Programa das disciplinas do CMCD AE - 2º semestre de 2018

(click sobre o nome da disciplina para acessar o programa)

Banking
Behavioral Finance
Behavioral Research in IS Field: Trends, Concepts, and Applications
Causal Inference in Strategy Research
Consumer Culture
Epistemology ¹ (Espistemologia)
Estratégia Empresarial II
Estudos Crítico em Gestão
Experimental Approach for Consumer Behavior
Fundamentals of Finance
Management & Sustainability Research
Measurement and Structural Models
Métodos de Pesquisa
Oficina de Pesquisa e Publicação em Tecnologia e Sistemas de Informação
Operações Internacionais
Tecnologia da Informação e Comunicação como Resposta a Desafios da Sociedade
Teoria Social e Capitalismo: O Debate Contemporâneo

¹ Essas disciplinas serão ministradas em inglês.
Banking

DEPARTAMENT .......... : Accounting and Finance (CFC)
PROGRAM .................. : CMCD
COURSE ..................... : Banking and Financial Institutions
PROFESSOR ............... : Rafael F. Schiozer
DAY/HOUR ................. : Wednesdays – 8:00-11:40

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 in a professional manner, which is fundamental to researchers.

The course will be conducted in Portuguese, but virtually all readings are in English.

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. Presentation and 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 in 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
Presentation / discussion of papers: 25%
Half-page handouts: 20%
Quizzes: 20%
Final Exam: 35%

DESIRED 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 discussions 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) Presentations 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 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.

** 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) 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)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Papers [pre-class readings]</th>
<th>Chapters [pre-class readings]</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>15/Aug</td>
<td>The monitoring role of banks and the liquidity transformation role</td>
<td>Gorton and Pennacchi (JF, 1990) Kashyap et al. (JF, 2000)</td>
<td>[SC] Ch. 2 (cont.) and 3 [M] Ch. 9</td>
</tr>
<tr>
<td>3</td>
<td>22/Aug</td>
<td>Economic Policy, Economic cycles and the bank lending channel QUIZ #1</td>
<td>Kashyap and Stein (AER, 2000) Jimenez et al. (Econometrica, 2014)</td>
<td>[SC] Ch. 7 [M] Ch. 12, 13 + Lecture notes</td>
</tr>
<tr>
<td>5</td>
<td>3/Sep**</td>
<td>Bank risk and regulation (cont.)</td>
<td>Gropp et al. (RFS, 2011) Acharya et al. (JF, 2014) Keely (AER, 1990)</td>
<td>[SC] Ch. 8, 9 and 15 [M] Ch. 4-6, 15, 16</td>
</tr>
<tr>
<td>6</td>
<td>5/Sep</td>
<td>Deposit insurance, bank runs and liquidity hoarding QUIZ #2</td>
<td>Calomiris and Mason (AER, 1997)</td>
<td>[SC] Ch. 12, 18 and 19</td>
</tr>
</tbody>
</table>
Schmidt et al. (AER, 2016)  
Acharya and Mora (JF, 2015)  

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/Sep</td>
<td>NO CLASS (makeup on 3/Sep)</td>
<td>-</td>
</tr>
</tbody>
</table>
| 19/Sep | Relationship banking & Bank competition | Petersen and Rajan (JF, 1994)  
Petersen and Rajan (QJE, 1995)  
Beck et al. (JFE, 2018) [M] Ch 11 + Lecture notes |
| 20/Sep | Make-up class (if necessary)*** | - |
| 26/Sep | FINAL EXAM | |

* These papers are pre-course readings, but will not be presented by the students ** The class of 3/Sep (Monday) at 1 PM makes up for my absence on 12/Sep.  
*** If for any reason (illness etc), the professor has to cancel any class, there will be a make-up class on 20/Sep.

**MAIN TEXTBOOKS:**

**PAPERS:**
Papers marked with [MR] are mandatory readings. Other papers are nice readings on each of the subjects.

Specialness of banks – Session 1  

**Monitoring role – Session 1:**  
Carletti, E; Cerasi, V.; Daltung, S. Multiple-bank lending: Diversification and free-riding in monitoring J. Finan.  


Liquidity Transformation – Session 2  


Economic Policy, Economic cycles and the bank lending channel – Session 3


Bank risk and regulation (2 classes) – Sessions 4 & 5


Deposit insurance, Bank runs and liquidity hoarding – Session 6


Relationship banking – Session 7


International Contagion


Other Books


Behavioral Finance

DEPARTMENT: Accounting and Finance (CFC)
PROGRAM: CMCD
COURSE: Behavioral Finance
PROFESSOR: Wesley Mendes
DAY/HOUR: TBD

SYLLABUS

OBJECTIVES AND CONTENTS

This course describes how individuals and firms make financial decisions and how these decisions might deviate from those predicted by traditional financial or economic theories. Students explore the existence of psychological biases in financial decision-making and examine the impacts of these biases in financial markets and other financial settings. The course also examines how the insights of behavioral finance complement the traditional finance paradigm. It will also introduce students to behavioral and experimental methodologies used in finance, economics and other disciplines. In addition, it is expected that students will gain an understanding of how individuals actually make financial decisions (descriptive) and guidance on how to improve their own financial decision making (prescriptive) and others. Limitations: Due to time limitations, we will not cover all of the methodological and theoretical backgrounds related to behavioral finance and other related knowledge fields, e.g. neuroeconomics and experimental economics.

FORMAT

This course is a theoretical and empirical evidence course and will be conducted in Portuguese. Lectures and behavioral finance readings will help you learn the economic intuition behind each paper discussed. Course readings will expose you to a theoretical framework that supports behavioral finance 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 minute presentation, and three or four papers presented by students. We will have a 15 minute break after the first presentation. Two of our sessions will start with 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 don’t procrastinate.

CONTENT

- Foundations of Finance and Behavioral Finance, Expected Utility Theory
- Heuristics & Biases and Bounded Rationality
- Prospect Theory & SP/A Theory
- Challenges and Violations of Market Efficiency Hypothesis
- Happiness and Neuroeconomics basics & Social forces
- Time Discounting, Consumption, Savings & Insurance
- Behavioral Corporate Finance

GRADING
Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40</td>
</tr>
<tr>
<td>Research paper</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

The Research Paper (1 week after the course end) is a document describing a specific behavioral corporate finance topic. The paper should be structured according to the format as follows:

- **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 reading the materials suggested in class or this article by Fairchild (2010):


**ACADEMIC HONESTY POLICY AND OFFICE HOURS**

Inappropriate conduct (such as cheating in exams and quizzes) is taken seriously, according to the Policy and Ethics Code of FGV. Just in case, if you find it is necessary to find me outside of class time, I may not be available 24/7. Therefore, the service to students could be held on the rest of the week, provided it has been scheduled in advance | Email: wesley.mendes@fgv.br.

**COURSE REQUIREMENTS**

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.

**BEST PREPARATION METHOD**

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

**COURSE SCHEDULE AND READING LIST**

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, journal articles, working papers, and other professors’ lecture notes. There is no single required “textbook” but the course will mostly follow the sequence of
A&D’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. 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 minute 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 cold 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>
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<tbody>
<tr>
<td>2</td>
<td>TBD</td>
<td>Heuristics &amp; Biases and Bounded Rationality</td>
<td>[A&amp;D]5;8 [BCLMSS]1 Reading list Class #2</td>
<td>Class #2</td>
<td>[C&amp;R]14</td>
</tr>
<tr>
<td>3</td>
<td>TBD</td>
<td>Prospect Theory &amp; SP/A Theory</td>
<td>[A&amp;D]3 [S]2 Reading list Class #3</td>
<td>Class #3</td>
<td>[A&amp;D]3: Q1-Q5 [C&amp;R]8</td>
</tr>
<tr>
<td>4</td>
<td>TBD</td>
<td>Quizz #1 Challenges and Violations of Market Efficiency Hypothesis</td>
<td>[S]5 [A&amp;D]4, 13, 14 Reading list Class #4</td>
<td>Class #4</td>
<td>[C&amp;R]12</td>
</tr>
<tr>
<td>5</td>
<td>TBD</td>
<td>Happiness and Neuroeconomics basics &amp; Social forces</td>
<td>[B&amp;N]5 [A&amp;D]7;11;12;20 [C]10 HBS ROT038-PDF-ENG HBS ROT098-PDF-ENG Reading list Class #5</td>
<td>Class #5</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>TBD</td>
<td>Quizz #2 Time Discounting, Consumption, Savings &amp; Reading list Class #6</td>
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<td>Class #6</td>
<td>[C&amp;R]13</td>
</tr>
<tr>
<td>Class</td>
<td>Date</td>
<td>Title</td>
<td>Reading List</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>TBD</td>
<td>Insurance</td>
<td>[A&amp;D]9;16, [B&amp;N]20-26; Reading list Class #7</td>
<td>Class #7: [C&amp;R]2;3</td>
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<tr>
<td>8</td>
<td>TBD</td>
<td>FINAL EXAM – 1st call</td>
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<tr>
<td>9</td>
<td>TBD</td>
<td>FINAL EXAM - 2nd call</td>
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**BOOKS**


**PAPERS THAT WILL BE DISCUSSED ON TOPICS AROUND BEHAVIORAL FINANCE**

**Class #1: Foundations of Finance and Behavioral Finance**

**Class #2: Heuristics & Biases and Bounded Rationality**

**Class #3: Prospect Theory & SP/A Theory**

**Class #4: Challenges and Violations of Market Efficiency Hypothesis**

**Class #5: Social forces, Happiness and Neuroeconomics basics**

**Class #6: Time Discounting & Consumption, Savings and Insurance**

**Class #7: Behavioral corporate finance & Managerial decision making**
Behavioral Research in IS Field: Trends, Concepts, and Applications

DEPARTMENT: IMQ - INFORMÁTICA E MÉTODOS QUANTITATIVOS APLICADOS À ADMINISTRAÇÃO
MAJOR: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMDAE)
COURSE: BEHAVIORAL RESEARCH IN IS FIELD: TRENDS, CONCEPTS, AND APPLICATIONS
PROFESSOR: OTAVIO SANCHEZ
SEMESTER: 2018-2 – Two-credit regime, 8 classes with 4h each – taught in English (1)

PROGRAM

DESCRIPTION

This Ph.D. course is focused on the familiarization, understanding, and application of individual-level theories usually employed in MIS research, area of research also known as Behavioral IS. The goal is to delve into a collection of individual-level theories in enough depth to be sufficient to be employed by researchers, or at least to be recognizable as of a particular theory to support key behavioral IS research issues in so that a researcher can autonomously start a program of reading to allow a useful theory adoption. A second goal is to characterize the general value of theory in MIS research. A third goal is to allow students to become more familiar and adept at the process of conducting and publishing high impact Behavioral IS research.

OBJECTIVES

The course will:

- Familiarize students with the main theories of current research stream at individual level
- Provide students with conceptual bases to apply a theoretical background in own research
- Identify gaps and potential unanswered research questions for future research
- Prepare students to perform a critical analysis of papers in terms of the proper use of theoretical background

CLASSES DYNAMICS

The reading load will be moderately heavy, and students will be expected to do all the readings, before class. As an additional incentive to keep up with the readings, for every class there will be a few questions on the readings, which students must respond to with one-to-one and a half page, single-spaced paper, due at the beginning of class. These are not intended to be highly crafted works of art, but rather a way to thoughtfully reflect on some interesting aspect of the reading.

Most class sessions will have a student assigned to lead and integrate the discussion of the readings of the week. The student is responsible for highlighting the most important concepts from the readings, integrating across the readings, and creating a forum for an in-depth discussion.

A major part of the course is a research paper that will link some current IS issues with one or more of the themes or theoretical perspectives of the course. The process starts with the selection of a research area of interest, reviewing

(1) The course may be taught in other language, if the class unanimously decide so
the literature to assess the state of theoretical development of the topic and the potential theory bases to draw upon, formulating a research question, and developing a theoretical model and hypotheses.

The core of the paper will be a careful explanation of the theory in general, and how it can be applied to the issue, and any new insights or new hypotheses that may surface when this is done. It will be considered a distinction if the paper also provides an initial description research design and discuss a plan for collecting and analyze quantitatively the data.

**GRADING (ALL ARE INDIVIDUAL ASSESSMENTS)**

<table>
<thead>
<tr>
<th>PHASE</th>
<th>WEIGHT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>30 %</td>
<td>Performance as leader of the discussion and integrator of the assigned weekly readings</td>
</tr>
<tr>
<td>P2</td>
<td>30 %</td>
<td>Knowledge contribution, participatory behavior, and in-class activities</td>
</tr>
<tr>
<td>PF</td>
<td>40 %</td>
<td>Final paper with a substantive Literature Review on an MIS-related individual-level topic that involves any of the theories discussed during the course</td>
</tr>
</tbody>
</table>

**CLASS SCHEDULE**

This schedule is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Class #1. ATTITUDES AS PREDICTORS OF SYSTEMS ADOPTION AND USE

Class #2.


Class #3. HABIT, STATUS QUO, AND RESISTANCE TO NEW IS

**ALSO DUE - Research Topic defined**


Class #4. SELF-EFFICACY

**ALSO DUE - Research Problem defined**


dx.doi.org/10.1287/isre.11.4.11876.


Class #5. HEDONIC SYSTEMS, FLOW AND COGNITIVE ABSORPTION

**ALSO DUE - 10 key articles for the research problem identified and quickly read**


Class #6. ENGAGEMENT IN ONLINE COMMUNITIES & USER-GENERATED CONTENT

**ALSO DUE – Description of the underpinning theory properties**


Class #7. TRUST

ALSO DUE - Key constructs and definitions


Class #8. PRIVACY-PERSONALIZATION PARADOX & PRIVACY CONCERN

ALSO DUE – Draft of a careful explanation of the theory in general, and how it was applied to the issue


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**Class #9. PAPER PRESENTATION & FINAL PAPER DUE**

**INSTRUCTOR**

Otavio Sanchez: Lattes CV at [http://lattes.cnpq.br/3744651472347616](http://lattes.cnpq.br/3744651472347616)

Causal Inference in Strategy Research

Causal Inference in Strategy Research (2017-II)  
Métodos Causais na Pesquisa em Estratégia (2018-II)  
Instructor: Rodrigo Bandeira-de-Mello

Release: February 27, 2018

Time & Room
Classes: From July 30 to August 3  
Sessions: 9am-11pm and 12pm-2pm  
Room TBD

Office & Email
Room 1105, Itapeva 474  
Email: rodrigo.mello@fgv.br

Overview and Course Goals

The major sources of data in strategy research come from natural observations of sample units in their own settings. This is why empirical research in strategy has increasingly made use of sophisticated methods to overcome the major drawbacks of inferring causality from observational studies. This seminar covers the main designs and inference methods suitable for causal effect identification in observational studies. This content is an extension of the actual courses on quantitative methods in our graduate program. I address the topics of this course from a practical point of view, not from a purely statistical analysis. The statistical notation used here is sufficient to make the researcher more confident when discussing the "tricks of the trade" of various methods. The class is open to all qualified students from other research streams other than strategy.

I expect that, by the end of this course, you will be able:

- to propose creative designs to identify causal effects for major problems in strategy research;
- to critically analyze the existing publications that aims at testing causality;
- to compute estimates for causal effects using R.

Prerequisites

These are the three prerequisites for this course:

- Research methods: proposing research questions, deriving hypotheses, identifying the basic research designs in quantitative research. These topics are covered in the course "Métodos de Pesquisa", mandatory for all grad students.
• Statistics: correlation, partial correlation, OLS regression, hypothesis testing, probability distributions. These topics are covered in the courses "Análise Multivariada de Dados" and "Metodos Quantitativos de Pesquisa".

• Computation: familiarity with any statistical software. We will use R in this course (more on this below).

In order to help you to decide whether to take this course or not, I prepared the following self-assessment test. Please assign the most probable answer you give to each one of the three questions and then sum up the final score.

Question 1) Look at the equation below and assign your answer:

\[ \hat{y} = \alpha + \sum_{i=1}^{n} \beta_i x + \epsilon \]  

(0 pt) "I have no idea how to read this and what it implies".
(1 pt) "I can read it, and I guess what it is, but I do not know how to write one by myself".
(2 pts) "I can read it, understand it, and know how to write a new equation like this".

Question 2) Look at the table below and assign your answer:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Exchange Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.09 0.82 0.05 0.43</td>
</tr>
<tr>
<td>Size</td>
<td>-0.05 0.43 -0.43** 3.12</td>
</tr>
<tr>
<td>Growth</td>
<td>0.10 0.86 -0.07 0.67</td>
</tr>
<tr>
<td>Brand name</td>
<td>-0.25* 2.39</td>
</tr>
<tr>
<td>TMT Experience</td>
<td>-0.01 0.12</td>
</tr>
<tr>
<td>Slack Capital</td>
<td>-0.25* 2.10</td>
</tr>
<tr>
<td>Asset Specificity</td>
<td>0.20* 2.06</td>
</tr>
<tr>
<td>Specific Knowledge</td>
<td>-0.23* 2.23</td>
</tr>
<tr>
<td>Geographic Dispersion</td>
<td>0.39** 2.85</td>
</tr>
<tr>
<td>df</td>
<td>(6.87) (6.87)</td>
</tr>
<tr>
<td>R²</td>
<td>0.16 0.24</td>
</tr>
<tr>
<td>F</td>
<td>2.83* 4.42***</td>
</tr>
</tbody>
</table>

N = 94
*p<0.05
**p<0.01
***p<0.001

(0 pt) "I have no idea how to read this and what it implies".
(1 pt) "I can interpret the main results".
(2 pts) "I can fully understand all tests performed in the table".

Question 3) Can I write a statistical software code to produce the table presented in Question 2?

(0 pt) "I have never used any statistical software before".
(1 pt) "I can produce the table only by using the software menus, but I never wrote a code".
(2 pts) "I can write the code, run it, and present the output".

If your total score is zero, I am afraid this course is not for you this semester. If your total score is between one and three, you are qualified to take the course but keep in mind that you will need additional work on some prerequisites. If you total score is greater or equal to four, then this course is the right one for you.

Course Requirements

Paper presentation (40%): Course sessions for each topic rely on theory and examples of applications. One important part of this course is to discuss strengths and weakness of the decisions made by the authors of selected applications. During the course, you will provide your own evaluation for one or more papers using, at least, the content of this course. Please prepare a presentation on the following topics: a) question and motivation; b) contribution; c) hypotheses (in a graphical representation, if possible); d) design and estimation methods; e) your personal assessment. One slide per topic is sufficient. Item e) is the most important item for grading purposes.

First-week exam (30%): You will be asked to provide your interpretation of the R output tables for problems whose analyses used any of the methods covered in the first week. This evaluation will take place on the Friday of the first week during the class time. The use of the textbook will be allowed but not the use of notebooks.

Final exam (30%): This final evaluation will take place on the last day of our course during class time. You will be asked to write, and handle to me, your R code that solve a practical problem assigned to you, as well as the interpretation of the results (the use of Latex is a plus). You will also analyze the empirical strategy of an application.

Computation

I will teach the course using R software. You can download it for free here. This is a open-source software with great tutorials and resources available on line. Just google it. You need to use R with an integrated development environment (IDE), such as RStudio. You can downloaded RStudio for free here. A good suggestion are the tutorials provided by Dan Goldstein (tutorial 1 and tutorial 2) and DataCamp.

I will integrate R with Latex. Latex is a free typesetting software that produces high-quality, professional-looking manuscript. The integration of Latex with R, for instance, increases the productivity when writing-up the research paper. You can download the Texmaker 4.5 to use Latex in your computer here. You will find on youtube several tutorials on Texmaker. Some of them are here.

Books

Course Sessions and Schedule

Session (1): Course Introduction

- Course overview, requirements, and outline
- Introduction to R and Latex Readings:
- Watch R and Latex tutorials before coming to class

Session (2): Causality, Endogeneity, and Quasi-Experiments

- The selection problem
- The potential outcome model
- Randomization and quasi-randomization Readings:
  - Angrist and Pischke (2008, chapter 1-2)
  - Hamilton and Nickerson (2003)
  - Chatterji et al. (2016)
  - Suggested:
    - Sekhon and Titiunik (2012)
    - Bettis, Gambardella, Helfat, and Mitchell (2014)
    - Bettis et al. (2016)

Session (3): Regression and Matching

- Selection on observables
- The propensity score

Readings:

- Angrist and Pischke (2008, chapter 3)
- Application:
Session (4): Instrumental Variables

- Local average treatment effects (LATE)
- The exclusion restriction and the "good" instrument
- Two-stage least squares Readings:

  - Angrist and Pischke (2008, chapter 4)
  - Semadeni, Withers, and Certo (2014)

- Application:

  - Marina: Arreola and Bandeira-de Mello (2017)
  - Otavio: Castaner and Kavadiz (2013)

- Suggested:

  - Bascle (2008)
  - Acemoglu, Johnson, and Robinson (2000)

Session (5): First-week exam

Session (6): Fixed Effects

- Time-invariant (fixed) unobservables
- Practical considerations

Readings:
• Angrist and Pischke (2008, chapter 5)
• Certo, Withers, and Semadeni (2017)
• Application:
• Suggested:
  – Seamans (2013)

Session (7): Differences-in-Differences

• Exogenous "shocks" and interaction with treatment
• Practical considerations Readings:

• Angrist and Pischke (2008, chapter 5)
• Application:
  – Karina: Lazzarini, Musacchio, Bandeira-de Mello, and Marcon (2015)
  – Paulo: Chatterji and Toffel (2010)
• Suggested:

Session (8): Regression-Discontinuity Design (Sharp)

• Identification
• Assumptions
• Estimation
• Practical considerations Readings:

• Angrist and Pischke (2008, chapter 6)
• Application:
  – Marina: Flamer and Bansal (2017)
– Otavio: Bandeira-de Mello (2017)

• Suggested:
  – Boas, Hidalgo, and Richardson (2014)
  – Imbens and Lemieux (2008)
  – Hahn, Todd, and Klaauw (2001)

Session (9): Wrap-up!

Session (10): Final Exam

References


Arreola F, Bandeira-de Mello R. 2017. The effect of political ties heterogeneity on the internationalization of multinationals from emerging countries.

Bandeira-de Mello R. 2017. Leveraging the Winner: Corporate political action under resource-dependence heterogeneity.


Consumer Culture

DEPARTMENT: : MARKETING (MCD)
COURSE .................. : PHD PROGRAM
SUBJECT .................. : CONSUMER CULTURE
CREDITS .................. : 2 (30 HOURS)
LECTURERS ............... : ELIANE PEREIRA ZAMITH BRITO
CLASSES .................. : AUGUST 06, 13, 20, 27 SEPTEMBER 03, 10, 17, 24 OCTOBER 01

SYLLABUS

OBJECTIVES
The objective of this course is to prepare students to understand the consumption cultural aspects. Students will be presented to some social and anthropological theories related to consumer behavior. They will be able, at the end of the course, to understand the structures and social practices that influence consumer behavior. Symbolic and emancipatory issues will be addressed in addition the relationship between consumption and identity. Some methodologies used in this theoretical field will be presented.

TOPICS
a) Consumer culture theory history
b) The social perspective on consumption
c) Consumption and identity
d) Cultural Positioning
e) Cultural theory of branding
f) Institutional issues in the market dynamics
g) Methodologies in cultural consumption theory development

METHODOLOGY
The subject involves various didactic activities, each of them directed to one of the complimentary aspects so as to attain the knowledge in view. The following activities may be used:
a. Participative lectures presented by the lecturers;
b. Discussion of the chapter of a book, a scientific article or a research report;
c. Student seminars; and
d. Study reports.

Within this context, the role of the lecturer is that of instigator and moderator of the learning process, their attributions being: coordination of the discussion of selected texts; comment on the students’ essays and presentations; and the assessment of the students.

It is hoped that the postgraduate student shall be highly motivated and work with dedication. Previous preparation for the class and participation in it are crucial. It is expected that each student shall undertake critical and thorough study of the subjects and tasks recommended. In each class, students have to be prepared to participate in the activities, offer his/her interpretation and reflections on the texts and comment on his/her experiences and proposals.
**ASSESSMENT CRITERIA**

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<thead>
<tr>
<th>Grade</th>
<th>Activity</th>
<th>Weight</th>
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<tr>
<td>1.1</td>
<td>Oral presentations</td>
<td>25%</td>
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<tr>
<td>1.2</td>
<td>Individual participation in the sessions</td>
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<tr>
<td>1.3</td>
<td>Final essay</td>
<td>50%</td>
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The students will be asked to choose a specific topic in consumer culture to develop his/her final essay. The student will have to analyse the chosen topic based on at least 10 published references. I expect that the analysis will include the main ideas delineating the theory. The essays will be assessed in terms of the quality of the text, the references (including classic ones and also Brazilian authors, when it is possible) chosen as a basis for the development of the arguments and the reflection included. The text can be of up to four thousand words in Times New Roman 12 font type. The text must be handed in during the last class.

**PROGRAMME**

**Session 1 - Introduction**


**Session 2 – Scope and Critique**


**Session 3 – Consumer Identity**


**Session 4 - Consumer, brands and community**


**Session 5 – Ideologies**


**Session 6 – Institutions and Market Systems**


**Session 7 – Material Culture**


**Session 8 – Gender**


Session 9 – Presentation of Final Essay
Epistemology \(^1\) (Espistemologia)

PROGRAM FOR FGV-EAESP
October – December, 2018

Epistemology and Research Design
Ann L. Cunliffe
Professor of Organization Studies

Learning Outcomes
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.

Objectives
1. Explain the difference between ontology and epistemology and their significance in research
2. Discuss and critique the various philosophical perspectives in social science research.
3. Explain how the various epistemological positions influence research design, the selection of appropriate analytical techniques, and theory construction.
4. Discuss the relevance of alternative epistemological approaches to social science research, including: pragmatism, process, practice, socio-material, linguistic, poststructural, narrative and phenomenological approaches.
5. Explain how research philosophy impacts the role of the researcher.
6. Understand the nature and importance of reflexive approaches to research.
7. Define and formulate research problems and questions
8. Understand how to design research based on a fit between epistemology, research design, methodology, methods, data collection and analysis.

Program Delivery:
Both didactic and experiential approaches will be used, including lecture, seminars, discussion and observation. Participants should read the required articles prior to each class.

Course Syllabus

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>A selection of course readings</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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</table>
| **November 6th** | The Linguistic Turn: poststructuralist, discursive, and semiotic epistemologies.  
| **November 13th** | Feminist Epistemologies, Moral Epistemologies, Ecological Epistemologies.  
| **November 20th** | HOLIDAY – No Class | |
### November 27th

**Student-Led Seminars:**
- Postcolonial epistemology
- Indigenous epistemologies
- Intersectionality
- Community/relevance
- Collaborative epistemology

### December 4th

**Epistemological Concerns and Research Design**
- Ethics, accountability, subjects, reflexivity.

### Assessment

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

### Additional References (Useful for the assignment – do not need to read for class):


Estratégia Empresarial II

DEPARTAMENTO: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO .........................: MESTRADO-DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA ....................: ESTRATÉGIA EMPRESARIAL II
PROFESSOR ....................: JORGE CARNEIRO
PERÍODO .......................: SEMESTRE/ANO: 2º/2018
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 as 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 fundemente 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,

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 editais do AMR sobre o que constitui uma contribuição teórica.
### CRITÉRIO DE AVALIAÇÃO

<table>
<thead>
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<th>Conteúdo e apresentação do seminário: 25%</th>
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<td>Participação em sala: 25%</td>
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<td>Ensaio teórico: 50%</td>
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### CRONOGRAMA DAS AULAS

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<td>Teorias da firma</td>
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| Escolas de pensamento em Estratégia |
| o Ahlstrand et al. (2001) |

| Teorias da firma |
| Direitos de propriedade |
| o 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 Baseada nos Recursos (RBV) |
| Barney (2001b) |
| Conner (1991) |

| Teoria do negócio |
| o Drucker (2017) |

<p>| Empresas estatais e a teoria da firma |
| Peng et al. (2016) |</p>
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<td><strong>Modelos de negócio</strong></td>
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| 2     | 17/10                | • Osterwalder et al. (2005)  
|       |                      | • Casadesus-Masanel, & Ricart (2010)  
|       |                      | • Teece (2010)  
|       |                      | o Amit & Zott (2001)  
|       |                      | o Baden-Fuller & Morgan (2010)  
|       |                      | o Bart & Baetz (1998)  
|       |                      | o Brem et al. (2016)  
|       |                      | o Chesbrough (2007)  
|       |                      | o de Jong & van Dijk (2015)  
|       |                      | o Klang et al. (2014)  
|       |                      | o Magretta (2002)  
|       |                      | o Massa et al. (2017)  
|       |                      | o Richardson (2008)  
|       |                      | o Shafer et al. (2005)  
|       |                      | o Tallman (2014)  
|       |                      | o Zott & Amit (2008)  |
| 24/10 | (não haverá aula de EE-II) | (professor em reunião no exterior) |
| 3     | 31/10                | **Co-opetição e gestão da inovação** |
|       |                      | • Bengtsson (2014)  
|       |                      | • Bengtsson et al. (2010)  
|       |                      | • Bouncken et al. (2015)  
|       |                      | • Chen (2008)  
|       |                      | o Brandenburger & Nalebuff (1996)  
|       |                      | • Argyres et al. (2015)  
|       |                      | • Drucker (2002)  
|       |                      | • Klingebiel & Rammer (2014)  
|       |                      | • Lieberman & Montgomery (1988, 1998)  
|       |                      | o Makadok (1998)  
|       |                      | o Mezias & Glynn (1993)  
|       |                      | • Porter (1985, cap. 5)  
<p>|       |                      | • Shafique (2013)  |</p>
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<td>Planejamento: prática vs. teoria e previsão vs. controle</td>
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<td>○ Golsorkhi et al. (2015)</td>
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<td>○ Jarzabkowski &amp; Spee (2009)</td>
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<td>○ Tureta &amp; De Lima (2011)</td>
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<td>○ Vaara &amp; Whittington (2012)</td>
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<td>○ Whittington et al. (2003)</td>
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<td>○ Whittington (1996, 2007)</td>
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<td>○ Reeves et al. (2012)</td>
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<td>○ Wiltbank et al. (2006)</td>
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<td>Criação vs. captura de valor</td>
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<td>○ Bowman &amp; Ambrosini (2000)</td>
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<td>○ Bowman &amp; Collier (2006)</td>
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<td>○ Brandenburger &amp; Stuart (1996)</td>
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<td>○ Nagle (1993)</td>
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<td>○ Bittig et al. (2012)</td>
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<td>○ Cameron (1986)</td>
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<td>○ Carneiro et al. (2007)</td>
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<td>○ Kaplan &amp; Norton (2005)</td>
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<td>○ Miller et al. (2013)</td>
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<td>○ Pun &amp; White (2005)</td>
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|       |                       | • obrigatória  
|       |                       | o complementar |
|       |                       |         |
| 6     | 21/11                 | Contribuição teórica  
|       |                       | o Colquitt & Zapata-Phelan (2007)  
|       |                       | o Corley & Gioia (2011)  
|       |                       | o Eisenhardt (1991)  
|       |                       | • Fisher & Aguinis (2017)  
|       |                       | o Suddaby (2006)  
|       |                       | • Sutton & Staw (1995)  
|       |                       | o Van de Ven (1989)  
|       |                       | o Van Maanen et al. (2007)  
|       |                       | • Weick (1989, 1995)  
|       |                       | • Whetten (1989)  
|       |                       | Reprodutibilidade e replicação de estudos  
|       |                       | • Aguinis et al. (2017)  
|       |                       | • Bergh et al. (2017)  
|       |                       | o Ethiraj et al. (2016)  
|       |                       | o Meyer et al. (2017)  
|       |                       | o Miller & Bamberger (2016)  
| 7     | 28/11                 | Métodos de Pesquisa  
|       |                       | • Bettis et al. (2014)  
|       |                       | • Bettis et al. (2016)  
|       |                       | • Davis et al. (2007)  
|       |                       | • Edmondson & McManus (2007)  
|       |                       | • Scandura & Williams (2000)  
|       |                       | o Snow & Thomas (1994)  
|       |                       | Experimentos em Estratégia  
|       |                       | • Chatterji et al. (2016)  
|       |                       | • Certo et al. (2017)  
|       |                       | • Croson et al. (2017)  
|       |                       | Configurational theory and methods  
|       |                       | o Doty & Glick(1994)  
|       |                       | • Fiss (2007, 2009, 2011)  
|       |                       | o Hambrick (1984)  
|       |                       | o Miller (1996)  
| 8     | 05/12                 | Discussão dos ensaios teóricos de cada aluno  

**BIBLIOGRAFIA (OBRIGATÓRIA E COMPLEMENTAR)**


Teece, D; Pisano, G. Schuen, A. Dynamic capabilities and strategic management. Strategic Management Journal. v. 18, n. 31, 1997


Estudos Crítico em Gestão

DISCIPLINA: ESTUDOS CRÍTICOS EM GESTÃO
DEPARTMENTO: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO: CMCD
Professor: Amon Barros

SEMESTRER/ANO: 2º/2018

PROGRAMA

OBJETIVOS DO CURSO

Ao longo dos anos, os estudos críticos em gestão construíram um quadro teórico relevante e influenciaram a configuração do debate em administração e estudos organizacionais. Com a crescente complexidade dos ambientes nos quais gestores e acadêmicos operam, é importante que os estudantes sejam capazes de análises de tópicos sensíveis. Estes, muitas vezes, têm importantes implicações para a compreensão do mundo. O curso parte da ideia de que as discussões fomentadas em bases críticas permite o desenvolvimento de lentes poderosas para pensar a realidade.

OBJETIVOS DE APRENDIZAGEM

1. O estudante deve ser capaz de realizar análises que sublinhem aspectos que por vezes passam invisíveis às teorias tradicionais.
2. O estudante deve ser capaz de analisar criticamente teorias e práticas de gestão, enfatizando a complexidade do ambiente social.
3. O estudante deve se posicionar de maneira fundamentada e produzir argumentações a partir de bases rigorosas.

CONTEÚDO

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

MÉTODOS

O estudante deverá ler a literatura indicada para cada aula. Serão realizadas discussões com base nas mesmas e filmes sugeridos ao começo do curso. O posicionamento em sala, por meio do debate é essencial.

AVALIAÇÃO

Seminários: 30%
Resumo expandido do ensaio: 30%
Ensaio: 40%

BIBLIOGRAFIA


http://doi.org/10.1177/1350508404044063


http://doi.org/10.1108/17422041011049932


http://doi.org/10.1177/0170840607078114

http://doi.org/10.1177/0018726709359330


**Experimental Approach for Consumer Behavior**

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<th>MERCADOLOGIA (MCD)</th>
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<td>COURSE</td>
<td>MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS</td>
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<tr>
<td>SUBJECT</td>
<td>EXPERIMENTAL APPROACH FOR CONSUMER BEHAVIOR</td>
</tr>
<tr>
<td>LECTURERS</td>
<td>DELANE BOTELHO</td>
</tr>
</tbody>
</table>

**SYLLABUS**

**OBJECTIVE**

The main objectives of this course are:

- h) To present experimental perspectives in Consumer Behavior (CB).
- i) To examine classical and recent work in, or relevant to, CB.
- j) To enable the student to develop his/her own ideas on a CB research topic as well as his/her ability to conceptualize and implement research with an experimental approach.

**SUMMARY CONTENT**

The subject includes the following content:

- a) Experiments & CB
- b) Attention & Perception
- c) Emotions
- d) ANOVA & ANCOVA
- e) Physiology & CB
- f) Cognition
- g) Inference & Judgement

**METHODOLOGY**

The learning process is student-centered, which calls for preparation and the prior undertaking of the recommended activities and readings. Two classes will be given in the LEPI computer lab, which gives applicability the subject. In class, students will be responsible for presenting the recommended readings and for guiding the discussion on the theme. They also will critically read the literature to generate ideas for new studies, which will contribute for the development of original thinking in our program. The student will also enlarge his/her knowledge of a specific topic by elaborating a research project with an experimental approach for CB. The professor will cooperate with the students’ efforts so as to create and coordinate a relevant learning experience, providing guidance, advice and assessment.
EVALUATION CRITERIA

Exercises (30%) (individually)
Students should generate an idea for a new study each class. Each student will be responsible for writing up a one-page (1.5-spaced) focusing on an idea for a study that relates to the class’ readings (only articles), e.g., a new study or studies designed to extend a particular paper or to build a bridge between papers. Please specify the research question, why it is important, and a brief overview of the proposed design (e.g., the independent and dependent variables) and hypotheses. Everyone should plan on outlining their ideas in class.

Participation (30%)
Students should come to class prepared to discuss each article/chapter in depth and to present the major ideas, contributions, strengthens and weaknesses, if asked to do so.

Research Project (40%) (up to two students)
Students should develop an experimental CB project, with the following topics:

1. Introduction
   A. Theme (introduce the topic to the reader)
   B. Justify your theme (present up-to-date data, gaps in the literature; 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

3. Method
   A. Data collection
   B. Manipulation of the independent variables and operationalization of dependent variables (definition of scales)
   C. Data analysis

4. Results (of the pre-test only)

5. References (according to APA)

6. Appendix
   A. Questionnaire (clarifying the scales used)

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.
THE ETHICS OF THE LECTURER/STUDENT RELATIONSHIP

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

CONTACT

Appointment should be made by email: delane.botelho@fgv.br

References

Books

Articles

Please see COURSE OUTLINE

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reference/activity</th>
</tr>
</thead>
</table>
| 1     | Experiments & Consumer Behavior | Zaltman et al. Chapter 4  
                                               Crano & Brewer Chapter 5  

2 | Attention & Perception | Hoyer & MacInnis Chapter 3  
| | | Crano & Brewer Chapter 6  

3 | Emotions | Payne & Cooper Chapter 2  
| | | Field Chapter 10  


5 | Cognition | Field Chapter 9  

6 | Inference & Judgement | Hoyer & MacInnis Chapter 9 and 10  


**8**  
**Delivery, presentation of the final project & feedback**
Fundamentals of Finance

DEPARTAMENTO: CONTABILIDADE, FINANÇAS E CONTROLE (CFC)
CURSO: PÓS-GRADUAÇÃO EM ADMINISTRAÇÃO DE EMPRESAS (CMCD)
DISCIPLINA: FUNDAMENTALS OF FINANCE
PROFESSOR: ANTONIO GLEDSON DE CARVALHO – gledson.carvalho@fgv.br
HORÁRIO: QUARTAS-FEITRAS 14-16:30 hs
SEMESTRE/ANO: 4º BIMESTRE/2018

PROGRAMA

OBJETIVOS DA DISCIPLINA
Esta disciplina é normalmente ensinada como a cadeira básica do programa de doutorado (ou mestrado avançado) em finanças nos Estados Unidos complementada com alguns tópicos de microeconomia com aplicações em finanças. Tem por objetivo fornecer ao aluno os fundamentos da pesquisa em formação de preços de ativos financeiros. São analisados modelos de decisão consumo e investimento (portfolio de ativos) e sua implicação na formação de preços de ativos. Também são exploradas as implicações da hipótese de ausência de arbitragem na formação de preço de ativos. Presume-se que o aluno tem conhecimento de probabilidade e estatística e familiaridade com otimização com restrições.

CONTEÚDO RESUMIDO

1) Utilidade Esperada e aversão ao risco
2) Análise de média e variância
3) CAPM, arbitragem e Análise com Fatores Lineares
4) Decisões de consumo e poupança e State Pricing
5) Teoria de agência (Moral Hazard e Incentivos)
6) Seleção adversa, screening e sinalização

METODOLOGIA
A disciplina será ministrada através de exposições pelo professor e discussão do material de leitura.

É fundamental para o sucesso na disciplina a dedicação dos alunos à leitura e ao preparo do material para classe, bem como sua participação nas discussões em sala e resolução de exercícios.

HORÁRIO DE ATENDIMENTO

Estarei atendendo os alunos pessoalmente, sem horário fixo. Basta agendar por e-mail ou passar na minha sala (dependendo da disponibilidade).

CRITÉRIO DE AVALIAÇÃO
A nota final será dada pela média aritmética de 3 provas com os seguintes pesos.

Exercícios........................................................................................................................................20%
Prova Parcial  30%
Prova Final    50%

BIBLIOGRAFIA

SEQUÊNCIA DO CURSO

<table>
<thead>
<tr>
<th>Sessão</th>
<th>Tópico</th>
<th>Bibliografia</th>
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<td>Utilidade Esperada e aversão ao risco</td>
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<td>Análise de média e variância</td>
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<td>CAPM, Arbitragem e Modelos de Fatores Lineares</td>
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<td>Tópico 4</td>
<td>Decisões de Consumo e Poupança e <em>State Pricing</em></td>
<td>Pennacchi – cap. 4</td>
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<tr>
<td>Tópico 7</td>
<td>Moral Hazard e Incentivos</td>
<td>Kreps – cap 16</td>
</tr>
<tr>
<td>Tópico 8</td>
<td>Seleção Adversa e Sinalização</td>
<td>Kreps – cap 17</td>
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Management & Sustainability Research

DEPARTMENT: ADMINISTRAÇÃO DA PRODUÇÃO E OPERAÇÕES (POI)
COURSE: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMCD)
SUBJECT: MANAGEMENT & SUSTAINABILITY RESEARCH (M&SR)
PROFESSOR: RENATO J. ORSATO
ROOM: TBD

2º SEMESTER /2018-2

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.

COURSE OBJETIVOS
At the conclusion of the course, the students will be able to understand the relationship between sustainability and competitiveness in the following topics:

1. The “pays to be green” debate
2. Sharing Economy
3. Inclusive Strategies
4. Sustainable Supply Chain
5. Business Platforms & Sustainability
6. Remanufacturing
7. Organizational Adaptation to Climate Change

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 (20%)**: Throughout the course, students will (randomly) be asked to answer quizzes, which aim to evaluate the understanding of the readings.

• **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 (40%)**: Students will be required to choose one of the topics dealt with during the course, in order to develop an initial literature review, preferentially indicating a research gap, formalized in:
  A. A 3000 words (maximum) report (Nov 30);
  B. A presentation of 15 minutes, reflecting the report (Nov 30).

CLASS PLAN AND REFERENCES

**Session 1 (11/Out): Introduction to the “pays to be green” debate**

- Course Programme

**Session 2 (18/Out): Sharing Economy**


**Session 3 (25/Oct): Inclusive Strategies & Sustainability**

Session 4 (01/Nov): Sustainable Supply Chain


Session 5 (08/Nov): Business Platforms for Sustainability


Session 6 (TBD): Remanufacturing


Session 7 (29/Nov): Organizational Adaptation to Climate Change


Session 8 (06/Dec): Presentation of the final task

- In this session, each student will present the literature review paper under the subjects of the course.

COMPLEMENTARY BIBLIOGRAPHY (BOOKS)


Measurement and Structural Models

DEPARTMENT ........: MERCADOLOGIA (MCD)
PROGRAM .............: MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
COURSE ...............: MEASUREMENT AND STRUCTURAL MODELS
PROFESSOR ...........: FELIPE ZAMBALDI

SEMESTER: 2/2018

SYLLABUS

OBJECTIVE
The objective is to prepare students to measure latent variables. The course addresses measurement theory and its applications in marketing. Students will learn how to build and test scales to be used in surveys and experiments, among other possibilities. Testing scales and evaluating reliability and validity of measures require theoretical knowledge. Additionally, students will learn how to perform covariance-based structural equation modelling (SEM). Quantitative methods are employed.

TOPICS
1. Measurement Theory and Latent Variables
2. Scale Development and Adaptation
3. Reflective and Formative Items
4. Exploratory Factor Analysis and Construct Dimensionality
5. Construct Validity and Confirmatory Factor Analysis
6. Model identification
7. Reliability
8. Second Order Latent Variables
9. Structural Models
10. Mediation and Moderation
11. Nomological Validity
12. Common Method Bias

METHODS
The course involves different activities, each one contemplating an aspect to the achievement of the desired knowledge. Activities include:

a) Lectures
b) Discussions on textbooks, scientific papers and research reports
c) Data collection and analysis
d) Exercises; and
e) Seminars

The learning process is student-centered, which calls for preparation and the prior undertaking of the recommended activities and readings. In each class, a different group of students will be responsible for presenting the recommended readings and for guiding the discussion on the theme. The students should seek to enlarge their knowledge about the specific topic they will discuss.

In such a context, the role of the professor is to induct and to moderate the learning process and his job is to: discuss the content; evaluate students; and provide feedback. A masters or doctoral candidate is expected be motivated and to
work hard, and to precisely study course materials. He/she needs to be prepared and to participate actively during classes, by discussing subjects and contributing with reflections and interpretations.

### GRADING

<table>
<thead>
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<td>Activities</td>
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<tr>
<td>Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

### References


Referências complementares


Métodos de Pesquisa

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 objetivo 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.

CONTEÚDO

- Desafios da ciência administrativa hoje: a questão do impacto social da pesquisa
- Paradigmas sociológicos
- Desenvolvimento de um projeto de pesquisa
  1. Como definir áreas e temas de interesse
  2. Como buscar o orientador e estabelecer uma relação produtiva de trabalho
  3. Como estabelecer e refinar o escopo do projeto
  4. Como definir a questão de pesquisa
  5. Como estabelecer uma base teórica sólida
6. Como localizar o tema na literatura existente
7. Como definir e detalhar a metodologia de pesquisa
8. Como planejar o desenvolvimento da dissertação
9. Como aperfeiçoar a redação do projeto
10. Como apresentar o projeto e incorporar melhorias

METODOLOGIA

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

AVALIAÇÃO

A avaliação na disciplina será baseada em três notas:
- Entrega de tarefas, no Eclass (30%)
- Anteprojeto de dissertação (30%)
- Projeto de dissertação (40%)

ANTEPROJETO E PROJETO DE DISSERTAÇÃO

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

Obrigatória

http://sonify.psych.gatech.edu/~ben/references/burrell_sociological_paradigms_and_organisational_analysis.pdf.


Complementar


PROFESSOR

Thomaz Wood Jr. é professor titular da FGV-EAESP e coordenador do GVpesquisa. Atua também como consultor nas áreas de estratégia, design organizacional e desenvolvimento gerencial. Escreve regularmente sobre gestão, negócios e trabalho para a imprensa, desde 1996. 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/visualizacv.do?id=K4799405Y1
- Currículo GVpesquisa: http://gvpesquisa.fgv.br/professor/thomaz-wood-jr
- Google Scholar: http://scholar.google.com/citations?user=Si9qNWUAAAAJ&hl=en
- Academia: https://fgv.academia.edu/ThomazWoodJr
- ResearchGate: https://www.researchgate.net/profile/Thomaz_Wood_Jr
<table>
<thead>
<tr>
<th>Aula e data</th>
<th>Tema</th>
<th>Atividades e tarefas de construção do projeto</th>
</tr>
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</table>
| 1. 7/ago   | Introdução                  | Aula: Apresentação da disciplina  
Levantamento de interesses e aspirações (em grupos por linhas) 
Identificação de dúvidas sobre o projeto de dissertação  
Tarefa preparatória: estudo dirigido do livro texto > entrega no drop box 20/ago |
|            | Desenvolvimento de uma       | Aula: Apresentação e discussão de dissertações, por dois ex-alunos(as) do curso                               |
|            | dissertação                  |                                                                                                               |
| 2. 14/ago  | Definições básicas          | Aula: Apresentação e discussão de conceitos e de modelos  
A escolha do orientador  
Definições fundamentais  
Tarefa-1: inventário de dissertações > entrega no drop box 20/ago |
|            | Paradigmas sociológicos     | Aula: Seminário especial com base em texto indicado, com apresentações e debates                              |
| 3. 21/ago  | Definição do tema de interesse | Aula: Como definir o tema de interesse  
A pergunta de pesquisa  
Tarefa-2: definição do tema de interesse > entrega no drop box 27/ago |
|            | Impacto social da pesquisa  | Aula: Seminário especial com base em artigos indicados, com apresentações e debates  
Dinâmica: como gerar impacto com a dissertação |
| 4. 28/ago  | Seleção de um projeto de pesquisa | Aula: Apresentação e discussão do capítulo 1 do livro-texto e de exemplos de aplicação  
Tarefa-3: mapeamento do campo > entrega no drop box 3/set |
|            | Discussão de anteprojetos   | Aula: Dinâmica de anteprojetos  
Tarefa-4: anteprojeto > entrega no drop box 3/set |
| 5. 4/set (LEPI) | Revisão da literatura      | Aula: Apresentação e discussão do capítulo 2 do livro-texto e de exemplos de aplicação  
Revisão de literatura  
Como mapear o campo de interesse  
Tarefa-5: base teórica > entrega no drop box 310/set |
|            | Atendimento individual de alunos(as) | Aula: Atendimento de dúvidas específicas sobre o desenvolvimento do projeto de dissertação: temas, escopo, orientação etc. |
| 6. 11/set  | Uso da teoria Estratégias de redação | Aula: Apresentação e discussão dos capítulos 3 e 4 do livro-texto e de exemplos de aplicação  
Tarefa-6: uso da teoria > entrega no drop box 17/set |
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<td>Apresentação e discussão dos capítulos 5 e 6 do livro-texto e de exemplos de aplicação</td>
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<td>Tarefa-7: introdução &gt; entrega no drop box 17/set</td>
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<td>8. 25/set</td>
<td>Apresentação e discussão de projetos, Questões éticas, Fechamento do curso</td>
<td>Dinâmica de projetos, Apresentação e discussão dos princípios éticos para realização de pesquisas em Administração</td>
</tr>
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</table>

Questões e hipóteses de pesquisa
Métodos quantitativos
Métodos qualitativos
Métodos mistos

Tarefa 8: metodologia > entrega no drop box 24/set
Tarefa 9: resumo > entrega no drop box 24/set
Tarefa 10: projeto > entrega no drop box 1/out
Oficina de Pesquisa e Publicação em Tecnologia e Sistemas de Informação

DISCIPLINA: OFICINA DE PESQUISA E PUBLICAÇÃO EM TECNOLOGIA E SISTEMAS DE INFORMAÇÃO
CURSO: CURSO DE MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CMDAE)
DEPARTAMENTO: TECNOLOGIA E CIÊNCIA DE DADOS (TDS)
PROFESSORES: FERNANDO S. MEIRELLES / MARIA ALEXANDRA CUNHA
PERÍODO: Quinta-feira - 15:00 as 18:40 horas

PROGRAMA

OBJETIVOS

É grande a demanda por conhecimento. Para que o conhecimento gerado por pesquisadores seja útil e aplicável, ele deve ser divulgado adequadamente. Assim sendo, este curso de pós-graduação strictosensu procura promover o interesse dos futuros pesquisadores em Tecnologia e Sistemas de Informação em publicar seus trabalhos e fornecer-lhes meios para que essas habilidades sejam desenvolvidas.

Para que o conhecimento gerado seja aceito por uma área, além das habilidades pessoais de escrita, é necessário que condições adicionais sejam satisfeitas: a temática deve ser relevante; a abordagem teórica deve ser consistente; e a análise empírica deve ser suficiente para dar conta do problema pesquisado. Esses critérios são, todavia, dependentes de um momento do qual participa um grupo específico de pesquisadores que personifica e é agente de um determinado campo de conhecimento que contém a temática estudada. Essa realidade socialmente construída, mediada pelos principais periódicos e congressos, está em constante mudança e representa o que se conhece por campo de estudo.

Esta disciplina foca a compreensão das temáticas atuais no campo de Tecnologia e Sistemas de Informação, nacionais e internacionais, o entendimento dos fundamentos das principais teorias em desenvolvimento e uso no campo e o reconhecimento das características de adequação dos métodos mais empregados. Ao adquirir esse conjunto de conhecimentos o aluno estará capacitado a produzir resultados de pesquisa consistentes com os atuais níveis de exigência de publicação na Linha de Pesquisa Administração, Análise e Tecnologia da Informação - AATI.

CONTEÚDO RESUMIDO

✓ Perspectiva histórica da pesquisa em TI
✓ Principais periódicos da área de TI e suas características – onde e como publicar
✓ Abordagens qualitativas de pesquisa em TI: etnografia, pesquisa crítica, grounded theory ...
✓ Abordagens quantitativas de pesquisa em TI: surveys, análises de bases secundárias ...
✓ Avaliação de artigos
✓ Laboratório de preparação de artigos em AATI

METODOLOGIA

O curso requer o envolvimento intenso e dedicado de todos os participantes, para que se produzam os resultados esperados. Será conduzido no formato de oficina, ou seja, ocorrerá o desenvolvimento concomitante da preparação de um artigo acadêmico, para idealmente ser publicado em Congresso ou Revista. O curso combinará:

• Material exposto pelos professores;
• Leituras intensas e atividades de mapeamento de literatura no campo; Reuniões, debates, apresentações e trabalhos (detalhadas no eClass).
O objetivo de aprendizagem central é capacitar o aluno para estruturar, apresentar e desenvolver um artigo para publicação e conferência ou periódico da área de TI / SI.

**CRITÉRIO DE AVALIAÇÃO**

Nota 1 - Apresentações, Participação e Trabalhos 1: 30%
Nota 2 - Apresentações, Participação e Trabalhos 2: 30%
Nota 3 - Exame – Minuta de Artigo para Publicação: 40%


**AGENDA / PROGRAMAÇÃO – VER ECCLASS**

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<th>Oficina 15h</th>
<th>Sem TI 11h</th>
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<th>Prof. Ofic.</th>
<th>Observação / Tarefa / Oficina</th>
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<td>Abertura – ver eClass</td>
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<tr>
<td>2</td>
<td>16-agosto</td>
<td>11h</td>
<td>Estrutura das Publicações e Artigos T1</td>
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**BIBLIOGRAFIA - PRELIMINAR**

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<td>GRANT, A.M.; POLLOCK, T.G. Part 3: Setting the hook. AMJ, 54:5, 873-6, 2011</td>
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**T4 – Todos para todos (discussão)**

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<td>POZZEBON, M.</td>
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<td>SORENSEN, C.</td>
<td>This is not an article: just some thoughts on how to write one. London School of Economics, Working paper, 2002</td>
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AIMS OF THE COURSE
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

COURSE REQUIREMENTS
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.

### EVALUATION AND GRADING

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### REFERENCES


Pesquisa em Serviço

PROGRAMA: CMCD
DEPARTAMENTO: POI: Production and Operations Management
COURSE: Pesquisa em Operações de Serviço
PROFESSOR: Juliana Bonomi
SEMESTRE: 2°/2018 (Aulas: Quarta-feira, 9:00 - 12:50 PM)

SYLLABUS

DESCRIÇÃO DO CURSO


OBJETIVOS DE APRENDIZAGEM

Ao final desse curso, os alunos devem estar aptos a:

1. Entender de maneira aprofundada as especificidades da gestão das operações de serviço
2. Avaliar de forma mais crítica a pesquisa de operações de serviços em diferentes campos
3. Identificar a qual vertente de pesquisa seus interesses se relacionam

ESTRUTURA DO CURSO

Esse curso se divide em dois blocos. Na primeira parte do curso, vamos entender de forma mais aprofundada o que são serviços e as especificidades da gestão de operações de serviços. Na segunda parte, o intuito é nos aprofundar em algumas áreas específicas dentro da gestão de operações de serviços. Sendo assim, os principais temas cobertos na disciplina são:

- Serviços, produtos e a diferença entre eles
- O conceito e o processo de serviço
- O papel do cliente no processo de serviços
Áreas de estudo em operações de serviço

METODOLOGIA DE ENSINO

O curso se baseará na leitura de artigos seminais, discussão em sala de aula e seminário dos alunos. No início do curso, os alunos se dividirão em grupos e escolherão temas de interesse do grupo. Cada grupo realizará 1 ou 2 seminários (dependendo do número de inscritos). Espera-se que no seminário, os grupos ministrem uma aula sobre o tema escolhido. Para isso, deverão se basear na leitura básica sugerida e buscar novas referências, principalmente referências mais atuais para apontar para os colegas para qual direção o campo de pesquisa está indo. Durante os seminários, a professora e os outros alunos discutirão conceitos relevantes relacionados a temática e aos textos lidos.

AVALIAÇÃO

Participação (30%): refletirá a participação do aluno em sala de aula e será medida com base na presença em sala, leitura dos textos e contribuição para as discussões.

Seminário (40-50%): refletirá a qualidade do conteúdo ministrado e da apresentação feita e será medido de acordo com critérios pré-estabelecidos e opinião dos outros colegas.

Essay (20-30%): é uma dissertação individual sobre um dos temas visto em sala de aula, podendo ser o mesmo tema há estudado pelo aluno no seminário. Será avaliado de acordo com critérios pré-estabelecidos.

COMMUNICAÇÃO

Encontros para discussão e dúvidas disponíveis sob agendamento. Enviar um email para: Juliana.bonomi@fgv.br

PLANO DE AULAS – SUJEITO A ALTERAÇÃO

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BIBLIOGRAFIA

Não há livro base para essa disciplina, mas sim um conjunto de artigos que cobrem as diferentes temáticas estudadas. Todos os alunos deverão ler os textos recomendados para a aula. A lista abaixo pode sofrer alterações.

1 **Serviços e Produtos: qual a diferença?**


2 **As operações de serviço**


3 **Conceito de serviço**


4 **O processo de serviço**


5 **O papel do cliente no processo de serviço**


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SYLLABUS

INTRODUÇÃO

Podemos observer um espectro amplo de desafios que são enfrentados pela sociedade e que começam a ser de interesse da comunidade de sistemas de informação. Na construção de respostas a tais desafios, como os do meio ambiente, vida nas cidades, democracia, inclusão social, trabalho e emprego, economia informal (e muitos outros) estão sendo experimentados diferentes empregos de tecnologias tradicionais e inovadoras, novos arranjos de governança com o suporte de tecnologia, novas formas de projetar e implementar tecnologia. A pesquisa em Tecnologia da Informação e Comunicação aponta uma contribuição positiva no enfrentamento destes desafios. Os benefícios e contribuições da tecnologia estão sendo investigados há algum tempo, mas há inúmeras oportunidades em ampliar o conhecimento sobre estes fenômenos e em como se dão essas contribuições da tecnologia, sob diferentes posicionamentos e perspectivas. Também é importante chamar a atenção sobre as consequências pretendidas e as não pretendidas do emprego de tecnologia, positivas e negativas.

OBJETIVOS

O objetivo desta disciplina é discutir como a tecnologia da informação responde a grandes desafios da sociedade e como é por ela impactada. O objeto de interesse é o nível societal de análise de fenômenos na área de Information Systems. Foram escolhidos alguns temas de estudo no curso, mas a abordagem se fará principalmente pelo exame de teorias e métodos de investigação apropriados à análise de fenômenos desse tipo.

Ao final do curso, os participantes terão tido contato com:
- Abordagens teóricas e conceituais adequadas ao entendimento dos fenômenos que relacionam Tecnologia da Informação e Sociedade.
- Abordagens metodológicas para o estudo destes fenômenos.
- Alguns campos de estudo já disseminados na área de Information Systems.

METODOLOGIA
O curso empregará aulas expositivas, discussão de casos, seminários apresentados pelos estudantes e leituras objetivando discussões sobre a literatura adotada. O curso está estruturado em 8 encontros em que serão abordados diferentes tópicos relacionados a Tecnologia da Informação e Comunicação no enfrentamento a desafios da sociedade.

**AVALIAÇÃO**

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Participação: Esta nota será resultado da frequência e contribuição do estudante nas discussões em classe. A leitura prévia dos artigos recomendados para cada aula é essencial para que se atinja um nível de discussão compatível com um programa de mestrado/doutorado.

Seminário: Haverá um curto seminário em todas as aulas, sobre o tópico que estará sendo discutido. A literatura básica será recomendada mas é esperado que os estudantes que prepararem o seminário tragam mais literatura relacionada ao tópico a ser discutido em sala.

Projeto - Entrega preliminar: Entrega de um projeto de trabalho de investigação no nível societal de análise, na terceira aula do curso.

Projeto – Entrega Final. Versão preliminar do trabalho de investigação empreendido, no formato de um artigo acadêmico. Este artigo deve ser entregue uma semana após a ultima aula do curso.

**CONTEÚDO**

A lista de conteúdo proposta englobe aulas dedicadas a métodos e teorias adequadas ao nível societal de análise e Each of the eight classes of the course will cover one subject related to the main topic of the course. Bellow the list of subjects proposed:

1. Tecnologia e sociedade: um panorama da área
2. Teorias e métodos para o nível de análise societal
3. Projeto – Entrega preliminar
4. Smart cities, smart governance
5. Social media
6. Social inclusion
7. Digital democracy
8. Environment

**BIBLIOGRAFIA**
Teoria Social e Capitalismo: O Debate Contemporâneo

DEPARTAMENTO ..........: FSJ – FUNDAMENTOS SOCIAIS E JURÍDICOS DA ADMINISTRAÇÃO
CURSO ......................: CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA ...................: TEORIA SOCIAL E CAPITALISMO: O DEBATE CONTEMPORÂNEO

PROFESSORES .............: ISLEIDE ARRUDA FONTENELLE
PERÍODO ......................: BIMESTRE/ANO: 3º/2018

PROGRAMA

OBJETIVOS 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.

CONTEÚDO RESUMIDO

- O que é o contemporâneo?
- O momento da virada: o que aconteceu ao capitalismo no final dos anos 1970 e suas repercussões hoje;
- Um novo espírito e uma nova cultura para o capitalismo;
- Os afetos no capitalismo;
- Multidões, indivíduos e divíduos;
- As utopias e distopias tecnológicas;
- Os humanismos e o pós-humanismo

MÉTODOLOGIA

Aulas expositivas com debates.
Ambos os formatos (exposição + debate) pressupõem a leitura prévia dos textos pelo aluno, e isso será objeto de avaliação.

CRITÉRIO DE AVALIAÇÃO

Participação nos debates/seminários + autoavaliação: 50%
Avaliação final: 50%

BIBLIOGRAFIA


Livros e textos complementares serão disponibilizados na programação do curso a ser encaminhada aos alunos antes do início das aulas.