

**Department of Management Science and Engineering
Spring Quarter, 2009
STANFORD UNIVERSITY**

**Global Entrepreneurial Marketing (GEM) (MS&E 271)
COURSE DESCRIPTION**

GEM faculty team:

Lead: Tom Kosnik kosnik@stanford.edu Cell: 650 450 3330.
Lynda Kate Smith lsmith@nuance.com
Donna Novitsky dnovitsky@mdv.com
Lena Ramfelt lenar@stanford.edu

Entrepreneurs in Residence:

Laina Raveendran Greene: laina@getit.org
Betsy Sperry betsysperry@hotmail.com
Ozlem Ozturk ozlem.ozturk@stanfordalumni.org

Course Assistants:

Dong Dong Ge dongdong@stanford.edu
Ariel (Xingxin) Liu arielliu@stanford.edu

Admin Support:

Isabel Cossio monos@leland.stanford.edu (650) 725-1625
Terman 438

GEM Teaching Team Office/Phone: Terman 402 (650) 723-2973

Class meeting time and place:

Winter Quarter: Tue and Thu, 9:00 – 10:30 AM, Thornton 102
Spring Quarter Wed and Fri, 9:00 AM – 10:30 AM, Thornton 102

Teaching Team Office Hours: By Appointment. Please make an appointment with the faculty member or course assistant you wish to see. Bring copies of a one-page agenda for you and the teaching team member so we can stay focused in your meeting.

Tom Kosnik	Most Wednesdays and Fridays 1:30 – 4:30 PM and by appt.
Donna Novitsky	By appointment
Lynda Kate Smith	By appointment
Lena Ramfelt	By appointment
Laina Raveendran Greene	By appointment
Betsy Sperry	By appointment
Ozlem Ozturk	By appointment

Office hour meetings are 25 minutes long, and start on the half hour. When it is time for your meeting, open the door to Terman 402 and announce you are there. This helps the meetings to start and end on time. Waiting outside without knocking hurts the process.

Welcome aboard! This document answers common questions that you may have as a member of the learning organization we will build together during GEM.

Who should take this course?

You should, if you expect to: 1) start a business; 2) help an established company to create a new market; or 3) take a sales or marketing job in an entrepreneurial company of any size. For example, Genentech, Intel, Applied Materials, Electronic Arts, Cisco and Microsoft are very entrepreneurial, even though they are all multi-billion dollar global technology companies. All of them routinely engage in the act of **Market Creation**, which separates an entrepreneurial marketing organization from one that is just selling new products to the same old customers.

This course will be also useful if you expect to work with entrepreneurs. For example, it will be useful to someone working for a strategy consulting firm, systems integrator, or investment bank that wants to market its services to startups or global high tech businesses around the world.

This course is *not* for you if you like stability and predictability. These are luxuries that most entrepreneurial companies do not enjoy. It is not recommended if you can't work in teams, don't like ambiguous answers or are afraid of speaking to a large group. It is also not recommended if your skin crawls at the thought of selling - a skill that you will need in any entrepreneurial marketing role.

What are The Course Prerequisites?

There are no absolute prerequisites. However, we expect that students have an understanding of basic economics and accounting found in the two courses below, or their equivalent:

E 60, or comparable statistics and economics course
MS&E 140, or comparable accounting course.

Students who have not had accounting and basic economics are expected to gain a basic understanding of those subjects via individual study if they opt to take the course without having had the prerequisites.

What are the Course Objectives?

- *To cultivate the foundation skills needed to do marketing tasks in entrepreneurial companies where science and technology form the core products and services.*
Every leader needs to market in an entrepreneurial company.
- *To sharpen those skills by relentless practice -- applying them to a series of cases about companies facing situations similar to those in which you may have worked in the past, or intend to work in the future.*

- *To expose you to cutting-edge tools and concepts* that have been developed by academics and practitioners and tested on the firing line.
- *To demonstrate the usefulness of those tools* by applying them to problems similar to those you will face in the future.
- *To reinforce the principles* that are essential for a creative, self-disciplined team to lead a high-performance company in a fast-changing marketplace.
- *To hone oral and written communication skills* necessary for any effective leader.

Why should I care about this course?

In the best entrepreneurial technology companies, marketing and leadership skills are critical to the success of the enterprise.

Why is marketing critical? Marketing (not to be confused with selling) helps you to find the “hole in the marketplace,” the unarticulated needs that can be satisfied by creative use of technology. So marketing unlocks the secret doors to future growth. *If you want to work in a growing business, you need to know how to market, or you will always be a slave to someone who does.*

Why is leadership critical to marketing activities? Leadership (not to be confused with managing or supervising) is a craft that few have the patience to master. But for those who choose to practice with self-discipline, humility, curiosity, and a sense of humor, it is a set of principles and learnable skills that can be honed and tuned for a lifetime. *A leader creates an environment in which others can rise to their full potential, teams can achieve breakthrough performance, and organizations can renew themselves.*

The GEM Teaching Team has worked closely with people from a variety of technical backgrounds: electrical, mechanical, chemical, and industrial engineering, civil and environmental engineering, physics, biology, medicine, biomechanical engineering, and computer science, in hundreds of high-tech companies. Few of them have the words “marketer” or “leader” in their job titles. Most of them perform both activities. They meet with customers, learn about their businesses, and show how technology can be applied to improve performance. They think strategically about how competition might react, and balance their vision of future possibilities with tough-minded disciplines of economic analysis and reality testing. They empower others to achieve audacious goals. *Chances are, no matter what your job title, you will be called upon to market and lead. This course will help you to do those tasks well.*

What do we mean by foundation skills?

Four thinking skills provide the foundation for marketing and leadership: diagnosis, decisions, analysis, and reality test. They form the **DDART** framework.

- **Diagnosis** of the problems and opportunities facing the company;
- **Decisions** about how to market your product, service, company, or yourself;
- **Analysis** of company, customers, channels, competitors, economics, environmental factors and ethical issues;
- **Reality Test** of implementation risks connected with your decisions.

Normally you analyze before you decide. The reason those two skills are in reverse order in the DDART is because entrepreneurs, leaders, and marketers present their plans to boards of directors, Venture Capitalists, or busy executives in customer organizations. Those audiences are all time constrained and want you to get to the punch line quickly. In a nutshell, DDART answers a few questions in the order executives like them answered:

- **Diagnosis** Where is this market in its life cycle? How attractive is the market opportunity?
- **Decisions** What is your marketing (or business) plan?
- **Analysis** Why is your plan the best way to go?
- **Reality Test** What are the risks of your plan, and how can we manage those risks?

In addition to the thinking skills above, the behavioral skills required for marketing and leadership are:

- **Listening and questioning**
- **Speaking and writing** (using words, numbers, and pictures)
- **Selling**, to understand the roles of various stakeholders in a complex buying process, and to identify what affects the buying behavior of each stakeholder

What is the Course Content and Organization?

Marketing is a contact sport. In GEM, we learn by doing. Just as in professional organizations, you will self-select into learning teams who will work together to learn and make decisions. We primarily use the “case method,” a proven technique that requires you to study a complex, but real business situation, decide what the issues are and address them. Your learning team also has the option of doing a project or a case based final exam.

You and your team will determine strategies based on sound analysis and consideration for marketing execution. A brilliant marketing strategy without effective marketing execution is doomed to fail. There are elements of marketing execution in all of the marketing themes in this course. The three aspects of marketing execution to which we will give special focus are: marketing leadership in cross functional teams; economic analysis to assess the value of marketing activities; and ethical responsibilities to customers, investors, and the community,

The course is organized around the major themes below.

1. **Marketing Toolkit:** Why? Because in spite of marketing being a “soft” science, there are proven frameworks, tools and techniques developed over years of research in entrepreneurial companies that can help you reach one of the many right answers. We will use the Technology Adoption Life Cycle (TALC), whole product wheel, partner evaluation matrix, economic analysis, positioning statements and many other tools for diagnosis, decision-making, analysis and reality testing. We will also discover the many different roles in a marketing organization in large and small companies.
2. **Marketing Strategy: 1) Evaluating Market Attractiveness; 2) Targeting Markets and Customers; 3) Managing International Expansion; and 4) Managing Market Evolution and Change:** Why? Because choosing the right markets and customers is life and death for an entrepreneurial business. As an entrepreneurial marketer, you will be called on to make strategic decisions about what markets and customers to target. This is not easy because markets and customers are constantly changing across the Technology Adoption Life Cycle (TALC)¹. Any company can find a few wild and crazy customers to buy their products. Many companies fail to cross the chasm from a small cadre of early adopters to the large market of pragmatic, price sensitive, risk-averse customers who are critical for long-term success. IN addition to the cases and project, you will be able to develop a personal marketing strategy for your career via the Strategic Thinking Paper.
3. **Product Development and Product Management:** Why? Because matching the right customers with the right product at the right time is a fundamental requirement for any business to get off the ground. Use your technical and marketing skills to make decisions about what products to develop, how to design the whole product, how to launch new products, how to position products, and how to manage a product line. You will also have to make difficult decisions about product pricing that will affect your company’s profits and shareholder value.
4. **Branding: Establishing and Managing the Brand:** Why? Because brands are a measurable sign of your customers’ relationship with your products, your company, and even you. Yes, people have brands – also known as reputations. This course will help you figure out how to cultivate your brand through the Strategic Thinking Paper – your take-home midterm exam.
5. **Pricing:** Why? Because pricing will affect who adopts your product, your market share, and the perceived value of your products and services. Your decisions about product pricing that will affect your company’s profits and shareholder value.

¹ Moore, Geoffrey A. (2002) *Crossing the Chasm, third edition*, Harper Business, New York, NY.

6. ***Sales and Negotiation.*** Why? Because sales and negotiation skills are necessary whether you are selling ideas to team members, your business concept to venture capitalists, yourself into a new job, or products and services to customers. Selling is not about convincing others to see things your way, it is about obtaining mutual education, understanding and agreement that results in a mutually beneficial outcome.
7. ***Partners and Distribution.*** Why? Because you can't survive alone. Every entrepreneurial leader must decide what to do themselves and when to work with others. Working with distribution channels, in particular, is one of the least understood and most critical activities in marketing. Your channel, AKA value chain, AKA the supply chain, is a vital lifeline to your ultimate customers, and can be a major asset or liability.
8. ***Outbound marketing:*** Why? Because your decisions about and investments in marketing communications campaigns will affect revenues, market share, profitability, and the value of your company's brands. Outbound marketing encompasses advertising, public relations, trade shows, viral marketing, internet marketing, and any other form of marketing communications. You will have to learn how to market your ideas across cultural boundaries around the world in the course of your career.
9. ***Customer Marketing:*** Customer marketing is the art and science of managing customer word of mouth, both positive and negative, to create momentum and build "buzz about your products, services, or company. The goal of customer marketing is to encourage happy customers to tell others about your products and services. At its best, customer marketing turns a large number of rabid fans into a volunteer sales force on behalf of your company, product, or cause. One example of customer marketing is the use of social networks such as Facebook, Myspace, and LinkedIn as part of a marketing campaign.

Required Books, HBS Web Reader, GEM Cases, ETL, and the Educators' Corner:

You must buy two books, plus selected readings from Harvard Business School Publishing Online. You must also read the free cases for the course on your GEM website, and attend a few sessions of the Entrepreneurial Thought Leaders (ETL) Program. <http://etl.stanford.edu/>

In addition, you are highly encouraged to download free video clips of past ETL speakers from the Educator's Corner to help you gain insights for your case openings, your strategic thinking paper, and your final project. These video clips are great sources of compelling quotes from some of the most successful entrepreneurial leaders of our time. Check out the Educators Corner at: <http://edcorner.stanford.edu/index.shtml>

The required books for the course are available at many bookstores around the world. We will NOT make a special order at Stanford book store, because their prices are so much higher than online booksellers like www.amazon.com

Required for GEM class assignments: Three Books

Moore, Geoffrey A. (2002) *Crossing the Chasm*, drives home key lessons facing marketers and leaders in highly volatile markets. A must read for anyone in a high-tech, rapidly changing industry, especially where standards and compatibility are important.

Blank, Steven G. (2006) *The Four Steps to the Epiphany*, Cafepress.com. This is an excellent book for the process of Customer Development. It is what you need to do to discover customer needs, validate them, create loyal customers, and then build your company with the help of loyal customers and channel partners. It will help you get from an idea to a valuable product or service, thereby to reach and then to cross the chasm.

Shih, Clara (2009), *The Facebook Era: Tapping Online Social Networks to Build Better Products, Reach New Audiences, and Sell More Stuff*, Prentice Hall: Pearson Education, Boston, MA. This book is hot of the press and does a great job of explaining the elements of marketing in the era of Facebook and Salesforce.com. The author is a Stanford alumna, Mayfield fellow, and a key leader at Salesforce.com who developed the first enterprise application that linked Facebook to Salesforce.com, called Faceconnector.

Required cases and readings

In addition to the required books, there is a **Required Course Reader** with selected case studies and articles available online from Harvard Business School Online. The URL for the HBS Online course reader is on the GEM course website.

Note: We are making most of the case studies in the course available ***for free*** via the GEM Website. The cases created by the Stanford Technology Ventures Program (STVP) and National University of Singapore will be posted on the GEM website. You can download the case in digital form from the GEM website whenever you wish.

Making the STVP cases available to you digitally is more convenient (no lines at the book store), allows you to see exhibits in color, and will save you approximately \$30.00.

There will be no course reader at the Stanford Bookstore.

Required Readings for your Strategic Thinking Paper:

We encourage you to buy or borrow and read any one of the books below for your Strategic Thinking Paper (STP). Any one of them will help you to craft a better strategic

thinking paper. The one that is best for you will depend on you. There are also digital examples of past STPs on the GEM web site. Ask the CAs how to get them.

Bolles, Richard Benton, (2004) *What Color is your Parachute? A Practical Manual for Job-Hunters & Career-Changers*, Ten Speed Press, Berkeley, CA. This is the definitive guide for job hunters, with over 8 million sold. A new edition has been published every year for decades. A great help to someone who is really undecided about what type of career to pursue. Also contains good tips for marketing yourself in the job market.

Buckingham, Marcus and Donald O. Clifton (2001), *Now, Discover Your Strengths*, Free Press, New York, NY. This is an excellent book for anyone trying to discover the unique skills and interests which can help you to become a top performer in whatever work you do in life. Based on a large scale survey by the Gallup Organization, the book has very interesting insights. Included with book purchase is the ability for you to use an on-line diagnostic tool to discover **your** strengths.

Collins, James and Jerry Porras (1994), *Built to Last: Successful Habits of Visionary Companies*, Harper Business, New York, NY. Lively and intriguing study of what separates gold medal performance companies from bronze medalists. Great insights! Use this book to envision the kinds of organizations you would like to create or lead in the future when writing your strategic thinking paper.

Covey, Stephen R. (1990) *The Seven Habits of Highly Effective People*, Fireside Books, Simon & Schuster, New York, NY. This book is an excellent review of individual and interpersonal practices that will make any individual a more effective listener, learner, partner, and leader. It suggests several excellent frameworks to enhance personal performance. The chapters “Be Proactive,” “Begin with the End in Mind,” and “Put First Things First” are a useful way to stimulate thinking about a personal vision for your life and career. The chapter: “Seek First to Understand, Then be Understood,” is the best thing I’ve ever read on empathic listening, a critical leadership skill. Use this book to enhance the effectiveness of your learning team, and to write your strategic thinking paper.

Friedman, Thomas, (2008), *Hot, Flat, and Crowded: Why We Need a Green Revolution, and How it Can Renew America*, Farrar, Straus & Giroux, New York, NY. This best selling book makes a compelling case for changing our lifestyles in order to address the challenges of global warming, overpopulation, and the fear of terrorism in the United States Post 9/11. U.S. consumption patterns leading to an overdependence on foreign oil and post 9/11 fears have led to isolation from friends and allies, suspicion of peace loving, and honorable people who practice Islam, and the Bush Administration’s ill-fated war in Iraq. Friedman argues provocatively that the U.S. needs to develop a rivalry to “Outgreen China” similar to the “Space Race” between the U.S. and the Soviet Union in the Cold War. He believes a competition between two global superpowers is needed to mobilize

resources and motivate U.S. citizens to join the “green revolution.” My main concern with this approach is that it is written from a U.S. centric perspective, to American readers. When it comes to the challenges on a hot, flat and crowded planet, we are all global citizens first and citizens of our respective countries second. Friedman could have targeted the book at a broader audience, and encouraged us as global citizens to work together for a common purpose – to save mother earth that we all call home.

Loehr, James E. and Tony Schwartz (2003), *The Power of Full Engagement*, Free Press, New York, NY. This book shows aspiring leaders or entrepreneur to become fully engaged by managing energy from physical, mental, emotional, and spiritual sources. You can manage your own energy, and help others around you to gain access to their energy as well. Also available in CD and audio cassette.

Meers, Sharon and Joanna Srober (2009), *Getting to 50-50: How Working Couples can Have it all by Sharing it All – and Why It’s Great for Your Marriage, Your Career, Your Kids, and You*, Bantam Dell, New York, NY. I have read the advanced manuscript for this book and given it out to over a dozen of my alumni who are either married or dating, and who want to figure out how to balance two careers and two lives along with the joys and challenges of raising a family. It is a great book for both men and women in a relationship who want to figure out a better partnership. Two thumbs up! Read it yourself, and share it with someone you love.

Other Recommended Readings:

While not required, we strongly recommend that each of you buy one of the books from the recommended list below. Get different members of your learning team to buy different books, and share the highlights with one another.

Fisher, Roger and William Ury (1981,1983), *Getting to Yes: Negotiating Agreement without Giving In*, Second Edition, Penguin, New York, NY. A classic book on principled negotiation. Required reading for any business professional.

Godin, Seth (1999) *Permission Marketing*, Simon & Schuster, New York, NY. Godin has written a manifesto for the interactive marketing revolution. This delightful book yields profound insights about how the Internet, interactivity and databases about what customers do when they shop and is changing the rules of the marketing game. Marketers brought up on the marketing gospel according to Kotler and others, beware. Permission marketers will eat your lunch.

Godin, Seth (2001) *Unleashing the Idea Virus*, Hyperion, New York, NY. This is a great way to get a deep understanding of the word of mouth phenomenon in marketing, especially since the advent of the Internet. Early adopters who tell others and act as opinion leaders are the “sneezers” who spread the virus of any radical new idea.

- Godin, Seth (2003) *Purple Cow: Transform your Business by Being Remarkable*, Portfolio, New York, NY. This is an excellent book on the importance of being remarkable in marketing.
- Christensen, Clayton (1997), *The Innovator's Dilemma*, Harvard Business School Press, Boston, MA. This book unveils a paradox – that the most successful companies in each generation of technology are usually unable to maintain industry leadership during the transition to the next generation. By listening too carefully to existing customers, market leaders become victims of disruptive technologies, which appear at first to be inferior, but improve more rapidly than the current standards. Thus market leaders are vulnerable to a flanking attack from below. There are clear and compelling examples of the Innovator's Dilemma at work, so that the leaders of successful companies can better anticipate and preempt such threats in their own industries.
- Christensen, Clayton (2003), *The Innovator's Solution*, Harvard Business School Press, Boston, MA. This book is the sequel to the best seller *The Innovator's Dilemma*. It addresses the challenge facing any successful enterprise: How to create and sustain successful growth? Its chapters on getting the scope of the business right and avoiding commoditization are particularly useful in a world where there are constant temptations to lose focus, and rapid commoditization has become a fact of life.
- Collins, Jim (2002) *Good to Great: Why Some Companies Make the Leap... and Others Don't*, Harper Business, New York, NY. This book is a superb resource for any leadership team that aspires to help their organization to rise to new heights of performance, and to provide meaningful experiences for customers, employees and other stakeholders. It is simply a “must read.”
- Heiman, Stephen E. and Diane Sanchez with Tad Tuleja. (1998) *The New Strategic Selling*, Warner Books, New York, NY. An excellent book that provides insights on: formulating a large sales campaign for one client company, different types of buyer responses, and multi-account sales strategy.
- Hughes, Mark (2005), *Buzz Marketing: Get People to Talk about Your Stuff*, Penguin/Portfolio Books, New York, NY. This is an excellent book about a form of marketing that has become increasingly popular – buzz marketing. It gives pragmatic guidelines for how to do buzz marketing, with engaging examples of how buzz marketing has been effective for a wide variety of products and services. It's fun to read, and full of useful ideas.
- Kotler, Philip (2003), *Marketing Management: Eleventh Edition*, Prentice Hall, Englewood cliffs, NJ. One of the most useful and comprehensive marketing textbooks. For decades, Kotler has been scanning the marketing horizon for the best new ideas, synthesizing them, adding his own useful spin, and publishing them. This book is the market share leader in graduate business programs -- an encyclopedia of marketing.

Ries, Al, and Laura Ries (1998), *The 22 Immutable Laws of Branding*, HarperCollins Publishers, New York, NY. Jack teams up with a family member to offer strong advice about what works and what doesn't in brand building.

Ries, Al, and Jack Trout (1981), *Positioning: the Battle for Your Mind*, Warner Books, McGraw-Hill, New York, NY. A lively introduction to the concept of positioning, as it applies to products, services, companies, countries, churches, causes, and careers.

GEM Course Calendar

The **GEM Course Calendar** is a summary of the learning themes, cases, and readings for each of our sessions. Use it as your road map throughout the course, to see where we've been, and where we are headed at each leg of our journey. You should also use the Course Calendar at the beginning of the term, to help you plan which cases and articles you need to download for each class session. The Course Calendar is available on the GEM course Web Site: <http://GEM.stanford.edu>

How Does the Learning Process Work?

Learning will occur in at least five settings: individual preparation before class, learning team preparation for and presentation of openings, in-class and web discussion, the midterm strategic thinking paper, and the final product – a project or case based exam.

1. Individual Preparation

You should expect to invest between three and four hours of individual preparation for each class session. Anything less, even by a brilliant participant, is likely to result in ragged in-class performance, embarrassment in the face of your colleagues, and a missed opportunity to develop your skills at a deep, instinctive level that can only result from intensive practice.

Most classes have cases. As a rule of thumb for allocating time between the case and the reading, *skim* the reading, and *analyze* the case. For example, if you have three-and-a-half hours, spend no more than 30 minutes on the readings, and three hours on the case. However, if you ignore the reading, you will miss key insights that can be gotten by applying a tool from the reading with the case for the day.

2. Learning Team Preparation

Perhaps the most important part of the learning experience occurs in GEM learning teams. By the beginning of class session 4, every person in the course must join a Learning Team of 3 to 6 people who will do the final project together, and jointly prepare for case discussions and one 10-minute case opening. You may align yourselves with whomever you please. However, you must get diversity of skill and perspective on each

team. It will greatly enhance the amount you learn from GEM. Learning teams must have:

- At least two academic disciplines (e.g.; EE, CS, MS and E, Product Design, etc.)
- At least two countries/cultures (e.g; USA, Singapore, China, India, etc)
- At least two genders (men and women)
- At least one on-campus student and one and NCSV or SCPD student.

In addition to Stanford on-campus students, students from National University of Singapore College of Silicon Valley (NCSV) are taking GEM. These students are on a one-year internship with startups in Silicon Valley, and also take courses at Stanford during their stay. In addition, there are other students who are working full time in Silicon Valley taking the course via the Stanford Center for Professional Development (SCPD). The SCPD students may be Honors Coop Program (HCP) for a Masters degree, or Non Degree Option (NDO).

In some cases, a team of SCPD students from another city or country outside the Silicon Valley area takes GEM. These teams have the option of being all off campus students due to the costs and challenges of managing a team based in multiple geographies. However, out of town students may form teams with on campus students if the team mates wish to create a virtual learning team (VLT). VLTs are a fact of life in the 21st century.

In a typical learning team meeting, the team reaches consensus about the Diagnosis, Decisions, Analysis, and Reality Test. Then the team decides which one or two people will do the talking and what visual aids will be used if the team is asked to open the class.

The most effective learning teams rotate the responsibility for leading the discussion in the team meeting, so that everyone gets practice in presenting his/her ideas. However, all team members need to have thoroughly prepared so that they can bring up alternative points of view, ask penetrating questions, and help improve the quality of the case leader's analysis and plan of action before the rest of the class sees it. Most successful entrepreneurs use this technique. They understand that only after a marketing plan has been sharpened by the tough-minded give-and-take of a walk-through is it likely to survive the healthy skepticism of venture capitalists, customers, and other stakeholders.

A well-organized learning team sets strict time limits on team meetings, and learns to live within those time constraints.

3. Presentation of Case Openings

At the beginning of the term, we will determine which teams will be in the pool for each day's case opening. Each learning team will prepare one case opening DDART analysis during the quarter. Before the third day of class, learning teams are assigned to a date so you know when you will open. (The course calendar, right hand column will have the Case Opening assignments).

At the beginning of each of the remaining case sessions, one or two teams are selected from the opening world to open the discussion. One or two designated members of each

team then present the team's opening. Sometimes, two teams will present their openings in class on the same day. All openings from each opening world will be graded, whether the team presents or not.

Each case opening is worth 10% of your total grade for GEM.

Team openings must not exceed 10 minutes. While we will not embarrass a team by jerking it off the platform, the team grade drops one letter grade for every minute over 10 minutes that they continue. You are responsible for managing your time.

The opening team will be expected to use a PowerPoint presentation with Excel backup economic analysis to communicate concisely, clearly, and powerfully. Include speaker notes to accompany each PowerPoint slide that give highlights of what you will say in presenting the slide. This will allow us to more effectively grade your opening. It should also reduce clutter on the PowerPoint slides themselves.

Max length for your presentation is a cover slide with learning team name and names and photographs of the teammates, plus five PowerPoint slides and at most two (8.5X11 inch) pages of Excel spreadsheets. Any speaker notes must fit in the space provided on the "Notes" View of the five PowerPoint slides, **using at least a 10-point font.** Use the DDART Framework. **Your font on slides must be at least 24 points to be legible to your classmates from the back of the room and over the Internet.** Your work will be graded on what is on the slides and in the notes, not by what you say, to be fair to the non-presenting team. Make sure your arguments are well articulated in writing.

Prior to **7:00 PM** on the day before class, each learning team in the opening world should post your PowerPoint opening on the discussion forum on the GEM web site. The GEM website is: <http://GEM.stanford.edu>

Hand in two hard copies of your presentation (Notes View) and excel sheets to the course assistants at the beginning of class. We will use these for grading.

If your learning team is not in the opening world, meet before class to discuss the case, using DDART, but do not prepare materials to post on the web. During class, be ready to add comments after the opening when called upon. We will cold call, so come prepared!

NOTE: Since the rest of your colleagues and the teaching team have analyzed the case already, the opening team should avoid regurgitating case facts. Move to the heart of the diagnosis, decisions, analysis, and reality-test. Your slides and spreadsheets should show new information that your team has created in its DDART, NOT spit back of what we have already read in the case.

4. In-Class and Web-based Discussions

After the opening, the rest of the class joins the discussion. During the case discussion, the teaching team will ask questions, keep the flow of discussion on track, and help you to hear what your colleagues are saying. Occasionally, we will summarize, or point out things we have overlooked in our discussion.

On most days, we spend between 75 and 80 minutes engaged in case discussion (including one or two 10 minute openings). The remaining 10 or 15 minutes is devoted to mini-lectures, to clarify the key learning objectives, or show how the concepts are used in the world of work. If a guest comes for a case discussion, 15-30 minutes are reserved for the guest. Guests on days without cases are asked to make their sessions interactive. Class discussion will be graded.

Class discussion also takes place, on a discussion forum located on the GEM web site. Distance learners who cannot be in class will be graded on class participation on the web site. Any class member who has insights that you were not able to share in class is welcome to post them on the discussion forum. It is also important to read what others have to say on the discussion forum, and to occasionally respond to other student's comments or questions, just as you do in class.

If you are an in-class student, your in-class comments will be graded (but not web comments). If you are a distance learner, your web comments will be graded (in-class is not an option).

Your comments and questions in class and on the GEM web are graded by the teaching team. As a result, you should make sure your comments and questions are clear, concise, relevant, and rigorous. Bonus points for synthesizing and integrating, for extraordinary creativity, and for tasteful humor.

Quality beats quantity in this game. Don't waste airtime in class or on the web with fuzzy, sloppy communication. Copious quantities of mediocre comments will lower your reputation among your classmates, and lower your grade.

We will close the web discussion for each session of the course as follows:

- Wednesday sessions web discussion close at 7 PM Thursday.
- Friday sessions web discussion close at 7 PM Saturday.

No comments posted after the deadline for a particular class session will be graded. We do this to encourage the entire class including distance learners to keep involved each week, and for people to learn from each other while the class session is still fresh. We also do it to eliminate a popular student practice at most universities known as "cramming" at the end of the term. You cannot learn from one another if everyone waits until the last minute to drop in your comments on the discussion forum.

5. The Midterm Strategic Thinking Paper

Each of you is responsible for writing a midterm paper that demonstrates your ability to think strategically, and to develop a ten year vision and a one-year marketing plan for your career. You will apply tools and concepts from the books on your suggested reading list. To learn more about this assignment, see the memo with instructions for the Strategic Thinking Paper on the GEM web site.

6. The Final Project: A field project

The final product is a field project, for a company that has been approved by the GEM teaching team, including your own venture, if you have an entrepreneurial project of your own. You may work in teams of 3 to 6 people for a final field project. Those people will also do a case opening together. We want to insure that each student is reasonably happy and enthusiastic about your final project. So find like-minded classmates who share your passion for the final project to form your GEM team.

You will form your final project teams some time between the first day of class and Monday April 6, when you must bid on final projects.

Your GEM Learning Team has these options regarding the GEM final project:

1. A marketing project sponsored by a company approved by GEM faculty;
2. A marketing plan for a team in the Stanford E-Challenge or Social E Challenge;
3. A company that one or more GEM classmates have founded
4. One of Tomk's approved Social Ventures: Clean Tech Open; Energy Crossroads; BASES; Stanford Women in Business; NUSEA; Palau
5. Writing a new case study and teaching note under the guidance of Tom Kosnik.

More details on field projects are posted on the GEM site. PLEASE READ THEM BY 5 PM on April 3rd/ Project sponsors will do 2 minute pitches in an evening GEM session on Friday, April 3rd from 6:30 – 9:00 PM.

How Will Performance be Evaluated?

Your overall grade will be based on the following:	<u>% of Total Grade</u>
Team case opening	10%
Final field project	50%
Individual class participation (in-class or on the web)	20% ²
<u>Individual Strategic Thinking Paper</u>	<u>20%</u>
Total	100%

Citing your sources and the Stanford Honor Code:

Team case openings, individual comments on the web, individual strategic thinking papers, and the final project should either be based on the efforts of your learning team, or your individual work. Use of other people's work for any of these grading areas without footnoting your source is an act of plagiarism and a violation of the Stanford Honor code. When you use books, readings, web sites, or a cool idea from a classmate or another source, CITE THE SOURCE, and all is well.

The following are examples of violations of Stanford honor code for GEM:

- Being coached by others who have done the cases in past.

² In class students will be graded only on class participation. Web participation is encouraged. SCPD students' participation grade will be based only on web participation unless they are in class every day.

- Reviewing other people's DDARTS or notes about cases & assignments.
- Copying the work of another GEM learning team.
- Contacting case actors to find out what happened.
- Reviewing any source (including WWW) to find out what happened in a case.
- Anything else that prevents you from practicing DDART using your own brains.
- Any attempt to claim credit for intellectual property you did not create.

Thanks for honoring the Stanford Honor Code.

What are the “rules of the road” for this class?

We have one guiding principle for our class. *Do whatever it takes to create a high performance learning culture.* You create this by demonstrating respect for your peers and your commitment to the learning process in small but very noticeable ways:

- Trust the process.
- Be prepared.
- Be punctual
- Cell phones off.
- Cite your sources.
- Listen carefully when others are speaking.
- No newspapers, email, web surfing, homework, side conversations during class
- Don't be an air-time hog.
- Help one another.
- Take the initiative.
- Be creative.
- Be willing to say “I don't know.”
- Respect and learn from the diverse experience and cultures in GEM.

We expect you to be on time for class. This is a matter of respect to the opening teams who begin their DDART pitch within moments of the 9:00 AM start time. If you are late:

- Gently close the door to avoid slamming noise.
- Wait just inside the door at back of class until the opening team is finished.

If you are habitually late, you may lose the 20% of the grade for class participation.

We look forward to working with you in GEM. Your assignment for the first session is in the Course Calendar. *Semper paratus*³.

³ “Always Prepared.”