begenau, J. \(PI\)](#); [Berk, J. \(PI\)](#); [Blattner, L. \(PI\)](#); [Buchak, G. \(PI\)](#); [Coppola, A. \(PI\)](#); [DeMarzo, P. \(PI\)](#); [Grenadier, S. \(PI\)](#); [Hebert, B. \(PI\)](#); [Krishnamurthy, A. \(PI\)](#); [Lustig, H. \(PI\)](#); [Maggiori, M. \(PI\)](#); [Pfleiderer, P. \(PI\)](#); [Rauh, J. \(PI\)](#); [Robles Garcia, C. \(PI\)](#); [Seru, A. \(PI\)](#); [Strebulaev, I. \(PI\)](#); [Vig, V. \(PI\)](#); [Xu, C. \(PI\)](#); [Zwiebel, J. \(PI\)](#); [Alvarez, G. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Mattish, P. \(GP\)](#); [Yan, J. \(GP\)](#)

FINANCE 692: PhD Dissertation Research (ACCT 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Admati, A. \(PI\)](#); [Begenau, J. \(PI\)](#); [Berk, J. \(PI\)](#); [Blattner, L. \(PI\)](#); [Buchak, G. \(PI\)](#); [Coppola, A. \(PI\)](#); [DeMarzo, P. \(PI\)](#); [Duffie, D. \(PI\)](#); [Hebert, B. \(PI\)](#); [Krishnamurthy, A. \(PI\)](#); [Lustig, H. \(PI\)](#); [Maggiori, M. \(PI\)](#); [Pfleiderer, P. \(PI\)](#); [Rauh, J. \(PI\)](#); [Robles Garcia, C. \(PI\)](#); [Seru, A. \(PI\)](#); [Strebulaev, I. \(PI\)](#); [Vig, V. \(PI\)](#); [Xu, C. \(PI\)](#); [Zwiebel, J. \(PI\)](#); [Garcia, C. \(GP\)](#); [Mattish, P. \(GP\)](#)

FINANCE 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Admati, A. \(PI\)](#); [Begenau, J. \(PI\)](#); [Berk, J. \(PI\)](#); [Buchak, G. \(PI\)](#); [Coppola, A. \(PI\)](#); [DeMarzo, P. \(PI\)](#); [Duffie, D. \(PI\)](#); [Grenadier, S. \(PI\)](#); [Hebert, B. \(PI\)](#); [Krishnamurthy, A. \(PI\)](#); [Lustig, H. \(PI\)](#); [Maggiori, M. \(PI\)](#); [Pfleiderer, P. \(PI\)](#); [Rauh, J. \(PI\)](#); [Robles Garcia, C. \(PI\)](#); [Seru, A. \(PI\)](#); [Strebulaev, I. \(PI\)](#); [Vig, V. \(PI\)](#); [Xu, C. \(PI\)](#); [Zwiebel, J. \(PI\)](#); [Alvarez, G. \(GP\)](#); [Garcia, C. \(GP\)](#); [Lion-Transler, C. \(GP\)](#)

FINANCE 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors : [Admati, A. \(PI\)](#); [Begenau, J. \(PI\)](#); [Berk, J. \(PI\)](#); [Blattner, L. \(PI\)](#); [Buchak, G. \(PI\)](#); [Coppola, A. \(PI\)](#); [Duffie, D. \(PI\)](#); [Grenadier, S. \(PI\)](#); [Hebert, B. \(PI\)](#); [Krishnamurthy, A. \(PI\)](#); [Lustig, H. \(PI\)](#); [Maggiori, M. \(PI\)](#); [Pfleiderer, P. \(PI\)](#); [Rauh, J. \(PI\)](#); [Robles Garcia, C. \(PI\)](#); [Seru, A. \(PI\)](#); [Strebulaev, I. \(PI\)](#); [Vig, V. \(PI\)](#); [Xu, C. \(PI\)](#); [Zwiebel, J. \(PI\)](#); [Garcia, C. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Mattish, P. \(GP\)](#); [Rodriguez, T. \(GP\)](#); [Yan, J. \(GP\)](#)

FINANCE 802: TGR Dissertation (ACCT 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors : [Admati, A. \(PI\)](#); [Begenau, J. \(PI\)](#); [Berk, J. \(PI\)](#); [Blattner, L. \(PI\)](#); [Buchak, G. \(PI\)](#); [Coppola, A. \(PI\)](#); [Duffie, D. \(PI\)](#); [Grenadier, S. \(PI\)](#); [Hebert, B. \(PI\)](#); [Krishnamurthy, A. \(PI\)](#); [Lustig, H. \(PI\)](#); [Maggiori, M. \(PI\)](#); [Pfleiderer, P. \(PI\)](#); [Rauh, J. \(PI\)](#); [Robles Garcia, C. \(PI\)](#); [Seru, A. \(PI\)](#); [Strebulaev, I. \(PI\)](#); [Vig, V. \(PI\)](#); [Xu, C. \(PI\)](#); [Zwiebel, J. \(PI\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Mattish, P. \(GP\)](#); [Rodriguez, T. \(GP\)](#)

GSBGEN 299: The Core Curriculum in the Workplace

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.

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 8 times (up to 8 units total)

Instructors : [Oyer, P. \(PI\)](#); [Hayes, M. \(SI\)](#); [Shaker, S. \(GP\)](#)

GSBGEN 307: Policy Time

Policy Time is about the policy choices faced by senior American policymakers. Our main perspective is American and executive: decisions faced by the U.S. President, Governors, and their advisors. The lessons can extend to certain international settings as well. We have two main goals: 1. To begin to build your personal policy approach, in which you will figure out how your values translate into real-world policy choices; and 2. To learn what it is like to be a senior policymaker. Each week will cover a different policy topic. Likely topics include immigration reform, economics, whether and when and how companies should take public positions on policy issues, guns and gun control, social media policy challenges, the opioid crisis, and trade and industrial policy. Our exact topic schedule is flexible based in part on current events. This class is heavily participatory and involves a lot of class discussion. You will write 5-10 weekly short memos to explain your choices. This class is for beginners and assumes you have no prior knowledge of policy or politics.

Terms: Spr | Units: 4

Instructors : [Hennessy, K. \(PI\)](#)

GSBGEN 309: Housing and the Mortgage Market

Political gamesmanship, financial crises, and financial innovation come hand-in-hand with real estate finance, which has played a central role in the rise and fall of economies, financial institutions, and the lives of ordinary Americans. This course explores these issues in depth. We examine the past, present, and future of the complex political economy surrounding real estate finance, its impact on markets, and the business challenges and opportunities arising from it, both domestically and abroad, before and after the financial crisis. We then tackle recent trends like the rise of shadow banks, fintech, and proptech. Through a mix of speakers, case studies, and hands-on exercises, we examine the problems these industries are solving and creating. Greg Buchak is an Assistant Professor in the Finance group at Stanford. He received his PhD in financial economics and JD in law from the University of Chicago. His research focuses on the industrial organization of financial intermediation and its consequences in the real estate industry. Chris Mahowald is actively involved in the real estate investment business as the managing partner of RSF Partners, a series of real estate private equity funds totaling over \$1 billion in equity. The firm invests across product types throughout the U.S. During his career, he has focused on value investing with deep experience in distressed mortgage debt. He also teaches real estate investment at the GSB (GSBGEN 306: Real Estate Investment).

Terms: Spr | Units: 4

Instructors : [Buchak, G. \(PI\)](#); [Mahowald, C. \(SI\)](#)

GSBGEN 310: Business and AI: Lessons from Entrepreneurs, Executives, and Investors

As AI technology advances at an unprecedented pace, both start-ups and established corporations are racing to harness its potential, aiming to revolutionize every sector with innovative applications. What are these opportunities, and how are these firms creating a sustainable competitive advantage? In this class, the teaching team will guide interactive classroom discussions on adopting AI in business. Guest speakers - CEOs or venture capitalists at the forefront of AI - will tell their stories, offering valuable insights from a myriad of industries and perspectives. The structure for this course will be a combination of: addressing what is different about starting an AI company; asking how AI companies (particularly Generative AI) are being valued and the associated risks; exploring how large companies are rapidly adopting AI; and introducing relevant economic models. Almost all days will have engaging speakers, and 50% of your course grade will be participation, as you interact with them and with your peers. There are two assignments and a group project. The faculty will provide a structured foundation to guide you, and short lectures on a number of topics. Students do not need in-depth technical knowledge of AI; you will be expected to learn the basics along the way, and will be taught about LLM models through examples.

Terms: Spr | Units: 3

Instructors : [Shaw, K. \(PI\)](#); [Golden, J. \(SI\)](#)

GSBGEN 315: Strategic Communication

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. 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 feature of this course is that there are two faculty members working in concert to ensure that students get rigorous and individualized coaching and feedback. In this course you will learn to: - Create communication strategies at an individual and organizational level - Develop clearly organized and effective presentations and documents - Diagnose and expand your personal writing and oral delivery style - Adapt your delivery style to different material and audiences - Enhance oral delivery through effective visual aids Students at all levels of comfort and expertise with public speaking and business writing will benefit from this course.

Terms: Aut, Win, Spr | Units: 4

Instructors : [Alper, B. \(PI\)](#); [Kluger, A. \(SI\)](#); [Shaker, S. \(GP\)](#)

GSBGEN 317: Reputation Management: Strategies for Successful Communicators

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. The 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. 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.

Terms: Spr | Units: 3

Instructors: ; Kluger, A. (PI)

GSBGEN 320: Neuroscience and the Connection to Sustained Excellence

Recent work on human performance is beginning to unravel biological, neurobiological and psychological factors that separate the best performers from the rest, providing rich insights into how we all can (re)wire our mind and body for manifesting sustained excellence. Adopting the format of a retreat, the thrust of this course is two-fold. First, expose students to neurobiological frameworks, serving as scaffolding for appreciating the importance of practices aimed hacking the body and the mind such as breathing, naps, laughter, fitness, etc. for setting oneself up for peak performance. Second, give students a chance to transform their own body and mind by experimenting with various techniques such as parasymphathetic breathing, micro-breaks, the I(Interrupt)-R(Relax)-R(Reframe), the Invisioning-Envisioning series of exercises, etc. Students will be encouraged to monitor their transformation, including regular measurements of their Heart Rate Variability (HRV), a key marker for the emotional resilience and vibrancy that are at the core of manifesting sustained excellence.

Terms: Spr | Units: 3

Instructors: ; Shiv, B. (PI); Tai, G. (SI)

GSBGEN 339: Negotiation Dynamics in Sports, Entertainment and Media

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.

Terms: Spr | Units: 4

Instructors: ; Foster, G. (PI); Hinkie, S. (SI); Marathe, P. (SI)

GSBGEN 352: Winning Writing

This once-a-week full-quarter workshop will offer techniques and practical in-class exercises for writing better -- better memos, emails, cold-call letters, speeches, feedback for colleagues, news releases, responses to questions from the media and from interviewers, and opinion pieces. Glenn Kramon, an 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. They will also share thoughts on how best to work with the news media.

Terms: Aut, Spr | Units: 3

Instructors: ; Kramon, G. (PI); Konrad, R. (SI); Oseguera, J. (GP)

GSBGEN 357: U.S.-China: Strategic Competition and Cooperation

This is a course to help future business leaders understand the policy risks that result from the changing relationship between the United States and China. Driven in part by policy decisions over the past decade in Washington and Beijing, the world built by the West after World War II is changing. Most American policymakers now label the relationship between the U.S. and China as one of strategic competition. They are often less clear on whether this term applies to the governments, the peoples, the businesses based within each country, or the two nation-states. At the same time, these two superpowers also have shared interests. We seek to understand the changing relationships between the U.S. and China, and what both competition and possible cooperation between their governments mean for others. American business leaders may be caught between two governments with conflicting interests. Business leaders in other countries may be caught among three governments: America, China, and their home-country government. This is a course not about China per se, but instead about the interactions between these two superpowers' governments and policies. We will look at the U.S.-China relationship by unpacking and examining distinct elements, devoting 1 or 2 class sessions on each topic. Relying in part on guests with practical expertise in some element of the U.S.-China relationship, our goals are to understand: * The most significant changes in Chinese policy direction in the Xi era; * Changes among Western leaders' policy approaches as they have realized their 50-year-old policy toward China either was wrong or is now out-of-date; * What the strategic competition label might mean and how it could translate into specific policy changes in both countries; * What opportunities exist for cooperation and mutual benefit despite strategic competition; * How China might try to change the post-WWII international rules and organizations; * How leaders of global businesses, in the U.S., China, and other countries, are caught between these two governments; * What decoupling in certain industries might mean; and * Possible ways to think about these issues as the U.S.-China relationship evolves.

Terms: Spr | Units: 4

Instructors: ; Hennessey, K. (PI)

GSBGEN 373: Mission and Money in Education

Educational institutions are defined by their academic missions and their financial structures. When we refer to public/private or nonprofit/profit sectors, these are shorthand descriptions of the different capital structures that underlie educational organizations. Increasingly, these options - and novel variations on them - exist throughout the education enterprise: in K-12 schools, higher education, and ancillary service providers. In this course we will explore the relationships between academic goals and financial structures, with particular focus on management and decision making in educational organizations.

Terms: Spr | Units: 3

Instructors : ; Cox, G. (PI); Eger, W. (SI)

GSBGEN 390: Individual Research

Need approval from sponsoring faculty member and GSB Registrar. There is a limit on the number of units in courses of independent study that may be applied toward degree requirements.

Terms: Aut, Win, Spr | Units: 1-4 | Repeatable 4 times (up to 10 units total)

Instructors : ; Aaker, J. (PI); Abbey, D. (PI); Abrahams, M. (PI); Admati, A. (PI); Aka, A. (PI); Akbarpour, M. (PI); Allende Santa Cruz, C. (PI); Alper, B. (PI); Alvarez, G. (PI); Andrews, C. (PI); Antoni, F. (PI); Armstrong, C. (PI); Athey, S. (PI); Atwell, J. (PI); Bagaliso, R. (PI); Bannick, M. (PI); Barnett, W. (PI); Baxter, L. (PI); Bayati, M. (PI); Begenau, J. (PI); Belo-Osagie, H. (PI); Bendor, J. (PI); Benkard, L. (PI); Berg, J. (PI); Berk, J. (PI); Beyer, A. (PI); Bimpikis, K. (PI); Blattner, L. (PI); Brady, S. (PI); Breninkmeijer, T. (PI); Brest, P. (PI); Buchak, G. (PI); Bulow, J. (PI); Burgelman, R. (PI); Callander, S. (PI); Camara, M. (PI); Carmel-Hurwitz, D. (PI); Carroll, G. (PI); Casey, K. (PI); Chess, R. (PI); Chin, L. (PI); Choi, J. (PI); Ciesinski, S. (PI); Clement, J. (PI); Coppola, A. (PI); Corney, A. (PI); Coulson, S. (PI); Davis, S. (PI); DeMarzo, P. (PI); Demarest, D. (PI); Di Tella, S. (PI); Diamond, R. (PI); Ding, Y. (PI); Dobbs, C. (PI); Dodson, D. (PI); Donkor, K. (PI); Duffie, D. (PI); Eberhardt, J. (PI); Ellis, J. (PI); Feinberg, Y. (PI); Flanagan, R. (PI); Flores, K. (PI); Flores-Solano, J. (PI); Flynn, F. (PI); Foarta, D. (PI); Foster, G. (PI); Francis, P. (PI); Frank, G. (PI); Frankel, R. (PI); Galen, D. (PI); Garcia, C. (PI); Garfinkel, J. (PI); Gelfand, M. (PI); Gipper, B. (PI); Glickman, M. (PI); Goldberg, A. (PI); Grenadier, S. (PI); Groubeck, H. (PI); Gruenfeld, D. (PI); Gur, Y. (PI); Guttentag, B. (PI); Halevy, N. (PI); Hall, A. (PI); Harmon, M. (PI); Harstad, B. (PI); Hartmann, W. (PI); Hebert, B. (PI); Hennessey, K. (PI); Hu, Y. (PI); Huang, S. (PI); Iancu, D. (PI); Imbens, G. (PI); Jha, S. (PI); Jones, C. (PI); Jones, P. (PI); Joss, R. (PI); Karaduman, O. (PI); Kasznik, R. (PI); Keelan, H. (PI); Kelly, P. (PI); Kepler, J. (PI); Kessler, D. (PI); Kim, J. (PI); Kim, Y. (PI); Kluger, A. (PI); Konrad, R. (PI); Kosinski, M. (PI); Kramon, G. (PI); Krishnamurthy, A. (PI); Krubert, C. (PI); Kupor, S. (PI); LaBlanc, G. (PI); Lam, L. (PI); Lattin, J. (PI); Lee, G. (PI); Lee, H. (PI); Lei, L. (PI); Lester, R. (PI); Levav, J. (PI); Levin, J. (PI); Lisbonne, B. (PI); Long, M. (PI); Lowery, B. (PI); Lustig, H. (PI); Maggiori, M. (PI); Mahowald, C. (PI); Mak, K. (PI); Malhotra, N. (PI); Mandelbaum, F. (PI); Marinovic, I. (PI); Martin, A. (PI); Martin, G. (PI); Mattish, P. (PI); McGonigal, K. (PI); McLennan, S. (PI); McNichols, M. (PI); Melnikoff, D. (PI); Mendelson, H. (PI); Miller, D. (PI); Miton, H. (PI); Monin, B. (PI); Most, H. (PI); Nair, H. (PI); Nakache, P. (PI); Narayanan, S. (PI); Noh, S. (PI); O'Reilly, C. (PI); Osborne, G. (PI); Oseguera, J. (PI); Ostrovsky, M. (PI); Oyer, P. (PI); Parker, G. (PI); Patel, H. (PI); Pfeffer, J. (PI); Pfeleiderer, P. (PI); Piotroski, J. (PI); Plambeck, E. (PI); Rao, H. (PI); Rauh, J. (PI); Reichelstein, S. (PI); Reiss, P. (PI); Rice, C. (PI); Risk, G. (PI); Robles Garcia, C. (PI); Rogers, M. (PI); Saban, D. (PI); Sahni, N. (PI); Saloner, G. (PI); Sannikov, Y. (PI); Schiffrin, D. (PI); Schulman, K. (PI); Seru, A. (PI); Sharabi Levine, Y. (PI); Shaw, K. (PI); Shiv, B. (PI); Shotts, K. (PI); Siegel, R. (PI); Siegelman, R. (PI); Singer, S. (PI); Singh, H. (PI); Skrzypacz, A. (PI); Smeton, K. (PI); Smith, K. (PI); Somaini, P. (PI); Sorensen, J. (PI); Soule, S. (PI); Spiess, J. (PI); Sterling, A. (PI); Strebulavev, I. (PI); Suarez Serrato, J. (PI); Sugaya, T. (PI); Tonetti, C. (PI); Tormala, Z. (PI); Urstein, R. (PI); Vasserman, S. (PI); Vig, V. (PI); Voorsanger, M. (PI); Wager, S. (PI); Wallace, C. (PI); Wang, Y. (PI); Weaver, G. (PI); Wein, L. (PI); Weintraub, G. (PI); Wheeler, S. (PI); Williams Cosey, F. (PI); Wilson, R. (PI); Xu, C. (PI); Xu, J. (PI); Xu, K. (PI); Yurukoglu, A. (PI); Zenios, S. (PI); Zhong, W. (PI); Ziebelman, P. (PI); Zwiebel, J. (PI); deHaan, E. (PI); Alvarez, G. (GP); Alvarez, K. (GP); Bagaliso, R. (GP); Baxter, L. (GP); Davis, S. (GP); Dubon, M. (GP); Flores, K. (GP); Flores-Solano, J. (GP); Garcia, C. (GP); Kankolongo Ngoba, N. (GP); Lion-Transler, C. (GP); Long, M. (GP); Lumagui, S. (GP); Mattish, P. (GP); Molina, M. (GP); Rodriguez, T. (GP); Shaker, S. (GP); Sonora, P. (GP); Yan, J. (GP); Zweig, S. (GP)

GSBGEN 392: Financial Management for Entrepreneurs

The course provides future CEOs, CFOs, and investors with the necessary tools for successfully managing financial aspects and investing in entrepreneurial ventures. We cover topics related to both fundraising and ongoing capital management in startups, ranging from early to late stages. We analyze the incentives of all parties in major financial transactions of startups and growing organizations: founders, employees, angels, VCs, corporate investors, and public markets. In addition, we will look at issues of financial management such as KPIs, dashboards, financial reporting, and forecasting.

Terms: Spr | Units: 3

Instructors : ; Beyer, A. (PI); Siegel, R. (SI)

GSBGEN 496: Leadership for Society: Leading in Challenging Times

This course asks you to consider how you will react to challenges that all future leaders are likely to face. Where are you likely to thrive? What will you find most testing? When the pressure is on, how will you balance competing priorities? The lessons you learn in answering these questions are designed to help prepare for and understand how you will behave in future leadership positions. To maximize your learning we will examine case studies, host leaders for Q&As and hold a weekend-long simulation that all students are required to attend. Enrollment is limited to MBA1s.

Terms: Spr | Units: 3

Instructors : ; Lowery, B. (PI); Goldsworthy, A. (SI)

GSBGEN 514: Creating and Scaling High Potential Ventures in Developing Economies (Cases)

GSBGEN 514 - Creating High Potential Ventures in Developing Economies (2 Units) This course addresses the distinctive challenges and opportunities of launching and growing 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 514 is a seminar/discussion format in which students will read about and discuss the key challenges described above and potential solutions. Guests will describe their own startup and investing experiences in developing economies and answer questions. A framework based on the World Economic Forum (WEF) report on "Entrepreneurial Ecosystems Around the Globe and Company Growth Dynamics" will be used to structure the course. Each student will prepare a short write-up as a final assignment on a case chosen from a selection provided by the instructors. Note: Groups of students who want to work as a team to investigate a specific new venture idea in addition to participating in the seminar/discussion sessions should also consider enrolling in GSB534, offered in Spring term.

Terms: Spr | Units: 2

Instructors : ; Ciesinski, S. (PI); Rosen, H. (SI)

GSBGEN 515: Essentials of Strategic Communication

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. This highly interactive, practical course, is focused on feedback to help students at all levels of communication mastery develop confidence in their speaking and writing. Course includes presentations, assignments, lectures, discussions, simulated activities, in-class feedback, and filmed feedback. In this course you will learn to: -Recognize strategically effective communication-Implement the principles of strategic communication across different platforms-Develop clearly organized and effective presentations and documents-Diagnose and expand, your personal

authentic communication style.

Terms: Aut, Win, Spr | Units: 2

Instructors: ; Abrahams, M. (PI); Jackson, S. (SI); Shaker, S. (GP)

GSBGEN 534: Creating a New Venture in a Developing Economy

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. GSB534 uses a team-based project to learn about and develop solutions to the key challenges described above and potential solutions. A framework based on the recently published World Economic Forum (WEF) report on "Entrepreneurial Ecosystems Around the Globe and Company Growth Dynamics" will be used to structure the course along with a few lectures and guests who describe their own startup and investing experiences in developing economies and answer questions. The team-based projects are based on students' ideas; classmates will form teams of their choosing to explore a specific country and investigate an 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. Teams of AT LEAST 3 STUDENTS EACH will be formed before the start of class or on the first day of class at the latest so students can decide if they want to enroll. 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. Students who would prefer to learn more about this subject in a lecture/case discussion format should also enroll in GSB514, offered in Winter term.

Terms: Spr | Units: 2

Instructors: ; Ciesinski, S. (PI); Rosen, H. (SI)

GSBGEN 537: Sustainable Human Behavior

What is sustainability? It is not just about air travel, ocean health or reducing plastic waste. It is about rethinking our role as humans and leaders in this ever-changing world and developing a mindset that leads to positive habits and creates strong relationships to nurture our planet. In a world where success is frequently regarded as a stopping point rather than a stepping stone to future endeavors, this mindset is critical to leading a life of purpose and meaning. In this class we invite you to rethink: - a sustainable self, by moving away from focusing on the short-run win associated with attaining a goal to the longer-term benefits associated with continued improvement after the goal has been achieved thereby sustaining healthy habits. - sustainable connections, by helping people feel they are valued members of a winning team on an inspired mission. - sustainable planet, in small ways that ripple out small communities and the planet; the hope is to create a culture of shared prosperity. The goal of the class is to facilitate dialogue, knowledge exchange, and collaboration among students and guests to create a sustainable toolkit to cultivate positive habits for our future based on a sense of shared prosperity. Lastly, we'll map out how to use time in ways that will help build sustainable lives (calm mind and healthy body), impactful teams and a beautiful planet, so each of our lives will have meaningful, lasting impact in the world.

Terms: Spr | Units: 2

Instructors: ; Aaker, J. (PI); Huang, S. (SI)

GSBGEN 542: Engineering a Remarkable Life

The skills and attitudes learned as a graduate business student can (with a bit of coaching) be applied to managing one's life. This course will help students think through the 'brand' they want to have, how to modify a personal 'operating system,' how to set achievable goals, and how to: 1) Summarize one's non financial assets/liabilities, 2) Manage a professional career (or careers), 3) Extend themselves into service, political or educational opportunities, 4) Deal with difficult bosses, unresponsive people, job transitions, 5) Turn around an enterprise, 6) Build durable relationships (professional and personal), 7) Overcome challenges (personal and professional), 8) Manage litigation, conflicts, reversals, 9) Negotiate win-win outcomes, 10) Set MAD goals, establish habits, 11) Add value beyond business goods and services, 12) Help aging parents, siblings, 13) Plan for retirement (money, geography, location, activities), 14) Set up traditions, travel, continuing education, etc. 15) Deal with wealth, gifts to children/others/charity, 16) Manage a non-profit (and any number of other challenges our grads face). The course will involve readings, faculty-led discussions, short papers, in-class exercises and role plays. In addition, GSB alums at various stages of life will return to campus to share their journeys and challenges. The final product will be a confidential 'Life Plan.' The course will be offered on a Pass-Fail basis.

Terms: Aut, Spr | Units: 2

Instructors: ; Peterson, J. (PI); Sonora, P. (GP)

GSBGEN 543: Family Business

Believe it or not, the "Silicon Valley model" is irrelevant to most businesses. Most companies are not started by MBAs; most startups are not funded by VCs; most employees don't work for tech firms; and most firms don't sell out to other businesses or go public. Rather, the vast majority of companies world-wide are started, funded, owned, and governed by families, and these firms create most of the employment in the global economy. Despite the prominence of family firms, most MBA courses focus on the widely-held or Silicon Valley model of the firm. This course explores the challenges and opportunities faced by family businesses. It is co-taught by Leo Linbeck III, Lecturer since 2005 at the GSB and President and CEO of Aquinas Companies, LLC, and Thomas Brenninkmeijer, a leader in his family business of Cofra Holdings AG. 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, projects, and reflections to explore the central ideas of the course, which are likely to appear irrelevant to everyone (save the instructors) but are intended to be informative and entertaining. This is a compressed version of GSBGEN 334.

Terms: Spr | Units: 2

Instructors: ; Linbeck, L. (PI); Brenninkmeijer, T. (SI)

GSBGEN 552: Winning Writing

This twice-a-week, half-quarter workshop will offer techniques and practical in-class exercises for writing better -- better memos, emails, feedback for colleagues, news releases, responses to questions from the media and from interviewers, and opinion pieces. Glenn Kramon, an 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. They will also share thoughts on how best to work with the news media.

Terms: Win, Spr | Units: 2

Instructors: ; [Konrad, R. \(PI\)](#); [Kramon, G. \(PI\)](#); [Konrad, R. \(SI\)](#); [Oseguera, J. \(GP\)](#)

GSBGEN 559: The Technology, Politics, and Finance for Solving Global Warming

There is increasing scientific consensus that global warming threatens our world. This course explores how the next generation of leaders can use a combination of forward-looking public policy, political power, and financing new technologies to solve this vexing challenge. The course will integrate public policy and politics with finance and real life cases on companies from Impossible Foods to Tesla. The instructor will bring entrepreneurs, regulatory leaders, elected officials and venture capitalists to class to explain how each of these leaders drive change and discuss what obstacles they must overcome in the process. There will be a heavy emphasis on class participation and students will be asked to apply what they've learned in every aspect of their GSB education, from finance and accounting to marketing and organizational behavior. Students will be asked to make their own case on which new technology, piece of legislation, or regulatory mandate will have the greatest impact on solving global warming and what role they see themselves playing in making change.

Terms: Spr | Units: 2

Instructors: ; [Westly, S. \(PI\)](#)

GSBGEN 561: Impact Leadership: Building Business Models and Learning from those that Created Them

Learning from those that shaped the space of impact investing. Exploring the business models that scaled or broke in the effort to scale. The goal is to hone the skills of identifying companies that perform in the long term with an integration of social and environmental impact.

Terms: Spr | Units: 2

Instructors: ; [Dodson, D. \(PI\)](#)

GSBGEN 591: Entrepreneurship and Innovation in Education Technology Seminar

The last few years have created significant educational challenges and opportunities, especially given the emergence of Artificial Intelligence (AI); there has never been a more pressing and urgent need in our history to foster entrepreneurship in education by leveraging new technologies. This course will help you develop the skills and strategies necessary to effectively create and evaluate educational services and education technology startups, much like educators, entrepreneurs, philanthropists, and venture capital investors do. Some questions we will discuss include: How do entrepreneurs, educators, and VCs evaluate and grow successful education and edtech startups? Why do most startups in edtech fail, and what are the critical ingredients for success, especially in today's challenging times? What does it take to get venture capital financing in edtech? Why now? Each week will feature a different entrepreneur as a guest speaker; these leaders hail from a variety of innovative for-profit and non-profit startups. As we hear from the speakers, we'll evaluate all aspects of their invention, particularly in the context of AI, distance learning and hybrid learning ecosystems. A fundamental question we'll explore in this course is how educators and technologists can better collaborate to leverage the scale and impact of technology to improve educational equity and access. This course will be taught in person; attendance at each session is required. The maximum capacity is 50 students. Juniors, Seniors and graduate students of all Stanford schools are welcome. Syllabus can be viewed here:

<https://monsolve.people.stanford.edu/courses-and-seminars>

Terms: Spr | Units: 2

Instructors: ; [Monsalve, S. \(PI\)](#)

GSBGEN 595: High-Stakes Decision Making

Effective decision making is a critical skill for political and business leaders. Decisions must be made under pressure and often with incomplete information. George Osborne was Chancellor of the Exchequer of the United Kingdom in the aftermath of the global economic crisis, and this class will study three of the biggest challenges global economic policy makers faced during this time. Students will gain a framework for how senior leaders approach decision making, and will be given the chance to put this into practice. Each class will include a simulation where students are put in the role of a senior policy maker facing a key decision.

Terms: Spr | Units: 1

Instructors: ; [Osborne, G. \(PI\)](#)

GSBGEN 622: Presentation and Communication Skills for Academics

Academics must effectively communicate the importance of their research to a wide range of audiences, including colleagues, students, stakeholders, and the general public, as well as in a variety of contexts, from academic conferences and job talks to one-on-one conversations, news interviews, and social media. This highly interactive course is designed to equip PhD students with the skills to confidently present their research and connect with varied audiences. Students will craft an elevator pitch for academic settings, learn how to document and tell the 'story' of their research, develop both stage and screen presence for live and virtual talks, practice responding to Q&A and research critiques, and prepare for media interviews about their research. This class combines best practices from public speaking with elements from related fields, including the art of improv, the science of communication, and narrative journalism.

Terms: Spr | Units: 2

Instructors: ; [McGonigal, K. \(PI\)](#)

GSBGEN 641: Introduction to Structural Econometrics

This course introduces students to the role of theory-based structural econometric models in i) estimating determinants of behavior from revealed preference data, ii) evaluating counterfactual decisions or policies by firms, organizations and/or the government and iii) assessing identification when using descriptive or "model-free" approaches to inference. It begins with discrete choice models applied in consumer choice contexts, then extends those models to consider state-dependence, forward-looking dynamics and equilibrium peer effects. A focus throughout is the role of heterogeneity for both identification and firm decisions. The class also considers simulation-based estimation and empirical pricing or advertising models. The emphasis is on an intuitive understanding and coding and estimation of entry-level models of consumer behavior.

Terms: Spr | Units: 3

Instructors: ; [Hartmann, W. \(PI\)](#)

GSBGEN 697: Research Fellows Practicum

Terms: Aut, Win, Spr | Units: 1-7 | Repeatable 10 times (up to 99 units total)

Instructors: ; [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Diamond, R. \(PI\)](#); [Ding, Y. \(PI\)](#); [Hall, A. \(PI\)](#); [Henry, P. \(PI\)](#); [Kepler, J. \(PI\)](#); [Leino, J. \(PI\)](#); [Lester, R. \(PI\)](#); [Maggiori, M. \(PI\)](#); [McNichols, M. \(PI\)](#); [Noh, S. \(PI\)](#); [Seru, A. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Vasserman, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Xu, C. \(PI\)](#); [Coppola, A. \(SI\)](#); [Kaszniak, R. \(SI\)](#); [Kim, J. \(SI\)](#); [deHaan, E. \(SI\)](#); [Dubon, M. \(GP\)](#); [Flores, K. \(GP\)](#); [Flores-Solano, J. \(GP\)](#); [Garcia, C. \(GP\)](#); [Henry, P. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Leino, J. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Long, M. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Mattish, P. \(GP\)](#); [Molina, M. \(GP\)](#); [Rivera, S. \(GP\)](#); [Smith, J. \(GP\)](#); [Sonora, P. \(GP\)](#); [Yan, J. \(GP\)](#); [Zweig, S. \(GP\)](#)

GSBGID 307: Lytics Seminar

In the course student will learn to design technology mediated learning environments and conduct research in those environments with a focus on equity and justice. Grounded in various theoretical frameworks that inform the design of learning environments, the course explores how people learn and the evidence of

learning that can be collected and modeled in online environments in real world contexts. The course will explore assessment and learning analytics and how they can be used to support adult learning, including topics such as data collection, analysis, visualization, performance tracking, designing effective assessments, adaptive learning, and using data to improve learning outcomes. Throughout the course we will consider ethical issues related to design and research in human learning. Overall, this course will provide students with a strong foundation in the theory and practice of adult learning in online environments, as well as the skills and knowledge needed to design, implement, and evaluate effective technology mediated learning environments.

Terms: Spr | Units: 3

Instructors: ; [Thille, C. \(PI\)](#)

GSBGID 330: Leading Environmental Sustainability by Design

This course is intended for Master's level students. It surveys our planet's greatest sustainability challenges, and some of the possible ways that humankind might overcome each through proactive leadership. The course material includes readings from multiple disciplines: from the natural sciences, the social sciences, and from business and policy studies. By the end of the course, you should have a basic understanding of the global biological, cultural, social, and economic processes involved in environmental sustainability. Our objective is for you to carry forward this understanding into your career, to enable you to make a difference for the future of our world.

Terms: Spr | Units: 3

Instructors: ; [Barnett, W. \(PI\)](#)

GSBGID 333: Taxes and Business Strategy

Taxes affect a wide variety of business decisions, including the efficient formation of businesses, the creation of cash and equity compensation plans, operational planning across jurisdictions with competing tax regimes, M&A tax structure, and retirement planning (to name a few). This course first provides a conceptual framework for incorporating taxation into business decisions, linking concepts from accounting, corporate finance, business law, and economics. The course then provides real-world examples to illustrate both the business impact and the societal impact of specific tax policies, including the effects on business investment, job creation, and cross-border tax competition. The course provides a holistic view of how the business of taxes impacts companies, tax advisors, citizens, and the government.

Terms: Spr | Units: 3

Instructors: ; [Lester, R. \(PI\)](#); [Suarez Serrato, J. \(SI\)](#)

MGTECON 300: Growth and Stabilization in the Global Economy

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.

Terms: Spr | Units: 3

Instructors: ; [Di Tella, S. \(PI\)](#); [Jones, C. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Di Tella, S. \(SI\)](#); [Tonetti, C. \(SI\)](#)

MGTECON 340: Data Science for Environmental Business

Are you interested in clean tech and sustainability? Do you like working with data or plan to manage data scientists? Do you want to find a socially impactful job? If so, Data Science for Environmental Business is for you. Each week, we'll have a guest speaker from a utility, venture capital firm, clean tech startup, renewable energy developer, or some other sustainability-related business. We'll do a quantitative case study of one of the speaker's business problems, such as carbon footprint measurement, supply chain decarbonization, techno-economic analysis, where to site renewable energy facilities, how to value electricity storage, or predicting demand for electric vehicles. Then in the next class, we'll discuss the analytical decisions you made on the case study and the business implications of your results. We aim to draw a mix of students from the GSB, engineering, sustainability, data science, computer science, economics, math, and other fields. Students registering through the GSB should expect roughly standard MBA class workload. Students registering through non-GSB course numbers should expect a serious data science course where you'll learn and apply new methods. We hope to develop a pipeline of students working for the guest speakers and similar firms.

Terms: Spr | Units: 3

Instructors: ; [Imbens, G. \(PI\)](#); [Allcott, H. \(SI\)](#)

MGTECON 533: Economics of Strategy and Organization

The goal of this class is to combine economic theory and business practice to develop insights for business strategy and organization design. We will discuss strategies and organizations of companies, identify potential problems and explore potential solutions. Some of the topics to be covered will be why many established companies find it hard to innovate (and what strategies can mitigate those problems), business-model innovation, and what economic and practical problems arise when companies need to stop projects. The course will be based on a mixture of formal and informal cases.

Terms: Spr | Units: 2

Instructors: ; [Skrzypacz, A. \(PI\)](#); [Aron-Gilat, A. \(SI\)](#)

MGTECON 602: Auctions, Bargaining, and Pricing

This course covers mostly auction theory, bargaining theory and related parts of the literature on pricing. Key classic papers covered in the course are Myerson and Satterthwaite on dynamic bargaining, Myerson on optimal auctions, and Milgrom and Weber's classic work, the Coase Conjecture results. We also cover a few more recent developments related to these topics, including dynamic signaling and screening. In some years we also cover topics in matching theory.

Terms: Spr | Units: 3

Instructors: ; [Skrzypacz, A. \(PI\)](#)

MGTECON 607: Methods for Applied Econometrics

The course provides an introduction to modern econometric methods for causal inference. We discuss classical randomized experiments as well as modern methods for experimentation. We also discuss observational methods for cross section settings, including matching, propensity score methods and doubly robust methods. We also cover methods for dealing with selection on unobservables, including regression discontinuity designs, instrumental variables. We also discuss methods for panel data settings including fixed effect methods, difference-in-differences and synthetic controls.

Terms: Spr | Units: 3

Instructors: ; [Imbens, G. \(PI\)](#)

MGTECON 608: Multiperson Decision Theory

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.

Terms: Spr | Units: 3

Instructors: ; [Wilson, R. \(PI\)](#)

MGTECON 628: Reading Group in Industrial Organization

This course meets weekly on Fridays 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 a couple of times per quarter and both students and faculty may also present their own working papers.

Terms: Aut, Win, Spr | Units: 1 | Repeatable 12 times (up to 12 units total)

Instructors: ; [Benkard, L. \(PI\)](#); [Flores, K. \(GP\)](#)

MGTECON 691: PhD Directed Reading (ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MKTG 691, OB 691, OIT 691, POLECON 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Akbarpour, M. \(PI\)](#); [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Benkard, L. \(PI\)](#); [Bulow, J. \(PI\)](#); [Camara, M. \(PI\)](#); [Di Tella, S. \(PI\)](#); [Diamond, R. \(PI\)](#); [Feinberg, Y. \(PI\)](#); [Imbens, G. \(PI\)](#); [Jones, C. \(PI\)](#); [Lei, L. \(PI\)](#); [Levin, J. \(PI\)](#); [Oyer, P. \(PI\)](#); [Reiss, P. \(PI\)](#); [Sannikov, Y. \(PI\)](#); [Skrzypacz, A. \(PI\)](#); [Somaini, P. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Yurukoglu, A. \(PI\)](#); [Zhong, W. \(PI\)](#); [Dubon, M. \(GP\)](#); [Flores, K. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Yan, J. \(GP\)](#)

MGTECON 692: PhD Dissertation Research (ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MKTG 692, OB 692, OIT 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Akbarpour, M. \(PI\)](#); [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Benkard, L. \(PI\)](#); [Bulow, J. \(PI\)](#); [Camara, M. \(PI\)](#); [Di Tella, S. \(PI\)](#); [Diamond, R. \(PI\)](#); [Feinberg, Y. \(PI\)](#); [Imbens, G. \(PI\)](#); [Jones, C. \(PI\)](#); [Lei, L. \(PI\)](#); [Levin, J. \(PI\)](#); [Ostrovsky, M. \(PI\)](#); [Oyer, P. \(PI\)](#); [Saloner, G. \(PI\)](#); [Sannikov, Y. \(PI\)](#); [Shaw, K. \(PI\)](#); [Skrzypacz, A. \(PI\)](#); [Somaini, P. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Sugaya, T. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Vasserman, S. \(PI\)](#); [Yurukoglu, A. \(PI\)](#); [Zhong, W. \(PI\)](#); [Long, M. \(GP\)](#)

MGTECON 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 50 times (up to 50 units total)

Instructors: ; [Akbarpour, M. \(PI\)](#); [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Benkard, L. \(PI\)](#); [Bulow, J. \(PI\)](#); [Camara, M. \(PI\)](#); [Di Tella, S. \(PI\)](#); [Diamond, R. \(PI\)](#); [Feinberg, Y. \(PI\)](#); [Imbens, G. \(PI\)](#); [Jones, C. \(PI\)](#); [Lei, L. \(PI\)](#); [Levin, J. \(PI\)](#); [Ostrovsky, M. \(PI\)](#); [Oyer, P. \(PI\)](#); [Reiss, P. \(PI\)](#); [Saloner, G. \(PI\)](#); [Sannikov, Y. \(PI\)](#); [Shaw, K. \(PI\)](#); [Skrzypacz, A. \(PI\)](#); [Somaini, P. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Sugaya, T. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Vasserman, S. \(PI\)](#); [Yurukoglu, A. \(PI\)](#); [Zhong, W. \(PI\)](#); [Flores, K. \(GP\)](#); [Yan, J. \(GP\)](#); [Zweig, S. \(GP\)](#)

MGTECON 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Akbarpour, M. \(PI\)](#); [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Benkard, L. \(PI\)](#); [Bulow, J. \(PI\)](#); [Camara, M. \(PI\)](#); [Diamond, R. \(PI\)](#); [Feinberg, Y. \(PI\)](#); [Imbens, G. \(PI\)](#); [Jones, C. \(PI\)](#); [Lei, L. \(PI\)](#); [Levin, J. \(PI\)](#); [Oyer, P. \(PI\)](#); [Reiss, P. \(PI\)](#); [Saloner, G. \(PI\)](#); [Sannikov, Y. \(PI\)](#); [Shaw, K. \(PI\)](#); [Skrzypacz, A. \(PI\)](#); [Somaini, P. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Sugaya, T. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Vasserman, S. \(PI\)](#); [Yurukoglu, A. \(PI\)](#); [Zhong, W. \(PI\)](#); [Dubon, M. \(GP\)](#); [Flores, K. \(GP\)](#); [Flores-Solano, J. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Smeton, K. \(GP\)](#); [Sonora, P. \(GP\)](#); [Yan, J. \(GP\)](#)

MGTECON 802: TGR Dissertation (ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MKTG 802, OB 802, OIT 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Akbarpour, M. \(PI\)](#); [Allende Santa Cruz, C. \(PI\)](#); [Athey, S. \(PI\)](#); [Benkard, L. \(PI\)](#); [Bulow, J. \(PI\)](#); [Camara, M. \(PI\)](#); [Diamond, R. \(PI\)](#); [Feinberg, Y. \(PI\)](#); [Imbens, G. \(PI\)](#); [Jones, C. \(PI\)](#); [Lei, L. \(PI\)](#); [Levin, J. \(PI\)](#); [Ostrovsky, M. \(PI\)](#); [Oyer, P. \(PI\)](#); [Reiss, P. \(PI\)](#); [Saloner, G. \(PI\)](#); [Sannikov, Y. \(PI\)](#); [Shaw, K. \(PI\)](#); [Skrzypacz, A. \(PI\)](#); [Somaini, P. \(PI\)](#); [Suarez Serrato, J. \(PI\)](#); [Tonetti, C. \(PI\)](#); [Vasserman, S. \(PI\)](#); [Yurukoglu, A. \(PI\)](#); [Zhong, W. \(PI\)](#); [Flores, K. \(GP\)](#); [Flores-Solano, J. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Yan, J. \(GP\)](#)

MKTG 325: Go To Market

Startups as well as established firms innovate to develop new products. Success in the marketplace depends not just on developing great products, but also developing a comprehensive strategy to take it to the marketplace. This involves identifying the right target market, developing a monetization plan, a communication and promotion plan, as well as a channel strategy. This course will aim to develop a thorough understanding of how firms can develop a go-to-market strategy for their new products. Through a mix of lectures, case studies, exercises and guest sessions, students will learn how to develop a go-to-market strategy, identify key metrics for success and how to evaluate the performance of their strategy.

Terms: Spr | Units: 3

Instructors: ; [Narayanan, S. \(PI\)](#)

MKTG 346: Humor: Serious Business

There exists a mistaken belief in today's corporate world that we need to be serious all the time to be taken seriously. But the research tells a different story. In this course, we delve into the behavioral science of humor, and why it is a secret weapon in leadership (and life) to garner influence, fuel creativity, defuse tension, foster resilience, and strengthen relationships on your teams and with customers. You'll learn frameworks for understanding your humor style (hint: everyone has one) and the style of others. You'll practice applying concrete tools from the world of comedy to deploy humor safely and effectively at work. You'll hear stories from inspiring leaders in business, politics, entertainment, and professional spots and the tactics they used to bridge the trust gap, boost engagement, and unlock agility in the face of change. Students will leave this class with both a practical toolkit and a fundamental shift in mindset: navigating your life on the precipice of a smile. **LEARNING OBJECTIVES:** After completing the course, students will be able to: Reframe. Reframe challenging personal and

professional moments with evidence-backed approaches tied to happiness and well-being. Storytell. Develop a Signature Story to present their personal and professional narratives in more engaging, memorable, humorous ways. Apply. Use concrete techniques grounded in professional comedy, behavioral science, and stories from leaders, for bringing humor safely and effectively into work and leadership. Navigate the grey. De-risk humor; understand why humor fails happen, how to avoid them, and what to do when you accidentally cross a line. Teambuild. Apply strategies to create more bonded, effective, and creative teams. Deliver. Hone techniques to deliver more memorable, compelling, human stories.

Terms: Spr | Units: 3

Instructors: ; [Aaker, J. \(PI\)](#); [Bagdonas, N. \(SI\)](#); [Diemand-Yauman, C. \(SI\)](#)

MKTG 661: Attitudes and Persuasion

The goal of this course - geared toward graduate students in behavioral marketing, psychology, and related disciplines - is to explore the issues and questions 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 and persuasion research and will develop a new 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.

Terms: Spr | Units: 3

Instructors: ; [Tormala, Z. \(PI\)](#)

MKTG 691: PhD Directed Reading (ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, OB 691, OIT 691, POLECON 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Aaker, J. \(PI\)](#); [Aka, A. \(PI\)](#); [Ding, Y. \(PI\)](#); [Donkor, K. \(PI\)](#); [Hartmann, W. \(PI\)](#); [Huang, S. \(PI\)](#); [Kim, Y. \(PI\)](#); [Lattin, J. \(PI\)](#); [Levav, J. \(PI\)](#); [Nair, H. \(PI\)](#); [Narayanan, S. \(PI\)](#); [Sahni, N. \(PI\)](#); [Shiv, B. \(PI\)](#); [Tormala, Z. \(PI\)](#); [Wang, Y. \(PI\)](#); [Wheeler, S. \(PI\)](#); [Davis, S. \(GP\)](#); [Flores, K. \(GP\)](#); [Sonora, P. \(GP\)](#); [Zweig, S. \(GP\)](#)

MKTG 692: PhD Dissertation Research (ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, OB 692, OIT 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Aaker, J. \(PI\)](#); [Aka, A. \(PI\)](#); [Ding, Y. \(PI\)](#); [Donkor, K. \(PI\)](#); [Hartmann, W. \(PI\)](#); [Huang, S. \(PI\)](#); [Kim, Y. \(PI\)](#); [Lattin, J. \(PI\)](#); [Levav, J. \(PI\)](#); [Nair, H. \(PI\)](#); [Narayanan, S. \(PI\)](#); [Sahni, N. \(PI\)](#); [Shiv, B. \(PI\)](#); [Tormala, Z. \(PI\)](#); [Wang, Y. \(PI\)](#); [Wheeler, S. \(PI\)](#)

MKTG 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Aaker, J. \(PI\)](#); [Aka, A. \(PI\)](#); [Ding, Y. \(PI\)](#); [Donkor, K. \(PI\)](#); [Hartmann, W. \(PI\)](#); [Huang, S. \(PI\)](#); [Kim, Y. \(PI\)](#); [Lattin, J. \(PI\)](#); [Levav, J. \(PI\)](#); [Narayanan, S. \(PI\)](#); [Sahni, N. \(PI\)](#); [Shiv, B. \(PI\)](#); [Tormala, Z. \(PI\)](#); [Wang, Y. \(PI\)](#); [Wheeler, S. \(PI\)](#); [Davis, S. \(GP\)](#); [Lion-Transler, C. \(GP\)](#)

MKTG 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Aaker, J. \(PI\)](#); [Aka, A. \(PI\)](#); [Ding, Y. \(PI\)](#); [Donkor, K. \(PI\)](#); [Goldberg, S. \(PI\)](#); [Hartmann, W. \(PI\)](#); [Huang, S. \(PI\)](#); [Kim, Y. \(PI\)](#); [Lattin, J. \(PI\)](#); [Levav, J. \(PI\)](#); [Nair, H. \(PI\)](#); [Narayanan, S. \(PI\)](#); [Sahni, N. \(PI\)](#); [Shiv, B. \(PI\)](#); [Tormala, Z. \(PI\)](#); [Tully, S. \(PI\)](#); [Wang, Y. \(PI\)](#); [Wheeler, S. \(PI\)](#); [Davis, S. \(GP\)](#); [Flores, K. \(GP\)](#); [Garcia, C. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Sonora, P. \(GP\)](#); [Zweig, S. \(GP\)](#)

MKTG 802: TGR Dissertation (ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, OB 802, OIT 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Aaker, J. \(PI\)](#); [Aka, A. \(PI\)](#); [Ding, Y. \(PI\)](#); [Donkor, K. \(PI\)](#); [Hartmann, W. \(PI\)](#); [Huang, S. \(PI\)](#); [Kim, Y. \(PI\)](#); [Lattin, J. \(PI\)](#); [Levav, J. \(PI\)](#); [Narayanan, S. \(PI\)](#); [Sahni, N. \(PI\)](#); [Shiv, B. \(PI\)](#); [Tormala, Z. \(PI\)](#); [Wang, Y. \(PI\)](#); [Wheeler, S. \(PI\)](#); [Davis, S. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Sonora, P. \(GP\)](#); [Zweig, S. \(GP\)](#)

OB 345: Leadership Coaching

The ability to help others develop is an often over-looked core competency for leaders. This course will give students an opportunity to learn fundamental coaching skills, so they can become coaching leaders who know how to develop others. 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.

Terms: Spr | Units: 3

Instructors: ; [Frankel, R. \(PI\)](#); [Voorsanger, M. \(SI\)](#)

OB 374: Interpersonal Dynamics

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 interactions with other T-group members. This course is very involving, and, at times, can be quite emotional. However, this course is not a substitute for therapy. If you are in therapy, please talk this over with your therapist and get their advice before enrolling in this course. T-groups meet during part of class-time as well as in the evening. T-groups for all sections will meet for 3 hours in the evening. For 1-day/week sections groups will meet the same evening as class. For 2-day/week sections, please see course details. The class has a weekend retreat toward the end of the quarter (check section details for specific dates). It is very important to note that when you decide to take this course, you make an explicit contract to be actively involved. ATTENDANCE: 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 for an unexcused absence will negatively influence your grade and may result in your grade being dropped one grade level (for each absence). Attendance to the first class is required for all sections and failure to attend the first class will result in an

automatic drop. Some sections of the 2-day/week version of the course also require attendance at the second or third class to remain enrolled. See individual instructor for details. 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 fulfill your waitlist requirement. PRE-QUALIFICATION: Students must pre-qualify before taking the class through an assignment on Canvas (due approximately five weeks prior to the quarter). Go to <https://canvas.stanford.edu/enroll/H8WJ8X>, then select "Enroll in Course". In addition to the Pre-Qualification assignment, you will also be asked to complete a Demographic Survey for each section in which you are enrolled or waitlisted. The survey(s) will be sent to you by email prior to the start of the quarter.

Terms: Aut, Win, Spr | Units: 5

Instructors: ; Carmel-Hurwitz, D. (PI); Chin, L. (PI); Corney, A. (PI); Dobbs, C. (PI); Frank, G. (PI); Jones, P. (PI); Lam, L. (PI); Most, H. (PI); Sharabi Levine, Y. (PI); Garcia, C. (GP); Kankolongo Ngoba, N. (GP); Lumagui, S. (GP); Mattish, P. (GP)

OB 388: Leadership in the Entertainment Industry

The entertainment industry is of enormous importance - both from a business and cultural standpoint and has influence on virtually every spare of our society. It is characterized by tremendous opportunities and great uncertainties. The industry is continually changing as a result of emergent technology, new business models, and expanding markets. This dynamic industry creates opportunities for entrepreneurial students interested in leaving an artistic and/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 the major portion of the course will involve bringing to the class leaders who represent key areas of the entertainment industry, on both 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 will see the potential of strong leadership and how it works to advance entertainment companies and the films and television programming they produce. Topics to be examined include project development, production, marketing and distribution; emerging technologies and platforms, and their impact on the industry; the roles of studio, network and gaming executives, directors, producers, television showrunners, writers, actors, agents, talent managers, and others; and the intersection of Silicon Valley and Hollywood. The class will also cover the social changes occurring in the industry, such as the rise of #MeToo, and the importance of leaders creating workplaces and entertainment product that is inclusive and ethical. The theory behind this course is that by listening to, and questioning the class speakers, coupled with class research papers, students will emerge with a deeper understanding of the entertainment industry. The class is also intended to give students a view of first-rate leadership in general, and to present what it takes to be a successful, inspiring, and forward-thinking leader in entertainment.

Terms: Spr | Units: 3

Instructors: ; Guttentag, B. (PI)

OB 502: Global Leadership

In order to be effective in the emerging global economy, managers need to be able to interact effectively across cultures. This course will provide you with critical knowledge and skills that will enable you to become an effective global leader. After successfully completing this course, you will have enhanced cultural intelligence which will help you work more effectively across cultures. In particular, you will have an enhanced knowledge of: The multiple ways in which national cultures vary and factors that explain this variation. How culture affects basic psychological processes, including cognition, emotion, and motivation. How culture affects the communication process, including nonverbal and verbal communication. How culture affects leadership and followership. How culture affects the process of negotiating, and how to create win-win agreements across cultures. Ethical challenges that leaders face when doing business across cultures, and ways to deal with ethical conflicts across cultures. How culture affects the process of teamwork, and ways to build an effective global business team. The nature of human resource management practices across different cultural contexts, and the tension between standardizing HRM practices versus adapting HRM practices to the local context in multinational companies. Problems that expatriates may experience on their assignments, and ways to maximize the potential that expatriates will successfully adapt to the local context. This course will use a combination of lectures, group discussion, videos, and numerous case analyses.

Terms: Spr | Units: 2

Instructors: ; Gelfand, M. (PI)

OB 528: Racial Bias and Structural Inequality

How do we address racial bias and inequities? What role do institutions play in creating, maintaining, and magnifying those inequities? What role do we play? In this elective, we examine racial bias and inequality in our criminal justice system and in our neighborhoods, schools, and workplaces. In every domain, we focus our attention on the tools and interventions that can be used to mitigate bias and decrease racial disparities. The format will be highly interactive, including guest speakers and student group presentations. Grading will be based on course preparation, active participation, two reaction papers, and a final paper. Attendance is mandatory. Because each day constitutes 20% of the course, even one unexcused absence can have a substantial impact on course grade. Enrollment is limited.

Terms: Spr | Units: 2

Instructors: ; Eberhardt, J. (PI)

OB 581: Negotiations

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.

Terms: Aut, Win, Spr | Units: 2

Instructors: ; Atwell, J. (PI); Gelfand, M. (PI); Halevy, N. (PI); Alvarez, K. (GP); Long, M. (GP); Zweig, S. (GP)

OB 621: Organizations and Sustainability

This course reviews social science research on the role of organizations in environmental sustainability. Modern human activity is known to be dramatically changing the earth's ecosystem with far-reaching consequences: altering the climate, reducing biodiversity, challenging our ability to provide sufficient food and water, increasing mass migrations, harming our oceans, threatening human health, and potentially leading to increasing violence and chances of war. Our ability to limit and adapt to these changes will depend on the behavior of organizations: corporations, not for profits, governments, non-governmental organizations, political advocacy and social movement organizations. The course organizes the various literatures of "organization theory" that pertain to sustainability, giving the students an intellectual structure on which to build their own understanding. The course is intended for PhD students planning to pursue a career as researchers in academia or industry. It is offered jointly at the Stanford Graduate School of Business and the Stanford Doerr School of Sustainability.

Terms: Spr | Units: 3

Instructors: ; Barnett, W. (PI)

OB 654: Organizational Behavior Pro Seminar

This pro-seminar is primarily for OB PhD students who are developing dissertation ideas. The pro-seminar covers the main research areas of OB faculty and aims to help students develop their theoretical ideas for their dissertation research. OB PhD students are required to take the pro-seminar in all years prior to the approval of their dissertation proposal.

Terms: Win, Spr | Units: 1 | Repeatable 6 times (up to 6 units total)

Instructors: ; [Goldberg, A. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Flores-Solano, J. \(GP\)](#)

OB 662: Topics in Organizational Behavior: Intergroup Processes

The primary objective of this course is to provide an overview and organizing framework of the micro-organizational behavior literature. This entails reading many foundational pieces that will cover the classic areas of research in the field. We will also read more cutting-edge papers that reanalyze and reframe many of the classic variables of micro-OB, trying to alter the dominant perspective, bring in new theory, and integrate conflicting approaches.

Terms: Spr | Units: 3

Instructors: ; [Berg, J. \(PI\)](#)

OB 678: The Design and Process of Experimental Research

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.

Terms: Aut, Win, Spr | Units: 1 | Repeatable 15 times (up to 15 units total)

Instructors: ; [Melnikoff, D. \(PI\)](#); [Yan, J. \(GP\)](#)

OB 680: Introduction to the Behavioral Theory of the Firm and its Contemporary Applications

The course will focus on the Behavioral Theory of the Firm and the contemporary research areas it influences, especially research on organization design. The course will introduce students to an active research area whose scholars have largely been inspired by the late Jim March. We will study the basic elements of behavioral approaches to organizations and consider how new contributions can be made in this area. The course will also give students opportunities to familiarize themselves with agent-based modelling, which has been one of the preferred methods of behavioral theorists. Students will be able to discuss papers based on such models, but also develop simple models to formalize theoretical arguments.

Terms: Spr | Units: 3

Instructors: ; [Clement, J. \(PI\)](#)

OB 691: PhD Directed Reading (ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OIT 691, POLECON 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Atwell, J. \(PI\)](#); [Barnett, W. \(PI\)](#); [Berg, J. \(PI\)](#); [Burgelman, R. \(PI\)](#); [Carroll, G. \(PI\)](#); [Clement, J. \(PI\)](#); [Eberhardt, J. \(PI\)](#); [Flynn, F. \(PI\)](#); [Gelfand, M. \(PI\)](#); [Goldberg, A. \(PI\)](#); [Gruenfeld, D. \(PI\)](#); [Halevy, N. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Lowery, B. \(PI\)](#); [Martin, A. \(PI\)](#); [Melnikoff, D. \(PI\)](#); [Miller, D. \(PI\)](#); [Miton, H. \(PI\)](#); [Monin, B. \(PI\)](#); [O'Reilly, C. \(PI\)](#); [Pfeffer, J. \(PI\)](#); [Rao, H. \(PI\)](#); [Sorensen, J. \(PI\)](#); [Soule, S. \(PI\)](#); [Sterling, A. \(PI\)](#); [Xu, J. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Baxter, L. \(GP\)](#); [Davis, S. \(GP\)](#); [Long, M. \(GP\)](#); [Mattish, P. \(GP\)](#); [Oseguera, J. \(GP\)](#); [Shaker, S. \(GP\)](#); [Smeton, K. \(GP\)](#); [Williams, J. \(GP\)](#); [Yan, J. \(GP\)](#); [Zweig, S. \(GP\)](#)

OB 692: PhD Dissertation Research (ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OIT 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Atwell, J. \(PI\)](#); [Barnett, W. \(PI\)](#); [Berg, J. \(PI\)](#); [Burgelman, R. \(PI\)](#); [Carroll, G. \(PI\)](#); [Clement, J. \(PI\)](#); [Eberhardt, J. \(PI\)](#); [Flynn, F. \(PI\)](#); [Gelfand, M. \(PI\)](#); [Goldberg, A. \(PI\)](#); [Gruenfeld, D. \(PI\)](#); [Halevy, N. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Lowery, B. \(PI\)](#); [Martin, A. \(PI\)](#); [Melnikoff, D. \(PI\)](#); [Miller, D. \(PI\)](#); [Miton, H. \(PI\)](#); [Monin, B. \(PI\)](#); [O'Reilly, C. \(PI\)](#); [Pfeffer, J. \(PI\)](#); [Rao, H. \(PI\)](#); [Sorensen, J. \(PI\)](#); [Soule, S. \(PI\)](#); [Sterling, A. \(PI\)](#); [Xu, J. \(PI\)](#); [Davis, S. \(GP\)](#); [Williams, J. \(GP\)](#)

OB 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Atwell, J. \(PI\)](#); [Barnett, W. \(PI\)](#); [Berg, J. \(PI\)](#); [Burgelman, R. \(PI\)](#); [Carroll, G. \(PI\)](#); [Clement, J. \(PI\)](#); [Eberhardt, J. \(PI\)](#); [Flynn, F. \(PI\)](#); [Gelfand, M. \(PI\)](#); [Goldberg, A. \(PI\)](#); [Gruenfeld, D. \(PI\)](#); [Halevy, N. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Lowery, B. \(PI\)](#); [Martin, A. \(PI\)](#); [Melnikoff, D. \(PI\)](#); [Miller, D. \(PI\)](#); [Miton, H. \(PI\)](#); [Monin, B. \(PI\)](#); [O'Reilly, C. \(PI\)](#); [Pfeffer, J. \(PI\)](#); [Rao, H. \(PI\)](#); [Sorensen, J. \(PI\)](#); [Soule, S. \(PI\)](#); [Sterling, A. \(PI\)](#); [Xu, J. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Long, M. \(GP\)](#)

OB 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Atwell, J. \(PI\)](#); [Barnett, W. \(PI\)](#); [Berg, J. \(PI\)](#); [Burgelman, R. \(PI\)](#); [Carroll, G. \(PI\)](#); [Clement, J. \(PI\)](#); [Eberhardt, J. \(PI\)](#); [Flynn, F. \(PI\)](#); [Gelfand, M. \(PI\)](#); [Goldberg, A. \(PI\)](#); [Gruenfeld, D. \(PI\)](#); [Halevy, N. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Lowery, B. \(PI\)](#); [Martin, A. \(PI\)](#); [Melnikoff, D. \(PI\)](#); [Miller, D. \(PI\)](#); [Miton, H. \(PI\)](#); [Monin, B. \(PI\)](#); [O'Reilly, C. \(PI\)](#); [Pfeffer, J. \(PI\)](#); [Rao, H. \(PI\)](#); [Sorensen, J. \(PI\)](#); [Soule, S. \(PI\)](#); [Sterling, A. \(PI\)](#); [Xu, J. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Flores-Solano, J. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Long, M. \(GP\)](#); [Mattish, P. \(GP\)](#); [Rodriguez, T. \(GP\)](#); [Shaker, S. \(GP\)](#); [Smeton, K. \(GP\)](#); [Williams, J. \(GP\)](#); [Yan, J. \(GP\)](#); [Zweig, S. \(GP\)](#)

OB 802: TGR Dissertation (ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OIT 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Atwell, J. \(PI\)](#); [Barnett, W. \(PI\)](#); [Berg, J. \(PI\)](#); [Burgelman, R. \(PI\)](#); [Carroll, G. \(PI\)](#); [Clement, J. \(PI\)](#); [Eberhardt, J. \(PI\)](#); [Flynn, F. \(PI\)](#); [Goldberg, A. \(PI\)](#); [Gruenfeld, D. \(PI\)](#); [Halevy, N. \(PI\)](#); [Kosinski, M. \(PI\)](#); [Lowery, B. \(PI\)](#); [Martin, A. \(PI\)](#); [Melnikoff, D. \(PI\)](#); [Miller, D. \(PI\)](#); [Miton, H. \(PI\)](#); [Monin, B. \(PI\)](#); [O'Reilly, C. \(PI\)](#)

Pfeffer, J. (PI); Rao, H. (PI); Sorensen, J. (PI); Soule, S. (PI); Sterling, A. (PI); Xu, J. (PI); Davis, S. (GP); Flores-Solano, J. (GP); Kankolongo Ngoba, N. (GP); Long, M. (GP); Williams, J. (GP); Zweig, S. (GP)

OIT 262: Operations

Operations is the design and management of processes for production and delivery of services or goods. This course covers fundamental concepts and tools for excellent operations: Process Analysis - analysis, improvement, and design of operational processes; aligning operational processes with your business model. Managing variability and uncertainty in demand and supply. Climate Change - challenge and solutions. Quality Management - quantitative tools to measure and manage quality; best practices in quality management and innovation processes. Value Chain - managing flows of material and information through global value chains. The course has heavy analytic and quantitative work. No prior knowledge of operations is expected.

Terms: Spr | Units: 3

Instructors: ; Karaduman, O. (PI)

OIT 272: Online Marketplaces

The course studies one of the most impactful business models in recent decades. We will study what makes an online marketplace successful, from network effects to reducing search and matching frictions, fostering trust, and effective ways to monetize. Students will explore both strategic decisions and the inner operations of these platforms, getting hands-on with the analytical and data science tools that power them. We will look at well-known models like those of Amazon, Google, Uber, and Airbnb, while also touching on the latest trends in the space. A particular emphasis will be on how AI is reshaping the way online marketplaces interact with users and the broader changes it might bring. Overall, the course will provide basic business knowledge for future investors, entrepreneurs, product managers, and anyone interested on online marketplaces.

Terms: Spr | Units: 2

Instructors: ; Weintraub, G. (PI)

OIT 281: Operations, Innovation, and Technology II

This course is the second part of the two-quarter course series (OIT 280 & OIT 281) and expands on the learnings developed in Part I: OIT 280. Students will learn how to structure business models and innovation processes and will apply the frameworks in a team project. A team project on an innovation challenge selected by students will provide a real world experience applying these frameworks. We encourage diverse innovation challenges that could lead to one of the following: a concept for a new venture, a critical evaluation of an existing business model with a recommendation for a change, a critical evaluation of operational processes for an existing organization with recommendations for changes. Students will develop a project proposal as part of OIT280 and they will launch and implement the project in OIT281. In addition, students will examine through a series of case studies how organizations develop operating models that implement innovative business models and integrate operations, innovation and technology. Key Topics: business model analysis and design, design thinking, lean startup, precedent-based innovation, technology readiness level assessment, AI and 3D printing, value chain innovation, innovation process applications.

Terms: Spr | Units: 3

Instructors: ; Mendelson, H. (PI); Plambeck, E. (SI); Zenios, S. (SI)

OIT 334: Design for Extreme Affordability

Design for Extreme Affordability ('Extreme') is for students who have a passion for social impact, and want to experience designing products and services that address issues of global poverty, through tackling real world challenges in collaboration with low-resource communities. Extreme is a two-quarter graduate level sequence cross listed by the Graduate School of Business (OIT333/334) and the School of Engineering (ME206A/B). The program is hosted by the d.school and open to students from all Stanford schools. This multidisciplinary team, fast paced, project based experience creates an enabling environment in which students learn to design products and services that will change the lives of the world's poorest citizens. Students work directly with course partners, and the communities they serve, on real world problems, the culmination of which is actual implementation and real impact. Topics include design thinking, product and service design, rapid prototype engineering and testing, business modeling, social entrepreneurship, team dynamics, impact measurement, operations planning and ethics. Products and services designed in the class have impacted well over 150 million people worldwide. Limited enrollment by application. Must sign up for both OIT333/ME206A (Winter) and OIT334/ME206B (Spring). See extreme.stanford.edu for more details and application process which opens in October. Cardinal Course certified by the Haas Center for Public Service.

Terms: Spr | Units: 4

Instructors: ; Coulson, S. (PI); Yeturu, M. (SI)

OIT 385: Biodesign Innovation: Concept Development and Implementation

In this two-quarter course series (OIT 384/5), multidisciplinary student teams from medicine, business, and engineering work together to identify real-world unmet healthcare needs, invent new health technologies to address them, and plan for their development and implementation into patient care. During the first quarter (winter), 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), teams screen their ideas, 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 health technology industry experts and investors. Class sessions include faculty-led instruction and case studies, 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 50 venture-backed healthcare companies and has helped hundreds of students launch health technology careers, can be found at <http://biodesign.stanford.edu/>.

Terms: Spr | Units: 4

Instructors: ; Denend, L. (SI); Edmonds, Z. (SI); Makower, J. (SI); Venook, R. (SI)

OIT 644: Research in Operations, Information and Technology

This year-long course takes a hands-on approach to learning about conducting research in Operations, Information and Technology. It will cover a broad spectrum of cutting-edge research in OIT from conceiving an idea to formulating a research problem, deriving results, and publication. The topical content will be customized to the specific interests of the enrolled students, but generally will be concerned with questions of operational interest.

Terms: Aut, Win, Spr | Units: 1 | Repeatable 15 times (up to 15 units total)

Instructors: ; Bayati, M. (PI); Karaduman, O. (PI); Mendelson, H. (PI); Zenios, S. (PI); Spiess, J. (SI); Wager, S. (SI); Alvarez, G. (GP); Davis, S. (GP); Dubon, M. (GP)

OIT 664: Asymptotics in Operations Management

This course provides an overview of asymptotic models and methods used in various areas of operations management. It includes traditional heavy traffic asymptotics for queueing networks, the Halfin-Whitt regime, the supermarket model, inventory theory, revenue management, applications of measure-valued processes in queues, and applications of mean field equilibrium models in matching markets and auctions for ad exchanges. The lectures will focus on modeling and

performance analysis, and not on convergence proofs. 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.

Terms: Spr | Units: 3

Instructors: ; [Wein, L. \(PI\)](#)

OIT 691: PhD Directed Reading (ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, POLECON 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Bayati, M. \(PI\)](#); [Bimpikis, K. \(PI\)](#); [Gur, Y. \(PI\)](#); [Hu, Y. \(PI\)](#); [Iancu, D. \(PI\)](#); [Karaduman, O. \(PI\)](#); [Lee, H. \(PI\)](#); [Mendelson, H. \(PI\)](#); [Plambeck, E. \(PI\)](#); [Saban, D. \(PI\)](#); [Spiess, J. \(PI\)](#); [Wager, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Weintraub, G. \(PI\)](#); [Xu, K. \(PI\)](#); [Zenios, S. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Rivera, S. \(GP\)](#); [Smeton, K. \(GP\)](#)

OIT 692: PhD Dissertation Research (ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, POLECON 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Bayati, M. \(PI\)](#); [Bimpikis, K. \(PI\)](#); [Gur, Y. \(PI\)](#); [Hu, Y. \(PI\)](#); [Iancu, D. \(PI\)](#); [Karaduman, O. \(PI\)](#); [Lee, H. \(PI\)](#); [Mendelson, H. \(PI\)](#); [Plambeck, E. \(PI\)](#); [Saban, D. \(PI\)](#); [Spiess, J. \(PI\)](#); [Wager, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Weintraub, G. \(PI\)](#); [Xu, K. \(PI\)](#); [Zenios, S. \(PI\)](#); [Davis, S. \(GP\)](#); [Dubon, M. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Rivera, S. \(GP\)](#)

OIT 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Bayati, M. \(PI\)](#); [Bimpikis, K. \(PI\)](#); [Gur, Y. \(PI\)](#); [Hu, Y. \(PI\)](#); [Iancu, D. \(PI\)](#); [Karaduman, O. \(PI\)](#); [Lee, H. \(PI\)](#); [Mendelson, H. \(PI\)](#); [Plambeck, E. \(PI\)](#); [Saban, D. \(PI\)](#); [Spiess, J. \(PI\)](#); [Wager, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Weintraub, G. \(PI\)](#); [Xu, K. \(PI\)](#); [Zenios, S. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Lumagui, S. \(GP\)](#)

OIT 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Bayati, M. \(PI\)](#); [Bimpikis, K. \(PI\)](#); [Gur, Y. \(PI\)](#); [Hu, Y. \(PI\)](#); [Iancu, D. \(PI\)](#); [Karaduman, O. \(PI\)](#); [Lee, H. \(PI\)](#); [Mendelson, H. \(PI\)](#); [Plambeck, E. \(PI\)](#); [Saban, D. \(PI\)](#); [Spiess, J. \(PI\)](#); [Wager, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Weintraub, G. \(PI\)](#); [Xu, K. \(PI\)](#); [Zenios, S. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Kankolongo Ngoba, N. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Rivera, S. \(GP\)](#); [Smeton, K. \(GP\)](#); [Zweig, S. \(GP\)](#)

OIT 802: TGR Dissertation (ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, POLECON 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Bayati, M. \(PI\)](#); [Bimpikis, K. \(PI\)](#); [Gur, Y. \(PI\)](#); [Hu, Y. \(PI\)](#); [Iancu, D. \(PI\)](#); [Karaduman, O. \(PI\)](#); [Lee, H. \(PI\)](#); [Mendelson, H. \(PI\)](#); [Plambeck, E. \(PI\)](#); [Saban, D. \(PI\)](#); [Spiess, J. \(PI\)](#); [Wager, S. \(PI\)](#); [Wein, L. \(PI\)](#); [Weintraub, G. \(PI\)](#); [Xu, K. \(PI\)](#); [Zenios, S. \(PI\)](#); [Alvarez, K. \(GP\)](#); [Davis, S. \(GP\)](#); [Flores-Solano, J. \(GP\)](#); [Lumagui, S. \(GP\)](#); [Zweig, S. \(GP\)](#)

POLECON 515: Energy: Innovation, Policy & Business Strategy

The future of the energy industry is deeply intertwined with politics and the formation of policy. In this class we'll take a deeper dive into the market and beyond-market (policy) strategies in the energy industry. Our focus will be on new clean energy technologies as they attempt to break into the industry. Each session will address a business problem and analyze the interaction of market structure and the beyond-market environment. The business problem will either come from a written case or a guest speaker. Topics covered: 1) Mapping the regulated energy landscape: the politics and innovation of the renewable energy industry. 2) Working with State Regulators and Using the beyond-market to dislodge entrenched incumbents. 3) Beyond State Politics: The US & Australian Federal Government. 4) The Utilities from inside and outside. 5) Investing in a highly regulated industry. This course is led by Steve Callander, GSB professor of public and private management & political economy and Josh Richman, VP of global business development and policy at Bloom Energy.

Terms: Spr | Units: 2

Instructors: ; [Callander, S. \(PI\)](#); [Richman, J. \(SI\)](#)

POLECON 531: The Future of Cities: Entrepreneurship, Policy & Business Strategy

Cities are where billions of people live and they are the engine for innovation and economic growth. They are also going through enormous change and battling with fundamental problems, like housing, transportation, urban planning, the environment, safety, transparency and more. Innovation offers the promise of exciting solutions. But for that change to happen, it must serve the interests of the people who live in a city and overcome the challenges of politics and policymaking. The class will focus on this intersection. We will analyze cities as a distinct phenomenon, look at what is possible technologically, and explore how change can be made to happen. The class will consist of a combination of case studies, guest speakers, and class discussion. It will be led by Steve Callander, GSB Professor of Political Economy, and Sarah Hunter, the director of Global Public Policy at X, the google Moonshot Factory.

Terms: Spr | Units: 2

Instructors: ; [Callander, S. \(PI\)](#); [Santosham, S. \(SI\)](#)

POLECON 549: The Business World: Moral and Spiritual Inquiry through Literature

This capstone 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. There will be no exam. Course previously offered as POLECON 349.

Terms: Spr | Units: 2

Instructors: ; [McLennan, S. \(PI\)](#)

POLECON 652: Political Economy I

This course provides an introduction to empirical and theoretical research in political economy, focusing on issues in democracies. Topics include institutional foundations, accountability and electoral incentives, candidate positioning, voter behavior, polarization, media and political communication, redistribution, special interests and lobbying, immigration, and populism.

Terms: Spr | Units: 4

Instructors: ; [Hall, A. \(PI\)](#); [Gentzkow, M. \(SI\)](#)

POLECON 661: Political Economy Research Workshop

Workshop for in-progress work by doctoral students in the PE program. Students present work and get feedback from other students and the faculty instructor.

Terms: Aut, Win, Spr | Units: 1 | Repeatable for credit (up to 99 units total)

Instructors: ; [Martin, G. \(PI\)](#); [Long, M. \(GP\)](#)

POLECON 691: PhD Directed Reading (ACCT 691, FINANCE 691, GSBGEN 691, HRMGT 691, MGTECON 691, MKTG 691, OB 691, OIT 691, STRAMGT 691)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Bendor, J. \(PI\)](#); [Callander, S. \(PI\)](#); [Casey, K. \(PI\)](#); [Foarta, D. \(PI\)](#); [Hall, A. \(PI\)](#); [Harstad, B. \(PI\)](#); [Jha, S. \(PI\)](#); [Kessler, D. \(PI\)](#); [Malhotra, N. \(PI\)](#); [Martin, G. \(PI\)](#); [Rice, C. \(PI\)](#); [Shotts, K. \(PI\)](#); [Long, M. \(GP\)](#); [Rivera, S. \(GP\)](#); [Williams, J. \(GP\)](#)

POLECON 692: PhD Dissertation Research (ACCT 692, FINANCE 692, GSBGEN 692, HRMGT 692, MGTECON 692, MKTG 692, OB 692, OIT 692, STRAMGT 692)

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.

Terms: Aut, Win, Spr, Sum | Units: 1-15 | Repeatable for credit

Instructors: ; [Bendor, J. \(PI\)](#); [Callander, S. \(PI\)](#); [Casey, K. \(PI\)](#); [Foarta, D. \(PI\)](#); [Hall, A. \(PI\)](#); [Harstad, B. \(PI\)](#); [Jha, S. \(PI\)](#); [Kessler, D. \(PI\)](#); [Malhotra, N. \(PI\)](#); [Martin, G. \(PI\)](#); [Rice, C. \(PI\)](#); [Shotts, K. \(PI\)](#); [Lion-Transler, C. \(GP\)](#); [Long, M. \(GP\)](#); [Rivera, S. \(GP\)](#)

POLECON 698: Doctoral Practicum in Teaching

Doctoral Practicum in Teaching

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Bendor, J. \(PI\)](#); [Callander, S. \(PI\)](#); [Casey, K. \(PI\)](#); [Foarta, D. \(PI\)](#); [Hall, A. \(PI\)](#); [Harstad, B. \(PI\)](#); [Jha, S. \(PI\)](#); [Kessler, D. \(PI\)](#); [Malhotra, N. \(PI\)](#); [Martin, G. \(PI\)](#); [Rice, C. \(PI\)](#); [Shotts, K. \(PI\)](#); [Lion-Transler, C. \(GP\)](#)

POLECON 699: Doctoral Practicum in Research

Doctoral Practicum in Research

Terms: Aut, Win, Spr, Sum | Units: 1 | Repeatable 25 times (up to 50 units total)

Instructors: ; [Bendor, J. \(PI\)](#); [Callander, S. \(PI\)](#); [Casey, K. \(PI\)](#); [Foarta, D. \(PI\)](#); [Hall, A. \(PI\)](#); [Harstad, B. \(PI\)](#); [Jha, S. \(PI\)](#); [Kessler, D. \(PI\)](#); [Malhotra, N. \(PI\)](#); [Martin, G. \(PI\)](#); [Rice, C. \(PI\)](#); [Shotts, K. \(PI\)](#); [Lion-Transler, C. \(GP\)](#); [Long, M. \(GP\)](#); [Rivera, S. \(GP\)](#); [Williams, J. \(GP\)](#)

POLECON 802: TGR Dissertation (ACCT 802, FINANCE 802, GSBGEN 802, HRMGT 802, MGTECON 802, MKTG 802, OB 802, OIT 802, STRAMGT 802)

Terms: Aut, Win, Spr, Sum | Units: 0 | Repeatable for credit

Instructors: ; [Bendor, J. \(PI\)](#); [Callander, S. \(PI\)](#); [Casey, K. \(PI\)](#); [Foarta, D. \(PI\)](#); [Hall, A. \(PI\)](#); [Harstad, B. \(PI\)](#); [Jha, S. \(PI\)](#); [Kessler, D. \(PI\)](#); [Malhotra, N. \(PI\)](#); [Martin, G. \(PI\)](#); [Rice, C. \(PI\)](#); [Shotts, K. \(PI\)](#); [Flores-Solano, J. \(GP\)](#); [Lion-Transler, C. \(GP\)](#); [Long, M. \(GP\)](#); [Williams, J. \(GP\)](#)

STRAMGT 309: Strategies of Effective Product Management

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 is an extended version of STRAMGT 509.

Terms: Spr | Units: 3

Instructors: ; [Goldberg, A. \(PI\)](#); [Goldberg, S. \(SI\)](#); [Moon, L. \(SI\)](#)

STRAMGT 329: The Grand Bazaar on Clouds: Strategy for Marketplaces

From Amazon and Apple Store to Airbnb and Uber, our day-to-day life is surrounded by marketplaces. In this class, we will analyze the economics and strategy of marketplaces. We will consider the forces that have led to the proliferation of these marketplaces, as well as the strategic choices that determine which ones succeed. We will also study the strategy of managing these marketplaces: how should matching work, how marketplace design can solve problems of congestion or market thinness, how to discover prices through auctions, and how to get feedback and design a well-functioning rating system. We will also talk about trust and safety as a key pillar of successful marketplaces. We will also learn how to design non-monetary markets that solve big social problems, such as kidney exchange, food banks, public housing, and school choice. Finally, we will discuss the regulatory challenges of these marketplaces, especially with regard to labor income and platform's monopoly power. Applications include online stores; ride-sharing and transportation; advertising and sponsored search; room-sharing and vacation rentals; creator/passion economy; B2B marketplaces; dating; and labor markets. The class will be in lecture format and will feature several guest speakers, from founders, to investors, to Nobel laureates of market design.

Terms: Spr | Units: 3

Instructors: ; [Akbarpour, M. \(PI\)](#)

STRAMGT 345: Impact: Taking Social Innovation to Scale

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? Innovators tackling the world's most difficult problems often ignore, misunderstand, and under-invest in the critical business challenges involved in crossing 'the middle of the value chain.' This is innovation'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 intervention's uptake before it can be taken to scale by markets, governments or other systems? The class is taught by Steve Davis, Senior Advisor at McKinsey & Company, Senior Advisor at the Bill & Melinda Gates Foundation, and former CEO of PATH, IDRI, and Corbis. We take an interdisciplinary approach to look at the factors that pull innovation forward, push it from behind, and (often to the world'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 practitioner's point of view.

Terms: Spr | Units: 3

Instructors: ; [Davis, S. \(PI\)](#)

STRAMGT 351: Building and Managing Professional Sales Organizations

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, no/low touch, 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.

Terms: Spr | Units: 4

Instructors: ; [Lattin, J. \(PI\)](#); [Levine, P. \(SI\)](#)

STRAMGT 353: Entrepreneurship: Formation of New Ventures

This course is offered for students who seek to understand the dynamics of new ventures from the point of view of the entrepreneur/manager rather than the passive investor. At some stage this understanding will enhance your decision making about whether to pursue a career in playing a key role in creating or building a new venture. It will also enhance your understanding if you will be negotiating with executives at new ventures. 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.

Terms: Aut, Win, Spr | Units: 4

Instructors: ; [Ellis, J. \(PI\)](#); [Foster, G. \(PI\)](#); [Nakache, P. \(PI\)](#); [Brady, S. \(SI\)](#); [Jurich, L. \(SI\)](#); [Nakache, P. \(SI\)](#); [Saloner, G. \(SI\)](#); [Singh, H. \(SI\)](#); [Alvarez, G. \(GP\)](#); [Bagalso, R. \(GP\)](#)

STRAMGT 355: Managing Growing Enterprises

This course is offered for students who aspire to lead growing businesses. The seminar, which is limited to 40-45 students, has a strong implementation focus, and deals in some depth with certain selected, entrepreneurial issues, viewed from the perspective of the owner/manager. Broad utilization is made of case materials, background readings, visiting experts, and role playing.

Terms: Aut, Win, Spr | Units: 3

Instructors: ; [Andrews, C. \(PI\)](#); [Dodson, D. \(PI\)](#); [Kelly, P. \(PI\)](#); [Weaver, G. \(PI\)](#); [Dulski, J. \(SI\)](#); [Sonora, P. \(GP\)](#)

STRAMGT 502: Systems Leadership

Leaders of today live in an increasingly uncertain world, and the challenges brought upon by changes in technology, shifting societal norms, great power conflict, and the global pandemic are drastic. At some level, all leadership right now is crisis leadership - getting one's team and organization through unprecedented times. Sometimes the ability to lead through these changes is due to talent; other times, luck plays the more important role. COVID added another layer of disconnect to the world of disruption. Every person and company had to change; not always for the better. And, broadly, competency slipped (see <https://www.linkedin.com/pulse/first-competent-jeff-immelt/> for more on this issue). Leaders need to 'recharge' themselves and their organizations. This course explores how leaders at the world's leading companies are driving frame-breaking transformational change inside of organizations that have grown up with a physical foundation, or who have a digital foundation and are moving into the physical domain as a new entrant. In addition, in the emerging post-pandemic world, the issues facing leaders across multiple industries require insights on how to drive technological, cultural and ecosystem changes under unprecedented duress. The macro trends that are currently dominating the business world include the need for leaders to understand the best attributes of companies that have both digital and physical roots, as well as how to balance these macro issues in times of great uncertainty. Leaders need to make choices on where to deploy resources, those parts of the technical stack where they will seek to own technology (and where they will partner), and how they can influence, organize and shape their ecosystems. The changes brought about by these dynamics require the development of new types of leaders. Historically, professional managers have sought calm waters to run their businesses. Consultants and analysts have looked to break up companies to 'unlock value.' But Systems Leaders seek to maximize and thrive in the chaos of the time

Terms: Spr | Units: 2

Instructors: ; [Siegel, R. \(PI\)](#); [Immelt, J. \(SI\)](#)

STRAMGT 503: Spontaneous Management

In this class, you will learn techniques for improving your spontaneity, creativity, presence, and collaboration skills, all of which contribute to your becoming a more effective and inspirational leader. This class combines research on social psychology and techniques from improvisational theater to help you develop your leadership skills. The interactive exercises are based on the techniques that improv actors use on stage when they make up scenes, songs, or even entire plays on the spot. Improv teaches you to do many things at once: be completely present, think on your feet, quickly get in sync with others, read the room, and be agile at using what the situation presents you. As a leader in business, you will benefit from this same skill set. Whether you are presenting to your board, brainstorming & designing with colleagues, or mentoring new talent - learning some building blocks of improv will give you valuable new tools for interacting effectively with others. The course will cover topics such as spontaneity, risk taking, authenticity, nonverbal behavior, storytelling, effective brainstorming, understanding and using status, and creative collaboration.

Terms: Aut, Spr | Units: 2

Instructors: ; [Wheeler, S. \(PI\)](#); [Schiffrin, D. \(SI\)](#); [Flores, K. \(GP\)](#)

STRAMGT 507: From Invention to Innovation: The Process of Translation

The class intends to address specific challenges: 1) The challenges facing businesses are strongly rate-limited by the translation problems of new ideas, and inventions often do not make it into the market place or are disrupted at multiple levels in ways that are generally unpredictable; 2) The challenge of understanding how disruptive innovations take place in the context of the larger frame of translation. The concept of translation can be cast as the following equation, which will be discussed in the class: $\text{Innovation} = (\text{Invention} + C) \times \text{Translation}$ (Where a, b, and C are greater than zero) In light of these challenges, this class will address the following strategic questions and use it to propose a framework for innovation that will increase the probability of successful translation. The class will attempt to address the following questions and extract the principles for enabling translation. 1. What is Translation and why is it necessary? (Examples of Translation from the instructors and visiting lecturers) 2. What does it take for Translation that connects concepts to reality to succeed? 3. What factors prevent Translation from succeeding? 4. What general theoretical framework can we construct to encompass the various types of disruptive innovation?

Terms: Spr | Units: 2

Instructors: ; [Burgelman, R. \(PI\)](#); [Shankar, S. \(SI\)](#)

STRAMGT 510: Conversations in Management

This case-based course is offered for students who want to refine their ability to manage challenging professional conversations. The class will focus on the preparation for and execution of role-played dialogue as well as on postmortem analysis. Most of the respondent roles will be external to one's company, and some will be front line or mid-level people with limited educational credentials. Broad utilization will be made of background readings and an occasional visiting expert.

Terms: Aut, Win, Spr | Units: 2

Instructors: ; [Ellis, J. \(PI\)](#); [Grousbeck, H. \(PI\)](#); [Detter, T. \(SI\)](#); [Rosenthal, S. \(SI\)](#); [Steele, D. \(SI\)](#); [Taweel, K. \(SI\)](#); [Long, M. \(GP\)](#); [Sonora, P. \(GP\)](#)

STRAMGT 523: Corporate Governance: Principles and Practices

Corporate governance is essential for creating a framework that ensures responsible and ethical management, protects the interests of stakeholders, and contributes to the long-term success and sustainability of organizations. This course aims to provide students with an understanding of corporate governance systems within public, private (including venture-backed), and nonprofits organizations, with a specific focus on the roles and responsibilities of boards of directors. We will cover critical topics such as the structure of boards, the governance principles, the legal and fiduciary duties, and more. We will examine timely cases of governance successes, failures, and controversies to distill the components of high-performing boards and identify best practices that contribute to organizational success and sustainability. In addition to the meticulously curated course material, students will benefit from firsthand insights into the American boardrooms from the instructors and numerous guest speakers, all of whom are seasoned governance leaders serving on numerous boards. This immersive experience offers students a real-world perspective on the decision-making processes, oversight practices, and hands-on engagement through role plays and simulations of actual boardroom functions. Students will also prepare themselves to be desirable board candidates by constructing their own board bio and a simulated candidate interview practice. By the conclusion of the course, students are expected to possess the skills necessary to critically analyze, strategize, and contribute effectively within governance structures. Whether aspiring to be board members, CEOs constructing a board, or as senior leaders working with boards, students will emerge well-prepared to navigate the complexities of governance and contribute meaningfully to organizational success.

Terms: Spr | Units: 2

Instructors: ; [Munce, C. \(PI\)](#); [Liggett, E. \(SI\)](#)

STRAMGT 537: Leading Change in Public Education

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? Which strategies and reforms are truly demonstrating results and which are merely passing fads? As 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 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. This 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, 'china-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 successfully applied to education. 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. Case 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 students' understanding of the context or issues discussed in the cases. Dan Katzir worked for Bain & Company, Teach for America, Sylvan Learning Systems and the Eli and Edythe Broad Foundation before joining Alliance College-Ready Public Schools as its CEO in 2015. He is an experienced case study teacher and the editor of The Redesign of Urban School Systems: Case Studies in District Governance.

Terms: Spr | Units: 2

Instructors: ; [Katzir, D. \(PI\)](#)

STRAMGT 543: Entrepreneurial Acquisition

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.

Terms: Aut, Win, Spr | Units: 2

Instructors: ; [Risk, G. \(PI\)](#); [Dodson, D. \(SI\)](#); [Ellis, J. \(SI\)](#); [Kelly, P. \(SI\)](#); [Alvarez, G. \(GP\)](#)

STRAMGT 549: Search Fund Garage

Search Fund Garage is an intensive, hands-on, project-based course for students planning to pursue a search fund directly after or within a few years of graduation. Students will learn from the instructors, course peers, and class visitors, particularly top current search entrepreneurs, CEOs, and investors. This course is designed to assist students who are seriously pursuing a search fund. Those who have taken Entrepreneurial Acquisition (S543) or researched search funds extensively, including holding discussions with current searchers, investors, and CEO's, will benefit the most from this advanced, experiential course. By the end of the course,

students will be prepared to or will already have raised search capital and launched their search, if they choose to do so. The course is not a good fit for students who do not know the basics of search funds (such as from taking S543) or are not likely to pursue a search fund upon or within a few years of graduation. Pursuing self-developed work plans that target the aspects of the search fund path most relevant to them at the time of the course, students will target industry segments and business models, evaluate investors, structure their search entity, set up their search process and outreach materials, perhaps begin to contact business owners, and develop wisdom about what makes a deal attractive or unattractive, among other experiences. Students will hear from class guests, including current searchers, standing CEO's of search-acquired companies, active investors, and former searchers (some of whom "failed" at buying a company) in order to inform their various decisions as they pursue a search fund. Each student will receive feedback on how they can be a more effective search fund entrepreneur. Teams of two are fine but not necessary. Most students join the class as individuals and all will be graded individually. This course is offered by the Graduate School of Business. It builds on the processes taught in Entrepreneurial Acquisition (S543) and detailed in the Stanford Primer on Search Funds (2020). The course provides a supportive yet challenging environment that will help students step outside of their comfort zone and accelerate learning. By the end of the course each will be better prepared to launch a search than many of the searchers who have come before.

Terms: Spr | Units: 2

Instructors: ; [Kelly, P. \(PI\)](#); [Risk, G. \(SI\)](#)

STRAMGT 571: Strategic Management of Technology and Innovation in Enterprise Software Firms

Enterprise Software companies have experienced unprecedented growth since 2000. Enterprise software, one could argue, has been a key enabler of transformative change and constructive disruption across industries while helping companies become more efficient. Most industry analysts will agree that enterprise software has played an influential role in driving innovation while creating significant economic value. Managing the growth of enterprise software companies however is complex and requires a unique set of competencies across the interconnected functions in the organization. This case-driven course will explore how enterprise software companies have managed growth at various stages of their evolution from startup phase to multibillion-dollar global companies. The main purpose of this course is to provide students (independent of their background) with deep insight on what leaders in enterprise software need to know about technological innovation strategy to successfully run enterprise software companies.

Terms: Spr | Units: 2

Instructors: ; [Burgelman, R. \(PI\)](#); [Joshi, R. \(SI\)](#)

<--- END OF REPORT --->