DISCIPLINAS OBRIGATÓRIAS
DISCIPLINA / COURSE: EPISTEMOLOGY
DEPARTAMENTO / DEPARTMENT: ADM
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR: 2º/2019
CARGA HORÁRIA / CLASS-HOURS: ☒ 30 horas ou ☐ 15 horas (selecionar)
PROFESSOR: ANN L. CUNLIFFE
LÍNGUA / LANGUAGE: INGLÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

This course aims to give students a grounding in the various epistemological perspectives underpinning social science research so they understand how these perspectives influence research design, methodology, methods, data analysis and theory construction.

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.

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição / Level of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Discuss and critique the various philosophical perspectives in social science research.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Qualitative research methods</td>
<td>2. Explain how the various epistemological positions influence research design, the selection of appropriate analytical techniques, and theory construction.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>3. Discuss the relevance of alternative epistemological approaches to social science research, including: pragmatism, process, practice, socio-material, linguistic, poststructural, narrative and phenomenological approaches.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Quantitative research methods</td>
<td>1. Define and formulate research problems and questions</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>2. Explain how research philosophy impacts the role of the researcher.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Knowledge of research themes and theory</td>
<td>3. Understand the nature and importance of reflexive approaches to research.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>4. Understand how to design research based on a fit between epistemology, research design, methodology, methods, data collection and analysis.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Research procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Av. 9 de Julho, 2029 - 01313-902
São Paulo - SP - Brasil
https://eaesp.fgv.br/

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

Research Philosophy
Positivist, Critical Realist and Social Constructionist Epistemologies.
Pragmatism, Practice and Process Epistemologies.
Materiality and Phenomenology.
The Linguistic Turn: poststructuralist, discursive, and semiotic epistemologies.
Narrative and Dramaturgical Epistemologies
Feminist Epistemologies, Moral Epistemologies,
Epistemology and the Role of the Researcher.
Epistemological Concerns and Research Design: Ethics, accountability, subjects, reflexivity.
Postcolonial epistemology
Indigenous epistemologies
Intersectionality
Ecological epistemology
Collaborative epistemology
Dialogic Epistemology

A classroom with movable chairs and tables for group discussion.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

The assessment will comprise of a student-led seminar and a final written paper.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES


Google Scholar Citations (June 2019): 12,857
h-index: 32
i10-index: 53

Books


DISCIPLINA......... Projeto de Pesquisa
SEMESTRE/ANO.... 2º / 2019
CURSO............... CMCD AE
CARGA HORÁRIA... ☒ 30 horas ou ☐ 15 horas
PROFESSOR......... Thomaz Wood Jr.
LÍNGUA.............. Português

DESCRIÇÃO DA DISCIPLINA

O desenvolvimento da dissertação é uma atividade essencial do Programa de Mestrado. Representa a oportunidade de definir um tema relevante, realizar uma investigação bem estruturada e gerar uma contribuição para a ciência e/ou para a prática administrativa. Constitui, ao mesmo tempo, um grande desafio, a exigir dos estudantes dedicação e esforço, e a demandar competências de planejamento de tarefas, de sistematização de conhecimentos, de organização da teoria existente e de interação crítica com conceitos e modelos. Quem faz uma boa dissertação amadurece profissionalmente e incorpora novas perspectivas à sua atuação nas organizações.

O foco desta disciplina é apoiar os participantes no desenvolvimento de seus projetos de pesquisa, explorando todo o ciclo, desde a escolha do tema até a preparação final do projeto. Um bom projeto maximiza a chance de sucesso na execução da dissertação. Iniciaremos com uma visão geral sobre os fundamentos da ciência moderna e uma análise crítica dos modos de geração do conhecimento. Em seguida, teremos atividades relacionadas à preparação de um anteprojeto. Na parte final realizaremos, a partir da base construída na primeira parte, passo a passo, o desenvolvimento de um projeto de dissertação, com destaque para a análise e definição dos métodos de pesquisa. Este projeto será, idealmente, o próprio projeto de cada participante. Caso esse não esteja definido, poderá ser um projeto alternativo.

OBJETIVOS DA DISCIPLINA

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Conhecer os principais métodos qualitativos e saber como aplicá-los a uma dissertação</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Conhecer os principais métodos quantitativos e saber como aplicá-los a uma dissertação</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Identificar o estado da arte do conhecimento, sistematizando-o de forma a utilizá-lo para o desenvolvimento da dissertação</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>Desenvolver o projeto de dissertação, compreendendo: delimitação do campo, definição do objetivo e/ou pergunta de pesquisa, definição do escopo e métodos, e definição da contribuição científica e/ou prática</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>Discutir a questão rigor vs relevância e a questão do impacto da pesquisa em administração</td>
<td>● ○ ○</td>
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<tr>
<td>Elaboração de artigos</td>
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<td>○ ○ ○</td>
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</tbody>
</table>

## Conteúdo

- Desafios da ciência administrativa hoje: a questão do impacto social da pesquisa
- Paradigmas sociológicos
- Desenvolvimento de um projeto de pesquisa
  - Como definir áreas e temas de interesse
  - Como buscar o orientador e estabelecer uma relação produtiva de trabalho
  - Como estabelecer e refinar o escopo do projeto
  - Como definir a pergunta de pesquisa
  - Como estabelecer uma base teórica sólida
  - Como definir e detalhar a metodologia de pesquisa
  - Como planejar o desenvolvimento da dissertação
  - Como aperfeiçoar a redação do projeto
  - Como apresentar o projeto e incorporar melhorias
  - Como conduzir o estudo a partir de diretrizes éticas

## Metodologia

As aulas compreenderão: palestras interativas, conduzidas pelo professor; apresentação e discussão de capítulos do livro-texto; discussão de “textos exemplares” (dissertações e projetos); workshops de desenvolvimento; e tutoria individual. Os participantes trabalharem em grupos com interesses comuns. Atividades especiais poderão ser incluídas em função das demandas e dos focos dos participantes.

## Critério de Avaliação

A avaliação na disciplina será baseada em três notas:

- Entrega de tarefas, no Eclass (30%)
- Anteprojeto de dissertação (30%)
- Projeto de dissertação (40%)

O **anteprojeto de dissertação** deverá ter de 500 a 750 palavras, contendo: (1) título, autor(a) e orientador(a); (2) área; (3) pergunta de pesquisa; (4) escopo e abordagem metodológica; (5) resultados esperados; (6) três a cinco principais referências bibliográficas.

O **projeto de dissertação** deverá ter de 4.000 a 5.000 palavras, contendo: (1) título, autor(a), orientador(a) e área; (2) resumo e palavras-chaves; (3) introdução; (4) fundamentos teóricos; (5) metodologia; (6) planejamento; (7) conclusão; e (8) referências. O projeto deverá ser entregue no formato padrão de trabalhos científicos: folha A4, margens 2,5cm, fonte Times New Roman 12, espaçamento 1 ½, alinhamento à esquerda, 12 pontos após parágrafo, títulos em negrito.

## BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

**Básica**

Complementar


MINI CV DO PROFESSOR

Thomaz Wood Jr. é professor titular da FGV-EAESP e coordenador do FGV EAESP Pesquisa. Atua também como consultor nas áreas de estratégia, design organizacional e desenvolvimento gerencial. Seus interesses de pesquisa envolvem os temas mudança organizacional, indústrias criativas e impacto social do conhecimento.

- Email: thomaz.wood@fgv.br
- Plataforma Lattes: http://buscatextual.cnpq.br/buscatextual/visualizacy.do?id=K4799405Y1
- Currículo FGV EAESP Pesquisa: http://gypesquisa.fgv.br/professor/thomaz-wood-jr
- Google Scholar: http://scholar.google.com/citations?user=Si9qNWUAAAAJ6hl=en
- Academia: https://fgv.academia.edu/ThomazWoodJr
- ResearchGate: https://www.researchgate.net/profile/Thomaz_Wood_Jr
<table>
<thead>
<tr>
<th>Aula / data</th>
<th>Tema</th>
<th>Atividades e tarefas de construção do projeto</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6/ago</td>
<td>Introdução</td>
<td>Apresentação da disciplina&lt;br&gt;Levantamento de aspirações (em grupos por linhas)&lt;br&gt;Identificação de dúvidas sobre o projeto de dissertação&lt;br&gt;Tarefa preparatória: estudo dirigido do livro texto &gt; entrega no drop box 19/ago</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Desenvolvimento de uma dissertação</td>
</tr>
<tr>
<td>2. 13/ago</td>
<td>Definições básicas</td>
<td>Apresentação e discussão de conceitos e de modelos&lt;br&gt;A escolha do orientador&lt;br&gt;Definições fundamentais&lt;br&gt;Tarefa-1: inventário de dissertações &gt; entrega no drop box 19/ago</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paradigmas sociológicos</td>
</tr>
<tr>
<td>3. 20/ago</td>
<td>Definição do tema de interesse</td>
<td>Como definir o tema de interesse&lt;br&gt;A pergunta de pesquisa&lt;br&gt;Tarefa-2: definição do tema de interesse &gt; entrega no drop box 26/ago</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impacto social da pesquisa</td>
</tr>
<tr>
<td>4. 27/ago</td>
<td>Seleção de um projeto de pesquisa</td>
<td>Apresentação e discussão do capítulo 1 do livro-texto e de exemplos de aplicação&lt;br&gt;Tarefa-3: mapeamento do campo &gt; entrega no drop box 2/set</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussão de anteprojetos</td>
</tr>
<tr>
<td>5. 3/set (LEPI)</td>
<td>Revisão da literatura</td>
<td>Apresentação e discussão do capítulo 2 do livro-texto e de exemplos de aplicação&lt;br&gt;Revisão de literatura&lt;br&gt;Como mapear o campo de interesse&lt;br&gt;Tarefa-5: base teórica &gt; entrega no drop box 9/set</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Atendimento individual de alunos(as)</td>
</tr>
<tr>
<td>6. 10/set</td>
<td>Uso da teoria&lt;br&gt;Estratégias de redação</td>
<td>Apresentação e discussão dos capítulos 3 e 4 do livro-texto e de exemplos de aplicação&lt;br&gt;Tarefa-6: uso da teoria &gt; entrega no drop box 16/set</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introdução&lt;br&gt;Declaração do objetivo</td>
</tr>
<tr>
<td>7. 17/set</td>
<td>Questões e hipóteses de pesquisa&lt;br&gt;Métodos quantitativos&lt;br&gt;Métodos qualitativos&lt;br&gt;Métodos mistos</td>
<td>Apresentação e discussão dos capítulos 7 e 8 do livro-texto e de exemplos de aplicação&lt;br&gt;Tarefa 8: metodologia &gt; entrega no drop box 23/set&lt;br&gt;Tarefa 9: resumo &gt; entrega no drop box 23/set&lt;br&gt;Tarefa 10: projeto &gt; entrega no drop box 30/set</td>
</tr>
<tr>
<td>8. 24/set</td>
<td>Apresentação de projetos&lt;br&gt;Questões éticas&lt;br&gt;Fechamento do curso</td>
<td>Dinâmica de projetos&lt;br&gt;Apresentação e discussão dos princípios éticos para realização de pesquisas em Administração</td>
</tr>
</tbody>
</table>
DISCIPLINAS ELETIVAS
DEPARTAMENTO: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO .............. : MESTRADO-DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA........ : ESTRATÉGIA EMPRESARIAL II
PROFESSOR........ : JORGE CARNEIRO
SEMESTRE/ANO : 2º/2019
CARGA HORÁRIA.: □ 30 horas ou ☐ 15 horas (selecionar)
PROFESSOR........: JORGE CARNEIRO
DATAS /HORÁRIOS: 4ª feira, das 15:00 às 18:50
SALA: (a definir)

PROGRAMA

OBJETIVOS DA DISCIPLINA

Espera-se que o participante, ao final desta disciplina, seja capaz de reconhecer diversas perspectivas sobre a existência de empresas, compreenda o conceito de “valor” e a diferença entre criação e captura de valor, entenda a relação entre estratégia, vantagem competitiva, modelo de negócio, valor e desempenho organizacional. O participante deverá estar motivado para discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica. O curso foi desenhado tendo em perspectiva alunos de pós-graduação stricto sensu, com clara orientação acadêmica, e é voltado para a construção de habilidades de leitura crítica e análise comparativa de textos.

A leitura prévia dos textos indicados é essencial para o aproveitamento do curso. Espera-se que os alunos sejam capazes de discutir em profundidade os textos designados, criticando tanto os argumentos teóricos quanto as evidências empíricas que eles trazem, desenvolvendo uma visão compreensiva das bases da teoria em estratégia empresarial e explorando aspectos e pontos dignos de pesquisas futuras. Esta disciplina também é importante para que o pesquisador se fundamente sobre as origens e as premissas das perspectivas teóricas subjacentes às ferramentas de gestão estratégica.

O participante deverá estar plenamente familiarizado com o material coberto na disciplina Estratégia Empresarial I (Business Strategy I), em particular quanto às correntes teóricas da estratégia e da vantagem competitiva.

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>reconhecer diversas perspectivas sobre a existência de empresas</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>compreender o conceito de “valor” e a diferença entre criação e captura de valor</td>
<td></td>
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<tr>
<td></td>
<td>entender a relação entre estratégia, vantagem competitiva, modelo de negócio, valor e desempenho organizacional</td>
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<tr>
<td>Procedimentos de pesquisa</td>
<td>discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica</td>
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### CONTEÚDO RESUMIDO


### METODOLOGIA DE ENSINO-APRENDIZAGEM

As atividades planejadas para a disciplina incluem: a) apresentação (individual ou em dupla) de seminários sobre os textos-chave da disciplina; b) redação de ensaio teórico (o ensaio não deve ser simplesmente um resumo dos textos, mas uma revisão estruturada dos mesmos com sugestões para pesquisas futuras).

O ensaio teórico deve ter entre 8 e 15 páginas e seguir a formatação do *AMR* e deve se delimitar a um dos macro-temas discutidos nas aulas. O aluno deve derivar logicamente pelo menos uma hipótese sobre as razões pelas quais determinadas empresas sustentam desempenho superior. Os argumentos lógicos podem se fundamentar nos seguintes pontos: (a) nas teorias vistas em aula (obrigatório); ou (b) nas observações do fenômeno. Sugere-se leitura dos editoriais do *AMR* sobre o que constitui uma contribuição teórica.

### CRITÉRIO DE AVALIAÇÃO

- Conteúdo e apresentação do seminário: 25%
- Participação em sala: 25%
- Ensaio teórico: 50%
<table>
<thead>
<tr>
<th>Datas</th>
<th>Conteúdo Programático</th>
<th>Leitura</th>
</tr>
</thead>
</table>
| 07/ago | Teorias da firma | **Escolas de pensamento em Estratégia**  
  - Ahlstrand et al. (2001)  
**Teorias da firma**  
  - *Direitos de propriedade*  
    - Cheung (1983)  
    - North (1990)  
  - *Custos de transação*  
    - Coase (1937)  
    - Jones & Hill (1988)  
    - Williamson (1981)  
    - Williamson (1975, 1985)  
**Teoria da agência (representação)**  
  - Eisenhardt (1989)  
  - Hill & Jones (1992)  
  - Jensen & Meckling (1976)  
**Visão Baseda nos Recursos (RBV)**  
  - Barney (2001b)  
  - Conner (1991)  
**Teoria do negócio**  
  - Drucker (2017)  
**Empresas estatais e a teoria da firma**  
  - Peng et al. (2016) |
| 14/ago | Modelos de negócio | **Modelos de negócio**  
  - Osterwalder et al. (2005)  
  - Casadesus-Masanel, & Ricart (2010)  
  - Teece (2010)  
    - Amit & Zott (2001)  
    - Baden-Fuller & Morgan (2010)  
    - Bart & Baetz (1998)  
    - Brem et al. (2016)  
    - Chesbrough (2007)  
    - de Jong & van Dijk (2015)  
    - Klang et al. (2014)  
    - Magretta (2002)  
    - Massa et al. (2017)  
    - Richardson (2008)  
    - Shafer et al. (2005)  
    - Tallman (2014)  
    - Zott & Amit (2008) |
<table>
<thead>
<tr>
<th></th>
<th>Datas</th>
<th>Conteúdo Programático</th>
<th>Leitura</th>
</tr>
</thead>
</table>
| 4 | 27/ago (3ª feira) | Planejamento: prática vs. teoria e previsão vs. controle | Estratégia como prática  
- Coraiola et al. (2012)  
- Golsorkhi et al. (2015)  
- Jarzabkowski & Spee (2009)  
- Sminia (2009)  
- Tureta & De Lima (2011)  
- Vaara & Whittington (2012)  
- Whittington et al. (2003)  
- Whittington (1996, 2007) |
| 5 | 28/ago | Desempenho organizacional | Criação vs. captura de valor  
- Bowman & Ambrosini (2000)  
- Bowman & Collier (2006)  
- Brandenburger & Stuart (1996)  
- Coff (1999)  
- Coff (2010)  
- Lieberman et al. (2018)  
- Priem (2007) |

Previsão vs. controle  
- Reeves et al. (2012)  
- Sarasvathy (2001)  
- Wiltbank et al. (2006)  

Papel da precificação estratégica  
- Kumar (2006)  
- Nagle (1993)  
- Piercy et al. (2010)  
- Tyagi (2001)  

Mensuração do desempenho organizacional  
- Bititci et al. (2012)  
- Cameron (1986)  
- Carneiro et al. (2007)  
- Kaplan & Norton (2005)  
- Miller et al. (2013)  
- Powell (2001)  
- Pun & White (2005) |
<table>
<thead>
<tr>
<th>Datas</th>
<th>Conteúdo Programático</th>
<th>Leitura</th>
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<tbody>
<tr>
<td>6</td>
<td>04/set</td>
<td>Contribuição teórica e empírica</td>
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<td>Contribuição teórica</td>
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<td></td>
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<td>o Colquitt &amp; Zapata-Phelan (2007)</td>
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<td></td>
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<td>o Corley &amp; Gioia (2011)</td>
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<td></td>
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<td>o Eisenhardt (1991)</td>
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<td></td>
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<td>o Fisher &amp; Aguinis (2017)</td>
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<td></td>
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<td>o Suddaby (2006)</td>
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<td></td>
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<td>o Van de Ven (1989)</td>
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<td></td>
<td></td>
<td>o Van Maanen et. al. (2007)</td>
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<tr>
<td></td>
<td></td>
<td>o Weick (1989, 1995)</td>
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<tr>
<td></td>
<td></td>
<td>o Whetten (1989)</td>
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<tr>
<td></td>
<td></td>
<td>Reprodutibilidade e replicação de estudos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Aguinis et. al. (2017)</td>
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<td></td>
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<td>o Bergh et. al. (2017)</td>
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<td></td>
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<td>o Ethiraj et. al. (2016)</td>
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<tr>
<td></td>
<td></td>
<td>o Meyer et. al. (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Miller &amp; Bamberger (2016)</td>
</tr>
<tr>
<td>7</td>
<td>11/set</td>
<td>Lacunas e tendências de pesquisa em Estratégia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Métodos de Pesquisa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Bettis et. al. (2014)</td>
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<td></td>
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<td>o Bettis et. al. (2016)</td>
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<td></td>
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<td>o Davis et. al. (2007)</td>
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<td></td>
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<td>o Edmondson &amp; McManus (2007)</td>
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<td></td>
<td></td>
<td>o Scandura &amp; Williams (2000)</td>
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<tr>
<td></td>
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<td>o Snow &amp; Thomas (1994)</td>
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<tr>
<td></td>
<td></td>
<td>Expromentos em Estratégia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Chatterji et. al. (2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Certo et. al. (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Crosno et. al. (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Configurational theory and methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Doty &amp; Glick (1994)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Hambrick (1984)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Miller (1996)</td>
</tr>
<tr>
<td>8</td>
<td>18/set</td>
<td>Discussão dos ensaios teóricos de cada aluno</td>
</tr>
</tbody>
</table>

**BIBLIOGRAFIA (OBRIGATÓRIA E COMPLEMENTAR)**


DISCIPLINA/COURSE: EMPREENDEDORISMO
DEPARTAMENTO/DEPARTMENT: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO/PROGRAM: CMCD AE
SEMESTRE E ANO/SEMESTER AND YEAR: 2 SEMESTRE 2019
CARGA HORÁRIA / CLASS-HOURS: ☒ 30 horas ou ☐ 15 horas (selecionar)
PROFESSOR: TALES ANDREASSI
LÍNGUA/LANGUAGE: PORTUGUÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION
Esta disciplina pretende discutir algumas teorias relacionadas à pesquisa em empreendedorismo, principalmente aquelas com uma forte relação com Estratégia. Espera-se que os participantes sejam capazes de discutir a fundo os papers selecionados para cada aula, não somente os aspectos teóricos como também as evidências empíricas. Como muitos participantes são ou se tornarão professores no futuro, o curso também desenvolve a didática dos participantes, especialmente por meio da aplicação dos casos de ensino.

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.

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>O aluno será capaz de discutir métodos qualitativos de pesquisa no momento em que os artigos vistos em aula forem analisados e discutidos pela turma</td>
<td>○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>O aluno será capaz de entender e discutir algumas teorias que são utilizadas em empreendedorismo</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>○ ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>O aluno será capaz de compreender algumas teorias atualmente discutidas pelos principais autores de empreendedorismo</td>
<td>○ ○</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td>O aluno será capaz de entender e discutir a elaboração de casos de ensino, importantes para a formação de um professor</td>
<td>○ ○</td>
</tr>
</tbody>
</table>


CONTÉUDO/METODOLOGIA / CONTENT/METHODOLOGY
Este curso possui oito aulas, e cada uma delas foca em um tópico diferente de empreendedorismo. Cada aula tem duas partes: na primeira, os participantes focam no debate dos papers e das teorias subjacentes. Em cada aula, serão escolhidos dois facilitadores da discussão, os quais devem dar uma contribuição crítica à leitura do texto. Na segunda parte de cada aula, um participante previamente escolhido deve aplicar um caso de ensino (GVCasos ou Harvard Business Publisher são boas fontes) para a classe. O caso deve estar relacionado ao tópico discutido naquela aula. A fim de que todos os participantes consigam ler o caso previamente, este deve ser upload no eclass até dois dias antes da aula. No eclass vc pode encontrar informações adicionais sobre como escrever e aplicar casos de ensino.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT
Caso de ensino aplicado na turma (30%)
Participação (30%)
Artigo ou caso a ser enviado à GV Casos (40%)
## AULA-AULA / COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 8 26/9</td>
<td><strong>Final paper or case presentation</strong></td>
</tr>
</tbody>
</table>

---

**MINI CV DO PROFESSOR / PROFESSOR MINI CV**

Dedica-se à pesquisa e à docência nas áreas de empreendedorismo e inovação. Professor da FGV-EAESP, onde também atua como Vice-diretor. Foi co-fundador e coordenador do FGVCENN – Centro de Empreendedorismo e Novos Negócios. Bacharel e Mestre em Administração pela Universidade de São Paulo. Mestre pela University of Sussex/Inglaterra. Doutor em Administração pela Universidade de São Paulo. Professor visitante em escolas na Índia, Equador e França. Atuou dez anos como Gerente de Projetos da Anpei – Associação Nacional de Pesquisa, Desenvolvimento e Engenharia das Empresas Inovadoras. É autor de oito livros e quarenta artigos científicos publicados no Brasil e no Exterior. Assinou, por quatro anos, uma coluna quinzenal sobre empreendedorismo no jornal Folha de São Paulo. Email de contato: tales.andreassi@fgv.br
This course focuses on the theories and methods relevant to deeper understanding of the role of cognition and emotion on consumer behavior (CB) research. It is designed to foster critical and original thinking on the relevant and recent literature. Cognition and emotion affect CB in a multitude of ways, and their interactions are also complex. The primary purposes of this course are:

1. To present the fundamental and contemporary theoretical perspectives of cognition and emotion in CB.
2. To provide a solid basis for the student to critically evaluate the scientific literature in the area of cognition and emotion in CB.
3. To enable students to develop their own ideas about an original research topic, as well as their ability to implement theoretical and empirical research on the underlying mechanisms that explain consumers’ responses.

## Objetivos da disciplina

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina. By the end of the course students will be able:</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Understand basic concepts on data analysis, such as ANOVA and logit.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Critically analyse the literature on cognition and emotion applied to CB.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Run datasets of real data of research that is reviewed for publications in relevant journals.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>To comprehend the relevant and updated literature on cognition and emotion applied to CB.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>To develop a research project using the theoretical framework covered in the course, with rigor and relevance approach as seen in the course material.</td>
<td>● ● ●</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: ---

CONHECIMENTO PRÉVIO, SE HOUVER

Students should have an understanding of experimental design and data analysis. Guidelines will be provided in class, but additional reading based on the suggested literature is recommended.

CONTEÚDO/METODOLOGIA

1. Introduction to Cognition & Emotion in Consumer Behavior
2. Priming in experimental psychology
3. Unconscious cognition – implicit learning and memory
4. Specific Emotions: Envy
5. Imagery
6. Heuristics and Risk
7. Evolutionary perspectives on Cognition & Emotion

CRITÉRIO DE AVALIAÇÃO

1. **Two exercises using SPSS or any other software (individual or pairs)...** (30%)
   Guidelines and dataset will be provided during the class.

2. **Critique (individual or pairs) .................................................................** (20%)
   In one page, write 3 strengths and at least 3 weaknesses of the specified paper (explain your points)

3. **Participation and presentations (individual) ............................................** (20%)
   Students will present and discuss papers in class without previous allocation (but I will provide 10min in class for revision)

4. **Research Project (individual or pairs) ....................................................** (30%)
   The research project has to be empirical (not theoretical) and must cover a topic related to cognition and/or emotion in CB, using any research method. You do not need to collect data, but your project must be in a stage that is ready to data collection. Include the following topics:

   **Content:**
   1. Introduction
      A. Theme (introduce the topic to the reader, position your paper, which gap it intends to fulfill)
      B. Justify your theme (present up-to-date data; show the importance of the study)
      C. Research problem and/or general and specific objectives

2. Theoretical frame of reference / Literature Review
   A. Theory on each variable (precise definitions, preferably from more than one author)
   B. Hypotheses, with theoretical background (in the case of a quantitative project)

3. Method
   A. Data collection
C. Data analysis

4. Final Remarks (possible limitations and future research)

5. References (according to APA)

6. Appendix
   A. Questionnaire and/or interview protocol

Format
Paper A4 (margins: top - 3cm; bottom - 2cm; right - 2cm; left - 3cm)
Times New Roman Type 12
Spacing: 1.5
Number of pages: minimum 8, maximum 12, including illustrations and references (but not the appendix)
Content of the first page: Title, student's name, beginning of the text itself.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

Books

Articles

**Additional**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 Aug</td>
<td><strong>Introduction to Cognition &amp; Emotion</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <em>Handbook of Cognition and Emotion</em> (Chapter 1)</td>
</tr>
<tr>
<td>2</td>
<td>14 Aug</td>
<td><strong>Priming</strong></td>
</tr>
<tr>
<td>3</td>
<td>21 Aug</td>
<td><strong>Unconscious cognition</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. <em>Handbook of Consumer Psychology</em> (Chapter 17) Measuring the non-conscious: implicit social cognition in consumer behavior</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Specific Emotion</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 4    | 28 Aug | Envy             | 1. *Handbook of Consumer Psychology* (Chapter 11) The nature and role of affect in consumer behavior  
| 5    | 4 Sep  | Imagination      | 1. *Handbook of Consumer Psychology* (Chapter 19) Evoking the imagination as a strategy of influence  
| Class discussion & project presentation |
| 6    | 11 Sep | Heuristics and Risk | 1. *Handbook of Consumer Psychology* (Chapter 23 and 39)  
| 8    | 25 Set | Final Exam       | | Oral presentation of final projects |

CV DO PROFESSOR

Lattes: http://buscatextual.cnpq.br/buscatextual/visualizacv.do?id=k4784670t7

ÉTICA NO RELACIONAMENTO PROFESSOR/ALUNO

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

CONTATO

Appointment should be made by email: delane.botelho@fgv.br. I welcome students to discuss theory & method in my office: Rua Itapeva, 474 9th floor, Marketing Department (MCD).
DISCIPLINA........Teoria Social e capitalismo: o debate contemporâneo
SEMESTRE/ANO.... 2º/2019
CURSO.............. CMCD AE
CARGA HORÁRIA... ☒ 30 horas ou ☐ 15 horas (seleccionar)
PROFESSOR........... Isleide Arruda Fontenelle
LÍNGUA............. Português

DESCRIÇÃO DA DISCIPLINA

Este curso propõe a leitura de alguns autores contemporâneos que discorrem sobre as transformações do capitalismo em suas dimensões econômicas, sociais, políticas e culturais e em interlocução com tópicos como afetos, tecnologias, ideologias e humanismos.
O objetivo é relacionar e entender como tais transformações têm impactos nas organizações e nos processos de organizar/organizing.

OBJETIVOS DA DISCIPLINA

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
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<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Ao final do curso o aluno será capaz de entender o papel do capitalismo contemporâneo nas organizações e em seus processos de organizar, analisando os impactos das transformações do capitalismo no debate que vem se dando no campo de organizações.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>O aluno será capaz de identificar os assuntos mais relevantes para a temática e focos de pesquisa que possuem maior potencial no futuro.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td>O aluno será capaz de desenvolver um artigo ou ensaio teórico utilizando o referencial teórico abordado no curso.</td>
<td>● ● ○</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: --- articular transformações macro do capitalismo a impactos meso e micro no contexto das organizações contemporâneas


CONHECIMENTO PRÉVIO, SE HOUVER

É recomendável que o aluno faça a disciplina de fundamentos do capitalismo (teoria social e capitalismo: fundamentos para um estudo das organizações)

CONTEÚDO/METODOLOGIA

- O que é o contemporâneo?
- O momento da virada: o que aconteceu ao capitalismo no final dos anos 1970 e suas repercussões para as organizações hoje;
- Um novo espírito e uma nova cultura para o capitalismo e seus impactos nas organizações;
- Os afetos no capitalismo;
- Multidões, indivíduos e divíduos;
- As utopias e distopias tecnológicas;
- Os humanismos e o pós-humanismo;
- “Organizing beyond organizations”: impactos diretos do capitalismo contemporâneo nas novas formas de organizar

**CRITÉRIO DE AVALIAÇÃO**

<table>
<thead>
<tr>
<th>Trabalho 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participação Sala de Aula 40%</td>
</tr>
</tbody>
</table>

**BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)**


*Livros e textos complementares serão disponibilizados na programação do curso a ser encaminhada aos alunos antes do início das aulas. Em especial, serão disponibilizados textos do campo de Estudos Organizacionais que se relacionam aos temas de cada aula (um texto, no mínimo, para cada tema debatido)*
<table>
<thead>
<tr>
<th><strong>AULA-A-AULA (OPCIONAL)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MINI CV DO PROFESSOR (OPCIONAL)</strong></td>
</tr>
<tr>
<td><strong>OUTRAS INFORMAÇÕES (OPCIONAL)</strong></td>
</tr>
</tbody>
</table>
DISCIPLINA: Estudos Críticos em Gestão  
SEMESTRE/ANO: 2/2019  
CURSO: .............. CMCD AE  
CARGA HORÁRIA:  x 30 horas ou ☐ 15 horas (selecionar)  
PROFESSOR: Amon Barros  
LÍNGUA: Português

**DESCRIÇÃO DA DISCIPLINA**

Os estudos críticos em gestão abarcam um quadro teórico abrangente. Mesmo antes de sua consolidação como campo autônomo vêm influenciando a configuração do debate em administração e estudos organizacionais. Espera-se que os alunos do curso se beneficiem de um olhar reflexivo que desnaturaliza processos sociais e questiona elementos constitutivos das ciências administrativas. O curso parte da ideia de que as discussões fomentadas em bases críticas permitem o desenvolvimento de lentes para pensar a realidade. Entende, ainda, que a crítica inspirada em diferentes vertentes analíticas dá acesso a um conjunto de perspectivas poderosas para se entender aspectos matérias e subjetivos da administração e das organizações.

**OBJETIVOS DA DISCIPLINA**

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Os métodos qualitativos são importante dimensão de várias das pesquisas críticas, e por isso o aluno será capaz de identificar o método utilizado e sua adequação.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>O aluno será capaz de entender e descrever as bases teóricas e os desenvolvimentos contemporâneos dos Estudos Críticos em Gestão</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>O aluno será capaz de apontar as principais tendências de pesquisas dentro do tema</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td>Ao final do curso os alunos apresentarão um ensaio abordando temas discutidos na disciplina.</td>
<td>● ● ○</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: ---


**CONHECIMENTO PRÉVIO, SE Houver**

**CONTEÚDO/METODOLOGIA**

1. CMS e suas origens: teoria crítica, sindicalismo (LPT), webero-marxismo.  
2. Primeiros discussões e primeiros temas.  
3. Discussões contemporâneas: pós-estruturalismo e administração.  
4. Estudos críticos e reflexividade.

Todas as aulas serão baseadas na exposição do conteúdo pelo professor e na arguição aos alunos.

**CRITÉRIO DE AVALIAÇÃO**

Trabalho Final: 60%
BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)


---

**AULA-A-AULA (OPCIONAL)**

O cronograma será apresentado com uma semana de antecedência do início das aulas.

**MINI CV DO PROFESSOR (OPCIONAL)**


**OUTRAS INFORMAÇÕES (OPCIONAL)**
PROGRAM

BACKGROUND
In the past two decades, research about the conditions in which social and environmental investments may generate profits, competitive advantages or new markets spaces has grown substantially. The results, however, are inconclusive. In this course we will analyze key articles that best represent the research encompassing the “management & sustainability research” so to identify opportunities for masters and doctoral students.

LEARNING OBJETIVOS
The learning objectives of the course are presented in the table below, showing how they contribute to the objectives of the CMCDAE:

<table>
<thead>
<tr>
<th>Objectives of CMCDae</th>
<th>Course objectives</th>
<th>Degree of Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research Methods</td>
<td>Develop competences to evaluate the quality of papers based on qualitative methods in the area of Management &amp; Sustainability (M&amp;S)</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Quantitative Research methods</td>
<td>Develop competences to evaluate the quality of research papers based on quantitative methods in the area of M&amp;S.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Knowledge of the research theme/theory</td>
<td>Know key articles – and the reason for their excellence - that best represent the research encompassing the M&amp;S research</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Research proceedings</td>
<td>Be able to identify basic research proceedings within the methodology of the papers under analysis thought the course</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Research relevance and innovation</td>
<td>Be able to identify areas of relevant academic research with high potential for publication and career development with the M&amp;S area</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Paper development</td>
<td>Be capable of developing a review paper within the area of M&amp;S</td>
<td>● ● ○</td>
</tr>
</tbody>
</table>


APPROACH
The course uses the “learning by doing” approach in which the sessions have the following structure:

1. The professor presents the key questions of the chosen research topic;
2. Three students (one per article) make a 20 minute presentation of the indicated articles, followed by a group discussion (around 30 minutes each);
3. The professor helps the group to identify research gaps/opportunities.
EVALUATION CRITERIA

- **Participation (10%)**: Participation is based on the quality of the interpretation of articles, and interventions during classes.
- **Quizzes (30%)**: Students will have to answer four quizzes in the first 30 minutes of classes, randomly chosen. Only the best three grades will be considered (in other words, students can miss one quiz without missing points)
- **Presentations (30%)**: Students will be evaluated by the clarity of the presentation, encompassed in the capacity to express the main ideas of the author(s), the objectives of the article, methodology and main conclusions.
- **Final Task (30%)**: Students will be required to: (a) choose one of “exemplary work” within the topics dealt with during the course; (b) make a 20’presentation, providing the rational for the choice, and explaining why the article represents an exemplary research.

SESSION BY SESSION PLAN & REFERENCES

**Session 1: Introduction to the “pays to be green” debate**
- Course Programme

**Session 2: Sharing Economy**

**Session 3: Inclusive Strategies & Sustainability**

**Session 4: Sustainable Supply Chain**
Session 5: Business Model & Sustainability

Session 6: Business Platforms for Sustainability

Session 7: Fundamental Issues in Sustainability

Session 8: Exemplary Research in Sustainability (Final Task)
In this session, each student will present the literature review paper under the subjects of the course.

COMPLEMENTARY BIBLIOGRAPHY (BOOKS)

BIO
Prof. Renato J. ORSATO is a Professor at Fundação Getúlio Vargas, São Paulo, Brazil since 2011, and a Scholar at the INSEAD Global Institute for Business & Society (previously the Social Innovation Centre), Fontainebleau, France since 2004. As a researcher, educator, and consultant, in the past 20 years he taught at MBA and Executive Programs at INSEAD and HEC (France), Lund University (Sweden) and University of Technology Sydney (Australia). He worked with public organizations and private businesses in more than 30 countries. Prof. Orsato holds a Ph.D. in Management, a Masters (Honors) in Organization Studies and BA (Honors) in Civil Engineering and Business Administration. His work has mainly focused on
the global automobile industry, with a particular emphasis on low carbon vehicles and transportation systems. Business platforms for sustainability is the main focus of Dr. Orsato’s current research. Dr. Orsato is the author of Sustainability Strategies - When does it pay to be green? (Palgrave Macmillan, INSEAD Business Press 2009) – Runner up for the 2010 Book Award of the Academy of Management, translated into Arabic, Chinese and Portuguese. He has also written several book chapters and teaching cases, and published in academic journals such as California Management Review, Organization Studies, Journal of Industrial Ecology, Energy Policy Journal and Business Strategy & Environment.
DISCIPLINA / COURSE: INTERNATIONAL OPERATIONS
DEPARTAMENTO / DEPARTMENT: POI
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR: 2019/2
CARGA HORÁRIA / CLASS-HOURS: ☐ 30 horas ou ☐ 15 horas (selecionar)
PROFESSOR: LUCIANA MARQUES VIEIRA
LÍNGUA / LANGUAGE: ENGLISH

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

The aim of this course is to contribute to the understanding the role of the international operations management and its impact on chain competitiveness. It includes an analysis of value-added activities of an organization and supply chain required to produce a good or deliver a service in a global context. Importantly, every company, even if it acts only locally, develops relationships with the other agents of its supply chain (e.g. suppliers, retailers) that can be a transnational and operate in global level. The course will provide an interdisciplinary basis for the development of research in operations and global supply chain management as well as focusing in an emerging country business context.

Specifically, the topics to be discussed are:

- International Operations
- Production Networks
- Global Supply Chains
- Global Value Chains
- Emerging countries context

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.

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE CMCDAE Objectives</th>
<th>Objetivos da disciplina Course learning goals</th>
<th>Grau de contribuição / Level of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa Qualitative research methods</td>
<td>The course will provide analytical skills for qualitative empirical data</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa Quantitative research methods</td>
<td>The course will provide analytical skills for quantitative empirical data</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory</td>
<td>The course will develop understanding on the role of company in international competitiveness from different perspectives</td>
<td>○ ○ ○</td>
</tr>
</tbody>
</table>
Procedimentos de pesquisa
Research procedures

Relevância e inovação em pesquisa
Relevance and innovation in research

Elaboração de artigos
Development of academic papers

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).

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

Much of our class will require class discussion, so it is important that you (1) are prepared for class, (2) attend class, and (3) present and defend your ideas. Preparation for class includes having read the assigned material and completed the required assignments for that day. Importantly, class participation provides the opportunity to practice speaking and persuasive skills and the ability to critically listen. Class contribution will be judged on the extent to which you appear prepared, the relevance and depth of your comments, how well you present and defend your ideas, and the degree to which you listen carefully and respond to your peers.

Seminar Presentation: This assignment will be prepared in group and individually, which should become expert in the content of the paper. The student will prepare a PowerPoint presentation and prepare notes for the class, as the content of the paper is part of the course and will be considered covered. The slides and notes should be well-crafted and can be distributed in class or made available in advance. The group will email me the final version of the presentation no later than the morning of the presentation day.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Individual Participation: 20%
Seminars: 40%
Essay: 40%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

SYLLABUS

OBJECTIVES AND CONTENTS

This course aims at covering the banking literature as it relates to theory, empirical studies, and regulations. The first part discusses the microeconomic foundations of the banking firm. The second part presents the interactions of economic policy and banking (macrofinance). The third part is devoted to bank risk and regulations, and the fourth part focuses on empirical work in Industrial Organization and Banking.

I expect that students will be better prepared to do (especially empirical) research in banking and banking-related topics after taking this course.

I also expect students to develop their critical thinking and learn to make academic presentations and discussions in a professional manner, which is fundamental to researchers.

We will conduct the course in English.

<table>
<thead>
<tr>
<th>AOL program objectives</th>
<th>Course objectives</th>
<th>Degree of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative research methods</td>
<td>None</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Quantitative research methods</td>
<td>Understanding the use of econometric methods is key in most of the readings in the course involve. The choice of method will often be discussed;</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Knowledge of the research field</td>
<td>Understanding the classical and modern literature in the field is the main goal of the course;</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Research procedure</td>
<td>Understanding data collection and data availability in the papers</td>
<td>● ○ ○</td>
</tr>
<tr>
<td>Research relevance</td>
<td>Discussing the relevance of recent research in the field is key to the course</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Academic writing</td>
<td>Critical perspective contained in half-page handouts and discussions will help students in the process of writing their own papers</td>
<td>● ○ ○</td>
</tr>
</tbody>
</table>

FORMAT

Half lectures by the professor, half seminar-type.

In the lectures, I will be covering the basics of banking. Topics will include a basic understanding of the balance sheets of banks, regulatory capital, and other aspects relating to financial regulation. I may as well introduce or conclude the topic of each session with a short lecture on aspects related to the specific papers being studied.

Discussion of papers by Ph.D / MSc students.

The success of this course depends fundamentally on the effort and preparation of the students for the classes. First, by carefully reading the book chapters and the papers. Second, by bringing relevant comments on them. Third, by actively participating on the discussion of the topics, not only on the assigned papers, but also to the broader Finance literature relating to the subject being studied.

*This is not a course about empirical Finance. However, I may devote part of the lectures talking about empirical identification issues concerning the banking literature.*

ASSESSMENT CRITERIA

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation / discussion of papers:</td>
<td>20%</td>
</tr>
<tr>
<td>Half-page handouts:</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes:</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>40%</td>
</tr>
</tbody>
</table>
DESIRABLE BACKGROUND

Topics covered in Corporate Finance (Agency problems, Informational asymmetry, Capital structure, Cost of capital); Knowledge of Econometrics may help, but is not mandatory.

COURSE SCHEDULE AND READING LIST

1) Each session will cover 2 or 3 papers. All the students must read all the papers for each session. Students will form groups of their own choosing*, and we will assign each group their paper in the week ahead. One student will present the discussion prepared by his/her group**. Each group will need to make a 15-20 minute PowerPoint presentation that discusses the paper, and each presentation will be followed by in-class discussion. The purpose of the assignment is twofold: (1) Discussions are one key way people in academia will come to know (and assess) you. So, it’s a good idea to get some practice now. And (2), this will help you apply and think critically about the papers. To ensure participation following each presentation, each non-presenting group must also type up one concern they had about each of the papers their group did NOT present and hand these in at the start of class (I call these half-page handouts). Your group will state this concern at the start of the discussion. The comments should be very short [2-3 sentences] and designed to do one of two things: (a) isolate what your group thought the biggest problem of the paper was, or (b) identify a concern you think the presenting group might overlook.

*The number of students per group will depend on the number of students enrolled for the course. It is possible that we end up with “groups of 1 person” each.

** I may randomly choose someone from the group to answer a specific question about the paper. If the answer is poor, this will damage the grade for the whole group. This is done to reduce moral hazard and avoid someone from the group to free-ride.

2) Important note: I do not expect you to PRESENT the paper, I expect that you DISCUSS it. Guidelines for a good discussion (you do not have to strictly follow this order, but it may help you in preparing your presentation):
- Briefly describe what the papers does and what it finds (or predicts, if theoretical), and why it is important for the literature;
- Make your point about the assumptions;
- Suggest improvements;
- Identify eventual gaps or defects. Be critical. You may use your own judgement or the following literature. In this case, make explicit mention to the papers you are referring to.

Course schedule (tentative and subject to change)

| Session | Date | Topics                                                                 | Papers [pre-class readings] | Chapters [pre-class readings] |
|---------|------|                                                                      |                            |                                |
| 1       | 07/Aug | Course presentation Why are banks special?                          | TBD                        | TBD                            |
| 2       | 14/Aug | The monitoring role of banks and the liquidity transformation role | TBD                        | TBD                            |
| 3       | 21/Aug | Economic Policy, Economic cycles and the bank lending channel       | TBD                        | TBD                            |
| 4       | 28/Aug | Bank risk and regulation (credit)                                   | TBD                        | TBD                            |
| 5       | 4/Sep  | Bank risk and regulation (cont.)                                    | TBD                        | TBD                            |
| 6       | 11/Sep | Deposit insurance, bank runs and liquidity hoarding                 | TBD                        | TBD                            |
| 7       | 18/Sep | Relationship banking & Bank competition                             | TBD                        | TBD                            |
| 8       | 25/Sep | FINAL EXAM                                                           | TBD                        | TBD                            |

MAIN TEXTBOOKS:


Recommended chapters of both books are pre-class readings

Other Books


**PAPERS:**

To Be Determined
DISCIPLINA: Asset Pricing
SEMESTRE/ANO: 2º /2019
CURSO: CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO
CARGA HORÁRIA: ☐ 30 horas ou ☒ 15 horas
PROFESSORES: Alan De Genaro (alan.genaro@fgv.br)
LÍNGUA: Português

DESCRIÇÃO DA DISCIPLINA

A disciplina se propõe: (i) apresentar de maneira formal os principais aspectos do apreçamento de ativos, tendo como base o conceito de apreçamento livre de arbitragem; (ii) apresentar os principais métodos numéricos para apreçamento de ativos.

OBJETIVOS DA DISCIPLINA

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Os egressos demonstrarão competência na aplicação de métodos qualitativos para o apreçamento de ativos e gerenciamento de riscos</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>O egresso irá compreender a literatura acadêmica internacional sobre o assunto.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td></td>
<td>○ ○ ○</td>
</tr>
</tbody>
</table>

CONTEÚDO

- Conceito de processos estocásticos e cálculo estocástico
- Arbitragem, Equações Diferenciais Parciais (EDP), martigais e mudança de medida
- Mercados completos e incompletos
- Modelos de Black & Scholes, Jump-diffusion e com volatilidade estocástica
- Modelos de taxas de juros
- Apreçamento de ativos com risco de crédito
- Métodos numéricos

METODOLOGIA

Aulas expositivas com estímulo à participação em discussões, debate sobre a leitura de artigos e trabalhos práticos.

CRITÉRIO DE AVALIAÇÃO

<table>
<thead>
<tr>
<th>Participação em aula</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apresentação de papers</td>
<td>25%</td>
</tr>
<tr>
<td>Exercícios a serem entregues</td>
<td>30%</td>
</tr>
<tr>
<td>Exame Final</td>
<td>35%</td>
</tr>
</tbody>
</table>

PREPARAÇÃO DE AULA E PARTICIPAÇÃO

Tanto a preparação quanto a participação da aula são importantes. A sala de aula é um ótimo lugar para testar e aprimorar sua compreensão do material, fazendo e respondendo a perguntas. Será
difícil contribuir para as discussões se você não estiver preparado. Eu recomendo fortemente que você se prepare para a aula em grupos de estudo.

A participação nas aulas, desde o esclarecimento de perguntas até comentários criativos e perspicazes, é bastante encorajada. Sua participação ativa transformará essa aula em uma ótima experiência de aprendizado para todos, inclusive para mim.

BIBLIOGRAFIA

Livros

Artigos
A serem informados

PROGRAMAÇÃO AULA-A-ULA

A programação aula-a-aula será divulgada no 1º dia de aula.
Why should you study International Finance? Because in the past decades the world has become increasingly globalized. The volume of international trade transactions has grown above the growth rate of world GDP. International investment and financing transactions have grown even more. The increase in the volume of these activities created a demand for more specialized professionals in areas such as currency trading, risk management, foreign equity analysis, and the overall international financial management of firms. Also, International Finance has become of key importance for many strategic decisions of the firms, meaning professionals of marketing, operations, and human resources also need to understand how the international financial environment can affect their roles. Besides, International Finance is one of the most interesting and challenging subjects in management!

This course provides a survey of the major financial decisions faced by multinational enterprises. Topics include the international financial environment and exchange risk management. Common business processes and skills practiced are the usage of currency instruments and hedging strategies.

**OBJETIVOS DA DISCIPLINA**

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Develop logical-mathematical reasoning skills for solving theoretical problems and their application to understand real business situations</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Understand the relationships between the various agents and international economic variables, their interdependencies, and their impact on Brazilian companies</td>
<td>● ○ ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Master the concepts and application of risk, return, diversification and hedging as mechanisms of risk management at the international level</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>Grasp the theoretical foundations of international financial decisions</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>Develop an international research proposal</td>
<td>● ● ○</td>
</tr>
</tbody>
</table>


**CONHECIMENTO PRÉVIO**

In order to succeed in this course, students must have college-level knowledge of the basics of financial management and capital markets. Successful attendance of at least two of the following graduate courses is highly desirable: Investments, Asset Pricing, Fundamentals of Finance, Firm Financing and Risk Management, and/or
Capital Investment and Valuation. Also, college-level knowledge of basic statistics and regression analysis is necessary for the successful completion of this course.

**CONTEÚDO/METODOLOGIA**

1. Globalization and the Multinational Firm and Corporate Governance around the World
2. International Monetary System and Balance of Payments
4. Futures and Options on Foreign Exchange and Interest Rate and Currency Swaps
5. Management of Foreign Exchange Exposure

Teaching methods include lectures, class discussion, simulations, and case studies.

**CRITÉRIO DE AVALIAÇÃO**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Participation in the FX trading simulation game</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Assignments</td>
<td>Practice questions assigned by the instructor in class and/or as take-home</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Solve and discuss real business cases (written report required)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>Prepare a proposal for a research paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>120-minute closed-book exam (calculator and “cheat sheet” allowed)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

See more details about grading criteria in Appendix I.

**BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)**

The subject of this course is way too complex and extensive to be comprehensively covered during lectures only. Therefore, it is absolutely necessary that students read the appointed chapters of a textbook in order to have a clear grasp of the contents. Also, supplementary texts such as newspaper, magazine and journal articles will be appointed whenever necessary. Preferably, such readings should be done before the respective lecture.


**Reference textbooks**: sometimes you may need to refresh some of the basic financial concepts that we discuss in class. I suggest the following textbooks in case you need to do so:


**Cases Studies from Harvard Business Publishing**: in order to have access to case studies and supplementary materials you will receive the respective links by e-mail timely.

**Supplementary materials** such as class notes, magazine and newspaper articles, and academic papers will be either posted on eClass for you to download or informed in the first lecture.

**Newspapers**: I strongly encourage you to regularly read one major business newspaper such as the *Wall Street Journal* or the *Financial Times* to be aware of current developments in international finance. (Visit [http://student.wsj.com/](http://student.wsj.com/) to get your special School-sponsored subscription)

**Additional Readings**: a comprehensive list of additional bibliography will be provided soon.

**PROGRAMAÇÃO AULA-A-AULA**

The detailed schedule of lectures for the term will be supplied in the first lecture.
MINI-CV DO PROFESSOR

Who am I? Paulo Renato Soares Terra, a Ph.D. in Management from McGill University in Canada, is an Associate Professor of the Graduate Program in Management of the School of Business Administration of São Paulo of Fundação Getulio Vargas (FGV-EAESP) in Brazil. He is also a Research Fellow of the Brazilian Research Council (CNPQ) and Adjunct Researcher at École des Hautes Études Commerciales de Montréal (HEC-Montreal). Paulo Terra was a Fulbright Scholar and visiting professor at the University of Illinois at Urbana Champaign (2009), and a visiting professor at the University of San Diego (2019) and ICN Business School in Nancy, France (2015). Teaching and research interests are in the areas of corporate governance, corporate finance, international finance, and international business. His research has been published in the Journal of Corporate Finance, Corporate Governance: An International Review, Journal of Management and Governance, Critical Perspectives in International Business, European Business Review, among others.

LinkedIn: https://www.linkedin.com/in/paulo-terra-b17a8813b/

CONTACT AND OFFICE HOURS

<table>
<thead>
<tr>
<th>Professor</th>
<th>Contact</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulo R. S. Terra</td>
<td><a href="mailto:paulo.terra@fgv.br">paulo.terra@fgv.br</a></td>
<td>Wednesdays from 6-7PM (upon scheduling)</td>
</tr>
</tbody>
</table>

OUTRAS INFORMAÇÕES

See below.

USE OF MOBILE TECHNOLOGY POLICY

Your undivided attention during class is important for a better learning experience. It also helps the instructor to concentrate and deliver a better lecture. Therefore, all cell phones, tablets, and pagers are to be turned off or silenced during class (not on vibrate). All devices are to be put away out of view during class; there is no text messaging, web browsing, etc., during class. Sensible use of personal computers is allowed exclusively for tasks related to the class. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.

ATTENDANCE POLICY

When you miss class, you miss important information. Academic studies show a strong correlation between class attendance and course performance. If you are absent, you are responsible for learning material covered in class (please check the class schedule). If you are absent when an assignment is due, you must have submitted the assignment prior to the due date to receive credit. If you are unable to keep a regular attendance to class, maybe you should reconsider the coursework you registered for the term. Also, avoid arriving late to class because it is distracting to the instructor and your fellow students. Of course, exceptional circumstances may apply every now and then, but if you are chronically late to class, maybe again you should reconsider your class schedule.

OBSERVANCE OF RELIGIOUS HOLIDAYS POLICY

Students at the School are encouraged to live a life consistent with their religious traditions. Students who wish to observe a religious holiday shall provide reasonable advance notice to the faculty of the need to miss class for the religious holiday or holy day. Faculty shall make reasonable accommodations of such requests. In no case shall a student’s grade be lowered for missing class in order to observe a religious holiday. Other religious observances that require accommodation should be requested with reasonable advance notice.

ACADEMIC INTEGRITY POLICY

The School has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy. Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Plagiarism can be defined as “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.” Borrowing someone else’s answers, unauthorized possession of tests or answers to tests, or possession of material designed in answering exam questions, are also subject to School policy regarding instructional offenses.

DIVERSITY POLICY

In order to learn, we must be open to the views of people different than ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from
one another. Please respect each others’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.

MORAL AND SEXUAL HARASSMENT POLICY

The School is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the School’s mission and core values, violate School policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence.

GUARANI LAND ACKNOWLEDGEMENT

I want to acknowledge that the land on which we gather is the traditional and unceded territory of the Guarani Nation. I want to pay respect to the citizens of the Guarani Mbya and Tupi Guarani (Ñandeva) Nations, both past and present, and their continuing relationship to their ancestral lands.

LEARNING ENVIRONMENT POLICY

See Appendix I.

KEEP THIS SYLLABUS FOR FUTURE REFERENCE!
APPENDIX I. STUDENT EVALUATION CRITERIA

1. Final Exam (30 points)

The exam focus on the materials that are covered in classes as well as all assigned readings. Partial points are allocated to partial answers. This provides consistency and fairness to all students. The exam is individual and closed-books. A one-page self-prepared note (on a double-sided Letter/A4 size paper) is allowed in the exam. Students are also allowed to bring in a financial calculator (such as HP 12C, HP 10BII, or TI BAII plus calculator) to the exam. Unfortunately, for obvious reasons, I cannot allow any cell phones, tablets, computers, pagers or any other electronic equipment capable of storing text or communicating with other people in place of a calculator. The exams usually consist of multiple choice questions, short answer questions, and calculation questions. The exam date is specified in the syllabus.

Makeup Exam: I understand that there may be cases where you are permitted by the School regulations to miss an exam in the course. Acceptable reasons for the makeup exam include severe illness, family emergencies or other unavoidable events including dangerous weather conditions and car accidents. In order to cover for such circumstances, I set the date of Wednesday, December 4, 3-6:00PM (in the classroom) for a comprehensive makeup exam. The format for the makeup exam may be different than the original exam. You must hand in the related documents (such as a medical certificate issued by doctors or a travel schedule issued by the student’s athlete department) within one week after missing the exam. Without documentation, you will be given a zero grade for the missed exam.

2. Assignments (20 points)

Assignments have the goal of helping students absorb the contents discussed in class as well as serving as early signals for topics that have not been clearly understood. Over the term, you will be given in class and take-home assignments. The assignments may include problems, questions or mini projects. Some assignments may also require using simple computational support such as worksheets. The assignments must be submitted on the due class. You are required to do the assignment independently. If you need help in the assignment, you should come to my office hours to get my help or send me an email if your question can be answered in a short note. Late submission of the take-home assignments will be penalized in the grading.

3. FX Trading Game (10 points)

Besides a good grasp of the theory, some practical insights into International Finance are also desirable. To accomplish this, you will use the OANDA system to trade foreign currencies in a real-time simulation game. OANDA is a free online trading platform: https://fxtrade.oanda.com/your_account/fxtrade/register/gate

You can register a free practice trading account from the link above. A few tips regarding the system: it usually works better if you install the desktop application on your computer (instead of using the website). Also, there is a cell phone application. Functionality among these platforms varies, I prefer the desktop application to the other ones (but you can choose for yourself). Transactions are usually confirmed faster if orders are placed in the morning (Pacific Time). The instructions for the simulation game are in Appendix III.

4. Case Studies (20 points)

Effective managerial learning is only possible whenever theory meets practice. Students will be required to work case studies in groups of up to three students as a way to face real-life problems. Each group will be responsible for writing a report with a maximum of 5 pages (excluding tables and appendices) to address the questions assigned to each case. Usually, the first page of the report will consist of an executive summary of the group’s analysis and recommendations. The subsequent pages will document the analysis and reasoning. Any numerical analyses or graphical presentations that are referred to in the write-up should be provided as appendices.

Cases will be evaluated based on the written report (group grade) and class participation during the discussion and peer evaluation (individual grades). After each case discussion, the instructor will ask students to evaluate the contribution and performance of the other group members in the group. A sample questionnaire for peer evaluation is shown in Appendix IV.

The evaluation criteria will take the following in mind:

a) Thoroughness of case preparation (as revealed in the written case report);

b) Knowledge and application of relevant theory and techniques;

c) Ability to formulate and present sound diagnosis and recommendations;
d) Ability to clearly communicate the analysis and arguments in the report.

In order to derive maximum benefit from the cases, it is essential that you put yourself in the shoes of the decision-maker. Do not approach a case as you would read a chapter in a book or an article in a magazine. You are not an observer, but a participant. Once in class, share your ideas with others as we work jointly to resolve the issues. In preparing the cases, the following simple rules may be useful:

1. **Adopt a managerial posture in analyzing cases**: your resolution should highlight what a manager would see as the strengths or weaknesses in a given situation.

2. **Familiarize yourself with the facts of the case**: outline the market and competitive context and the core strategic tasks at which the firm should excel.

3. **Support your analysis with facts from the case**: most cases will not contain all the data you might like to have. Make sensible inferences and assumptions if necessary.

5. **Research Proposal** *(20 points)*

Each student must draw up a research proposal related to the topics dealt with throughout the semester. The proposal must be delivered digitally (by e-mail or in the dropbox feature of the eClass) and in print necessarily until December 4. On the last lecture, students should make a short presentation of their proposal in class to obtain comments and suggestions from their peers and the instructor.

**Content**

The research proposal should have the format of an “Introduction” of a thesis, a dissertation or a scientific paper. In this sense, it should not only make clear **WHAT** will be developed in the research but also be persuasive in terms of convincing the reader of **WHY** the research is important. To help you elaborate a document with the most desirable characteristics, I have included at the end of this document a suggested bibliography that may be useful to help you “sell” your ideas in the most effective way.

In addition, the proposal should include sufficient elements to allow for the assessment of the feasibility of implementing it. The evaluation will be based on three criteria:

1. **Originality**: Does the proposal present new ideas or suggest reviewing old ideas from a new perspective?

2. **Relevance**: Is the proposal important for the theory or practice of international finance?

3. **Feasibility**: Is the proposal feasible within current resource availability?

**Format**

The presentation format is free. It is recommended to use font size 12 and at least 1.5 spacing for easy reading. The document may be subdivided into sections or not, as the author finds most appropriate.

The following elements should necessarily be contained in the manuscript, either implicitly or explicitly (not necessarily in the order below):

- **Contextualization**: Where does the proposal fit in the current body of knowledge?
- **Research problem**: Which question does the research try to answer?
- **Objectives**: What does the research aim to accomplish?
- **Justification**: Why is this research important/relevant?
- **Contributions**: How does the execution of this research increase our understanding and comprehension of the problem?
- **Literature summary**: What are the theoretical and empirical foundations for the execution of the research?
- **Hypothesis(es)**: Which hypothesis(es) will be tested?
- **Method Indication**: What are the variables used and their data sources? Which empirical model will be used? Which method will be used for the processing of data and obtaining of the results?

Note that there is no need to present or even speculate regarding the results. The most important point is the framing and discussion of the **problem** itself.
There is no maximum or minimum limit of words for this document. The text should contain sufficient details to allow evaluating whether or not the proposal meets the criteria listed above. However, keep in mind that this is an Introduction and, as such, it should not be as extensive as to harm the reader’s attention and interest (i.e., be objective, synthetic, and concise).

Suggested Bibliography


APPENDIX II. LEARNING ENVIRONMENT

The educational mission of the School is to prepare future academic and business leaders. However, the ability and willingness to learn reside in the individual. Very high levels of learning can be achieved only if all members of the school community understand and respect their mutual obligations. Each of us defines the quality of this learning experience through our daily actions and choices.

Excellence in a learning environment is attainable only if faculty and students adhere to the ideals that support high levels of learning. Outlined below is a set of specific expectations -for both students and faculty – that support these ideals.

These mutual expectations are neither trivial nor obvious. They are not trivial because all of us must consistently attend to details and align attitudes with behavior in order to achieve excellence in the learning environment. They are not obvious because of the diversity of cultures and prior experiences among the faculty and students.

Expectations for Students

Students will treat their classroom obligations as they would treat any serious professional engagement.

That includes:

1) **Preparing thoroughly** for each session in accordance with the instructor’s requests.

2) **Arriving promptly and remaining** until the end of each class meeting, except in unusual circumstances.

3) **Participating fully and constructively** in all classroom activities and discussions.

4) **Displaying appropriate courtesy** to all involved in the class sessions in the School community. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.

5) **Adhering to deadlines and timetables** established by the instructor.

6) **Providing constructive feedback to faculty members** regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Expectations for Faculty

Faculty will treat their obligations for classes as they would treat any serious professional engagement.

That includes:

1) **Preparing thoroughly** for class.

2) **Punctuality** in beginning class sessions, and except under unusual circumstances adherence to the established schedule for classes and exams.

3) **Providing sufficient information** and materials to enable students to prepare adequately for class.

4) **Displaying appropriate courtesy** to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.

5) **Supplying timely information about student performance** on projects, assignments, and examinations.

6) **Providing constructive feedback to students** concerning their performance. Faculty should be as objective in their feedback to students as they expect students to be in their evaluation of faculty.

Adapted from the University of Chicago
APPENDIX III: OANDA FOREIGN EXCHANGE SIMULATION GAME INSTRUCTIONS

Your simulation account will start with $100,000 US dollars. Keep all the default settings of the simulation. You are required to complete a number of mandatory transactions in order to receive the credits (see below). Besides those transactions, you may trade as much and as often as you wish (but notice that I require a minimum of $10,000 per transaction and a minimum of ten minutes for each position held). I encourage you to experiment with different trading strategies and I will reward reasonable risk-taking.

<table>
<thead>
<tr>
<th>#</th>
<th>Required Transactions</th>
<th>Deadline*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Open an OANDA practice account, buy at least €10,000 (euros) and hold it between one hour and 5 days, then sell the euros back for dollars.</td>
<td>Oct. 16, 3PM</td>
</tr>
<tr>
<td>2</td>
<td>Create a sub-account and name it “SDR” and transfer $50,000 into this sub-account (you may need to sell other currencies you are holding if you do not have $50,000). In the SDR sub-account, replicate the Special Drawing Rights by buying euros, pounds, yens, and yuans (market-traded renminbis) and holding dollars in the same proportions of IMF’s Rule O-1. Hold this portfolio in your sub-account for at least 5 days. Trade as much as you like (or none at all) with your remaining funds in your primary account.</td>
<td>Oct. 23, 3PM</td>
</tr>
<tr>
<td>3</td>
<td>Make at least 3 transactions in any currencies you like. You may liquidate your SDR account holdings into dollars (or not) and transfer (or not) the proceedings back into your main account. You may also change (or not) the composition of your SDR sub-account as you please.</td>
<td>Oct. 30, 3PM</td>
</tr>
<tr>
<td>4</td>
<td>Make at least three transactions of your choice worth of at least $10,000 each. One transaction is the simultaneous purchase and sale of two currencies. You may reverse or repeat these transactions as often as you like, as long as you keep the currencies for at least one hour between the purchase and the sale.</td>
<td>Nov. 6, 3PM</td>
</tr>
<tr>
<td>5</td>
<td>Create a sub-account and name it “EMC” (for “Emerging Markets Currencies”), transfer $30,000 into this sub-account, and buy $15,000 worth of Singapore dollars and $15,000 worth of Mexican pesos. Hold this portfolio in your sub-account for at least 5 days. Trade as much as you like (or none at all) with your remaining funds in either your primary account or SDR sub-account.</td>
<td>Nov. 13, 3PM</td>
</tr>
<tr>
<td>6</td>
<td>Close all foreign currency positions in all your accounts (tab Accounts/Close All/Close All Trades) and transfer the dollar balances back into your primary account. Take a print screen of the Account Summary window and e-mail it to the instructor at <a href="mailto:paulo.terra@fgv.br">paulo.terra@fgv.br</a>.</td>
<td>Nov. 27, 3PM</td>
</tr>
</tbody>
</table>

* You could complete the transactions at any time in between the deadlines.

By November 27, 2019 (Wednesday, 6PM), the instructor will rank each student’s account balance in US dollars. Grades in the game will be proportional to the student’s portfolio performance. However, if you do not complete the required transactions above, you will not receive any credit for this game.
Please evaluate each group member (except yourself) with regards to the case studies you had for this course. **Use a scale of 1-5 for each category**, with 5 representing the greatest contribution. Please complete this form on time as it will count as part of your case study participation grade.

<table>
<thead>
<tr>
<th>Names of team members</th>
<th>Carrying his/her share of the workload (1 to 5)</th>
<th>Being a cooperative person and a team player (1 to 5)</th>
<th>Providing creative ideas and solutions and taking initiatives in group work (1 to 5)</th>
<th>Contributing to preparing the final case report (1 to 5)</th>
<th>Total score (add up the scores in the last four columns)</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</table>

You may add additional comments below. Please be thoughtful in your evaluations.
DISCIPLINA / COURSE: Corporate Governance
DEPARTAMENTO / DEPARTMENT: CFC
CURSO / PROGRAM: CMCD AE
SEMESTRE E ANO / SEMESTER AND YEAR: 2019.2
CARGA HORÁRIA / CLASS-HOURS: ☒ 30 horas ou ☐ 15 horas (selecionar)
PROFESSOR: Wesley Mendes
LÍNGUA / LANGUAGE: Portuguese

COURSE DESCRIPTION

This course examines the evolution of corporate governance model in different institutional contexts. The meaning of and distinction between corporate governance and management, why understanding corporate governance is important, and how corporate governance matters are addressed from an internal and external perspective. This course focuses primarily on for-profit, publicly traded corporations. Students are challenged to understand the system and structure in which corporations function and to think critically about the framework for effective corporate governance. This will include an understanding of the structural relationships determining authority and responsibility for the corporation and their associated complexities. Due to time limitations, we will not cover in depth all of the empirical, methodological and theoretical backgrounds related to Corporate Governance in different and specific fields, e.g. Non-Profit Organizations or Credit Cooperatives.

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.

<table>
<thead>
<tr>
<th>CMCDAE Objectives</th>
<th>Course learning goals</th>
<th>Level of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative research methods</td>
<td>Students should be able to recognize the contribution of research using a qualitative approach around topics relevant to corporate governance research.</td>
<td>○ ● ○</td>
</tr>
<tr>
<td>Quantitative research methods</td>
<td>The student should be able to understand, interpret and suggest modern methodological procedures in corporate governance research.</td>
<td>○ ○ ●</td>
</tr>
<tr>
<td>Knowledge of research themes and theory</td>
<td>The student should be able to state and recognize lines of thought, and emerging themes, in corporate governance research.</td>
<td>○ ○ ●</td>
</tr>
<tr>
<td>Research procedures</td>
<td>The student should be able to identify research procedures best suited for certain research topics in corporate governance.</td>
<td>○ ○ ●</td>
</tr>
<tr>
<td>Relevance innovation in research and development of academic papers</td>
<td>Students should be able to point out future research paths in corporate governance, which should have explicit potential for impact on mature and emerging markets.</td>
<td>○ ○ ●</td>
</tr>
<tr>
<td>Other course learning goals: Developing models and tools for analyzing the quality of corporate governance to improve market development and efficiency. Integrate tactical and strategic decisions with corporate governance practices and structures. Understand the corporate governance process in order to identify practices and structures that enable the company to gain access to capital, protect the interests of shareholders, and society.</td>
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</table>

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

The course does not have any formal pre-requisites. However, I expect you to have good knowledge of basics of financial decisions, including funding and investment. Students are expected to review the assigned reading materials before each session, work on the assigned problems/questions, and to participate in the class discussions. You should be prepared to spend significant time to digest the material and to work on the assignments. Timely submission of the assigned work is critical. Please kindly use Dropbox/Eclass. Late submissions will not be accepted.

CONTENT/METHODOLOGY

This course is a theoretical and empirical evidence course and will be conducted in Portuguese. Lectures and Corporate Governance readings will help you learn the economic intuition behind each paper discussed. Course readings will expose you to a theoretical framework that supports Corporate Governance knowledge and literature. Course assignments will require you to use the literature analyzed in the course. Each one of the seven classes will have the following structure: Introduction to the topic that will be given by means of a 40 minutes presentation, and three or four papers presented by students. We will have a 15 minutes break after the first presentation. Two of our sessions will start with a 30 min quiz. In addition, before each session you will be asked to send your assignment (in respect to each paper discussed) in electronic version. In the end you will need to write a Research Paper as well. I strongly suggest you do not procrastinate.

- Origins and development of Corporate Governance
- Corporate Governance: Mechanisms, Processes & Corruption
- The Corporate Governance Life Cycle
- Types of Investors
- Corporate Governance, Strategy and Stakeholders
- Corporate Governance around the world
- Emerging Issues in Corporate Governance

ASSESSMENT

<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>Presentation/papers discussion:</td>
<td>25</td>
</tr>
<tr>
<td>Assignments:</td>
<td>10</td>
</tr>
<tr>
<td>Exercises:</td>
<td>10</td>
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<tr>
<td>Quizzes:</td>
<td>40</td>
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<tr>
<td>Final Exam:</td>
<td>40</td>
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<tr>
<td>Research paper:</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
</tr>
</tbody>
</table>

The Research Paper (10 days after the course ends) is a document describing a specific Corporate Governance topic. The paper should be structured according to the format as follows (or even with preliminary results):

- **Introduction**: this section should give an overview of the existing literature, highlighting and describing the original features of the research paper;
- **Scope and research questions**: this paragraph should define (and describe) the scope of the paper and identify the (innovative) research issues to which the paper should provide answers;
- **Methodology**: this section should present a description of the research methods that will be used to compile the paper. The method has to be illustrated taking into account the analysis of the data requirements needed for the research work.
- **Reference list**: a list of the literature (effectively) examined in connection with the paper.

You can identify possible research topics from reading the materials suggested in class or from the following articles by Aguilera et al. (2016), Cuomo et al. (2016), Filatotchev et al. (2013), Huse et al. (2000 and 2011):


BIBLIOGRAPHICAL REFERENCES


COURSE SCHEDULE

The sessions are given based on slide presentations, which will be available before each class on Eclass, including course notes. The content considers a variety of sources including various textbooks, cases, journal articles, working papers, and other professors’ lecture notes. There is no single required “textbook” but the course will mostly follow the sequence of [WSKF]’s book. Notes will be provided based on appropriate references for each lecture on the exhibit below, where the relevant readings for each lecture are shown. Students are expected to read this material prior to the lecture. Additionally, all lectures will contain student presentations of papers related to the current week’s lecture topic and/or case discussion. A list of papers to be presented is given below. Each session will cover different (but related) papers. All the students must read all the papers for each session. Each student will make a ~30 minutes PowerPoint presentation that discusses the paper, and each presentation will be followed by in-class discussion. The purpose of the assignment is twofold: i) a key way people in academia will come to know (and access) you. So, it’s a good idea to get some practice now; and ii) think critically about the papers. To ensure participation following each presentation, each student must also write up one concern about each of the presented papers and hand these in at the beginning of the class (Assignments). Each student who is giving the presentation will state his concern at the beginning of the discussion. The comments should be very short [2-3 sentences] and designed to do one of the following two things: (a) express his thought about the biggest problem of the paper, and/or (b) identify his concern he might overlook. I may call students to answer a specific question about the paper. If the answer is ‘weak’, this will affect his/her grade negatively. This is done to try to reduce moral hazard and avoid free-ride attitude. The guidelines for a good discussion are as follows (you do not have to strictly follow this order, but it may help you in preparing your presentation):
- Briefly describe what the paper does and its findings;
- Make your point about the assumptions and/or identification strategy;
- Suggest improvements;
- Identify eventual gaps or weaknesses. Be critical. You may use your own judgement or the literature related to the subject. In this case, you will be asked to make explicit the papers you referred to.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Papers</th>
<th>Presentations</th>
<th>Exercise due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TBD</td>
<td>Origins and development of Corporate Governance</td>
<td>[T]1 (p. 8-20); [C&amp;B]1; [S&amp;G][WSKF]3; Reading list Class#1</td>
<td>Class #1</td>
<td>[T] TBD</td>
</tr>
<tr>
<td>2</td>
<td>TBD</td>
<td>Corporate Governance: Mechanisms, Processes &amp; Corruption</td>
<td>[C&amp;B]2; [WSKF]6-8; [T]Il(3); Reading list Class#2; [L&amp;T]3-5; [W&amp;J&amp;T]</td>
<td>Class #2</td>
<td>[T] TBD; Solution for [H&amp;S] case</td>
</tr>
<tr>
<td>3</td>
<td>TBD</td>
<td>Quizz #1</td>
<td>The Corporate Governance Life Cycle</td>
<td>[WSKF]16,18,19,22; [W&amp;J&amp;T]; Reading list Class#3</td>
<td>Class #3</td>
</tr>
<tr>
<td>4</td>
<td>TBD</td>
<td>Types of Investors</td>
<td>[WSKF] 23-25; Reading list Class#4</td>
<td>Class #4</td>
<td>Solution for [P&amp;W] case</td>
</tr>
<tr>
<td>5</td>
<td>TBD</td>
<td>Corporate Governance, Strategy and Stakeholders</td>
<td>[WSKF]29,31,32; Reading list Class#5</td>
<td>Class #5</td>
<td>[T] TBD</td>
</tr>
<tr>
<td>6</td>
<td>TBD</td>
<td>Quizz #2</td>
<td>Corporate Governance around the world</td>
<td>[WSKF]20,[MX&amp;M];[T]I(F);[L&amp;T]2; Reading list Class#6</td>
<td>Class #6</td>
</tr>
<tr>
<td>7</td>
<td>TBD</td>
<td>Emerging Issues in Corporate Governance</td>
<td>[WSKF]27; [T]IX(A&amp;B); Reading list Class#7</td>
<td>Class #7</td>
<td>[T] TBD</td>
</tr>
<tr>
<td>8</td>
<td>TBD</td>
<td>FINAL EXAM</td>
<td>1st call</td>
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<tr>
<td>9</td>
<td>TBD</td>
<td>FINAL EXAM</td>
<td>2nd call</td>
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</tbody>
</table>


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Class #1: Origins and development of Corporate Governance

Class #2: Corporate Governance: Mechanisms, Processes & Corruption
Class #3: The Corporate Governance Life Cycle + Quizz #1

Class #4: Types of Investors

Class #5: Corporate Governance, Strategy and Stakeholders

Class #6: Corporate Governance around the world + Quizz #2

Class #7: Emerging Issues in Corporate Governance

***********************************************************************
PROFESSOR MINI CV

Wesley Mendes-da-Silva is one of the founders of the Brazilian Society of Finance, obtained his Habilitation in Finance in 2015 and a PhD in Business Administration, both from the University of Sao Paulo (Brazil). He is a Research Affiliate of the University of Illinois Center for Economic and Financial Education and the Department of Electrical Engineering & Computer Science/University of California@Irvine, and was a Visiting professor of Corporate Finance at the Marriott School of Management/Brigham Young University (2014-2015), and also was Visiting Professor/University of Texas@Austin (2017-2018). Wesley is a teacher, researcher, and Masters and PhD advisor in Finance from FGV / EAESP. He has published papers and received awards (in the academic and business media) in Brazil and abroad, focusing on the capital and corporate finance market. He is a technical advisor of Research Support Agencies in Brazil and abroad, e.g. the State of São Paulo (FAPESP) and The Social Sciences and Humanities Research Council of Canada (SSHRC). He is co-author of books, Associate Editor and Referee of impact journals such as: Emerging Markets Review, Encyclopedia with Semantic Computing, Journal of Business Ethics, Journal of Happiness Studies, Scientometrics, Journal of Economic Psychology, Journal of Cleaner Production, Energy (Oxford), and Journal of Management and Governance. He also holds the title of Official in the Brazilian Army. His efforts and funding received for research are focused on Financial Innovations for promoting comunities resilience, which includes: i) Corporate Governance, ii) Financial Decisions, iii) Behavioral Finance, iv) Social Networks in Finance. In the corporate environment he offers advice on Corporate Finance, Company Valuation, Rating, Corporate Governance and Applied Research Innovation at different levels. He held the Coordination Committee of Corporate Governance of the Brazilian Institute of Finance Executives (IBEF/São Paulo) 2013-2015, and he has certification of Independent Board Member.

OTHER INFORMATION

Best preparation method
You should invariably read the assigned chapters, journal articles and other supplementary materials before you come to class and go over the assigned exercises. After the end of each session, you should review handouts, your notes and highlights in your readings.

During class
In a typical finance class (including Corporate Governance), every individual contribution to the class is an important part of every individual experience. I will reward outstanding classroom contribution that advances the learning goals of the class through generosity in close cases between final grades. I want to encourage you to attend fully to the classroom experience and to speak up and practice the communication skills that are critical to effective management. An outstanding contributor is always prepared, builds on others’ comments, and makes insightful, relevant contributions. Experience has taught me (and lots of other professors) that students who use their laptops during class to multitask, e-mail, day trade, work on projects and so forth get less out of the course, are more dissatisfied with it, and perform less well than students who devote their full attention to the classroom experience. Please do not use your laptops or other internet or electronic devices (mobile as well) during class, unless I specifically ask you to do so (which I will). I will provide you with hard copy of lecture notes and slides for use in class to take notes. In addition, I will post slides after the weekend. You may take notes in class and then condense and organize them with the electronic versions of the notes if you wish to use this device to reinforce learning.
DISCIPLINA:........ OPTD - Oportunidades de Pesquisa em Transformação Digital
SEMESTRE/ANO.... 2º/2019
CURSO............... CMCD AE
CARGA HORÁRIA... ☒ 30 horas ou ☐ 15 horas
PROFESSOR......... Otavio Sanchez
LÍNGUA............... Português

DESCRIÇÃO DA DISCIPLINA

A Transformação Digital - TD está em grande evidência, mas ainda não é uma realidade corrente nas organizações. Diferentemente de outros momentos em que inflexões tecnológicas mostraram-se apenas buzzwords, a TD apresenta um conjunto de características único, fruto principalmente de uma extraordinária evolução tecnológica ocorrida nos últimos anos em múltiplas frentes.

Isso gera uma convergência de elementos capaz de abrir oportunidades para múltiplas transformações estratégicas nas organizações, influenciando a maneira de gerir, os processos e como configurar recursos. Além disso, no nível individual, colaboradores são expostos a novas oportunidades e ameaças na relação sua com seus contratantes. Igualmente, a própria tecnologia atrai atenção por habilitar essas diversas modificações no cenário organizacional.

O campo de Information Systems - IS se defronta com essa desafiadora realidade onde muitos dos conhecimentos existentes precisam ser complementados ou revisados.

Esta disciplina objetiva discutir potenciais temas de pesquisa fomentados pela transformação digital por meio da discussão orientada a três grandes vertentes: (a) o que existe nos campos aplicado e científico que caracteriza a problematização em TD, (b) quais oportunidades de pesquisa que se abrem neste momento de grande inflexão tecnológica e organizacional e (c) quais teorias e perspectivas devem ser focadas e que potencializam pesquisas de alto nível em TD no campo de IS.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados abaixo, com indicação de como contribuem para os objetivos gerais do CMCDAE.

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Ao final do curso o aluno deverá estar familiarizado com as visões aplicada e científica do campo internacional no tema, bem como reconhecer, compreender e justificar o uso de teorias aplicáveis na exploração da Transformação Digital</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Identify gaps and opportunities of research in Transformation Digital, in a standard international</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Identificar gaps and opportunities of research in Transformation Digital, in a standard international</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>Identify relevant and innovative topics for research in Transformation Digital, in a standard international</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>Identify relevant and innovative topics for research in Transformation Digital, in a standard international</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td>Elaborate a research project involving one or more identified topics during the course</td>
<td>● ● ○</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina:

PRÉ-REQUISITOS

É essencial que os alunos possam manter uma dedicação mínima de 8 horas semanais extra sala de aula, as serem usadas em leituras e elaboração de materiais. Alunos sem garantia de disporem dessa dedicação não devem se inscrever na disciplina.
METODOLOGIA

As aulas são baseadas em discussões e apresentações. Apesar do curso ser ministrado em português, sua dinâmica requer intensa leitura de papers publicados em inglês nos principais journals internacionais. O velocidade na leitura e domínio para interpretação dos materiais é de fundamental importância para o aproveitamento da disciplina. Usaremos leituras prévias como base para discussões, e uma a dinâmica nas aulas que visa estimular a articulação criativa dos conhecimentos na busca de oportunidades de pesquisa originais e relevantes. Como resultado, espera-se que oportunidades sejam identificadas e registradas para exploração futura.

CRITÉRIO DE AVALIAÇÃO

<table>
<thead>
<tr>
<th></th>
<th>PESO</th>
<th>DESCRIÇÃO</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>35 %</td>
<td>Efetivo preparo (leitura, interpretação e aplicação de materiais) e contribuição nas discussões em sala</td>
</tr>
<tr>
<td>P2</td>
<td>25 %</td>
<td>Participação: Contribuição adicional em termos de materiais científicos ou abordagens originais, para além da estimulada na lista de materiais indicados</td>
</tr>
<tr>
<td>PF</td>
<td>40 %</td>
<td>Formalização de um projeto final de pesquisa envolvendo a articulação de um ou mais tópicos identificados durante o curso</td>
</tr>
</tbody>
</table>

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) - PRELIMINAR


Tumbas, S., Berente, N., & vom Brocke, J. (2017). Three types of Chief Digital Officers and the reasons organizations adopt the role. MIS Quarterly Executive, 16(2), 121-134.

MINI CV DO PROFESSOR

Otabio Sanchez

OUTRAS INFORMAÇÕES

Não há
DISCIPLINA : PESQUISA EM ADMINISTRAÇÃO E USO DE TI NAS EMPRESAS
CURSO : CURSO DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMCDAE)
DEPARTAMENTO : TECNOLOGIA E CIÊNCIA DE DADOS (TDS – TECHNOLOGY AND DATA SCIENCE)
PROFESSOR : FERNANDO S. MEIRELLES
CARGA / PERÍODO : 30 HORAS NO 2º/2019 – Quintas-feiras das 15:00 às 18:40 SALA: 5000CD (EESP)

PROGRAMA

DESCRIÇÃO DA DISCIPLINA

Apresentar uma visão atual da evolução e das tendências da administração e do uso da Tecnologia de Informação (TI) nas empresas. Discutir os fatores importantes na administração, planejamento e implementação de recursos de Informática, enfocando o gerenciamento da nova cultura, das mudanças, das tendências e das transformações provocadas pela utilização da TI e de Sistemas de Informação (SI) dentro do novo papel do administrador desses recursos.

A disciplina mostra como surgiu, evoluiu, o estado da arte e as tendências da Pesquisa na área de Administração da Informação (ADI na ANPAD) e da Linha de Pesquisa Administração, Análise e Tecnologia da Informação (AATI), discutindo pesquisas e casos recentes que exploram as principais estruturas de referência utilizadas na gestão da TI.

Elas é uma continuação do projeto de artigo da disciplina “Oficina de Pesquisa e Publicação em Tecnologia e Sistemas de Informação” do semestre anterior.

OBJETIVOS DA DISCIPLINA

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Capacitar na realização de diagnósticos do uso da TI utilizando a terminologia e as estruturas de referência da área de TI / SI.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Serão apresentados procedimentos de pesquisa e metodologias sendo utilizadas nos trabalhos e pesquisa em geral e da Pesquisa de Uso de TI nas Empresas em especial.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Conhecimento de tema de pesquisa / teoria</td>
<td>Dando continuidade ao conteúdo desenvolvido na Disciplina Oficina de Pesquisa e Publicação em Tecnologia e Sistemas de Informação do semestre anterior, identificar os assuntos mais relevantes para a temática e focos de pesquisa da Linha.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>Complementado o já abordado no Seminário do semestre anterior o aluno deve ampliar sua capacidade de desenvolver um artigo dentro da temática da Linha.de Pesquisa.</td>
<td>● ○ ○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>Integrar os alunos da Linha de Pesquisa AATI, desenvolver uma minuta de artigo para publicação e explorar eventuais sinergias entre as pesquisas e publicações dos alunos da Linha de Pesquisa.</td>
<td>● ○ ○</td>
</tr>
</tbody>
</table>

CONTEÚDO

1) A Pesquisa em TI / SI no Brasil e Internacional
2) Diagnósticos do Uso da TI
3) Estruturas de referência
4) Preparação para Oficina de Publicação em TI

METODOLOGIA

O curso será conduzido combinando:

• Material exposto pelo PROFESSOR;
• APRESENTAÇÕES E DESENVOLVIMENTO de trabalhos pelos participantes:
  a) Temas e casos designados ao longo do curso para DISCUSSÕES / SEMINÁRIOS;
  b) Apresentações de TRABALHOS E DIAGNÓSTICOS (VER TAMBÉM ECLASS);
  c) Desenvolvimento de Minuta de Artigo (Paper). Ao longo da disciplina, cada aluno deverá
desenvolver, de acordo com o instrumental apresentado, um "Paper / minuta de Artigo",
a ser apresentado como Exame Final da disciplina.

CRITÉRIO DE AVALIAÇÃO

✓ Nota 1 - Apresentações, Participação e Trabalhos Temáticos: 60%;
✓ Nota 2 - Exame final: 40%.

AGENDA / PROGRAMAÇÃO (VER ATUALIZAÇÕES NO ECLASS)

<table>
<thead>
<tr>
<th>Aula</th>
<th>Dia</th>
<th>Tema</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-ago</td>
<td>Introdução / Programa / Trabalhos</td>
</tr>
<tr>
<td>2</td>
<td>22-ago</td>
<td>A1 = Apresentar estrutura Inicial de pesquisa / Artigo</td>
</tr>
<tr>
<td>3</td>
<td>29-ago</td>
<td>T1 = 1ª Apresentação de Síntese de Artigos de Adm. TI</td>
</tr>
<tr>
<td>4</td>
<td>5-set</td>
<td>T2 = 2ª Apresentação de Síntese de Artigos de Adm. TI</td>
</tr>
<tr>
<td>5</td>
<td>12-set</td>
<td>A2 = Apresentar minuta2 da Proposta de Artigo</td>
</tr>
<tr>
<td>6</td>
<td>26-set</td>
<td>D1 = Diagnósticos do Uso de TI da Empresa 1</td>
</tr>
<tr>
<td>7</td>
<td>31-out</td>
<td>A3= Apresentar minuta3 da Proposta de Artigo</td>
</tr>
<tr>
<td>8</td>
<td>7-nov</td>
<td>D2 = Diagnósticos do Uso de TI da Empresa 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exame A4 = Enviar via eClass [SafeAssign] &quot;Artigo&quot; até 30/11/19</td>
</tr>
</tbody>
</table>

ROTEIROS DOS TRABALHOS DA DISCIPLINA (VER TAMBÉM NO ECLASS)

1) TRABALHOS TEMÁTICOS – T1 E T2:
✓ Trazer 2 a 4 opções de artigos, mais 2 a 3 opções do Gartner, foco em A1 / Tese /
  Dissertação. **Validar formalmente com professor até a aula anterior a da
  apresentação.**
✓ **Apresentar SÍNTESE para a classe em 10 minutos.**
✓ **Enviar** via Dropbox do eClass: **PPT e artigos** (em PDF) até 7 dias após a apresentação.

2) ARTIGO - A1 A A4:
A1) Estrutura da Artigo atual;
A2 e A3) Minuta da evolução do artigo: 10 minutos para apresentação. Uma “continuação” do trabalho
da disciplina: Oficina de Pesquisa e Publicação em TI / SI (PPT, não precisa enviar);
A4) Exame: Minuta de Artigo (padrão EnAnpad ou do Congresso ou Publicação pré-
  selecionada) **ENVIAR** pelo eClass [Dropbox: SafeAssign] até 30/nov/19.

3) DIAGNÓSTICOS DO USO DE TI EM EMPRESAS- D1 E D2
O objetivo desses trabalhos é observar, na prática, como se aplicam conceitos tratados no curso e
permitir levantar e analisar a situação de uma empresa, visando elaborar um diagnóstico que identifique
tação atual, peculiaridades e **como a empresa está fazendo uso da TI – Tecnologia de
Informação.**
Para tanto, haverá uma pesquisa de campo na qual serão levantados vários aspectos relacionados ao
uso da TI, sempre sob um enfoque de gestão. Neste levantamento, o aluno deve estar atento a este
roteiro.
Cada aluno deverá visitar duas empresas, de sua própria escolha, que possuam mais de 170 teclados (no mínimo 30). Cada empresa ou unidade de uma organização só poderá ser visitada por um único aluno (pode ser a empresa que trabalha, uma que gostaria de conhecer ou com facilidade de acesso). Deve-se buscar informações junto a duas a três fontes: um executivo de TI, um executivo de negócios e/ou usuário-chave.


2. Descrição sumária do **contexto**, da empresa: Ramo, Porte, Produtos e Serviços. Descrição sintética da estrutura e a infraestrutura de TI (hardware, software, pessoal e gestão). Identificar questões relevantes não abordadas diretamente no Questionário como os desafios do principal projeto atual da área de TI.

3. **Diagnóstico que começa com 8 indicadores** selecionados pelo aluno segundo metodologia de avaliação abordada no curso para comparar uma empresa com a média pertinente da Pesquisa (a escolha dos 8 indicadores é parte do trabalho, normalmente é diferente para cada um dos diagnósticos e os indicadores devem utilizar somente as variáveis da Pesquisa, note que 2 são dados em classe: G (Estoque) e um dos CAPx (CAPT ou CAPU ou CAPF);

4. **Breve relato sobre: O papel e o estágio da TI na empresa**, quanto aos aspectos estratégicos (impactos nos negócios), gerenciais (tratamento dos dados para suporte à decisão) e operacionais. Cada diagnóstico pode ter um fim por si só, mas tem o potencial de poder servir como estudo de caso ou como vitrine para ideias de um “paper” ou parte dele, se esta for a abordagem metodológica selecionada.

D1 e D2: **ENVIAR via Dropbox eClass / Tarefas** - 3 arquivos atualizados para incorporar a discussão até 7 dias após a apresentação:

1. **APRESENTAÇÃO PARA A CLASSE**: Diagnóstico (até 10 slides em PPT apresentados em 10 minutos), a decisão do que apresentar para classe do relatório faz parte do trabalho;

2. **Questionário** respondido em Word;

3. **RELATÓRIO INDIVIDUAL PARA O PROFESSOR** com no máximo 8 páginas, formatação padrão EnANPAD.

**BIBLIOGRAFIA**


3. GARTNER *Research Base* (acesso online via seu Login de usuário do Gartner) [www.gartner.com](http://www.gartner.com)


<table>
<thead>
<tr>
<th></th>
<th>Autor(es)</th>
<th>Título do Artigo</th>
<th>Ano Publicação</th>
<th>Journal/Conferência/Outro</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>GREGOR, S.</td>
<td>The Nature of Theory in Information Systems.</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>MEIRELLES, F.S.</td>
<td>Uma bússola para os investimentos. GVexecutivo - Especial de Tecnologia, 16:2, p. 36-41, FGV, 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>MORAES, G.H.S.M.; MEIRELLES, F.S.</td>
<td>User’s Perspective of Electronic Government Adoption in Brazil.</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>PACHECO, U.; MEIRELLES, F.S.</td>
<td>Is the economic crisis a catalyst for a permanent sharing economy adoption? Exploring microentrepreneurs’ determinants in the individual transportation sector.</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>RUGGIERO, P.H.G.; MORAES, G.H.S.M.; MEIRELLES, F.S.</td>
<td>Inteligência Analítica: Um Estudo Bibliométrico sobre a Produção Científica.</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>VIEIRA, C.S.; MEIRELLES, F.S.</td>
<td>Computação em Nuvem: Análise bibliométrica da produção científica sobre os fatores que influenciam as empresas no seu uso.</td>
<td>2015</td>
<td></td>
</tr>
</tbody>
</table>

**Veja no eClass as centenas de Publicações recentes da Linha de Pesquisa AATI** que no decorrer do curso será ampliada e atualizada com Notas de Aula, Apresentações e Artigos para discussão em classe.
COURSE: NETWORK DATA SCIENCE: MAPS, MODELS, AND ANALYSIS
DEPARTMENT: TDS – TECHNOLOGY AND DATA SCIENCE (TECNOLOGIA E CIÊNCIA DE DADOS)
PROGRAM: CMCD AE
CLASS-HOURS: ☒30 hours or ☐15 hours
PROFESSOR: Dr. Phokion ‘Ion’ Georgiou
SEMESTER/YEAR: 2º 2019
LANGUAGE: ENGLISH

COURSE DESCRIPTION

One of the major reasons why organizations – such as institutions, industries, markets, blocs, or simply groups of people – emerge as complex systems is because, behind the perceived complexity, there is a network that defines the interactions between the constituent entities. Uncovering the network, mapping it, tackling its complexity through models, and analyzing the results, yields greater understanding of the dynamics that render organizations complex, and opens means for improving their configuration. Since the dawn of the 21st Century, network science has emerged as one of the most productive analytical concepts that complements statistical and qualitative approaches. Its effectiveness stems from having reconceptualized the focus of analysis: from entities, to the relations that bind them. The relation has become the variable of interest, and network science has developed a host of methods through which relations can be mapped, modeled, quantified, and analyzed. For these reasons, organizational network analysis has been adopted as one of the management toolkits by international consulting firms such as McKinsey, Deloitte, AT Kearney, RobCross Consulting, and Maven7.

Network science is the fruit of at least four forces that arose in the 20th Century: advances in graph theory, social network research, communications networks (including the development of the Internet), and the holistic approach of ecology. Currently, it is broadly divided into two schools. On the one hand, natural scientists apply network concepts and techniques to the fields of physics, chemistry, biology and so forth. On the other hand, organizational theorists are interested in the applications of network science to human contexts. No matter the breadth and depth of interest in such contexts, be it global, regional, industrial, or corporate, organizational networks are formed by, and composed of, people. As such, organizational network approaches take their lead from the field of social network analysis. This is evidenced in organizational network studies of industries, markets, economics, politics, governance, geopolitics, human resource management, social capital, competition, the diffusion of innovations, and even start-ups. All such applications are founded on scholarship that tackles social networks as a general category.

The Course draws from the methodological approaches in social network analysis applicable to organizational issues, in order to furnish students with the latest tools for doing organizational network research. Familiarization, even fluency, with specialized network software is necessary and, in this respect, the Course introduces organizational network models and analysis using the award-winning software Pajek. Overall, the Course provides a foundational understanding of network
dynamics; advanced abilities in modeling and analyzing network situations; a systemic perspective of the field; and, enhances decision-making skills for situations characterized by complexity and interconnectedness.

**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.

<table>
<thead>
<tr>
<th>CMCDAE Objectives</th>
<th>Course learning goals</th>
<th>Level of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative research methods</td>
<td>The focus of this course is “network science,” that is, the quantitative methods for exploring and analyzing relations. As such, it contributes decisively to the analytical equipment of quantitative methods in general. The course offers a solid foundation in network science as a quantitative research method that can effectively tackle relational quantitative data. Students learn to design, build, and analyze quantitative network models for a wide range of organizational situations, and to convert raw network data into macro and micro metrics and indices in order to measure a wide range of network issues.</td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Quantitative research methods</td>
<td>The course introduces the methodological principles of design and analysis that apply across networks in otherwise varying contexts. It also demonstrates how complexity emerges from networks, that is, how behind each complex system there is an intricate network that encodes the interactions between the system’s components. The course thus contributes to an understanding of complexity science. The scope and breadth of research themes in the fields of network and complexity science will be introduced throughout the course.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Knowledge of research themes and theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMCDAE Objectives</td>
<td>Course learning goals</td>
<td>Level of contribution</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Research procedures</td>
<td>In terms of research procedures, the course is innovative in introducing the specificities required of network research, from data collection to analysis to presentation. It trains students in using specialized network software necessary for dealing with the complexity of network models and data. The nature of networks, as well as the state of the art in network science, allows for sophisticated exploratory research. Inferential research is somewhat more limited given that the “sample-population” dynamic evident in contexts amenable to traditional statistical treatments is not applicable to network contexts. However, the course demonstrates a number of inferential procedures that are applicable in network contexts, and therefore shows how statistics and network science complement each other.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Relevance and innovation in research</td>
<td>Network Science is one of the fastest growing exploratory and analytical approaches to research in organizations, and underpins all of complexity research. By attending this course, students effectively amplify their range of research capabilities.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Development of academic papers</td>
<td>By the end of this course, the student will be intellectually equipped to study the network science literature that addresses organizational and social networks. Publishable work will be possible only by studying complementary, and increasingly specialized, literature with the assistance of academic supervision.</td>
<td>● ○ ○</td>
</tr>
</tbody>
</table>

Other course learning goals: In general, the student will learn that network analytics, and network “big data,” are based on methodology and paradigmatic principles that are necessarily different from those encountered in other contexts or other courses on quantitative analysis. The studies offered by this course equip the student to begin to undertake advanced analyses in complexity and systemic problems.

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 |

The course does not require prior knowledge. Students may, optionally, consult texts to gain some perspective on the idea of “networks.”

For a general conceptual introduction to the subject matter covered in this course, students may consult any one of the following texts:

For students interested in a general analytical introduction, based on contexts that are easy to visualize, the following texts are recommended:


For an introduction to the underlying mathematical theory of networks, the following two classic texts continue to be the prime reference points:


An extended list of over 100 relevant complementary texts, including texts specializing in particular applications (such as economics, politics, markets, etc.), will be made available at the beginning of the course. All texts are available in the FGV library.

**CONTENT/METHODOLOGY**

The Course focuses on structures of human groups, such as communities, institutions, industries, markets, countries, and blocs. These structures are conceptualized as networks of ties. The ties are the main variable of interest, because they transmit behavior, services, information or materials. The patterns of ties in any one network also provide insights into the entities linked by them. Therefore, the course addresses the concept of network, introducing several types of networks and the ways in which they can be modeled and analyzed visually and computationally. Techniques that combine relational data (such as links) with nonrelational attributes of entities (such as entity-specific economic indices) are discussed. The nonrelational attributes enhance interpretations of network structure and also enable increasingly focused analyses of subnetworks (say, the trade flows between a particular set of countries situated within a wider trade bloc).

Collective norms, shared strategies, industrial cohesion, market attitudes, and similar behavior emerge from relations between organizational entities. A major concern of organizational network analysis is to investigate who is related and who is not, and why. The Course introduces a variety of techniques to detect cohesive subgroups based on the underlying structure of respective networks. These techniques comprise means to various ends, rather than an end in themselves, and are used throughout the Course as complements to advanced analyses. Furthermore, they enable tests of whether structurally delineated groups differ with respect to various nonrelational attributes. The Course tackles the differences between, and the implications of, grouping entities according to structural properties and non-network attributes. It introduces a variety of network and subnetwork measurements of cohesion, as well as analyses that help identify components according to various
criteria. Methods are also introduced for analyzing and optimizing the composition of teams, alliances, and coalitions.

Networks are structures that allow for the transport and exchange of information, services, and materials. In this perspective, familiarization with network structure helps explain diffusion of anything, from a product innovation to a disease. Some sections of networks permit rapid diffusion, whilst others act as bottlenecks. In addition, the position of specific entities in networks gives them social capital, competitive advantages, or allows them to assume a variety of brokerage roles. Such positions may put pressure on certain entities, but can also yield power and profit. The Course introduces various indices of centrality and centralization, as well as various interpretations of these important concepts along with their respective computational techniques. The distinction between an ego-centered and a socio-centered approach to centrality analyses is discussed in depth with associated modeling methodology and analytical tools. The quantitative and qualitative value of links between entities is then introduced as a means for understanding and computing various indices of social capital. A structural approach to the analysis of competition is introduced as a significant complement to other approaches toward this issue. Finally, the Course discusses and models diffusion processes that underlie social, organizational, communicative, administrative, and marketing behavior. The modeling of diffusion through networks is introduced, with a focus on investigating structural positions of entities, their relations, and their diffusion and adoption behavior.

The Course follows the pedagogic approach known as problem-based learning. The Course content focuses on practice which enables the simultaneous emergence of theory and methods. Students are given regular practical assignments covering a range of issues examined in the course, as well as additional challenges that require some independent research. All assignments require the design of maps, models and analyses in the specialized network software Pajek. As such, students learn by doing: they acquire knowledge of network concepts by applying network analysis.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% Mid-Term Exam (assignments 1-4)</td>
</tr>
<tr>
<td>40% Final Exam (assignments 5-8)</td>
</tr>
<tr>
<td>20% Participation</td>
</tr>
</tbody>
</table>

The assignments are of varied difficulty and are designed to test various aspects of the course content, at times combining various analytical procedures to demonstrate the nature of advanced analyses.

Participation constitutes 20% of the final mark. The course content and the assignments are designed to elicit active student involvement throughout the course. Students are expected to maintain a regular regime of studious reading from the textbook, and other assigned material, and to demonstrate such study through their participation.

Pass mark for this course is ≥ 6.0
There is no shortage of books that can be used as a textbook for this Course, ranging from the most basic to the most advanced, by way of the seemingly intermediate. Given the complex nature of networks, however, any such study must be complemented by training in the use of specialized analytical software. As with books, there are numerous software packages available. Choosing between them should account for the extent to which the user can evaluate the procedures and analyses of a software package, thus enabling control and ownership of its results. What is required is a source that offers a combination of sufficient theoretical and methodological knowledge with hands-on training in a transparent software package.

Such a source is available in its third, revised and updated edition:


Throughout the course, the textbook will be referred by its acronym: **ESNAP**.

Students must acquire the course textbook since it is central to the content and approach of this course.

The textbook covers issues applicable to the widest possible variety of contexts, but especially focuses on human contexts of interest in organizational network analysis. As for *Pajek*, this refers to an award-winning, freely available software package. This software is designed specifically as a network calculator that can handle billions of vertices, and their relations, irrespective of context. It is, therefore, useful for both, abstract and empirical analyses. *Pajek*’s transparency stems from requiring active user engagement, affording precise operational oversight with consequent demystification of the black box. Furthermore, *Pajek* has a long history of published algorithms which are open to evaluation. All this enables users to maintain control of their use of the software instead of being controlled by it. In addition, the software provides outstanding graphics of networks, with multiple means for manipulating their aesthetic presentation, thus allowing for sophisticated visual appreciation to complement analytical results.
COURSE SCHEDULE

All sessions are held in a computer laboratory.

Note: In the schedule, “ESNAP” refers to the course textbook (see section entitled “Bibliography”).

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>ESNAP Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11/10/2019</td>
<td>FUNDAMENTALS: Introduction to network modeling; Multiple relation networks; Basic automated outputs; Visualization techniques; Attributes, structural properties, and partitioning; Local, global, and contextual subnetworks; Modeling continuous properties (vectors).</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>18/10/2019</td>
<td>COHESION: Density and degree; Introduction to basic network components and cohesive subgroups; Cores and cliques.</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>25/10/2019</td>
<td>COHESION: Alliances and teams; Structural balance and clusterability.</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>01/11/2019</td>
<td>BROKERAGE: Distance; Centrality and centralization measurements, criteria, and analysis.</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>08/11/2019</td>
<td>BROKERAGE: Bridges and bi-components;ego-networks; social capital; Affiliation and brokerage roles.</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>22/11/2019</td>
<td>BROKERAGE: Introduction to diffusion modeling; Diffusion as contagion; Exposure and adoption thresholds; Critical mass and threshold lags.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional topic (subject to time availability):&lt;br&gt;RANKING: Introduction to prestige; Popularity and indegree; Domains; Proximity prestige</td>
<td>9</td>
</tr>
</tbody>
</table>

It is strongly recommended that, prior to attending each session, students should have studied the associated textbook chapter and attempted the practical examples and exercises therein. Such prior preparation significantly enhances the learning process.
This course is taught by Professor Dr Ion Georgiou, a full professor at the Fundação Getulio Vargas (Escola de Administração de Empresas de São Paulo). Among his interdisciplinary interests, he specializes in network science, graph theory, and problem structuring methods. He has lived and worked in four continents, and is proficient in five languages. He is the author of *Thinking Through Systems Thinking*, the book that sets out a complete epistemology for systemic approaches to problematic situations, along with their consequent practical and ethical implications. He regularly publishes papers in top international scientific journals, three of which are of especial relevance to this course: (i) the use of network science to solve one of the 20th Century’s outstanding analytical problems in decision-making; (ii) the use of network science in mapping a fundamental issue at the heart of public administration; and, (iii) the use of network science in uncovering the structure and consequences of decision-making in infrastructure development. He is currently researching the application of network science to the composition of teams, alliances, and coalitions.

**Academic Background**

PhD Lancaster University, UK (Organizational Behavior)
MSc London School of Economics, UK (Operational Research)

Contacts:
E-mails: phokion.georgiou@fgv.br; iongeorgiou@gmail.com
LinkedIn: https://www.linkedin.com/in/ion-georgiou/
REFERENCES


2 See, for example:
RobCross Consulting: [https://www.robcross.org/research/what-is-ona/](https://www.robcross.org/research/what-is-ona/)


SEMINÁRIOS
DESCRIÇÃO DA DISCIPLINA

A Linha de Finanças do CMCD da FGV/EAESP organiza seminários colaborativos em Finanças. Os seminários atraem apresentadores oriundos de instituições acadêmicas de reputação reconhecida, e cobrem uma variedade de tópicos de interesse tanto para acadêmicos, como também para profissionais orientados à pesquisa em Finanças. A relevância dos seminários transpõe seu compromisso com a formação de recursos humanos e, ao encorajar pesquisa acadêmica, a Linha de Finanças espera poder contribuir para inovações no campo da indústria financeira.

OBJETIVOS DA DISCIPLINA

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Os egressos serão capazes de utilizar, com o rigor necessário, métodos quantitativos em pesquisas em finanças</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>O egresso terá contato com a literatura acadêmica internacional sobre diferentes linhas de pesquisa em finanças.</td>
<td></td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>● ● ●</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td></td>
<td>● ● ●</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td></td>
<td>● ● ●</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: O aluno será capaz de conduzir uma sessão de debate e discussão de artigos científicos em desenvolvimento, com potencial de publicação em periódicos de impacto.

METODOLOGIA

O curso será ministrado através de apresentações e discussões dos artigos ou working papers conforme o cronograma para o semestre. É obrigatória a leitura antecipada de todo o material (que será disponibilizado via eClass com pelo menos uma semana de antecedência) a fim de garantir o bom desenvolvimento do seminário.

CRITÉRIO DE AVALIAÇÃO

Em que pese tratar-se de um curso em que não se exigem instrumentos formais simulares a provas, testes, ou mesmo elaboração de trabalhos, espera-se uma atitude ativa por parte dos alunos, de forma condizente com expectativas existentes em torno de um pesquisador e a presença é o determinante para sua avaliação.

OFFICE HOURS

O atendimento aos alunos poderá ser realizado sob demanda desde que tenha sido marcada a hora com a devida antecedência (48h ao menos). E-mail: alan.genaro@fgv.br
CRONOGRAMA

Será distribuído no primeiro dia de aula
DISCIPLINA........: SEMINÁRIO DE PESQUISA - ESTUDOS ORGANIZACIONAIS
SEMESTRE/ANO....: 2º/2019
CURSO.............: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMCD-AE )
CARGA HORÁRIA.: 15 horas
PROFESSORA.......: MARIA JOSÉ TONELLI
LÍNGUA............: Português

SYLLABUS

DESCRIÇÃO DA DISCIPLINA

O Seminário de Pesquisa busca desenvolver competências e habilidades para a realização de pesquisas com rigor e relevância para a área de Estudos Organizacionais. Para isso, promove a discussão crítica de projetos de pesquisas de mestrando e doutorando e apresenta a trajetória e as pesquisas de professores convidados.

OBJETIVOS DA DISCIPLINA

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>O aluno será capaz de identificar as estratégias de pesquisa qualitativa pertinentes aos temas estudados em estudos organizacionais.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td></td>
<td>○ ○ ○</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>O aluno será capaz de ampliar seu conhecimento sobre o papel da área de Estudos Organizacionais na pesquisa em Administração, a partir da apresentação e discussão de projetos de pesquisas e pesquisadores convidados.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>O aluno será capaz de identificar as estratégias de pesquisa qualitativa pertinentes aos projetos apresentados no seminário, conhecimento que poderá ser utilizado em outras pesquisas.</td>
<td>● ● ●</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>O aluno será capaz de identificar assuntos relevantes e inovadores na área de Estudos Organizacionais, a partir da discussão de projetos e apresentação dos pesquisadores convidados.</td>
<td>● ● ○</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td></td>
<td>○ ○ ○</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: ---


CONHECIMENTO PRÉVIO, SE HOUVER

CONTEÚDO/METODOLOGIA

- Apresentação e discussão de projetos de pesquisas de Mestranda e Doutorandas.
- Apresentação de pesquisas por pesquisadores convidados, conforme indicação aula-a-aula.
- Metodologia: interativa entre participantes, professora e convidados.
CRITÉRIO DE AVALIAÇÃO
Participação nos cinco encontros previstos

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

AULA-A-AULA (OPCIONAL)

Aula 1 – 23/08
09:00 – 10:45 – Exposição dos objetivos do Seminário e organização das apresentações
11:00 – 12:30 – Apresentação do prof. Amon Narciso de Barros
12:30 - 13:00 - Reflexões sobre aprendizagens do dia

Aula 2 – 30/08
09:00 – 10:45 – Apresentação e discussão de projeto de pesquisa
11:00 – 12:30 – Apresentação do prof. Carlos Osmar Bertero
12:30 - 13:00 - Reflexões sobre aprendizagens do dia

Aula 3 – 13/09
09:00 – 10:45 – Apresentação e discussão de projeto de pesquisa
11:00 – 12:30 – Apresentação do profa. Priscila L. Miguel
12:30 - 13:00 - Reflexões sobre aprendizagens do dia

Aula 4 – 20/09
09:00 – 10:45 – Apresentação e discussão de projeto de pesquisa
11:00 – 12:30 – Apresentação do prof. Kent Miller
12:30 - 13:00 - Reflexões sobre aprendizagens do dia

Aula 5 – 04/10 – Reposição (relativa à aula prevista para o dia 16/08)
09:00 – 10:45 – Apresentação e discussão de projeto de pesquisa
11:00 – 12:30 – Apresentação do prof. Gilberto Sarfati
12:30 - 13:00 - Reflexões sobre aprendizagens do dia

MINI CV DO PROFESSOR (OPCIONAL)

OUTRAS INFORMAÇÕES (OPCIONAL)
Artigos/autores de referência serão indicados a partir dos temas de projetos que serão debatidos nos seminários.
**DISCIPLINA**: SEMINÁRIO DA LINHA AATI - ADMINISTRAÇÃO, ANÁLISE E TI  
**CURSO**: CURSO DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMCDAE)  
**DEPARTAMENTO**: TECNOLOGIA E CIÊNCIA DE DADOS (TDS – TECHNOLOGY AND DATA SCIENCE)  
**PROFESSOR**: FERNANDO S. MEIRELLES  
**CARGA/PERÍODO**: 15 HORAS NO 2º/2019 – Quintas-feiras das 11:00 às 13:30  
**SALA**: 3002 (EESP)

---

**PROGRAMA**

**DESCRIÇÃO DA DISCIPLINA**

A Linha de Pesquisa AATI desenvolve pesquisas relacionadas à gestão e impacto da disseminação e uso de Sistemas de Informação (SI) e Tecnologias de Informação e Comunicação (TIC) pelas organizações, na sociedade e pelos indivíduos. A linha também desenvolve pesquisas sobre sistemas complexos e modelos de análise de decisões. Os professores da linha AATI são envolvidos com pesquisas no âmbito local, nacional e internacional, contribuindo para a construção de abordagens teóricas, estruturas de referência e aplicações práticas de suas atividades de investigação. Esta disciplina foca na compreensão das temáticas atuais de AATI, nacionais e internacionais, o entendimento das características de adequação dos métodos mais empregados. Ao adquirir esse conjunto de conhecimentos o aluno estará capacitado a reconhecer a identidade da área e produzir resultados de pesquisa consistentes com os atuais níveis de exigência de publicação na Linha.

**OBJETIVOS DA DISCIPLINA**

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Durante o Seminário o aluno vai ter contato com as teses e dissertações em andamento e os temas de pesquisa da Linha AATI.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Serão apresentados os procedimentos de pesquisa e as metodologias sendo utilizadas nos trabalhos e pesquisa dos alunos da Linha.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>Complementado e ampliando o abordado no Seminário do semestre anterior o aluno deve ampliar sua capacidade de desenvolver um artigo dentro da temática da Linha de Pesquisa.</td>
<td>⬤ ⬤ ⬤</td>
</tr>
</tbody>
</table>

Outros objetivos da disciplina: Integrar dos alunos da Linha de Pesquisa AATI, conhecer as pesquisas em andamento e explorar eventuais sinergias.

---

**CONTEÚDO**

✓ Perspectiva histórica, identidade e visão da pesquisa em TI  
✓ Temas de Pesquisa dos mestrados e doutorandos e oportunidades de Pesquisa em TI/SI  
✓ Principais teorias em uso atualmente e tendências emergentes

**METODOLOGIA**

O curso requer o envolvimento de todos os participantes, para que se produzam os resultados esperados.  
O curso combinará:  
- Material exposto pelos professores;  
- Leituras e atividades de sintetizar e apresentar as pesquisas em andamento de AATI;  
- Reuniões, debates, apresentações e/ou entrega de trabalhos.
**CRITÉRIO DE AVALIAÇÃO**

A avaliação desse seminário será como: “suficiente” ou “insuficiente”, com base na participação em aula, apresentações dos alunos e o aproveitamento pela entrega do Exame.

**AGENDA / PROGRAMAÇÃO**

A programação das aulas e eventuais atualizações no eClass (www.eclass.fgv.br).

<table>
<thead>
<tr>
<th>Aula</th>
<th>Data</th>
<th>Tópico</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08-ag</td>
<td>Apresentação da disciplina, eClass, Orientação e AATI</td>
</tr>
<tr>
<td>2</td>
<td>22-ag</td>
<td>Orientação e Apresentação de artigos / pesquisas de alunos já publicados</td>
</tr>
<tr>
<td>3</td>
<td>12-set</td>
<td>Apresentar, para discutir, Síntese de sua Tese / Dissertação com destaque no gap, questão de pesquisa, metodologia e estágio atual - 10 min.</td>
</tr>
<tr>
<td>4</td>
<td>26-set</td>
<td>Apresentar Síntese de sua Tese / Dissertação</td>
</tr>
<tr>
<td>5</td>
<td>07-nov</td>
<td>Atualização de gaps de Pesquisa Aplicada: Gartner IT Symposium 2019 e Encerramento</td>
</tr>
<tr>
<td></td>
<td>Exame</td>
<td>Enviar via Dropbox do eClass até 30/11 Resumo de até 4 páginas na formatação padrão EnANPAD do estágio atual do projeto de Tese ou Dissertação ou Artigo apresentado</td>
</tr>
</tbody>
</table>

**BIBLIOGRAFIA, PESQUISA APLICADA E PRODUÇÃO RECENTE DE AATI - VER NO eCLASS**
Departamento: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)

Curso: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
Disciplina: SEMINÁRIO DE PESQUISA EM ESTRATÉGIA
Professor: Maria Tereza Fleury e Jorge Carneiro
PERÍODO: SEMESTRE/ANO: 2º /2019
DATAS/HORÁRIOS: 4as feiras das 9:00hs às 11:50hs

OBJETIVOS DA DISCIPLINA

O objetivo desta disciplina é contribuir para a formação dos alunos do CMCD, como pesquisadores. Serão abordadas e discutidas questões ligadas à definição do problema de pesquisa, revisão da literatura, bibliometria e abordagens metodológicas. O curso contará com a participação do professor Kent Miller, professor visitante na EAESP.

objetivos do CMCDAE.

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Ao final da disciplina o aluno conhecerá mais alguns procedimentos de métodos qualitativos</td>
<td>..</td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Ao final da disciplina o aluno conhecerá mais alguns procedimentos de métodos qualitativos</td>
<td>..</td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td>Ao final do curso o aluno compreenderá melhor os procedimentos de pesquisa</td>
<td>...</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
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<tr>
<td>Elaboração de artigos</td>
<td></td>
<td>o . o . o</td>
</tr>
<tr>
<td>Outros objetivos da disciplina: ---</td>
<td></td>
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</tr>
</tbody>
</table>

METODOLOGIA

A disciplina segue a natureza típica de seminário, com amplo diálogo entre professores e pós-graduandos. Estes devem vir preparados para cada sessão, de modo a contribuir para a sinergia nas atividades em classe.

Os textos indicados visam reforçar o domínio conceitual e metodológico em Administração, com especial ênfase na área de Estratégia. Todos são encorajados a pesquisar e compartilhar com o grupo outras referências bibliográficas.

TÓPICOS PRINCIPAIS

O presente Seminário de Pesquisa enfocará os seguintes tópicos:
AVALIAÇÃO

A avaliação consistirá de dois componentes:

a) paper sobre os avanços na definição do problema de tese/dissertação e elaboração da revisão de literatura (50%)
b) participação ativa nos debates em sala de aula (50%)

<table>
<thead>
<tr>
<th>Aula</th>
<th>Data</th>
<th>Conteúdo</th>
<th>Bibliografia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23/10 (Maria Tereza)</td>
<td>O processo de pesquisa em gestão estratégica: definição do problema e elaboração do referencial teórico</td>
<td>* Ghauri, Pervez &amp; Gronhaug, Kjell – Research Methods in Business Studies - 2010 Part I; chapter 2 and 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>○ Garcia, D, Gazzaz, C (2019)</td>
</tr>
</tbody>
</table>
| 2    | 6/novembro (Jorge Carneiro) | Revisão sistemática da literatura Análise bibliométrica | Revisão sistemática da literatura
   * Baumeister & Leary (1997)
   ○ Boote & Beile (2005)
   ○ Cook et al. (1997)
   ○ Georgiou (2014)
   ○ Hsr (1998)
   ○ Paré et al. (2015)
   ○ Torraco (2005)
   * Webster & Watson (2002)
Análise bibliométrica
○ Ferreira et al. (2014)
○ Vogel & Güttel (2013)
* Zupic & Čater (2015)
* obs.: leitura obrigatória |
| 3    | 13/novembro (Kent Miller) | Uso de métodos qualitativos em pesquisa – colaboração com os gerentes | ○ Antonacopoulou, E & Balagun (2010)
BIBLIOGRAFIA


PROGRAMA: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA: SEMINÁRIO DE PESQUISA
LINHA DE PESQUISA: ESTRATÉGIAS DE MARKETING
PROFESSOR: ELIANE P. ZAMITH BRITO (eliane.brito@fgv.br – celular 999021663)
DATA DOS ENCONTROS: 05/08 – 12/08 – 19/08 – 26/08 – 02/09

SEMENTRE/ANO: 2º/2019

PROGRAMA

DESCRIÇÃO

O Seminário de Pesquisa da Linha Estratégia de Marketing nesta edição discutirá a conexão da pesquisa realizada na área com o ensino de Marketing. Também serão analisados os artigos dos periódicos de maior índice de citação da área no mundo com o propósito de revelar os temas e as metodologias usadas nestas publicações nos últimos cinco anos. Discutiremos o processo de revisão no periódico JCR.

Abaixo o apontamento de como o Seminário de Pesquisa pode contribuir para os objetivos de aprendizagem dos cursos de Doutorado e Mestrado em Administração de Empresas da EAESP-FGV.

<table>
<thead>
<tr>
<th>Objetivos de aprendizagem do curso</th>
<th>Objetivos de aprendizagem da disciplina</th>
<th>Contribuição potencial da disciplina para a consecução do objetivo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos na pesquisa em Administração.</td>
<td>Os alunos demonstrarão serem capazes de identificar a adequação da aplicação de alguns métodos qualitativos usados na pesquisa em Administração.</td>
<td>●○○</td>
</tr>
<tr>
<td>Métodos quantitativos na pesquisa em Administração.</td>
<td>Os alunos demonstrarão serem capazes de identificar a adequação da aplicação de alguns métodos quantitativos usados na pesquisa em Administração</td>
<td>●○○</td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>○○○</td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td>Os alunos serão capazes de identificar conhecimento atualizado do seu tema de estudo.</td>
<td>●○○</td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td>Os alunos poderão desenvolver trabalhos a serem publicados nas principais conferências e revistas em Administração.</td>
<td>●○○</td>
</tr>
</tbody>
</table>

SESSÕES

Ocorrerão nas datas definidas e consistirão de discussões sobre temas relacionados com a conexão entre pesquisa, ensino e publicação. Os alunos da disciplina terão que desenvolver atividades relacionadas às suas pesquisas e também outros exercícios em grupo. Alunos que estão concluindo o doutorado foram convidados para contarem a história de suas respectivas pesquisas; eles poderão indicar leituras.
antecipadas, para que o diálogo se estabeleça durante a interação. Alguns alunos matriculados participarão por meio eletrônico.

<table>
<thead>
<tr>
<th>Data</th>
<th>Atividade</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/08</td>
<td>Discussão sobre Ensino Centrado no Aluno (Participant-centered Learning)</td>
</tr>
<tr>
<td></td>
<td>Apresentação de Patrícia Boaventura</td>
</tr>
<tr>
<td></td>
<td>Apresentação de Fábio Sandes</td>
</tr>
<tr>
<td>12/08</td>
<td>Apresentação dos conteúdos e métodos</td>
</tr>
<tr>
<td></td>
<td>JCR – dupla 1</td>
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<tr>
<td>19/08</td>
<td>Apresentação dos conteúdos e métodos</td>
</tr>
<tr>
<td></td>
<td>Journal of Marketing – dupla 2</td>
</tr>
<tr>
<td></td>
<td>Journal of Marketing Research – dupla 3</td>
</tr>
<tr>
<td></td>
<td>Marketing Science – dupla 4</td>
</tr>
<tr>
<td>26/08</td>
<td>Apresentação de José Sarkis</td>
</tr>
<tr>
<td></td>
<td>Journal of Consumer Psychology – dupla 5</td>
</tr>
</tbody>
</table>
A Linha de Gestão de Operações e Sustentabilidade do CMCD da FGV/EAESP organiza seminários colaborativos. Os seminários atraem apresentadores oriundos de instituições acadêmicas de reputação reconhecida, e cobrem uma variedade de tópicos de interesse para acadêmicos. A relevância dos seminários transpõe seu compromisso com a formação de recursos humanos de excelência.

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

<table>
<thead>
<tr>
<th>Objetivos do CMCDAE</th>
<th>Objetivos da disciplina</th>
<th>Grau de contribuição / Level of contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métodos qualitativos de pesquisa</td>
<td>Os egressos serão capazes de utilizar, com o rigor necessário, métodos qualitativos em pesquisas</td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Qualitative research methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Métodos quantitativos de pesquisa</td>
<td>Os egressos serão capazes de utilizar, com o rigor necessário, métodos qualitativos em pesquisas</td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Quantitative research methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conhecimento do tema de pesquisa / teoria</td>
<td>O egresso terá contato com a literatura acadêmica internacional sobre diferentes linhas de pesquisa na área de Gestão de Operações e Sustentabilidade</td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Knowledge of research themes and theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedimentos de pesquisa</td>
<td></td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Research procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevância e inovação em pesquisa</td>
<td></td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Relevance and innovation in research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaboração de artigos</td>
<td></td>
<td>☐ ☒ ☒</td>
</tr>
<tr>
<td>Development of academic papers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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


The full description of the CMCDAE objectives, and other related information, may be found at

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

O curso será ministrado por meio de apresentações e discussões dos artigos ou working papers conforme o cronograma para o semestre. É obrigatória a leitura antecipada de todo o material (que será disponibilizado via eClass com pelo menos uma semana de antecedência) a fim de garantir o bom desenvolvimento do seminário.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Espera-se uma atitude ativa por parte dos alunos, de forma condizente com expectativas existentes em torno de um pesquisador e a presença e discussão é o determinante para sua avaliação.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

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

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

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)