Formativas:

- Business Strategy: design, coordination and power (1)
- Technological Competitiveness in Operations (1)
- The Behavior of Consumers and Markets (1)
- Organization and Management Theory (1)
- Key Aspects of the Information Systems Field (1)

Eletivas:

- Cross-Sector Strategies for Inclusive Innovation (1)
- Ecossistemas de inovação: perspectivas teóricas e novas aplicações
- Implications of AI-Based Innovations
- Marketing e Ecossistemas de Inovação
- Saberes contra-hegemônicos e outras formas de organizar

(1) em Inglês

DEPARTAMENT.....: General Management and Human Resources (ADM)
PROGRAM .....: Master and Doctorate Program in Business Administration (CMCD AE)
COURSE .....: Business Strategy: design, coordination and power
PROFESSOR .....: Jorge Carneiro / Marina Gama
SEMESTER/YEAR: : 1st quarter / 2026
CLASS-HOURS:.....: 30 hours
DAYS/HOURS.....: Wednesday, 9:00am thru 12:50pm
ROOM.....:

COURSE DESCRIPTION

The students are expected to be able to become knowledgeable about the main theoretical underpinnings of strategy and competitive advantage, starting from the analysis of its theoretical origins and its foundations in Economics and Industrial Organization Theory. The course was designed for *stricto sensu* students, with clear academic orientation, and is focused on building critical reading skills and comparative analysis. For students unfamiliar with business strategy and microeconomics, the reading of introductory texts, such as Barney and Hesterly (2011) and Besanko et al. (2006), is recommended. Students are expected to be able to discuss in depth the assigned texts, and critically analyze both the theoretical arguments and the empirical evidence they bring, in order to develop a comprehensive understanding of the fundamentals of theory in business strategy and to explore aspects worthy of future research.

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

LEVEL OF CONTRIBUTION			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCDAE Objectives	**Course learning goals**	**Level of Contribution ***
Qualitative research methods		○○○
Quantitative research methods		○○○
Knowledge of research themes (Master) and theory (Doctorate)	• Contemplate the main theoretical streams of strategy research • Understand the scope and content of strategy planning and strategy execution • Identify the multiple perspectives to business performance measurement	●●●
Research Design and Development	Recognize gaps and trends in strategy research	●●○
Relevance (Master and Doctorate) and innovation (Doctorate) in research		●●○
Development of academic papers		●○○

Other course learning goals:.....

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

CONTENT/METHODOLOGY

The planned activities for the course include: a) individual presentations of the key texts, complemented by class discussion; and a suggestion of an empirical paper for each class topic to build a bridge between the fundamentals and the actual empirical stage of the subject. b) writing of a theoretical essay (which should not be just a summary of the texts, but rather a structured review of the literature with suggestions for future research).

The theoretical essay must be between 8 and 15 pages in length and must adhere to the formatting guidelines of AMR. The student must advance (at least) one hypothesis about how certain firms attain (sustained) superior performance. Alternatively, students may choose to deliver a PowerPoint presentation, as appropriate for an academic conference session; however, the presentation must strike a good balance between clarity of logic and the length of text. Logical arguments must rest on the following points: (a) theories discussed in class (mandatory) or (b) empirical observations of the phenomenon. AMR editorials about what constitutes a theoretical contribution can be helpful.

STUDENT PERFORMANCE ASSESSMENT

Content and engaging pedagogical approach in the seminar presentations:	25%
Active in-class participation:	25%
Theoretical essay:	50%

COURSE CONTENT

1. Industrial Organization
   a) industry structure analysis (five forces)
   b) macro-environment
   c) value chain
   d) transaction costs
   e) competitive strategy
   f) corporate strategy
2. Resource-based View
3. Implementation of strategy, micro-foundations of strategy, and strategy-as-practice
4. Artificial intelligence in strategic decision-making
5. Business Performance Measurement

COURSE SCHEDULE

	Dates	Topics	Readings • mandatory ○ complementary
1	25 Feb (Prof. Jorge)	Theoretical streams of strategy: Industrial Organization (IO)	<u>External environment: five forces, complementors, macro-environment</u> ○ Brandenburger & Nalebuff (1995) ○ Barney & Hesterly (2011, cap.2) ○ Cummings & Doh (2000) • Day (1997) ○ Eggers & Kaplan (2013) ○ Hax & Wilde (2001, 2003) ○ Pickton & Wright (1998) ○ Porter (1980, cap. 1, 3 e 8) • Porter (2008) • Yoffie & Kwak (2006) <u>Value chain</u> ○ Barney & Hesterly (2011, cap.3) • Eisenmann et al. (2006) • Gereffi et al. (2005) ○ Gereffi (2023) ○ Normann & Ramirez (1993) • Pietrobelli et al. (2021) • Porter (1985, cap. 2) ○ Van Alstyne et a. (2016)
2	04 Mar (Prof. Marina)	Theoretical streams of strategy: Industrial Organization (IO)	<u>Transaction costs</u> ○ Coase (1937) • Williamson (1979) ○ Williamson (1981) <u>Strategy conceptualization</u> • Mintzberg (1987) • Porter (1996) ○ Ronda-Pupo & Guerras-Martin (2012) <u>Content and process of planning</u> ○ Armstrong (1982) • Boyd and Reuning-Elliot (1998) ○ Hopkins and Hopkins (1997) ○ Jacometti & Bulgacov (2012) ○ Langley (1995) • Wolf & Floyd (2017)
3	11 Mar (Proa. Marina)	Theoretical streams of strategy: Industrial Organization (IO) (cont.)	<u>Competitive strategies</u> • Chew (2000) ○ Kim & Mauborgne (1999a 1999b, 2005) ○ Kim & Mauborgne (2014, cap. 3, 4 e 5) ○ Miller & Dess (1993). • Mintzberg (1988) ○ Porter (1985, cap.3, 4 e 7) <u>Corporate strategies</u> • Barney (1999) ○ Harrigan (1986) ○ Hitt et al. (1994) • Leiblein & Miller (2003) ○ Purkayastha et al. (2012) ○ Whittington et al. (2020, chapter 8)

	Dates	Topics	Readings • mandatory ○ complementary
4	18 Mar (Prof. Marina)	Theoretical streams of strategy: The Resource-Based View (RBV)	<u>Foundations of RBV</u> ○ Alvarez & Busenitz (2001) ○ Barney (1986a, 1986b) • Barney (1991, 2001b) ○ Collis & Anand (2021) ○ Collis & Montgomery (2008) ○ Conner (1991) ○ Dierickx & Cool (1989) • Eisenhardt & Martin (2000) • Helfat et al. (2023) ○ Hill & Deeds (1996) ○ Hock-Doepgen et al. (2025) ○ Lippmann & Rumelt (1982) ○ Mahoney & Pandian (1992) ○ Peteraf (1993) ○ Reed & DeFillippi (1990) ○ Schulze & Brusoni (2022) ○ Stoelhorst (2023) ○ Teece et al. (1997) ○ Teece (2012) ○ Warner & Wäger (2019) ○ Wilden et al. (2016) <u>Mimetism vs. heterogeneity</u> • DiMaggio & Powell (1983) ○ Hirsch & Lounsbury (1997) ○ Meyer & Rowan (1977) ○ Nelson (1991) ○ Peng et al. (2009) • Scott (2008) ○ Stinchcombe (1997) ○ Suchman (1995) <u>Criticisms to RBV</u> • Barney (2001a, 2018) ○ Kraaijenbrink et al. (2010) • Priem & Butler (2001a, 2001b)

	Dates	Topics	Readings • mandatory ○ complementary
5	25 Mar (Prof. Marina)	Gaps and trends in strategy research (cont.)	Content ○ Acedo et al. (2006) ○ Agyres et al. (2019) • Durand et al. (2017) ○ Kenworthy & Verbeke (2015) ○ Mackay & Zundel (2017) • Mayer & Sparrowe (2013) ○ Panda & Gupta (2014) ○ Pitelis (2007) Endogeneity in strategy research ○ Chang et al. (2010) • Hamilton & Nickerson (2003) ○ Lindell & Whitney (2001) ○ Malhotra et al. (2006) • Podsakoff et al. (2003) ○ Reeb et al. (2012) ○ Rocha et al. (2019) ○ Shaver (1998) Doing Impactful Strategic Management Research ○ Balogun et al. (2003) ○ Delbecq (2007) • Van de Ven & Johnson (2006) • Wickert et al. (2021)
	01 Apr		School break
6	08 Apr (Prof. Jorge)	Formulation and implementation of strategic planning	Content and process of execution (the "O" of VRIO ○ Amoo et al. (2019) ○ Bourgeois & Brodwin (1984) • De Oliveira et al. (2019) • Hrebiniak, L. G. (2006) ○ Lee & Puranam (2016) ○ Okumus (2003) Strategy-as-practice • Jarzabkowski et al. (2009) ○ Kohtamäki et al. (2022) ○ Seidl et al. (2024) • Vaara & Whittington (2012) Cognitive and strategic inertia ○ Barr et al. (2013) • Helfat (2022) ○ Mallette & Hopkins (2013) ○ Miller (2021) ○ Narayanan et al. (2011) • Powell et al. (2011) ○ Tripsas & Gavetti (2015) Micro-foundations of strategy ○ Baer et al. (2013) • Felin & Foss (2005) • Foss (2011)

	Dates	Topics	Readings • mandatory ○ complementary
7	15 Apr (Prof. Jorge)	Strategy and organizational performance	<u>Artificial intelligence in strategic decision-making</u> • Ahdadou et al. (2024) ○ Cao et al. (2021) ○ Camuffo et al. (2022) • Doshi et al. (2025) • Sturm et al. (2023) <u>Components of variance of organizational performance</u> ○ Bowman & Helfat (2001) ○ Brito & de Vasconcelos (2005) ○ Brush & Bromiley (1997) ○ Claver et al. (2002) ○ Guo (2017) ○ Hamman et al. (2022) ○ Hawawini et al. (2003, 2004, 2005) ○ Mauri & Michaels (1998) ○ McGahan & Porter (1997, 1999, 2002) ○ McNamara (2005) • Roquebert et al. (1996) • Rumelt (1991) • Schmalensee (1985) ○ Sohl et al. (2020) ○ Vanneste (2017) <u>Organizational performance measurement</u> ○ Bititci et al. (2012) ○ Carneiro et al. (2007) ○ Carneiro (2018) ○ Itner et al. (2003) • Kaplan & Norton (2005) ○ Miller et al. (2013) • Pun & White (2005) ○ Souder et al. (2023)
8	22 Apr (Prof. Jorge and Prof. Marina)	Discussions about the theoretical essays of each student	

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DISCIPLINA / COURSE: Technological Competitiveness in Operations
departamento / DEPARTMENT: POI
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR:.....
CARGA HORÁRIA / CLASS-HOURS: ☒ 30 horas ou ☐15 horas (selecionar)
PROFESSOR: Ely Paiva e Priscila Miguel
LÍNGUA / LANGUAGE: English

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

The discipline explains how managerial and hard technologies affect a company's competitiveness. The discussion includes key theories such as RBV and institutional theory. The focus shifts from the focal companies to their suppliers and other players in the competitive ecosystem.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION * Limitado a 8 / Up to 8			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE / CMCDAE Objectives	**Objetivos da disciplina / Course learning goals**	**Grau de contribuição / Level of Contribution * Limitado a 8 / Up to 8**
Métodos qualitativos de pesquisa / Qualitative research methods	Case studies with discussions of methodological procedures	●●○
Métodos quantitativos de pesquisa / Quantitative research methods	Experiments and surveys: methodological procedures for both are thoroughly discussed.	●●○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Technology-based competitiveness is discussed in depth.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	New topics and research opportunities are presented.	●○○
Elaboração de artigos / Development of academic papers		
Outros objetivos da disciplina / Other course learning goals:.....		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONHECIMENTO PRÉVIO, SE HOUVER / PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

NA

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

Seminars
Lecture classes

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Participation 20%
Presentations 20%
Final Assigment 60%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONL)

Class 01 - Theoretical Basis

Paiva, E. L.; Roth, A. & Fensterseifer, J., (2008). Organizational Knowledge and Manufacturing Strategy: a Resource-based View. *Journal of Operations Management,*

Ketokivi, Mikko, and Joseph T. Mahoney. (2020): Transaction cost economics as a theory of supply chain efficiency. *Production and Operations Management* 29.4 1011-1031.

Kauppi, K. (2013). Extending the use of institutional theory in operations and supply chain management research: Review and research suggestions. *International Journal of Operations & Production Management*.

Zhang, C., and Dhaliwal, J. (2009). An investigation of resource-based and institutional theoretic factors in technology adoption for operations and supply chain management. *International Journal of Production Economics*, *120*(1), 252-269.

Class 02 - Capabilities

Argote, L., & Hora, M. (2017). Organizational learning and management of technology. Production and OperationsManagement, 26(4), 579–590.

Peng, D.X.; Schroeder, R.G.; Shah, R., Linking routines to operations capabilities: a new perspective. Journal of Operations Management, v.26, n.6, p.730-748, 2008.

Prim, A. L., De Freitas, K. A., Paiva, E. L., & Kumar, M. (2023). The development of quality capabilities in Brazilian breweries: A Co-evolutionary approach. *International Journal of Production Economics*, *256*, 108717.

Sirmon, D. G., Hitt, M. A., Ireland, R. D., & Gilbert, B. A. (2011). Resource orchestration to create competitive advantage: Breadth, depth, and life cycle effects. Journal of management, 37(5), 1390-1412.

Wu, S. J.; Melnyk, S. A.; Flynn, B. B. Operational capabilities: A secret ingredient. Decision Sciences, v.41, n.4, p. 721-754, 2010.

Class 03 - Service Operations

Spring, M., Faulconbridge, J., & Sarwar, A. (2022). How information technology automates and augments processes: Insights from Artificial-Intelligence-based systems in professional service operations. Journal of Operations Management, 68(6-7), 592-618.

Sampson, Scott E., and Chase, Richard B. (2020), "Customer Contact in a Digital World," Journal of Service Management, Vol. 31, No. 6, pp. 1061-1069

Sampson, Scott E. (2021), "A Strategic Framework for Task Automation in Professional Services," Journal of Service Research, Vol. 24, No. 1, pp. 122-140.

Zhang, Y., Gregory, M., Neely, A., (2016), Global engineering services: Shedding light on network capabilities, Journal of Operations Management, Vol. 42–43, Pages 80-94.

Class 04- Operations Management and Competitiveness

Minerbo, C., Kleinaltenkamp, M., & Brito, L. A. L. (2021). Unpacking value creation and capture in B2B relationships. Industrial Marketing Management, 92, 163-177.

Chikán, A., Czakó, E., Kiss-Dobronyi, B., & Losonci, D. (2022). Firm competitiveness: A general model and a manufacturing application. International Journal of Production Economics, 243, 108316.

Sancha, C., Gutierrez-Gutierrez, L., Tamayo-Torres, I., & Gimenez Thomsen, C. (2023). From corporate governance to sustainability outcomes: the key role of operations management. International Journal of Operations & Production Management, 43(13), 27-49.

Class 05 - Logistics Operations

Golinska-Dawson, P., Mrugalska, B., Lai, K. K., & Weber, G. W. (2023). Smart and sustainable supply chain and logistics-trends, challenges, methods and best practices. Annals of Operations Research, 324(1), 1-11.

Milligan, S., Davies, I., Yalabik, B., Celik, M., & Squire, B. (2025). Evolutions of Omni-Channel Fulfillment Performance: An In-Depth Case Study in Grocery Retailing. Journal of Operations Management.

Risberg, A., Jafari, H., & Sandberg, E. (2023). A configurational approach to last mile logistics practices and omni-channel firm characteristics for competitive advantage: a fuzzy-set qualitative comparative analysis. International Journal of Physical Distribution & Logistics Management, 53(11), 53-70.

Suzuki, Y., Chen, H., & Faires, C. (2025). Response Strategies for Demand Surges in Last-Mile Logistics: Managing Delivery Efficiency in Volatile Environments. *Journal of Business Logistics*, *46*(1), e70004.

Class 06 - Digital Transformation

Féres, Wandick Leão, Competing for the Future: Reconfiguring Operational Resources and Capabilities during the Digital Transformation Process, Ph.D. Dissertation, FGV EAESP 2022.

Fernandez-Vidal, J., Gonzalez, R., Gasco, J., & Llopis, J. (2022). Digitalization and corporate transformation: The case of European oil & gas firms. *Technological Forecasting and Social Change*, *174*, 121293.

Li, F. (2020). Leading digital transformation: three emerging approaches for managing the transition. *International Journal of Operations & Production Management*.

Marion, T. J., & Fixson, S. K. (2021). The transformation of the innovation process: How digital tools are changing work, collaboration, and organizations in new product development. *Journal of Product Innovation Management*, *38*(1), 192-215.

Sousa-Zomer, T. T., Neely, A., & Martinez, V. (2020). Digital transforming capability and performance: a microfoundational perspective. *International Journal of Operations & Production Management*, *40*(7/8), 1095-1128.

Class 07 - Industry 4.0

Bai, C., Li, H. A., & Xiao, Y. (2022). Industry 4.0 technologies: Empirical impacts and decision framework. Production and Operations Management.

Choi, Tsan-Ming, Subodha Kumar, Xiaohang Yue, Hau-Ling Chan. (2022). Disruptive technologies and operations management in the Industry 4.0 era and beyond. Production and Operations Management 31, no. 1, 9-31.

Koh, L., Orzes, G., & Jia, F. J. (2019). The fourth industrial revolution (Industry 4.0): technologies disruption on operations and supply chain management. *International Journal of Operations & Production Management*.

Szalavetz, A. (2019). Industry 4.0 and capability development in manufacturing subsidiaries. *Technological Forecasting and Social Change*, *145*, 384-395.

Wamba, S. F., & Queiroz, M. M. (2022). Industry 4.0 and the supply chain digitalisation: a blockchain diffusion perspective. Production Planning & Control, 33(2-3), 193-210.

Class 08 – Final assignment presentation

MINI CV DO PROFESSOR (OPCIONAL) / PROFESSOR MINI CV (OPTIONL)

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

COURSE: The Behavior of Consumers and Markets

DEPARTMENT: Marketing

PROGRAM: CMCD AE

SEMESTER/YEAR: 1/2026

CLASS-HOURS: 30 hours

PROFESSORS: Delane Botelho, Felipe Zambaldi, Lucia Barros, Tânia Veludo

LANGUAGE: English

COURSE DESCRIPTION

The objective of the course is to promote understanding of the scholarly, research-based activity about the behavioral aspects of marketing. The course will enable participants: 1) to comprehend the structure of the area of marketing with a focus on its behavioral aspects, therefore approaching the behavior of consumers and markets in terms of scientific inquiry, and 2) to acknowledge conceptual and methodological contributions of consumer and market behavior from diverse perspectives, including the perspective of marketing, marketing models, psychology, culture, and society, and; 3) identify the main locus of research debate in specific areas (journals and conferences).

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

LEVEL OF CONTRIBUTION * Up to 8			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution * Up to 8
Qualitative research methods	To approach specific and relevant qualitative research methods for scholarly research in the behavioral aspects of marketing.	●○○
Quantitative research methods	To approach specific and relevant quantitative research methods for scholarly research in the behavioral aspects of marketing.	●○○

Knowledge of research themes (Master) and theory (Doctorate)	To comprehend the structure of the area of marketing, specifically in relation to the behavior of individual consumers and markets, in terms of scientific inquiry.	●●●
Design and Development Research		○○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	To acknowledge conceptual contributions in the behavioral aspects of marketing and generate research ideas that are meaningful to the field.	●●○
Development of academic papers	To design a research project that can be developed into an academic paper.	●○○
Other course learning goals:.....		

The full description of the CMCDAE objectives and other related information may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONTENT/METHODOLOGY

The course covers the following topics:

a) Scientific Structure of the Marketing Discipline
b) Marketing Perspective: Buyer Behavior
c) Marketing Models Perspective: Modeling the Behavior of Consumers
d) Marketing Models Perspective: Modeling the Behavior of Organizations & Markets
e) Psychological Perspective: Information Processing
f) Psychological Perspective: Behavioral Decision Theory
g) Cultural Perspective: Consumer Culture Theory (CCT)
h) Societal Perspective: Consumer Welfare

The course is totally centered on the student. The students should prepare proactively for all their classes. They should read the recommended material (articles and book chapters) and seek additional bibliography that will help them to understand the theories and methods presented in the reading material. Students are expected to be prepared to discuss the content of the recommended texts in class. We shall address various research methodologies during the course. These will be presented as part of the discussion of the conceptual themes addressed during the course.

ASSESSMENT

25% - Student Participation (oral presentations, essays, etc.).

Students must participate constructively in class discussions. They are responsible for leading the discussion of the assigned reading.

25% - Research Ideas:

The course's main long-term objective is to help you develop the skills to publish in the leading journals. Therefore, before each session, you are required to write a potential research idea based on the readings. It should be written in up to 1 page (Arial 11 font or similar, single-spaced). The best one(s) can be further developed in the Research Proposal. One of them might become the seeds of your dissertation/thesis and/or a potential article.

50% - Research Proposal:

You will do a research proposal based on one of the topics covered in the course. We encourage you to read about 10 to 15 articles as you prepare for it. The research proposal should be (a) written in English, (b) NO longer than 6 pages plus references, and must obey the format of a leading journal (e.g., Journal of Consumer Research). The research proposal should follow the following structure:

1) INTRODUCTION:

In the first 2 paragraphs, state the gap in the literature and your research question. That is, "sell" your paper by stating your main contribution relative to what is already available in the literature.

2) THEORETICAL BACKGROUND:

Provide a brief review of the literature where you show what has been done. You must read around 10 to 15 articles in the area to get a sense of the subarea of interest. Then, restate the gap in the literature that you will attempt to fill.

3) RESEARCH QUESTION OR HYPOTHESES:

State the main research question or hypotheses.

4) METHOD:

Describe the method you will use to investigate the research question or to test the hypotheses. Since this is a research proposal, you obviously do not need to gather any data.

5) CONCLUSION:

Briefly summarize your research proposal, identify the LIMITATIONS of your proposal, and highlight FUTURE RESEARCH avenues.

SCHEDULE

	Date	Prof.	Topic	Reference
1	23 FEB	Delane	Scientific Structure of the Marketing Discipline (CB – Modeling – Strategy & Managerial – Interpretative & Critical, CCT)	1. Hunt, S. D. (1976) 2. MacInnis, D. J., & Folkes, V. S. (2010) 3. Sheth, J. (2021) 4. Dholakia, N. (2012) 5. Burnap et al. (2023) (*just zip through the paper*)
2	2 MAR	Delane	Marketing Perspective: Buyer Behavior	1. Pham (2013) 2. MacInnis & Folkes (2010) 3. MacInnis et al. (2020) 4. Malter et al. (2020) 5. Saab & Botelho (2020) (*just zip through the paper*)
3	9 MAR	Felipe	Marketing Models Perspective: Modeling the Behavior of Consumers	1. Colicev et al. (2018) 2. De Haan et al. (2016) 3. Liberali and Ferecatu (2022) 4. Srinivasan et al. (2016)
4	16 MAR	Felipe	Marketing Models Perspective: Modeling the Behavior of Organizations & Markets	1. Esteban-Bravo et al. (2017) 2. Fischer and Hanssens (2016) 3. Goldfarb et al. (2022) 4. Rutz and Watson (2019)
5	23 MAR	Lucia	Psychological Perspective: Information Processing	1. Wyer (2008) 2. Braun (1999) 3. Du Plessis et al. (2024) 4. Von Schuckmann et al. (2018).
6	6 APR	Lucia	Psychological Perspective: Behavioral Decision Theory	1. Simonson, I. (2008) 2. Tversky & Kahneman (1981) 3. Mead & Williams (2023) 4. Costa Filho et al. (2023)
7	13 APR	Tania	Cultural Perspective: Consumer Culture Theory (CCT)	1. Arnould and Thompson (2005) 2. Arnould et al. (2021) 3. Belk (2014) 4. Belk and Sobh (2019) 5. Hungara and Nobre (2021) 6. Rokka (2021) 7. For further reference: The Journal of Consumer Research list on CCT: https://consumerresearcher.com/cct-in-jcr
8	27 APR	Tania	Societal Perspective: Consumer Welfare	1. Andreasen et al. (2012) 2. Wilkie and Moore (2003)

				3. For further reference: The Journal of Consumer Research list on TCR: https://academic.oup.com/jcr/pages/research_curations?login=true

ETHICS CODE

• Punctuality. • Due preparation for the lectures. • The fulfillment of the tasks given within the deadlines.	• The honest undertaking of all activities. • Mutual respect.

CONTACT

We welcome students to discuss any aspect of the course. The appointment should be emailed to delane.botelho@fgv.br, lucia.barros@fgv.br, felipe.zambaldi@fgv.br, or tania.veludo@fgv.br.

REFERENCES

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MODULE: Organization and Management Theory
DEPARTMENT: ADM
PROGRAM: CMCD AE
SEMESTER AND YEAR: 2026/1
CLASS-HOURS: ☒ 30 hours
LECTURER: Dr. Amon Barros
LANGUAGE: English

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

This course engages major traditions in organization and management theory while cultivating the ability to interrogate how those traditions emerged, what they illuminate, and where their limits lie. Through close readings and comparative discussion, the course develops an integrated view of the field, connecting classic foundations with contemporary debates and diverse perspectives. Students learn to read theory as tools to evaluate arguments and evidence, to recognize schools of thought, and to position their own questions within ongoing scholarly conversations. By the end of the term, participants will build on existing research with confidence, select and refine theoretical lenses that fit their interests, and craft original contributions that advance management scholarship.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

Objetivos do CMCDAE	**Objetivos da disciplina**	**Grau de contribuição**
Qualitative Research Methdos	Students are expected to understand the main paradigms of qualitative research.	● ● ○
Quantitative Research methods	Students are expected to understand the epistemological foundations of quantitative research	○○ ○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	The Student will know about the development of management and organizations theory, and to position their research within the field.	● ● ●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	The module will briefly comment on the main research practices in the field.	● ○ ○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	The student will be able to spot and establish a research gap.	● ○ ○
Development of academic papers	The Student will gain more repertory to develop new research.	● ○ ○
Outros objetivos da disciplina: ---		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONHECIMENTO PRÉVIO, SE HOUVER / PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

N/a

CONTENT/METHODOLOGY

CONTENT/METHODOLOGY

- ✓ Lectures
- ✓ In-class debates
- ✓ Student participation in exploring the literature.
- ✓ Mandatory pre-reading.

ASSESMENT

Paper proposal: 20%
Seminars: 20%
Final paper: 60%

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AULA-A-AULA (PROVISÓRIO) / COURSE SCHEDULE (TENTATIVE)

We begin by asking what organizational theory is and where it is headed, clarifying what constitutes a theoretical contribution and how different forms of theorizing transfer across domains. We then map the field's paradigms to show how assumptions about ontology, epistemology, and human nature shape the questions scholars ask and the explanations they accept. Building on that foundation, we examine institutions and legitimacy to understand how organizational fields form, practices diffuse, and authority is constructed and challenged. We turn to sensemaking, culture, and identity to explore how actors create meaning and how narratives, symbols, and experience stabilize or shift. A subsequent focus on power, politics, and corporate responsibility treats firms as governance actors and highlights competing logics, and ideologies of control. We expand the lens through decolonial, Southern, and alternative epistemologies that interrogate geopolitics of knowledge and reimagine what counts as relevant theory. Attention then moves inside organizations to work, occupations, and resistance, tracing how people reproduce and contest structures in everyday practice. We close with time and temporality, considering history, memory, and futures as constitutive of organizations.

MINI CV DO PROFESSOR

I am an Associate Professor of Management and Organization Studies at FGV EAESP and a CNPq Researcher (PQ2). My research focuses on management and organizational history, as well as the intersection of business and politics. I was chair of the AoM CMS division (2019-2023), and I am currently Editor in Chief at Management and Organizational History and Associate Editor at Management Learning.

COURSE: Key Aspects of the Information Systems Field
DEPARTMENT: TDS
PROGRAM: CMCD AE
SEMESTER AND YEAR: 1 - 2026
CLASS-HOURS: ☒ 30 hours ou ☐15 horas
PROFESSOR: Eduardo H. DIniz
LANGUAGE: English

COURSE DESCRIPTION

This course provides doctoral students with a comprehensive overview of the Information Systems (IS) field, tracing its intellectual foundations, core theoretical perspectives, and evolving research frontiers. It examines how IS bridges technology, organizations, and society, addressing topics such as digital transformation, data governance, design science, sociotechnical systems, and the role of IS scholarship in shaping digital futures. Students will engage critically with landmarks and current debates of the field to understand how knowledge is produced and legitimized in IS research. Through discussions, readings, and reflective assignments, the course aims to help Master and PhD students position their own research within the broader IS landscape and contribute meaningfully to its ongoing development.

By the end of the course, participants will emerge with a comprehensive understanding of the opportunities and challenges associated with cutting edge research in the IS field, as well as how to prepare publishable papers for relevant journals.

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION * Limitado a 8 / Up to 8			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution *
Qualitative research methods	Students will be exposed to papers presenting robust employment of qualitative methods, although discussion on methods will not be the focus	○○○
Quantitative research methods	Students will be exposed to papers presenting robust employment of quantitative methods, although discussion on methods will not be the focus	○○○
Knowledge of research themes (Master) and theory (Doctorate)	Students will identificate relevant problems within key IS domains and the formulation of research proposals consistent with the current stage of the international IS field.	●●●
Design and Development Research	Students will be assisted to develop their own research based on the topics discussed in the course	●○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	Students will develop skills to critically engage with key issues in the IS field and to design a research proposal with potential for international scholarly contribution.	●●○
Development of academic papers	students will be evaluated by their ability to propose a a research topic and choose a journal based on topics of the course	●●○

Outros objetivos da disciplina / Other course learning goals:.....

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

Not aplicable

CONTENT/METHODOLOGY

The course will employ interactive and participatory approach to learning. Teaching methods will combine seminars based on critical readings of seminal and contemporary works in Information Systems, fostering deep engagement with theoretical and methodological debates in the field. Student-led discussions will encourage analytical thinking, collaborative learning, and the ability to synthesize diverse perspectives. Together, these activities aim to cultivate critical reflection, scholarly rigor, and active participation in the international IS research community.

Core Topics:

1. Origins and Evolution of the IS Field
   Reference disciplines and boundary issues
   Identity and legitimacy debates
2. Theoretical Foundations and Paradigms
   Positivist, interpretive, and critical approaches
   Design Science Research and socio-technical perspectives
3. Research Domains in IS
   Strategy, innovation, and digital transformation
   IS and individuals, in organizations, society and public administration
   Platforms, ecosystems, and digital infrastructures
4. Methodological Traditions
   Quantitative, qualitative, and mixed methods in IS
   Design Science Research and Action Research
5. Current and Emerging Issues
   AI, data governance, digital ethics, and sustainability
   Globalization and contextualization of IS research
6. Positioning a Research Proposal
   Identifying relevant problems
   Building theoretical contribution and methodological coherence
   Aligning with international publication standards

ASSESSMENT

Students work will be assessed through three different criteria:

final project: 50% (mid term delivery 15%)

seminars: 30%

participation: 20%

Final project will be a research paper proposed by students with focus on future publication in relevant journals. A pre-proposal for each project will be expected as mid term assignment as a way for the professors to contribute to the student's final project.

All students will have to present two seminars along the course based on papers related to the topic of the course.

Individual participation will be evaluated based on class discussions on papers with mandatory reading.

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COURSE SCHEDULE (OPTIONAL)

TBA

PROFESSOR MINI CV (OPTIONAL)

Eduardo H. Diniz is Professor at the Business School of São Paulo at Fundação Getulio Vargas (EAESP-FGV) since 1999, being Head of the Department of Technology and Data Science (TDS) from 2018 to 2021.He was editor-in-chief of RAE, Revista de Administração de Empresas, GVexecutivo and GVcasos, from January 2009 to December 2015.Graduated in Electrical Engineering, with emphasis on electronics, at the São Carlos School of Engineering USP (1983), Master in Business Administration from Fundação Getúlio Vargas - SP (1994) and Ph.D. in Business Administration from Fundação Getúlio Vargas - SP (2000). Visiting Scholar at the University of California, Berkeley (1996-98), HEC Montréal (2007), Erasmus University (2016-17) and University of Glasgow (2022-23). He is Bellagio Fellow, with the Rockefeller Foundation in 2014, and researcher at the Center for Microfinance and Financial Inclusion at FGV, GVcemif since 2007. He was coordinator of the ADI, Information Systems academic division, at the National Association of Graduate Studies and Research in Administration (Anpad) from 2005 to In 2020 was awarded as "Outstanding Contributor" of this academic division. His research interests include technology applications and impacts on banks, government and society, and has published numerous academic papers on financial inclusion at international conferences (ICIS, EGOS, Academy of Management, AMCIS, etc.) and MISQuarterly, Journal of Global Information Management , Public Administration, Innovations MIT, Information Technology and International Development, Information Development and Electronic Commerce Research and Applications, The European Financial Review. His research was funded by international agencies such as the National Science Foundation (NSF), the International Development Research Center (IDRC), the World Bank, the Bill and Melinda Gates Foundation and the Rockefeller Foundation. He is often invited to participate as a guest in international events organized by the World Bank, central banks and bank federations in Brazil, and other countries.

OTHER INFORMATION (OPTIONAL)

DISCIPLINA / COURSE: Cross-Sector Strategies for Inclusive Innovation
DEPARTAMENTO / DEPARTMENT: **ADM**
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR: 1 - 2026
CARGA HORÁRIA / CLASS-HOURS: ☒ 30 horas ou ☐15 horas
PROFESSOR: Fernando Deodato Domingos
LÍNGUA / LANGUAGE: English

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

This course is aimed at understanding the dynamics of impact-oriented strategies, or, in other words, strategies in the public interest. Simply put, how initiatives can tackle societal grand challenges, enhancing social welfare, while also aligning these social goals with their own financial needs. These initiatives include but are not limited to cross-sector collaborations, such as public-private partnerships and social outcome contracts aligned to SDGs. Business as usual, like for-profits, might also promote impact-oriented projects while they also increase their performance – often measured by traditional financial indicators. By the end of the course, students will be able to design impact-oriented initiatives at different settings (e.g., for-profit, public sector) and areas (e.g., health, education), including the basics of evaluation protocols. There are no specific prerequisites for the course.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION * **Limitado a 8 / Up to 8**			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE / CMCDAE Objectives	**Objetivos da disciplina / Course learning goals**	**Grau de contribuição / Level of Contribution ***
Métodos qualitativos de pesquisa / Qualitative research methods		○○○
Métodos quantitativos de pesquisa / Quantitative research methods		○○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)		●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		●●○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research		○○○
Elaboração de artigos / Development of academic papers		●●●
Outros objetivos da disciplina / Other course learning goals:.....		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONHECIMENTO PRÉVIO, SE HOUVER / PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

NA

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

The course will be based on interactive discussions of selected academic articles combined with the production of practitioner-oriented writing. Each session will center on one or more readings from the recommended literature, which students will present and analyze. Presentations should summarize the main theoretical contributions, highlight their relevance for practice, and raise questions for class debate. The professor will act as moderator, encouraging critical engagement and linking the readings to managerial dilemmas and the public interest.

Throughout the course, students will take turns presenting assigned articles, and all participants are expected to prepare in advance in order to contribute meaningfully to discussion. The classroom dynamic emphasizes active participation, the ability to distill theoretical insights, and the skill of translating academic contributions into practical implications for managers and policymakers.

As the final assignment, students will submit an article in the style of the Harvard Business Review or GV Executivo. The purpose of this exercise is to translate a dense academic article into a format accessible to practitioners, with a strong emphasis on practical managerial implications and the promotion of the public interest. By the end of the course, students will have practiced the critical skill of bridging academic research with organizational and policy practice.

The recommended readings provide the foundation for these discussions. They include influential works on capitalism and public value, innovation for inclusive growth, value creation and appropriation in public and nonprofit organizations, the role of capable governments in privatization, the design of public–private collaborations, the promises and pitfalls of social impact bonds, and current approaches to social impact measurement. Together, these texts will equip students to engage thoughtfully with the challenges of creating and implementing strategies that address social needs while remaining attentive to the broader public interest.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Grades	Composition	Weigth of each criterion
Grade 1	Draft a "*Harvard Business Review/GVExecutivo*"-like paper to be presented and submitted to the professor based on a paper of yours.	**50%**
Grade 2	Paper discussions and presentations (specific classes will have papers presented by students).	**30%**
Grade 3	Individual Participation (active engagement during all classes)	**20%**

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

a. Chapter 7: "Protecting what has made us rich and free: Markets, politics, and the future of the capitalist system" in "Henderson, R. (2020). *Reimagining capitalism in a world on fire*. New York, NY: Public Affairs."
b. George, G., McGahan, A. M., & Prabhu, J. (2012). Innovation for inclusive growth: Towards a theoretical framework and a research agenda. *Journal of management studies*, *49*(4), 661-683.
c. Cabral, S., Mahoney, J. T., McGahan, A. M., & Potoski, M. (2019). Value creation and value appropriation in public and nonprofit organizations. *Strategic Management Journal*, *40*(4), 465-475.
d. Chapter 4: "Privatization Needs Capable Governments", in "Lazzarini, S. G. (2022). *The Right Privatization: Why Private Firms in Public Initiatives Need Capable Governments*. Cambridge University Press."
e. George, G., Fewer, T. J., Lazzarini, S., McGahan, A. M., & Puranam, P. (2023). Partnering for grand challenges: a review of organizational design considerations in public–private collaborations. *Journal of Management*, 01492063221148992.

f. Fraser, A., Tan, S., Lagarde, M., & Mays, N. (2018). Narratives of promise, narratives of caution: A review of the literature on Social Impact Bonds. *Social policy & administration*, *52*(1), 4-28.
g. Kivleniece, I., & Quelin, B. V. (2012). Creating and capturing value in public-private ties: A private actor's perspective. *Academy of management review*, *37*(2), 272-299.
h. Nardi, L., Lazzarini, S. G., & Cabral, S. (2022). 25. Impact measurement tools and social value creation: a strategic perspective. *Handbook on the Business of Sustainability: The Organization, Implementation, and Practice of Sustainable Growth*, 459.
i. Rawhouser, H., Cummings, M., & Newbert, S. L. (2019). Social impact measurement: Current approaches and future directions for social entrepreneurship research. *Entrepreneurship theory and practice*, *43*(1), 82-115.

COMPLEMENTARY READING

Henderson, R. (2020). *Reimagining capitalism in a world on fire***.** New York, NY: Public Affairs.

Lazzarini, S. G. (2022). *The Right Privatization: Why Private Firms in Public Initiatives Need Capable Governments*. Cambridge University Press.

AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONL)

To be announced.

MINI CV DO PROFESSOR (OPCIONAL) / PROFESSOR MINI CV (OPTIONAL)

Fernando Deodato Domingos is an Associate Professor of Strategic Management at the São Paulo School of Business Administration (Fundação Getúlio Vargas – FGV). Before joining FGV, Fernando was a postdoctoral research fellow at the University of Oxford, where he studied public-private partnerships and co-led the evaluation of British social outcome contracts (2021-23). He holds a PhD in Economics (Insper, 2021, with a visiting period at HEC Paris, 2019-20), and a BSc also in Economics (USP, FEA-RP, 2015, exchange student at Toulouse Business School, 2013-14). Fernando focuses on assessing mechanisms through which the positive impact of purposeful initiatives can be sustained in the long run, aligning organization strategies with socially desirable outcomes such as UN SDGs. Fernando also has practical expertise in policy evaluation and impact measurement. He has worked with several companies and governments worldwide to design and evaluate their initiatives – including in the United Kingdom, Brazil, Colombia, and Argentina.

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

DISCIPLINA / COURSE: ECOSSISTEMAS DE INOVAÇÃO: PERSPECTIVAS TEÓRICAS E NOVAS TENDÊNCIAS
DEPARTAMENTO / DEPARTMENT: **POI**
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR: 1/2026
CARGA HORÁRIA / CLASS-HOURS: ☐ 30 horas ou ☒15 horas (selecionar)
PROFESSOR: JULIANA BONOMI SANTOS e SUSANA PEREIRA
LÍNGUA / LANGUAGE: PORTUGUÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

As pressões competitivas vêm forçando as empresas a inovar continuamente e a reduzir seu time-to-market. Nesse cenário, a inovação aberta tornou-se o status quo, e práticas colaborativas passaram a ser amplamente adotadas para acessar conhecimentos e capacidades de clientes e parceiros em diferentes partes do mundo, ampliando a capacidade de inovação, competitividade, e mais recentemente a sustentabilidade.

Nesse contexto, os **ecossistemas de inovação** ganharam destaque. Cada vez mais atenção é dedicada a como empresas estabelecidas em modelos de plataforma, seus complementadores, startups, investidores de risco, anjos, bancos, agências públicas, universidades e centros de pesquisa interagem e alinham interesses para gerar inovação. Para líderes empresariais, o ecossistema representa uma fonte estratégica de ideias e um meio para acelerar esforços inovadores. Já para formuladores de políticas, configura-se como uma noção robusta para orientar políticas públicas, ferramentas e ações de estímulo à inovação. Na academia, o conceito tem sido explorado em diferentes campos, mas também criticado por sua sobreposição a noções já consolidadas, como as redes de inovação.

O objetivo desta disciplina é oferecer aos alunos um **panorama da literatura sobre ecossistemas de inovação**, promovendo o entendimento das lentes teóricas que fundamentam esse campo e das diferenças em relação a outros construtos relevantes, como redes de inovação, ecossistemas de conhecimento, ecossistemas de empreendedorismo e gestão de cadeias de suprimento. Para tanto, serão exploradas definições, distinções conceituais e o estado da arte da literatura. Além disso, discutiremos como o conceito de ecossistemas, sua orquestração e benefícios vêm sendo estendidos a novos contextos, como economia circular e cidades inteligentes, analisando sua aplicabilidade também nesses cenários.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION * Limitado a 8 / Up to 8			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE / CMCDAE Objectives	**Objetivos da disciplina / Course learning goals**	**Grau de contribuição / Level of Contribution ***
Métodos qualitativos de pesquisa / Qualitative research methods		
Métodos quantitativos de pesquisa / Quantitative research methods		

Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	- Compreender diferentes correntes de pesquisa que geram conhecimento para entender o que são ecossistemas de inovação - Obter uma perspectiva dos diferentes usos do termo ecossistema e qual se aplica ao interesse de pesquisa do aluno - Entender a lógica de governança ligada a ecossistema	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	- Identificar gaps de pesquisa nessa temática	●○○
Elaboração de artigos / Development of academic papers	- Aprender como refletir criticamente sobre um dos temas estudados	●○○
Outros objetivos da disciplina / Other course learning goals:.....		

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONHECIMENTO PRÉVIO, SE HOUVER / PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

Não se aplica

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

Seminários, discussão, artigos, palestrantes convidados

A estrutura das aulas pode variar de acordo com as atividades e objetivos propostos. Nas aulas com seminários, serão formados grupos de trabalhos (3-4). Cada grupo terá que preparar uma apresentação com base nos artigos e temas indicados e, em sala, discutiremos os conceitos centrais juntos. Nas palestras convidadas, teremos apresentações de convidados e depois discutiremos os principais conceitos juntos. A leitura é essencial para todas as aulas do curso!

Espera-se que os grupos dos seminários extraiam os principais conceitos da leitura, não apenas resumindo cada referência para discussão. Essencialmente, espera-se que cada grupo prepare uma aula com base na leitura fornecida. Se você acha chata uma aula baseada no resumo de quatro trabalhos, provavelmente os outros também vão achar!

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

1.Participação semanal nas aulas (leituras e discussões) 40%

2.Seminário 20%

3. Exame final (Projeto final com uma questão de pesquisa significativa e conceitos) 40%

O projeto final deverá ser um ensaio com o objetivo de criar um quadro conceptual que possa orientar futuros trabalhos empíricos ou defender um argumento central. Embora o projeto final não seja um artigo completo, e sim um ensaio teórico, esse deve ser elaborado seguindo as normas de submissão do ENANPAD (Ver abaixo). Os artigos são limitados a 8 páginas, incluindo referências. Alternativamente, alunos desenvolvendo a dissertação ou tese no tema da disciplina podem enviar um pré-projeto de pesquisa dando ênfase na introdução e revisão de literatura.

Regras de formatação

- Conteúdo da primeira página: Título do trabalho (com todas as palavras principais iniciando-se em maiúsculas); Resumo do trabalho contendo até 100 palavras,
- Palavras-chave: até cinco. Na sequência, início do texto propriamente dito, na mesma página.
- Página: formato A4 (29,7 x 21 cm) e orientação retrato
    - Margens:
        - - superior - 3 cm
        - - inferior - 2 cm
        - - direita - 2 cm
        - - esquerda - 3 cm
- Fonte: Times New Roman, tamanho 12 em 100%
- Espaçamento entre linhas: 1,0 (simples)
- Alinhamento do texto: justificado
- Paginação: inserir número de páginas no rodapé com alinhamento ao lado direito.
- Referências, citações, quadros, tabelas e figuras devem seguir alguma norma de referência em formatação, como ABNT ou APA.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

- Aarikka-Stenroos, L., Jaakkola, E., Harrison, D., & Mäkitalo-Keinonen, T. (2017). How to manage innovation processes in extensive networks: A longitudinal study. Industrial Marketing Management, 67(September), 88–105.
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- de Vasconcelos Gomes, L. A., de Faria, A. M., Braz, A. C., de Mello, A. M., Borini, F. M., & Ometto, A. R. (2023). Circular ecosystem management: Orchestrating ecosystem value proposition and configuration. International Journal of Production Economics, 256, 108725.
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- de Vasconcelos Gomes, L. A., Facin, A. L. F., Leal, L. F., de Senzi Zancul, E., Salerno, M. S., & Borini, F. M. (2022). The emergence of the ecosystem management function in B2B firms. Industrial Marketing Management, 102, 465-487.
- de Vasconcelos Gomes, L. A., Homrich, A. S., Facin, A. L. F., Silva, L. E. N., Castillo-Ospina, D. A., Trevisan, A. H., ... & Carvalho, M. M. (2024). Enablers for circular ecosystem transformation: A multi-case study of Brazilian circular ecosystems. Sustainable Production and Consumption, 49, 249-262.
- Gawer, A. (2014). Bridging differing perspectives on technological platforms: Toward an integrative framework. Research policy, 43(7), 1239-1249.
- Gawer, A., & Cusumano, M. A. (2014). Industry platforms and ecosystem innovation. Journal of Product Innovation Management, 31(3), 417–433.
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AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONL)

A ser definido

MINI CV DO PROFESSOR (OPCIONAL) / PROFESSOR MINI CV (OPTIONL)

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

FUNDAÇÃO GETULIO VARGAS

COURSE: IMPLICATIONS OF AI-BASED INNOVATIONS
DEPARTMENT: TECHNOLOGY AND DATA SCIENCE (TDS)
PROGRAM: CMCD AE **/** AP & MPGPP
SEMESTER AND YEAR: 2026-1
CLASS-HOURS: 30 HORAS
PROFESSOR: AMAROLINDA KLEIN (TDS)
LANGUAGE: PORTUGUESE

SYLLABUS

COURSE DESCRIPTION

Technological change is a fundamental driver of innovation, and the past decade has witnessed a profound transformation marked by substantial advances in Artificial Intelligence (AI) and its organizational applications. Frequently characterized as an emerging general-purpose technology, AI is distinguished by its fast development, pervasive use and influence across diverse industrial sectors.

This course offers a critical examination of the role of AI in shaping innovations at the organizational level, with particular emphasis on its strategic, technological, ethical, economic, and managerial implications. It investigates the conditions underpinning organizational readiness for AI and the processes through which AI technologies are adopted. It further explores the emergence and diffusion of AI-based innovations within firms and ecosystems, and analyzes novel forms of AI-driven entrepreneurship and innovative business models.

In addition, students will analyze and discuss the organizational outcomes and implications of AI adoption. These include benefits such as productivity gains, value creation, work redesign, and shifts in competitive and collaborative dynamics, as well as potential risks and dark sides, including algorithmic bias, data privacy risks, workforce displacement, and broader ethical issues. Through the analyses of theoretical frameworks, empirical research and cases, along with the production of an academic paper, the course aims to develop students' critical thinking, analytical skills, and research competences.
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LEARNING GOALS

CMCD Objectives	**Course learning goals**	**Level of Contribution ***
		○○○
Quantitative research methods		○○○
Knowledge of research themes (Master) and theory (Doctorate)	The themes approached in the course can be considered in the Masters and Doctorate dissertations on Information technology and innovation.	●○○
Design and Development Research	Discussion related to designing a research project (based on the literature) on the course topics.	●○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	Critically analyze organizational readiness and adoption processes of Artificial Intelligence in organizations;	●●●

	examine the dynamics and implications of AI-based innovations.	
Development of academic papers	Students finish the course by proposing an academic paper based on literature review.	●●●
Other course learning goals:.....		

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

PREVIOUS KNOWLEDGE REQUIRED

Basic knowledge on Artificial Intelligence:

Feuerriegel, S., Hartmann, J., Janiesch, C., & Zschech, P. (2024). Generative AI. *Business & Information Systems Engineering*, *66*(1), 111–126. https://doi.org/10.1007/s12599-023-00834-7

Holmström, J. (2024). A layered organizing logic for generative AI evolution. Insights from digital infrastructure theory. *Scandinavian Journal of Information Systems*, *36*(1), 11. https://aisel.aisnet.org/sjis/vol36/iss1/11

Russell, S., Norvig, P. *Artificial intelligence: A modern approach*. 4th edition. Pearson, 2021.*

Taulli, T. (2019). *Artificial intelligence basics*. Springer Nature.*

(*) Portuguese versions available.

CONTENT/METHODOLOGY

The course will promote debate and develop critical thinking about the following content:

1. AI readiness and adoption
2. AI-based innovations
3. AI-based entrepreneurship
4. Organizational outcomes of AI use
5. Benefits and dark sides of AI

The course will be taught through lectures, case discussions, seminars presented by the students and readings to promote discussions on the course literature. The course is structured in 7 meetings covering the five topics presented, plus a session to develop an academic paper.

ASSESSMENT

Participation:	20%
Seminar:	20%
Academic paper project	10%
Final version of the paper:	50%

Participation will be evaluated based on students´ frequency and quality of contributions to class discussions. Prior reading of the assigned papers for each session is essential to ensure the high-level discussions expected in the course.

A seminar will take place in every class, focused on the topic of the day, beginning with the second session. In addition, students will be asked to present a case study or industry data related to the session's subject. While basic literature will be provided, students are expected to bring in additional sources to enrich the discussion.

The academic paper must address a topic related to the main themes of the course. Beyond a literature review, it should adopt a critical approach to the chosen subject, for example, by formulating research questions, developing research propositions, or outlining a theoretical framework. Students are required to submit a draft in the form of an extended abstract by the end of the first month. The final paper must be submitted one week after the last session and may be developed individually or in pairs.

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Baer, Inès; Waardenburg, Lauren; and Huysman, Marleen (2025). What Is Augmented? A Metanarrative Review of AI-Based Augmentation. *Journal of the Association for Information Systems*, 26(3) Available at: https://aisel.aisnet.org/jais/vol26/iss3/5

Benbya, H., Deakin University, Strich, F., Deakin University, Tamm, T., & Deakin University. (2024). Navigating Generative Artificial Intelligence Promises and Perils for Knowledge and Creative Work. *Journal of the Association for Information Systems*, *25*(1), 23–36. https://doi.org/10.17705/1jais.00861

Benbya, H., Pachidi, S;, Jarvenpaa, S. L. (2021). Special Issue Editorial: Artificial Intelligence in Organizations: Implications for Information Systems Research. *Journal of the Association for Information Systems*, *22*(2), 281–303. https://doi.org/10.17705/1jais.00662

Berente, N., Gu, B., Recker, J., & Santhanam, R. (2021). Managing Artificial Intelligence. *MIS Quarterly*, 45(3), 1433–1450. https://doi.org/10.25300/MISQ/2021/16274

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COURSE SCHEDULE (OPTIONAL)

The detailed schedule will be shared and discussed in the first session.

PROFESSOR MINI CV

Amarolinda Klein is a CNPq Researcher (Productivity Grant Holder), PhD in Business Administration from FEA/USP (2005), with a Postdoctoral Fellowship in Business Administration at Université Pierre Mendès France – Grenoble, France (2012–2013), and was a PhD research student at the London School of Economics and Political Science (LSE) – London, England (2004–2005). She is currently a Professor at Fundação Getulio Vargas – FGV EAESP, working in the Academic Graduate Program (Master's and PhD), Department of Technology and Data Science (TDS). She is also the Coordinator of the Information Management Division (ADI) of ANPAD (National Association of Graduate Programs in Business Administration). She has research and consulting experience in the field of Business/Technology/Information Systems, including coordination of CNPq and CAPES research projects. She serves as an ad hoc consultant for Capes, CNPq, FACEPE, FAPERGS, and the government of the State of Rio Grande do Sul (Department of Science and Technology). She has published articles, books, and book chapters in Brazil, the United Kingdom, and the United States, in journals such as *Journal of Information Technology*, *Technological Forecasting and Social Change*, *Information Systems Journal*, *Electronic Markets*, *Computers in Industry*, among several others. She is a member of editorial boards and a reviewer for various national and international journals and conferences in the field of Business/Information Systems. She is also a member of the AIS (Association for Information Systems). Her research interests include: mobile and ubiquitous computing applied to business, Industry 4.0, organizational change, and innovations enabled by Information Technology. Google Scholar citations:
https://scholar.google.com/citations?user=utJIXmMAAAAJ&hl=en&oi=ao

DISCIPLINA.....: **MARKETING E ECOSSISTEMAS DE INOVAÇÃO**
DEPARTAMENTO .....: MARKETING
CURSO .....: CMCD AE
SEMESTRE E ANO.....: 1 - 2026
CARGA HORÁRIA.....: 30 horas
PROFESSOR .....: Marcelo Gattermann Perin
LÍNGUA .....: Português

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

A disciplina tem por objetivo promover a reflexão sobre o conceito da inovação e da criação de valor em sistemas complexos, explorando a transição de cadeias lineares e centradas na firma para ecossistemas interdependentes de múltiplos atores, tendo como ênfase a visão estratégica da área de Marketing. Nesse contexto, a inovação é compreendida como um fenômeno coletivo e relacional, resultante da interação entre empresas, mercados e sociedade. A disciplina discute fundamentos teóricos e desenvolvimentos recentes sobre o papel estratégico do marketing na orquestração de sistemas colaborativos, contemplando uma abordagem interdisciplinar que integra perspectivas teóricas diversas, como a lógica dominante do serviço e a teoria dos ecossistemas de inovação.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of CMCDAE.

GRAU DE CONTRIBUIÇÃO*			
Forte	Intermediário	Reduzido	Nenhum
●●●	●●○	●○○	○○○

Objetivos do CMCDAE / CMCDAE Objectives	**Objetivos da disciplina / Course learning goals**	**Grau de contribuição / Level of Contribution ***
Métodos qualitativos de pesquisa	Vislumbrar a aplicabilidade de métodos qualitativos específicos e frequentes nos estudos típicos do tema em estudo.	○○○
Métodos quantitativos de pesquisa	Vislumbrar a aplicabilidade de métodos quantitativos específicos e frequentes nos estudos típicos do tema em estudo.	○○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa	Compreender os principais conceitos envolvidos na pesquisa sobre o tema de ecossistemas de inovação na perspectiva teórica de Marketing.	●●●
Desenho e Desenvolvimento de Pesquisa	Considerar as posturas metodológicas aplicadas para a pesquisa sobre tema.	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa	Incrementar a capacidade de desenvolvimento de textos sobre o tema em estudo.	●●○
Elaboração de artigos	Elaborar textos científicos publicáveis sobre o tema em estudo	●●○

Outros objetivos da disciplina / Other course learning goals:.....

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

The full description of the CMCDAE objectives, and other related information, may be found at https://rebrand.ly/cmae-eaesp (masters) e https://rebrand.ly/cdae-eaesp (doctorate).

CONHECIMENTO PRÉVIO, SE HOUVER

Não aplicável

CONTEÚDO/METODOLOGIA

Os tópicos a serem cobertos na disciplina serão:

- Fundamentos e conceitos de ecossistemas de inovação
- O papel estratégico do marketing em ecossistemas de inovação
- Co-criação de valor e engajamento dos atores
- Plataformas digitais e ecossistemas de Marketing
- Mensuração, desempenho e desafios de ecossistemas de inovação em Marketing
- Orquestração, estratégia de Marketing e posicionamento
- Tópicos emergentes

A metodologia de ensino poderá envolver diversas atividades didáticas, entre elas:

- Preleções dialogadas do professor;
- Discussão de artigos científicos;
- Produção de ensaios críticos;
- Seminários;
- Relatos de experiências.

CRITÉRIO DE AVALIAÇÃO

A metodologia de ensino poderá envolver diversas atividades didáticas, entre elas:

- Preleções dialogadas do professor;
- Discussão de artigos científicos;
- Produção de ensaios críticos;
- Seminários;
- Relatos de experiências.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

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Shen, L., Shi, Q., Parida, V., & Jovanovic, M. (2024). Ecosystem orchestration practices for industrial firms: A qualitative meta-analysis, framework development and research agenda. *Journal of Business Research*, *173*, 114463.

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AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONL)

A ser divulgado às vésperas do início do curso

DISCIPLINA.....Saberes contra-hegemônicos e outras formas de organizar
SEMESTRE/ANO.... 1º/2026 (1º. BIMESTRE)
CURSO..... CMCD AE
CARGA HORÁRIA... ☒ 30 horas ou ☐15 horas (selecionar)
PROFESSOR..... Isleide Arruda Fontenelle
LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

A constituição da Administração de Empresas como campo de conhecimento foi orientada pelos princípios do *management* – hierarquia, controle, racionalidade instrumental, extração e apropriação do saber –, o que implicou a exclusão de múltiplas formas de organizar que não se alinhavam a tais pressupostos. Este curso tem como objetivo explorar saberes e práticas que se situam para além das epistemologias ocidentais hegemônicas e de suas formas de gestão, reconhecendo nelas não apenas alternativas, mas possibilidades de ampliação e deslocamento do próprio entendimento do que significa organizar. Partimos do pressuposto de que a definição de Ciência, bem como dos limites do que nela é admitido, constitui sempre uma decisão política, portanto, é marcada por relações de poder. Reconhecer outras epistemologias/saberes é um gesto de decolonização do próprio campo da Administração.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do CMCDAE.

Objetivos do CMCDAE	**Objetivos da disciplina**	**Grau de contribuição**
Métodos qualitativos de pesquisa		○ ○ ○
Métodos quantitativos de pesquisa		○ ○ ○
Conhecimento do tema de pesquisa / teoria	Ao final do curso o aluno será capaz de entender o que são saberes contra-hegemônicos e outras formas de organizar oriundas dessas formas de saber.	● ● ●
Procedimentos de pesquisa		○ ○ ○
Relevância e inovação em pesquisa	O aluno será capaz de identificar os assuntos mais relevantes para a temática e focos de pesquisa que possuem maior potencial no futuro.	● ● ●
Elaboração de artigos	O aluno será capaz de desenvolver um artigo ou ensaio teórico utilizando o referencial teórico abordado no curso.	● ● ○

A descrição completa dos objetivos de aprendizagem do CMCDAE e outras informações podem ser encontradas em https://rebrand.ly/cmae-eaesp (mestrado) e https://rebrand.ly/cdae-eaesp (doutorado).

CONHECIMENTO PRÉVIO, SE HOUVER

CONTEÚDO/METODOLOGIA

- Apresentar as diferenças entre epistemologias e saberes na contraposição à noção de Ciência;
- Debater o organizar para além do management e formas contra-hegemônicas de organizar;

- Apresentar experiências concretas de organização que operam em epistemologias e saberes contra-hegemônicos**,** reconhecendo nelas potenciais transformadores para o campo da Administração;
- Refletir sobre alcances e limites dessas formas outras de organizar no contexto atual de grandes desafios ecológicos, econômicos e sociais.

CRITÉRIO DE AVALIAÇÃO

Trabalho Parcial 50%

Trabalho Final 50%

BIBLIOGRAFIA

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