

Syllabus

Disciplinas obrigatórias e eletivas

2º semestre de 2021

DISCIPLINA..... EPISTEMOLOGY
 SEMESTRE/ANO.... 2ND SEMESTER 2021
 CURSO..... CMCD AE
 CARGA HORÁRIA... x 30 horas ou 15 horas (seleccionar)
 PROFESSOR..... Ann L Cunliffe
 LÍNGUA..... English

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 CMCD AE.

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

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCD AE CMCD AE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Explain how epistemology influences qualitative methods	*
Métodos quantitativos de pesquisa Quantitative research methods	Explain how epistemology influences quantitative methods	*
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	<ol style="list-style-type: none"> 1. Discuss and critique the various philosophical perspectives in social science research. 2. Explain how the various epistemological positions influence research design, the selection of appropriate analytical techniques, and theory construction. 3. Discuss the relevance of alternative epistemological approaches to social science research, including: pragmatism, process, practice, socio-material, linguistic, poststructural, narrative and phenomenological approaches. 	***
Procedimentos de pesquisa Research procedures	<ol style="list-style-type: none"> 1. Define and formulate research problems and questions 2. Explain how research philosophy impacts the role of the researcher. 3. Understand the nature and importance of reflexive approaches to research. 4. Understand how to design research based on a fit between epistemology, research design, methodology, methods, data collection and analysis. 	***

Relevância e inovação em pesquisa Relevance and innovation in research	Understand how each epistemology influences alternative and new ways of theorizing within disciplines.	***
Elaboração de artigos Development of academic papers		
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

CONHECIMENTO PRÉVIO, SE HOVER / 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

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

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

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

- Cassell, C., Cunliffe, A. L. & Grandy, G. (Eds.) (2018) *The SAGE Handbook of Qualitative Business and Management Research Methods*. London: Sage. Volumes 1 and 2. *****
- Cunliffe, A. L. (2011) Crafting qualitative research: Morgan and Smircich 30 years on. *Organizational Research Methods*, 14: 647-673.
- Su, N. (2018) Positivist qualitative methods. Pp. 17-32. In Cassell, Cunliffe & Grandy (Eds.) ***
- Vincent, S. & Mahoney, J. (2018) Critical realism and qualitative research: An introductory overview. pp. 201-216. ***
- Cunliffe, A. L. (2008) Orientations to social constructionism: Relationally-responsive social constructionism and its implications for knowledge and learning. *Management Learning*, 39: 123-139.
- Simpson, B. (2018) Pragmatism: A philosophy of practice. pp. 54-68. ***

- Feldman, M. S., & W. J. Orlikowski. (2011) Theorizing practice and practicing theory. *Organization Science*, 22: 1240-1253.
- Nicolini, D. (2009) Zooming in and out: Studying practices by switching theoretical lenses and trailing connections. *Organization Studies*, 30(12): 1391-1418.
- Nayak, A. & Chia, R. (2011) Thinking becoming and emergence: Process philosophy and Organization Studies. *Philosophy and Organization Theory: Research in the Sociology of Organizations*, 32, 281–309.
- Orlikowski, W. J. (2010) The sociomateriality of organisational life: Considering technology in management research. *Cambridge Journal of Economics* 34: 125-141.
- Frers L. (2009) Space, materiality and the contingency of action: A sequential analysis of the patient's file in doctor-patient interactions. *Discourse Studies*, 11(3): 285-303.
- Tomkins, L & Eatough, V. (2013) The feel of experience: Phenomenological ideas for organizational research. *Qualitative Research in Organizations and Management*. 8: 258 – 275.
- Harding, N. (2018) Feminist methodologies. Pp. 138-153. ***
- Kim, T.W. & Donaldson, T. (2018) Rethinking right: Moral epistemology in management research. *Journal of Business Ethics*, 148: 5-20.
- Cunliffe A. L. & Karunanayake, G. (2013) Working within hyphen-spaces in ethnographic research: Implications for research identities and practice. *Organizational Research Methods*, 16: 364-392.

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

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

Google Scholar Citations (April 2021): 16,828
h-index: 37
i10-index: 54

Selected Books

- Cassell, C., Cunliffe, A. L. & Grandy, G. (Eds.) (2018) *The SAGE Handbook of Qualitative Business and Management Research Methods*. London: Sage.
- Cunliffe, A. L. (2021) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Management*. London: Sage Publications. 3rd Edition.

Recent Journal Articles

- Chelli, M. & Cunliffe, A.L. (2020) Anticipating and addressing the politicization of research. *Organizational Research Methods*. doi.org/10.1177/1094428120969884
- Cunliffe, A.L. & Ivaldi, S. (2020) Embedded ethics and reflexivity: Narrating a charter of ethical experience. *Management Learning*. doi.org/10.1177/1350507620960014
- Cunliffe, A. L. & Locke, K. (2020) Working with differences through anticipational fluidity: A hermeneutic perspective. *Organization Studies*. 41: 1079-1099.
- Allen, S., Cunliffe, A. L. & Easterby-Smith, M. (2019) Understanding sustainability through the lens of radical reflexivity. *Journal of Business Ethics*, 154: 781-795.
- Cunliffe, A. L. (2018) Alterity: The passion, politics and ethics of self and scholarship. *Management Learning*. 49: 8-22.
- Cunliffe, A. L. (2018) Wayfaring: A scholarship of possibilities. Or Let's not get drunk on abstraction. *M@n@gement*, 21: 1429-1439.

- Cunliffe, A. L. & Scaratti, G. (2017) Embedding impact: Developing situated knowledge through dialogical sensemaking. *British Journal of Management*, 28: 29-44.
- Cunliffe, A. L. & Alcadipani, R. (2016) The politics of access in fieldwork: Immersion, backstage dramas and deception. *Organizational Research Methods*. 19: 535-561.
- Ripamonti, S., Galuppo, L., Gorli, M., Scaratti, G. & Cunliffe, A. L. (2016) Pushing action research towards reflexive practice. *Journal of Management Inquiry*. 25: 55-68.
- Hibbert, P., Sillince, J., Diefenbach, T. & Cunliffe, A.L. (2014) Relationally reflexive practice: A generative approach to theory development in qualitative research. *Organizational Research Methods*, 17: 278-298.

Recent Book Chapters

- Cunliffe, A. L., Aguiar, A. C., Góes, V., & Carreira, F. (2020) Reflexivity and transdisciplinarity as paths to developing responsible management education. In D.C. Moosemayer, O. Laasch, C. Parkes & K. Brown. (Eds.) *The Sage Handbook of Responsible Management Learning and Education*. London: Sage.
- Cunliffe, A.L. & Eriksen, M. (2020) Educating caring leaders: A paradox of collective uniqueness. In L. Tomkins (Ed.). *Paradoxes of Leadership and Care: Critical and Philosophical Reflections*. Edward Elgar
- Cunliffe, A.L., Gorli, M., Ivaldi, S. & Scaratti, G. (2020) Emotions as inspiration for reflexivity in action research. In Hersted, L., Ness, O. & Frimann, S. (Eds.). *Action Research in a Relational Perspective: Dialogue, Reflexivity, Power and Ethics*. London: Routledge. (pp. 137-156).

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

DEPARTAMENT : Accounting and Finance (CFC)
 PROGRAM..... : CMCD
 COURSE..... : Banking and Macro Finance
 PROFESSOR..... : André Silva & Rafael Schiozer
 DAY/HOUR : TBD

2nd semester / 2021

SYLLABUS

OBJECTIVES AND CONTENTS

This courses aims at covering the banking literature as it relates to theory, empirical studies, and regulations. The first part, taught by Prof. André Silva, discusses the the role of information on asset prices, financial frictions and macroeconomics, the understanding of the role of central banks (monetary policy, etc and a discussion on sovereign debt crises and central bank independence) as well as financial crises (the financial crisis of 2008, comparison with the 1929 crisis and models of bank runs). The second part (by Prof. Rafael Schiozer) discusses the microeconomic foundations of the banking firm, bank risk and regulations (including the Basel accords).

We expect that students will be better prepared to do research in banking, financial stability and macrofinance-related topics after taking this course. We also expect students to develop their critical thinking and learn to make academic presentations and discussions in a professional manner, which is fundamental to the research profession.

We will conduct the course in English.

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

FORMAT

Lectures, discussions and seminars.

In the lectures, we will be covering the theoretical fundamentals as well as basic/practical fundamentals of the structure of financial markets. Topics will include the functioning of money markets, a basic understanding of the balance sheets of banks, regulatory capital and other aspects relating to financial regulation. We 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 recommended materials. 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.

ASSESSMENT CRITERIA

You will have one grade for each half of the course, which will be weighted equally. The composition the final grade is as follows:

1st half (Prof. André):

Midterm exam	40%
Participation	10%

2nd half (Prof. Rafael)

Presentation / discussion of papers:	10%
Half-page handouts:	10%
Participation	10%
Quizzes:	20%

DESIRED BACKGROUND

- There are no formal pre-requisites;
- We expect students to be familiar with topics covered in Corporate Finance (*Agency problems, Informational asymmetry, Capital structure, Cost of capital*); Fundamentals of Finance (utility theory, equilibrium models). Knowledge of econometrics may help, but is not mandatory.

COURSE SCHEDULE AND READING LIST

- 1) All the students must read all the recommended papers and book chapters prior to each session.

Course schedule and readings (tentative and subject to change)

Session	Date	Topics	Papers [pre-class readings]	Other pre-class readings
1 [AS]		Asset pricing: information and asset prices;	TBD	TBD
2 [AS]		Financial frictions and macroeconomics;	TBD	TBD
3 [AS]		Central banks: monetary policy and sovereign debt crises, central bank independence Models of bank runs	TBD	TBD
4 [AS]		Financial crises: 2008 vs 1929 MIDTERM EXAM (2 nd half of class)	TBD	TBD
5 [RS]		The monitoring role of banks and the liquidity transformation role	*Diamond (RES, 1984) *Gorton and Pennacchi (JF, 1990) - *Acharya and Mora (JF, 2015)-	[SC] Ch. 10 and 11 + Lecture notes [DKO] Ch. 8
6 [RS]		<u>QUIZ</u> Liquidity shocks and lending channel Bank risk and regulation (credit)	Khwaja and Mian (AER, 2008) - Schnabl (JF, 2012) -	Lecture notes
7 [RS]		Relationship banking Bank competition & moral hazard Banking in Brazil (micro effects)	Huremovic et al. (AER, forthcoming) – Gropp et al (RFS, 2011) – Assunção et al. (RFS, 2014)	[DKO] Ch. 6 and 9
8 [RS]		<u>QUIZ</u> Banking in Brazil (banks & institutions)	Bustos, Garber & Ponticelli (QJE, 2020) Ponticelli & Alencar (QJE, 2016)	

[AS] – Sessions taught by André Silva;

[RS] – Sessions taught by Rafael Schiozer

* Students need not prepare discussions of these 3 first papers.

MAIN TEXTBOOKS:

[SC] Saunders, Anthony and Cornett, Marcia, Financial Institutions Management: A Risk management Approach, 9th edition, 2018

[DKO] Degryse, Hans, Moshe Kim, and Steven Ongena, Microeconometrics of Banking, 2009.

Other Books

Mishkin, Frederic B., The Economics of Money, Banking and Financial Markets, 11th edition (Global edition), 2016.

Allen, F., and D.Gale, Understanding Financial Crises, Oxford University Press, (2009).

Bhattacharya, S., Boot, A. and A.Thakor, Credit, Intermediation, and the Macroeconomy, Oxford University Press, (2004).

Boot, A. and A.Thakor, Handbook of Financial Intermediation and Banking, Elsevier, (2008).

Dewatripont, M., and J.Tirole, The Prudential Regulation of Banks," MIT Press, (1994).

Freixas, X., and J.C.Rochet, *Microeconomics of Banking*, MIT Press, 2nd edition (2008).

PAPERS:

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

Session 1

Session 2

Session 3

Session 4

Monitoring role – Session 5:

[MR] Diamond, D. "Financial Intermediation and Delegated Monitoring," *Review of Economic Studies*, 51 (1984), 394-414.

Carletti, E; Cerasi, V.; Daltung, S. Multiple-bank lending: Diversification and free-riding in monitoring J. Finan. Intermediation 16 (2007) 425–451. (non mandatory reading)

Williamson, S. "Costly Monitoring, Financial Intermediation, and Equilibrium Credit Rationing," *Journal of Monetary Economics*, 18 (1986). (non mandatory reading)

Liquidity Transformation – Session 5

[MR] Gorton G. and G.Penacchi, "Financial Intermediation and Liquidity Creation," *Journal of Finance*, 45 (1990), 49-71.

[MR] Acharya, V., Mora, N. A Crisis of banks as Liquidity Providers?, *Journal of Finance*, 70 (2015), 1-43

Lumer, S.L., and J.J.McConnell, "Further Evidence on the Bank Lending Process and Capital Market Response to Bank Loan Agreements," *Journal of Financial Economics*, 25 (1989), 99-122.

Slovin, M.B, Sushka, M.E. and J.A.Polochek, "The Value of Bank Durability: Borrowers as Bank Stakeholders," *Journal of Finance*, 48 (1993), 289-302.

Calomiris, Charles W. and Charles M. Kahn, 1991, The role of demandable debt in structuring optimal banking arrangements, *American Economic Review*, 81, 497-513.

Liquidity Shocks, abnk runs and the bank lending channel (real effects) – Session 6

[MR] Khwaja, A., Mian, A. Tracing the Impact of Bank Liquidity Shocks: Evidence from an Emerging Market, *The American Economic Review*, Vol. 98, No. 4, 2008.

[MR] Schnabl, P. The international transmission of bank liquidity shocks: evidence from an emerging market, *Journal of Finance*, 67(3), 2012.

Schmidt, L., Timmerman. A., Wermers, R. Runs of money market mutual funds. *American Economic Review*, 106(9), 2016, 2625-57.

Calomiris, Charles W. and Joseph R. Mason, 1997, Contagion and bank failures during the great depression: the June 1932 Chicago banking panic, *American Economic Review*, 87, (5), 863-883.

Schnabel, Isabel, 2009, The Role of Liquidity and Implicit Guarantees in the German Twin Crisis of 1931, *Journal of International Money and Finance*, 28, 1–25.

Kelly, Morgan and Cormac O' Grada, 2000, Market Contagion: Evidence from the Panics of 1854 and 1857, *American Economic Review* 90, 1110-1124.

Kashyap, Anil K.; Stein Jeremy C. What Do a Million Observations on Banks Say About the Transmission of Monetary Policy?, *The American Economic Review*, v. 90, n. 3, p. 407-428, 2000.

Jiménez, G., [S Ongena](#), [JL Peydró](#), J Saurina. Hazardous Times for Monetary Policy: What Do Twenty- Three Million Bank Loans Say About the Effects of Monetary Policy on Credit Risk- Taking?, *Econometrica*, Vol. 82(2), 463-505, 2014

- Campello, Murillo, 2002. "Internal Capital Markets in Financial Conglomerates: Evidence from Small Bank Responses to Monetary Policy," *Journal of Finance*, 57, 2773—2805.
- Dawid, P.E., Takeda, T., 2011, Recolhimentos Compulsórios e o Crédito Bancário Brasileiro, available at: <http://www.bcb.gov.br/pec/wps/port/TD250.pdf>
- Drechsler, I., Drechsel, T., Marques-Ibanez, D., Schnabl, P., Who borrows from the Lender of last Resort, *Journal of Finance*, 71(5), 2016
- Pennacchi, G., 2005. Risk-based capital standards, deposit insurance, and procyclicality. *Journal of Financial Intermediation*, v. 14, p. 432-465.
- Kashyap, A.K., Stein, J.C., 2004. Cyclical implications of the Basel II capital standard. *Economic Perspectives*, Federal Reserve Bank of Chicago, v. 28, p. 18-31.
- Berrospeide, J., Edge, R.M., The Effects of Bank Capital on Lending: What Do We Know, and What Does it Mean?, *International Journal of Central Banking*, (2010)

Moral hazard, bank risk & competition – Session 7

- [MR] Gropp, R., Hakenes, H., Schnabel, I., 2011. Competition, Risk-Shifting, and Public Bail-out Policies. *Review of Financial Studies* 24, 6, 2084-2120.
- Gennaioli, N., Martin, A., Rossi, S., Sovereign Default, Domestic banks and Financial Institutions, *Journal of Finance*, 69(2), 2014. Karolyi, G. A., Taboada, A. G., Regulatory Arbitrage and Cross-Border bank Acquisitions, *Journal of Finance*, 70(6), 2015.
- Acharya, V., Drechsler, I. Schnabl, P., A Pyrrhic Victory? Bank Bailouts and Sovereign Credit Risk, *Journal of Finance*, 69(6), 2014.
- Keeley, M., Association Deposit Insurance, Risk, and Market Power in Banking. *The American Economic Review*, Vol. 80, No. 5, 1990, pp. 1183-1200.
- Gambacorta, L. and Mistruilli, [Does bank capital affect lending behavior?](#) *Journal of Financial Intermediation*, Volume 13, Issue 4, October 2004, Pages 436-457
- Sharpe, Steven A., 1995, "Bank Capitalization, Regulation, and the Credit Crunch: A Critical Review of the Research Findings," Board of Governors, FEDS Working Paper No. 95-20.

Relationship banking – Session 7

- [MR] Huremovic, K. Gabriel Jimenez, Enrique Moral-Benito, Jose-Luis Peydro, Fernando Vega-Redondo. Production and Financial Networks in Interplay: Crisis Evidence from Supplier-Customer and Credit Registers. *American Economic Review*, forthcoming.
- Bronzini, R. and D'Ignazio, A. Bank Internationalization and Firm Exports: Evidence from Matched Firm-Bank Data, *Review of International Economics*, 25(3), 2017.
- Schwert, M., Bank Capital and Lending Relationships, *Journal of Finance*, 73(2), 2018.
- Beck, T., Hans Degryse, Ralph De Haas, Neeltje van Horen. When arm's length is too far: Relationship banking over the credit cycle, *Journal of Financial Economics*, V. 127, 2018.
- Petersen, M. and R. Rajan, The Benefits of Lending Relationships: Evidence from Small Business Data," *Journal of Finance*, 49 (1994), 3-37.
- Petersen, M. and R. Rajan, The Effect of Credit Market Competition on Lending Relationships, *Quarterly Journal of Economics*, 110 (1995), 407-443.
- Iyer, R. and Puri, M. (2012) Understanding bank runs: the importance of depositor-bank relationships and networks, *American Economic Review* 102, 1414-45.
- Puri, M., Rocholl, J. On the importance of retail banking relationships. *Journal of Financial Economics*, V. 89, 2008
- Degryse, H. and S. Ongena, Distance, Lending Relationships and Competition, *Journal of Finance*, 60 (2005), 231-266.
- Petersen, M. and R. Rajan, Does Distance Still Matter?" *Journal of Finance*, 57 (2002), 2533-2570.
- Boot, A.W., Relationship Banking: What Do We Know?, *Journal of Financial Intermediation*, 9 (2000). 7-25.
-

Banking in Brazil- Sessions 7 & 8

[MR] Bustos, Paula, Gabriel Garber, Jacopo Ponticelli, Capital Accumulation and Structural Transformation, Working Paper, 2019.

[MR] Ponticelli, J., and L. S. Alencar, Court Enforcement, Bank Loans, and Firm Investment: Evidence from a Bankruptcy Reform in Brazil, Quarterly Journal of Economics, 131(3) (2016), 1365–1413.

[MR] Assunção, Juliano J.; Efraim Benmelech; Fernando S. S. Silva, Repossession and the Democratization of Credit, Review of Financial Studies, 27(9) (2014), 2661–2689

DISCIPLINA / COURSE: Business, Politics and Hegemony
 DEPARTAMENTO / DEPARTMENT: ADM
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 2021/2
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: Amon Barros
 LÍNGUA / LANGUAGE: English

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

There is increasing interest in the role of business in society. Firms and businesspeople have historically been important political actors. However, the dominance of a perspective that treats the economy as detached from the political has eclipsed business and businesspeople's role in political and ideological disputes within society. This module will focus on highlighting the usefulness of the concept of hegemony to understand how elite actors, especially business-actors, influence politics and policy by pursuing their economic and ideological interests.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	The student will strengthen their repertory on qualitative research, including with notions around which types of data could be used to discuss the topic.	●○○
Métodos quantitativos de pesquisa Quantitative research methods	--	○○○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	The student will understand the political role of business and how firms and CEO act to influence society.	●●●
Procedimentos de pesquisa Research procedures	The Student will gain some ability in research from the critical reading of investigations published in high-quality journals.	●○○
Relevância e inovação em pesquisa Relevance and innovation in research	The student will be able to recognize current trends around the topic and to propose coherent innovative alternatives.	●●○
Elaboração de artigos Development of academic papers	By the end of the module, the student will be able to analyze a paper, write a competitive extended abstract, and write a paper about a topic connected to business and politics.	●●●

Outros objetivos da disciplina / Other course learning goals:

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

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

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

Not applicable.

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

- 1) Hegemony
The concept of hegemony.
Hegemony in management Studies
Elites and populism
- 2) Business and Politics
Corporate Social Responsibility
Corporate Political Activities
Social movements and business
- 3) Stakeholders and governance
Voluntary agreements and pressure groups
- 4) Business in critical times
Climate change
Diversifying and (de)colonizing

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

There will be two assessments:

A 3000-words extended abstract, submitted one week after the last lecture: 60% of the total marks

A group-seminar on a given topic (30%).

A presentation and participation in the paper development session on the day of the last lecture (10%).

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

Acosta, P., Acquier, A., & Gond, J. (2019). Revisiting Politics in Political CSR: How coercive and deliberative dynamics operate through institutional work in a Colombian company. *Organization Studies*, 017084061986772. <https://doi.org/10.1177/0170840619867725>

Banerjee, S. B. (2014). A critical perspective on corporate social responsibility: Towards a global governance framework. *Critical Perspectives on International Business*, 10(1), 84–95. <https://doi.org/10.1108/cpoib-06-2013-0021>

Banerjee, S. B. (2018). Transnational power and translocal governance: The politics of corporate responsibility. *Human Relations*, 71(6), 796–821. <https://doi.org/10.1177/0018726717726586>

- Bansal, P., & Song, H.-C. (2017). Similar but not the same: Differentiating corporate sustainability from corporate responsibility. *Management Annals*, 11(1), 105–149. <https://doi.org/10.5465/annals.2015.0095>
- Nyberg, D., & Murray, J. (2017). Corporate Politics in the Public Sphere: Corporate Citizenspeak in a Mass Media Policy Contest. *Business & Society*, 000765031774617. <https://doi.org/10.1177/0007650317746176>
- Barros, A., & Taylor, S. (2020). Think Tanks, Business and Civil Society: The Ethics of Promoting Pro-corporate Ideologies. *Journal of Business Ethics*, 162(3). <https://doi.org/10.1007/s10551-018-4007-y>
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- Wolfe, S. (2020). Business playing politics: strengthening shareholders' rights in the age of ceo activism. *Lewis and Clark Law Review*, 23(4), 1469–1509.
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AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONAL)

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

Dr Amon Barros is an assistant professor at FGV EAESP and the co-chair elect for the CMS Division at the AoM. He also was a lecturer at the University of Essex (2/2019-1/2021). Currently, Amon researches management and organizational history and the various impacts of business and businesspeople in society through CSR and other corporate political activities that influence hegemony. He has been investigating the development of managerial knowledge and business schools, the role of think tanks in society, and the multiple ways companies and CEOs may deploy their economic power

to influence politics. He is currently an associate editor for RAE and QROM journals and is a member of the editorial board for Organization, Business History, and Academy of Management Learning and Education.

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

The references and indicated topics may be altered.

DISCIPLINA..... Capital Investment and Valuation (Corporate Finance II)
 SEMESTRE/ANO.... 2º/2020
 CURSO..... CMCD AE
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)
 PROFESSORES..... Richard Saito e [Wesley Mendes](#)
 LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

Apresentação e discussão da teoria e da prática da administração financeira de empresas abordando conceitos relacionados a financing, investing e payout.

OBJETIVOS DA DISCIPLINA

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

Objetivos do CMCDAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa	Como parte do curso, iremos revisar artigos cuja metodologia é amplamente aplicada em Corporate Finance.	● ○ ○
Métodos quantitativos de pesquisa	Ao final do curso, o aluno será capaz de realizar a análise de artigos que utilizam amplamente métodos quantitativos de pesquisa, bem como discutir o design de pesquisa escolhido e o tratamento das variáveis, e suas consequências.	● ○ ○
Conhecimento do tema de pesquisa / teoria	Ao final do curso, o aluno será capaz de discutir os principais tópicos de finanças corporativas, bem como suas implicações na prática profissional, desde as discussões em artigos semanais até o estado-da-arte.	● ● ●
Procedimentos de pesquisa		○ ○ ○
Relevância e inovação em pesquisa	Ao final do curso, o aluno será capaz de identificar questões de pesquisa relevantes na área de administração financeira, bem como avaliar o potencial dos diversos tópicos que compõe a teoria financeira.	● ● ○
Elaboração de artigos	Ao final do curso, o aluno será capaz de desenvolver um artigo utilizando o referencial teórico abordado no curso.	● ● ●
Outros objetivos da disciplina: ---		

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

CONHECIMENTO PRÉVIO, SE HOUVER

O aluno que deseja cursar essa disciplina deve dominar com segurança os seguintes temas:

- CAPM e Security Market Line
- Contribuição para o risco de portfólio: coeficiente beta;
- Custo de Capital;
- Estrutura de Capital e Efeito de Tax-Shields;
- Fronteira eficiente e Capital Market Line
- Leitura e interpretação de demonstrações contábeis;
- Métricas de Avaliação de Investimentos;
- Modelo de Apreçamento por DCF, DDM e Múltiplos;
- Modelo de Gordon;

- Proposições de Modigliani & Miller;
- Relações Price/Earnings, ROE, e Plow-Back Ratio;
- Risco em contexto isolado e em contexto de portfolio;
- Teoria de Agência;
- Teoria de Alavancagem Financeira;
- Teoria de Mercados Eficientes
- Teoria de Trade-Off e Pecking Order;

CONTEÚDO/METODOLOGIA

O curso será ministrado através da exposição e da discussão dos artigos listados na bibliografia. Os seguintes temas serão abordados:

- The Three Financial Decisions of CFO – Overview
- Investment Decision
- Debt Financing
- Equity Financing
- Pre-IPO and Aftermarket Issues
- Dividend Policy and Share Repurchase

CRITÉRIO DE AVALIAÇÃO

Quizzes	30%
Apresentação e discussão de papers.....	30%
Exame Final	40%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

*Alguns artigos serão adicionados ao longo do curso.

Session #1 - Overview

1. Saito, Richard. Capital Raising – Roadmap to Capital Markets.
2. Smith, Clifford W. and Jensen, Michael C. The Theory of Corporate Finance: A Historical Overview. The Modern Theory of Corporate Finance, Chapter 3, 1990, pp 2-20.
3. Leal, Ricardo e Richard Saito. Finanças Corporativas no Brasil. *RAE Eletrônica*, 2(2): Julho/Dezembro 2003.

Session #2 – Decisão de Investimentos

- 1) Mukherjee, T. K., Hingorani, V. L., *Capital Rationing Decisions os Fortune 500 Firms: a Survey, Financial Practice and Education*, Summer 1999, pp 7-15 (mukherjee_hingorani_fm99_capital_rationing.pdf).
- 2) Brounen, D. Jong, A, Koedijk, K., *Corporate Finance in Europe: Confronting Theory with Practice, Financial Management*, Winter 2004, pp 71-101. (brounen_fm_w04.pdf)
- 3) *Thakor, A., Corporate Investments and Finance, **Financial Management**, Summer 1993, pp 135-144. (FM_SUMMER1993.pdf – o artigo está nas páginas 135 a 144);
- 4) Jensen, M.C., *Agency Costs of Free Cash Flow, Corporate Finance and Takeovers*, American Economic Review, 1986, pp 1-15 (Jensen_86.pdf)
- 5) Miller, E. M., *Capital Budgeting Decisions Seldom Cancel*, **Financial Practice and Education**, Fall/Winter 2000, pp 128-135 (miller_fpe00)
- 6) Graham, J.R. and C.R. Harvey, 2001, *The Theory and Practice of Corporate Finance: Evidence From the Field*, **Journal of Financial Economics** 61, 187-243 (graham_harvey_JFE01).

Session #3 – Debt Financing

1. Myers, S. Determinants of Corporate Borrowing, *Journal of Financial Economics*, 1977, 5, pp. 147-175.
2. Barclay, M. and C. Smith. The Maturity Structure of Corporate Debt. *Journal of Finance*, 1(2):609-631, June 1995.
3. Stulz, René, M and Johnson, Herb. An Analysis of Secured Debt. *Journal of Financial Economics*, 1985, 14, pp. 501-521.
4. Welch, Ivo. Why is Bank Debt Senior ? A Theory of Asymmetry and Claim Priority based on Influence Costs. *The Review of Financial Studies* Winter, 1997, Vol. 10, N° 4, pp. 1203-1236.

5. Kwan, Simon and Carleton, Willard T. Financial Contracting and the Choice between Private Placement and Publicly Offered Bonds. Federal Reserve Bank of San Francisco, Working Paper, 2004-20.

6. Rajan, Raghuram and Winton, Andrew. Covenants and Collateral as Incentives to Monitor. Working Paper.

7. Smith, Clifford W. and Warner, Jerold, B. On Financial Contracting – An Analysis of Bond Covenants. *Journal of Financial Economics*, 1979, 7, pp. 117-161.

8. Gomes, Armando and Phillips, Gordon. Why do Public Firms Issue Private and Public Securities ? The Rodney L. White Center for Financial Research. 2005; 14-05.

Session #4 –Equity Finance

1. Ljungqvist, Alexander. IPO Underpricing. In: Handbook of Corporate Finance, 2005, Chapter 12.

2. Pagano, Marco; Panetta, Fabio and Zingales, Luigi. Why do Companies go Public ? An Empirical Analysis. Working Paper 5367, National Bureau of Economic Research, 1995.

3. Ritter, Jay and Welch, Ivo. A Review of IPO Activity, Pricing, and Allocations. Yale ICF Working Paper No. 02-01. 2002.

Session #5 –Pre-IPO And Aftermarket Issues

1. Aggarwal, Reena. Allocation of Initial Public Offerings and Flipping Activity. *Journal of Financial Economics*. 2002, Vol. 00.

2. Sherman, Ann E. Global Trends in IPO Methods: Book Building vs. Auctions. 2002.

3. Aggarwal, Reena; Prabhala, Nagpurnanand R. and Puri, Manju. Institutional Allocation in Initial Public Offerings: Empirical Evidence. Working Paper 9070 (National Bureau of Economic Research).

4. Kooli, Maher and Suret, Jean-Marc. The Aftermarket Performance of Initial Public Offerings in Canada. *J. of Multi.Fin. Manag.* 2004, Vol. 14, pp. 47-66.

5. Fische, Raymond P.H. How Stock Flippers after IPO Pricing and Stabilization. 2001.

6. Aggarwal, Reena and Conroy, Pat. Price Discovery in Initial Public Offerings and the Role of the Lead Underwriter. *The Journal of Finance*, 2000, Vol. LV, N° 6, pp. 2903-2922.

7. Aggarwal, Reena. Stabilization Activities by Underwriters after Initial Public Offerings. *The Journal of Finance*, 2000, Vol. LV N° 3, pp. 1075-1104.

Session #6 –Dividend Policy –Share Repurchase

1. Allen, Franklin and Michaely, Roni. Payout Policy. Working Paper (The Wharton Financial Institutions Center), 2002.

2. Brennan, Michael, J and Thakor, Anjan, V. Shareholders Preference and Dividend Policy. *The Journal of Finance*, 1990, Vol. 45, N° 4, pp. 903-1018.

3. Easterbrook, Frank H. Two Agency-Cost Explanations of Dividends, 2002, Vol. 74, N° 4, pp. 650-659.

4. Miller, Merton, H and Rock, Kevin. Dividend Policy under Asymmetric Information. *The Journal of Finance*, 1985, Vol. 40, N° 4, pp. 1031-1051.

AULA-A-AULA

Sessão	Horário	Topico	Papers
1		Course Overview	-
2		Overview of Corporate Finance Decisão de Investimentos	Session #1 – All Session#2 – All
3		Debt Financing	Session#3 – 1-4
4		Equity Finance	Session#3 – 5-8
5		Pre-IPO And Aftermarket Issues	Session #4 – All
6		Pre-IPO And Aftermarket Issues	Session #5 – All
7		Dividend Policy – Share Repurchase	Session #6 – All
		Exame Final	All content

MINI CV DOS PROFESSORES

Professor Richard Saito possui graduação em Engenharia de Aeronáutica pelo Instituto Tecnológico de Aeronáutica, mestrado em Engenharia (Engenharia de Produção) pela Universidade de São Paulo, mestrado e doutorado em Engineering-Economic Systems pela Stanford University. Atualmente é professor titular da Escola de Administração de Empresas da Fundação Getúlio Vargas, Editor Associado da Revista de Administração de Empresas (RAE) e do corpo editorial da Banking and Finance Review. Compõe a Coordenação de Área de "Economia e Administração" da FAPESP. Tem experiência profissional como officer do IFC (Banco Mundial) para financiamento de projetos, consultor de gestão empresarial da AT Kearney, e como engenheiro na Promon. Foi Presidente da Sociedade Brasileira de Finanças (SBFin) para o mandato de agosto de 2009 a julho de 2011. Atua na área de Administração Financeira como consultor e como pesquisador em temas relacionados a governança corporativa, finanças corporativas, engenharia financeira e gestão de risco, IPO e bookbuilding, e project finance.

[Wesley Mendes Wesley Mendes-da-Silva é um dos fundadores da Sociedade Brasileira de Finanças, obteve a Livre Docência em Finanças em 2015 e o Doutorado em Administração de Empresas, ambos pela Universidade de São Paulo \(Brasil\). Foi professor visitante de Finanças Corporativas na Marriott School of Management / Brigham Young University \(2014-2015\), e também foi Professor Visitante / University of Texas @ Austin \(2017-2018\). Os seus esforços e financiamentos recebidos para investigação centram-se em Inovações Financeiras: i\) Governança Corporativa, ii\) Decisões Financeiras, iii\) Finanças Comportamentais, iv\) Redes Sociais em Finanças. No âmbito corporativo, oferece assessoria em Finanças Corporativas, Avaliação de Empresas, Rating, Governança Corporativa e Inovação em Pesquisa Aplicada em diversos níveis. No meio corporativo tem atuado como membro independente de conselhos e como conselheiro fiscal. Atualmente é Editor Chefe da Revista de Administração Contemporânea-RAC, e Editor Associado da Rausp.](#)

OUTRAS INFORMAÇÕES

O professor irá determinar horários de atendimento conjuntamente com os alunos. Também estará à disposição dos alunos por email (richard.saito@fgv.br) e através de horário marcado no Departamento de Finanças (3799.7899 – Bernadete).

DISCIPLINA / COURSE: ECONOMIA DA ESTRATEGIA
 DEPARTAMENTO / DEPARTMENT: ECONOMIA
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 2 SEMESTRE 2021
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: PAULO ROBERTO ARVATE
 LÍNGUA / LANGUAGE: PORTUGUÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

Esta disciplina pretende discutir as teorias relacionadas ao campo de business (estratégia, pequenos negócios e organizações) com ênfase em modelos econômicos (teoria dos jogos) e empíricos para conseguir implementar ideais num nível acadêmico internacional

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

Objetivos do CMCDAE CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos quantitativos de pesquisa Quantitative research methods	Partindo de um pré-requisito econométrico básico, o aluno fará leitura de diferentes artigos internacionais para utilizar as diferentes técnicas	●●○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	O aluno terá contato com artigos para desenvolver trabalhos acadêmicos	●○○
Procedimentos de pesquisa Research procedures	O aluno será exposto ao rigor acadêmico para desenvolver seus próprios trabalhos	●●○
Relevância e inovação em pesquisa Relevance and innovation in research	Buscar-se-á com a leitura e discussão de artigos internacionais mostrar ao aluno como novas ideias são trabalhadas para ajuda-lo a desenvolver suas próprias ideias.	●●●

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

A parte relativa a economia e teoria dos jogos será exposta na primeira parte da aula. Na sequência, os alunos, feita leitura previa dos artigos recomendados, farão exposição desses artigos na segunda parte da aula. Em algumas aulas, alunos que estão trabalhando nas suas dissertações e teses falarão de seus trabalhos.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Prova Intermediária (40%), Participação (20%) e Prova Final (40%). A base de exercícios para prova estão nos capítulos do Besanko (Fifth Edition) e Fiani (Segunda Edição). Os papers incorporados ao curso também fazem parte desse material.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

AULA-A-AULA / COURSE SCHEDULE

Day	Class 1	Class 2	Papers & Books
1 August 3	Apresentação	Chapter 1 e 2: Basic Microeconomic Principles and Economies of Scale and Scope (Book: EofS)	Varian, H. Intermediate Microeconomics: A Modern Approach (Eighth Edition); Keane, M. (2010) Structural vs. Atheoretic Approach to econometrics. Journal of Econometrics; v.156(1):3-20 Floyd and List (2016). Using Field Experiments in Accounting and Finance. Journal of Accounting Research., v.54(2):437-475 See corrections of paper
2 August 8	Cap 2 e 3: Modelos de Jogos e Jogos Simultâneos (Book:F)	C.3: Agency and Coordination (EofS)	Nagin, D. S., Rebitzer, J. B., Sanders, S., & Taylor, L. J. (2002). Monitoring, Motivation, and Management: The Determinants of Opportunistic Behavior in a Field Experiment. American Economic Review, 92(4), 850-873; Makadok R, Coff R. (2009). Both market and hierarchy: an incentive-systems theory of hybrid governance forms. The Academy of Management Review 34(2): 297-319; Roberts J. (2010). Designing incentives in organizations. Journal of Institutional Economics 6(1): 125-132; Bandeira, O.; Barankay, I.; Rasul, I. (2011) Field experiment with firms. Journal of Economic Perspectives, v.25(3):63-82 Tayler, R.J.; Bloomfield, R.J. (2011) Norms, Conformity, and Controls Journal of Accounting Research; v.49(3):753-790
3 August 10	C.5: Vertical Boundaries of the firm (EofS)	C. 5: Vertical Boundaries of the firm (EofS)	Atalay E, Hortaçsu A, Syverson C. (2014). Vertical integration and input flows. The American Economic Review 104(4): 1120-1148. Ozmel, U., & Guler, I. (2014). Small fish, big fish: The performance effects of the relative standing in partners' affiliate portfolios. Strategic Management Journal, v.36: 2039-2057 Chou, P. B., & Thomas, E. (2015). A game theory perspective of asymmetric alliances for new product development. International Journal of Entrepreneurship and Innovation Management, 19(1-2), 99-116. Foss NJ, Weber L. 2016. Moving opportunism to the back seat: Bounded rationality, costly conflict, and hierarchical forms. Academy of Management Review 41(1): 61-79.
4 August 17	C. 4 e 5: Aplicando o Equilíbrio de Nash (Modelo de Cournot e Bertrand) e Jogos Estritamente Competitivos e Estratégias Mistas (F)	C. 8: Competitors and Competition (EofS)	Asmussen, C. G. (2014). Strategic factor markets, scale free resources, and economic performance: The impact of product market rivalry. Strategic Management Journal, v.36:1826-1844 Bel, R. (2017) A property rights theory of competitive advantage. Strategic Management Journal, v.39:1678-1703 MacDonald, G. and Ryall, M. (2018). Do new entrants sustain, destroy, or create guaranteed profitability? Strategic Management Journal, v.39:1630-1649
5 August 24	C. 6: Jogos Sequenciais (Avaliando ameaças e promessas) (F)	C. 9: Strategic Commitment (EofS)	Cason, T.N. and Gangadharn, L. (2012). Cooperation spillovers and price competition in experimental markets. Economic Inquiry, v. 51(3):1715-1730

			<p>Ozmel U, Robinson DT, Stuart TE. (2013). Strategic alliances, venture capital, and exit decisions in early stage high-tech firms. <i>Journal of Financial Economics</i> 107(3): 655-670.</p> <p>Duso, T., Röller, L. H., & Seldeslachts, J. (2014). Collusion through joint R&D: An empirical assessment. <i>Review of Economics and Statistics</i>, 96(2), 349-370.</p> <p>Alipranti, M., Milliou, C. and Petrakis, E. (2014) Price vs. quantity competition in a vertically related market. <i>Economic Letters</i>, v.124(1):122-126</p>
Midterm test			
7 August 31	C. 10: The Dynamics of Pricing Rivalry (EofS)	C. 10: The Dynamics of Pricing Rivalry (EofS)	<p>Ahuja, G. (2000) The Duality of Collaboration: Inducements and Opportunities in the Formation of Interfirm Linkages. <i>Strategic Management Journal</i> Vol. 21, No. 3: 317-343</p> <p>Chen, M-J, Su, K-H, and Tsai, W. (2007) Competitive tension: The awareness-motivation-capability perspective. <i>Academy of Management Journal</i>, vol. 50(1)</p> <p>Baum, J.A.C & Korn, H.J. (2017) Competitive Dynamics of Interfirm Rivalry. <i>Academy of Management Journal</i>, vol. 39(2)</p>
8 September 12	C. 11: Entry and Exit (EofS)	C. 11: Entry and Exit (EofS)	<p>Jung, Y. J., Kagel, J. H., & Levin, D. (1994). On the existence of predatory pricing: An experimental study of reputation and entry deterrence in the chain-store game. <i>The RAND Journal of Economics</i>, v.25(1):72-93.</p> <p>Brandts, J. and Figueras, N. (2003) An exploration of reputation formation in experimental games. <i>Journal of Economic Behavior and Organization</i>, v.50(1):89-115</p> <p>Matsui, K.(2013) Entry deterrence through credible commitment to transfer pricing at direct cost. <i>Management Accounting Research</i>, v.24:261-275</p>
9 Septmeber 14	C. 13: Strategic Positioning for Competitive Advantage (EofS)	C. 13: Strategic Positioning for Competitive Advantage (EofS)	<p>D Etzion, A. P. (2014) Mixed signals: a dynamic analysis of warranty provision in the automotive industry, 1960-2008 <i>Strategic Management Journal</i>, v.35:1605-1625</p> <p>Greve, H. R., & Seidel, M. D. L. (2015). The thin red line between success and failure: Path dependence in the diffusion of innovative production technologies. <i>Strategic Management Journal</i>, 36(4), 475-496.</p>
10 September 21	C. 14: Sustaining Competitive Advantage(EofS)	C. 14: Sustaining Competitive Advantage(EofS)	<p>Reed, R. and DeFillippi (1990) Causal Ambiguity, Barriers to Imitation, and Sustainable Competitive Advantage. <i>Academy of Management Review</i>, vol.15(1)</p> <p>Barney, J.B. (2001) Resource-based theories of competitive advantage: A ten-year retrospective on the resource-based view, <i>Journal of Management</i>, pp.643-650</p> <p>Keyhani, M., Lévesque, M., & Madhok, A. (2015). Toward a theory of entrepreneurial rents: A simulation of the market process. <i>Strategic Management Journal</i>, 36(1), 76-96.</p>
11 September 28	Apresentação de dissertação e teses		
11	Final Test		

MINI CV DO PROFESSOR / PROFESSOR MINI CV

Education:

Ph.D. Economics. University of São Paulo with part of the studies (one year) at UCLA

Current academic position:

Associate professor: São Paulo School of Business Administration at Getulio Vargas Foundation

Short visits:

Visiting Professor at Michigan State University

Visiting Researcher at Nova de Lisboa

Honors and awards:

Several times nominated with his students the award for the year best paper in the different fields of the Meeting of the Brazilian National Association of Graduate and Research in Administration (EnANPAD)

The 2005 Best Brazilian Technical Book (The Jabuti Award)

The 2018 Best Applied Paper (Getulio Vargas Foundation)

The 2019 George Stigler Award – Second Best Applied Paper (INSPER)

The 2019 The Leadership Quarterly Best Paper Award

DEPARTAMENTO: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO : MESTRADO-DOCTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA..... : ESTRATÉGIA EMPRESARIAL II
PROFESSOR..... : JORGE CARNEIRO
SEMESTRE/ANO : 2º/2021
CARGA HORÁRIA.: 30 horas ou 15 horas (selecionar)
PROFESSOR.....: JORGE CARNEIRO
DATAS /HORÁRIOS: 4ª feira, das 15:00 às 18:50
SALA: (online)

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.

Objetivos do CMCDAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa	<ul style="list-style-type: none"> • identificar lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica 	● ● ○
Métodos quantitativos de pesquisa		
Conhecimento do tema de pesquisa / teoria	<ul style="list-style-type: none"> • reconhecer diversas perspectivas sobre a existência de empresas • compreender o conceito de “valor” e a diferença entre criação e captura de valor • entender a relação entre estratégia, vantagem competitiva, modelo de negócio, valor e desempenho organizacional 	● ● ●
Procedimentos de pesquisa	<ul style="list-style-type: none"> • identificar lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica 	● ○ ○



Relevância e inovação em pesquisa		○ ○ ○
Elaboração de artigos	• discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre gestão estratégica	● ○ ○
<u>Outros objetivos da disciplina:</u> ---		

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

CONTEÚDO RESUMIDO

Teorias da firma. Planejamento e estratégia como prática. Modelos de negócio. Valor, vantagem competitiva e desempenho organizacional. Métodos de pesquisa em estratégia.

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%



CRONOGRAMA DAS AULAS

	Datas	Conteúdo Programático	Leitura • obrigatória ○ complementar
	06/outubro		<u>Não haverá aula de Estratégia de Empresas II. Professor no EnANPAD.</u>
1	20/outubro	Teorias da firma	<u>Escolas de pensamento em Estratégia</u> ○ Ahlstrand et al. (2001) <u>Teorias da firma</u> • Alvares et al. (2020) <i>Direitos de propriedade</i> ○ Cheung (1983) • Grossman & Hart (1986) ○ North (1990) <i>Custos de transação</i> • Coase (1937) • Jones & Hill (1988) • Williamson (1981) ○ Williamson (1975, 1985) <i>Teoria da agência (representação)</i> • Eisenhardt (1989) • Hill & Jones (1992) • Jensen & Meckling (1976) ○ Zogning (2017) <i>Visão Baseda nos Recursos (RBV)</i> • Barney (1999, 2001b) • Conner (1991) • Peteraf (1993) <i>Teoria do negócio</i> ○ Drucker (1994) <i>Empresas estatais e a teoria da firma</i> ○ Cuervo-Cazurra et al. (2014) • Musacchio et al. (2015) • Peng et al. (2016)



	Datas	Conteúdo Programático	Leitura • obrigatória ○ complementar
2	27/outubro	Modelos de negócio	<u>Modelos de negócio</u> <ul style="list-style-type: none">• 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)○ Christensen et al. (2016)○ Christensen et al. (2019)○ de Jong & van Dijk (2015)○ Klang et al. (2014)○ Magretta (2002)○ Massa et al. (2017)○ Osterwalder & Pigneur (2005, 2010)○ Reinartz et al. (2019)○ Richardson (2008)○ Shafer et al. (2005)○ Tallman (2014)○ Zott & Amit (2008)○ Vial (2019)
3	03/novembro	Coopetição e gestão da inovação	<u>Coopetição</u> <ul style="list-style-type: none">• Bengtsson (2014)• Bengtsson et al. (2010)• Bouncken et al. (2015)• Chen (2008)○ Brandenburger & Nalebuff (1996) <u>Gestão da inovação</u> <ul style="list-style-type: none">• Argyres et al. (2015)• Drucker (2002)• Klingebiel & Rammer (2014)• Lieberman & Montgomery (1988, 1998)○ Makadok (1998)○ Mezas & Glynn (1993)• Porter (1985, cap. 5)• Shafique (2013)
	10/novembro		Não haverá aula de Estratégia de Empresas II. Professor em outro compromisso



	Datas	Conteúdo Programático	Leitura ● obrigatória ○ complementar
4	12/novembro (sexta-feira)	Planejamento: prática vs. teoria e previsão vs. controle	<u>Estratégia como prática</u> <ul style="list-style-type: none">● Burgelman et al. (2018)○ Coraiola et al. (2012)○ Golsorkhi et al. (2015)○ Gond et al. (2017)○ Jarzabkowski & Spee (2009)○ Mirabeau et al. (2017)○ Sminia (2009)○ Tureta & De Lima (2011)● Vaara & Whittington (2012)● Whittington et al. (2003)○ Whittington (1996, 2007) <u>Previsão vs. controle</u> <ul style="list-style-type: none">● Reeves et al. (2012)● Sarasvathy (2001)● Wiltbank et al. (2006)
5	17/novembro	Desempenho organizacional	<u>Criação vs. captura de valor</u> <ul style="list-style-type: none">○ Bowman & Ambrosini (2000)○ Bowman & Collier (2006)○ Brandenburger & Stuart (1996)● Coff (1999)○ Coff (2010)● Lieberman et al. (2018)○ Molloy & Barney (2015)● Priem (2007) <u>Papel da precificação estratégica</u> <ul style="list-style-type: none">○ Kumar (2006)● Nagle (1993)○ Piercy et al. (2010)○ Tyagi (2001) <u>Mensuração do desempenho organizacional</u> <ul style="list-style-type: none">● Bititci et al. (2012)● Cameron (1986)● Carneiro et al. (2007)○ Kaplan & Norton (2005)○ Miller et al. (2013)○ Powell (2001)○ Pun & White (2005)
	24/novembro		Não haverá aula de Estratégia de Empresas II. Professor em outro compromisso



	Datas	Conteúdo Programático	Leitura
6	26/novembro (sexta-feira)	Contribuição teórica e empírica	<p>Leitura</p> <ul style="list-style-type: none">• obrigatória○ complementar <p><u>Contribuição teórica</u></p> <ul style="list-style-type: none">○ Colquitt & Zapata-Phelan (2007)○ Corley & Gioia (2011)○ Eisenhardt (1991)• Fisher & Aguinis (2017)○ Suddaby (2006)• Sutton & Staw (1995)○ Van de Ven (1989)○ Van Maanen et al. (2007)• Weick (1989, 1995)• Whetten (1989) <p><u>Reflections about the past and the future of strategy research</u></p> <ul style="list-style-type: none">• Bettis & Blettner (2020)• Dnevich et al. (2020)• Leiblein & Reuer (2020)• Teece (2020) <p><u>Reprodutibilidade e replicação de estudos</u></p> <ul style="list-style-type: none">• Aguinis et al. (2017)• Bergh et al. (2017)○ Ethiraj et al. (2016)○ Meyer et al. (2017)○ Miller & Bamberger (2016)
7	01/dezembro	Lacunas e tendências de pesquisa em Estratégia	<p><u>Métodos de Pesquisa</u></p> <ul style="list-style-type: none">• Bettis et al. (2014)• Bettis et al. (2016)• Davis et al. (2007)• Edmondson & McManus (2007)• Scandura & Williams (2000)○ Shah & Corley (2006)○ Snow & Thomas (1994) <p><u>Configurational theory and methods</u></p> <ul style="list-style-type: none">○ Doty & Glick (1994)○ Fainshmidt et al. (2020)• Fiss (2007, 2009, 2011)○ Hambrick (1984)○ Miller (1996) <p><u>Experimentos em Estratégia</u></p> <ul style="list-style-type: none">• Chatterji et al. (2016)• Certo et al. (2017)• Croson et al. (2017)• Di Stefano & Gutierrez (2019) <p><u>Estratégia Comportamental</u></p> <ul style="list-style-type: none">• Gavetti (2012)○ Gilbert (2005)○ Kaplan & Henderson (2005)• Powell et al. (2011)• Raffaelli et al. (2018)• Sibony et al. (2017)



	Datas	Conteúdo Programático	Leitura • obrigatória ○ complementar
8	08/dezembro	Discussão dos ensaios teóricos de cada aluno	

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DISCIPLINA / COURSE: **Questões de gênero nas organizações**
 DEPARTAMENTO / DEPARTMENT: **ADM – ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS**
 CURSO / PROGRAM: **CMCD AE**
 SEMESTRE E ANO / SEMESTER AND YEAR: **2º. Semestre 2021**
 CARGA HORÁRIA / CLASS-HOURS: **30 horas** ou 15 horas (selecionar)
 PROFESSOR: **Maria José Tonelli**
 LÍNGUA / LANGUAGE: **Português**

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

A disciplina tem por objetivo apresentar e debater pesquisas clássicas e contemporâneas sobre questões de gênero nas organizações. As questões de gênero estão entrelaçadas com questões de poder, liderança, meritocracia, desigualdade e interseccionalidades que marcam a estrutura organizacional, que desmitificam a neutralidade de conceitos tradicionais em EOR. As teorias feministas mostram que essas estruturas são “gendered” tanto na prática como nas teorias organizacionais que as explicam. A disciplina propõe um debate sobre a desconstrução das teorias organizacionais tradicionais e inclui a questão de gênero como uma categoria central para a análise das organizações.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Identificar métodos qualitativos inovadores em pesquisas sobre questões de gênero.	●○○
Métodos quantitativos de pesquisa Quantitative research methods		○○○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	Conhecer as principais teorias e autores seminais sobre questões de gênero nas organizações.	●●●
Procedimentos de pesquisa Research procedures	Identificar procedimentos de pesquisa inovadores utilizados em pesquisas sobre questões de gêneros nas organizações.	●○○
Relevância e inovação em pesquisa	Apresentar a relevância, o rigor e a inovação das pesquisas sobre gênero como categoria central para análise das organizações.	●●●

Relevance and innovation in research		
Elaboração de artigos Development of academic papers	Apresentar artigos recentes sobre o tema da disciplina e identificar a estrutura e desenho desses artigos.	●○○
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

1. Masculinidades e feminilidades
2. Teorias feministas
3. Teorias organizacionais esquecidas
4. Desconstrução da neutralidade das teorias organizacionais
5. Interseccionalidades: raça, classe social e idade
6. Estudos contemporâneos sobre gênero e organizações
7. Estudos brasileiros sobre gênero e organizações

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

1. Seminários – 30%
2. Participação – 30%
3. Trabalho final – 40%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

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Gherardi, S. (2005). Feminist Theory and Organization Theory: A Dialogue on New Bases. In: Knudsen, C., & Tsoukas, H. (Eds.), *The Oxford Handbook of Organization Theory*. Oxford, UK: Oxford University Press.

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Whitehead, S. M. Masculinities in Management: Hidden, Invisible and Persistent. In: Kumra, S.; Simpson, R.; Burke, R. J. London, The Oxford Handbook of Gender in Organizations. Oxford University Press.

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

Temas	Metodologia	Referências
<p>Aula 1</p> <p>Masculinidades e feminilidades: a abordagem psicanalítica</p> <p>Teorias feministas: uma breve história e conceitos fundamentais</p>	<p>Aula expositiva</p>	<p>Castelo Filho, C. (org.) Sobre o feminino: reflexões psicanalíticas, São Paulo, Editora Blucher, 2018.</p> <p>Buarque de Hollanda, H. (org) (2019) Pensamento feminista: conceitos fundamentais. Rio de Janeiro, Ed. Bazar do Tempo., v. 1</p> <p>Buarque de Hollanda, H. (org) (2019). Pensamento feminista brasileiro: formação e contexto. Rio de Janeiro, Ed. Bazar do Tempo., v. 2</p> <p>Bourdieu, P. (2010) A dominação masculina, Rio de Janeiro, Ed. Record, 9a. edição.</p>
<p>Aula 2</p> <p>Teorias organizacionais esquecidas</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Palludi, M.I.; Helms-Mills, J.; Mills, A. J. Disturbing Thoughts and Gendered Practice: a Discursive Review of Feminist Organization Analysis. In: Kumra, S.; Simpson, R.; Burke, R. J. London, The Oxford Handbook of Gender in Organizations. Oxford University Press.</p>
<p>Aula 3</p> <p>A desmistificação da neutralidade das teorias organizacionais</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. <i>Gender & Society</i>, 4(2), 139-158.</p> <p>Acker, J., & Van Houten, D. R. (1974). Differential recruitment and control: The sex structuring of organizations. <i>Administrative Science Quarterly</i>, 152-163.</p>

		<p>Martin, J.(1990) <i>Deconstructing Organizational Taboos: The Suppression of Gender Conflict in Organizations.</i> <i>Organization Science</i>, no. 1 (4). November, 339-59.</p>
<p>Aula 4</p> <p>Interseccionalidades: raça, classe social e idade</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Buarque de Hollanda, H. (org) (2019) <i>Pensamento feminista: conceitos fundamentais.</i> Rio de Janeiro, Ed. Bazar do Tempo., v. 1</p> <p>Buarque de Hollanda, H. (org) (2019). <i>Pensamento feminista brasileiro: formação e contexto.</i> Rio de Janeiro, Ed. Bazar do Tempo., v. 2</p>
<p>Aula 5</p> <p>Estudos contemporâneos sobre gênero e organizações</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Calás, M. B., & Smircich, L. and Holvino, E. (2014) <i>Theorizing Gender-and-Organization: Changing Times...Changing Theories?</i> In: Kumra, S.; Simpson, R.; Burke, R. J. London, <i>The Oxford Handbook of Gender in Organizations.</i> Oxford University Press.</p> <p>Calás, M. B., Smircich, L., (1999) <i>Do ponto de vista da mulher: abordagens feministas em estudos organizacionais.</i> In: CLEGG, S., HARDY, C., & NORD, W. (1999). <i>Handbook de Estudos Organizacionais</i>,v. 1, Sao Paulo, Editora Atlas.</p>
<p>Aula 6</p> <p>Estudos contemporâneos sobre gênero e organizações</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Gherardi, S. (2005). <i>Feminist Theory and Organization Theory: A Dialogue on New Bases.</i> In: Knudsen, C., & Tsoukas, H. (Eds.), <i>The Oxford Handbook of Organization Theory.</i> Oxford,</p>

		<p>UK: Oxford University Press.</p> <p>Gherardi, S. (1994). The gender we think, the gender we do in our everyday organizational lives. <i>Human Relations</i>, 47(6), 591–610.</p> <p>Whitehead, S. M. Masculinities in Management: Hidden, Invisible and Persistent. In: Kumra, S.; Simpson, R.; Burke, R. J. London, The Oxford Handbook of Gender in Organizations. Oxford University Press.</p>
<p>Aula 7</p> <p>Estudos brasileiros sobre gênero e organizações</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Carrieri, A. de P.; Teixeira, J.C.; Nascimento, M.C. R. (org.) (2016) Gênero e Trabalho: perspectivas, possibilidades e desafios no campo dos estudos organizacionais. Salvador, EDUFBA.</p>
<p>Aula 8</p> <p>Estudos brasileiros sobre gênero e organizações</p>	<p>Seminários, filmes, obras de ficção e discussão em grupos</p>	<p>Andrade, J. O., & Carvalho Neto, A. (Org.). (2015). <i>Mulheres Profissionais e suas carreiras sem censura: estudos sob diferentes abordagens</i>. São Paulo: Atlas.</p>

MINI CV DO PROFESSOR (/ PROFESSOR MINI CV)

Maria José Tonelli é professora titular no Departamento de Administração Geral e Recursos Humanos, na FGV EAESP. Psicóloga, com Mestrado e Doutorado em Psicologia Social na PUC – SP, onde começou sua carreira, em 1986. Na FGV EAESP coordenou o Programa PIBIC para iniciação científica de alunos de Graduação e o Programa de Mestrado e Doutorado em Administração de Empresas. Foi Vice-Diretora da EAESP de 2007 a 2015. Participa ativamente da comunidade científica em Administração nacional e internacionalmente. Faz parte da atual diretoria da ANPAD – Associação Nacional de Pós-Graduação em Administração (2018-2020). Atualmente é editora-chefe da RAE – Revista de Administração de Empresas e da GV Executivo. Editora associada do GWO – Gender, Work and Organization. Seus principais interesses de pesquisa incluem questões de gêneros e envelhecimento da força de trabalho. Além de suas atividades acadêmicas coordena o NEOP – Núcleo de Estudos em Organizações e Pessoas na FGV EAESP, onde desenvolve projetos de pesquisa aplicadas, em parceria com empresas e associações sobre questões de gêneros, empreendedorismo feminino e envelhecimento.

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

Textos adicionais poderão ser acrescentados para aprofundar discussões nos seminários

DEPARTAMENTO: ADMINISTRAÇÃO DA PRODUÇÃO E OPERAÇÕES (POI)
 CURSO: MASTER AND PHD-BUSINESS ADMINISTRATION (CM-CDAE)
 DISCIPLINA: MANAGING COLLABORATIVE INNOVATION:
 PROFESSOR: JULIANA BONOMI SANTOS

SEMESTER/YEAR: 2º/2021

SYLLABUS

LEARNING GOALS

Competitive pressures are increasingly forcing companies to innovate more and reduce their time-to-market. As a result, the open innovation approach is now the status quo and companies commonly adopt collaborative innovation practices to access knowledge and capabilities of customers and network partners located all around the world to increase their innovativeness and competitiveness. Corporations traditionally involved customers and suppliers in their product and service development processes and relied on networks to innovate. Now they also look to gain access to innovative technologies and business models participating in innovation ecosystem and engaging with startups. Building on insight from operations and industrial marketing management, this module will how collaboration can, and should, be managed to be promote innovation. To do so, in this course, we will explore the theories and concepts necessary to understand how to initiate, develop, manage, and terminate relationships with single and multiple partners to generate innovation and extract value from it.

Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution *
Qualitative research methods	- Understand the use of qualitative methods to tackle research problems related to the concepts in analysis	●○○
Quantitative research methods	- Understand the use of quantitative methods to tackle research problems related to the concepts in analysis	●○○
Knowledge of research themes and theory	- Understand different streams of research that generate knowledge to understand open innovation efforts - Learn the capabilities needed to innovate collaboratively - Gain a perspective on the differences involved in collaborating with a single partner versus a network of partners	●●●
Research procedures		○○○
Relevance and innovation in research		○○○
Development of academic papers	- Develop in paper based on the literature studied to reflect critically on one of the topics studied	●●●
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).

MAIN TOPICS - TBC

- I. Open Innovative
- II. Capabilities for collaborative innovation
- III. Customer and supplier involvement in the innovation process
- IV. Corporate Engagement with startups
- V. Innovation networks
- VI. Innovation ecosystems
- VII. Innovation network and ecosystem orchestration
- VIII. Innovation clusters, ecosystems, and Competitiveness

METODOLOGY

Seminars, discussion, articles, guest speakers and wrap-up;

Class structure: In each class, we will discuss a group of papers (3-4). Each week, one groups will have to prepare a presentation based on the papers and then we will discuss core concepts together.

Groups are expected to add one new reference to the ones proposed by the lecturer.

A final project report in an article format will be presented at the end of the program.

EVALUATION PROCESS

1.Class participation: weekly participation and seminars	40%
2.Written report related to the final project: delivery by the mid of the program	20%
3.Final examination (Final project with a meaningful research question and concepts)	40%

The final project should be an essay aiming to create a conceptual framework that could orient future empirical work or defending an central argument. Although the final project is not a full paper, it should be in a paper format. The paper should follow the ENANPAD submission guidelines ([Chamada-Trabalhos-EnANPAD-2021-PO-OF-602597b7231ad.pdf](#)). Papers are limited to 6 pages including references.

COMMUNICATION AND OFFICE HOURS

- The best way to contact the instructors is via email. Feel free to drop in during office hours or make an appointment to discuss any questions, concerns, or ideas you have about the class and the assignments.
- Juliana Bonomi (juliana.bonomi@fgv.br)
- The communication between professors and students will be carried through the platform eclass/blackboard.
- The material related to Clusters are part of the MOC program is part of a HBS Network and the ISC(Institute of Strategy and Competitiveness),led by Prof. M. Porter.

PROGRAMA AULA-A-AULA

Class number	Topic	Content
1	Introduction to the discipline Open Innovation	<ul style="list-style-type: none"> - Guidelines for the final paper - Seminars for all classes
2	Capabilities for collaborative innovation	<ul style="list-style-type: none"> - Relationships-oriented capabilities - Innovation capabilities - Operational capabilities
3	Customer and supplier involvement in the innovation process	<ul style="list-style-type: none"> - Differences between buyer and supplier involvement in new product and service development processes - Collaboration features - Performance implications
4	Corporate Engagement with startups	<ul style="list-style-type: none"> - Modes of corporate engagement with startups - Challenges - Governance structures
5	Innovation networks	<ul style="list-style-type: none"> - Characteristics - Network structures - Managing network-based innovation projects
6	Innovation ecosystems	<ul style="list-style-type: none"> - Characteristics - Differences in relation to networks - Ecosystem membership
7	Innovation network and ecosystem orchestration	<ul style="list-style-type: none"> - Orchestration concepts - Types of orchestrators and their capabilities - Differences in ecosystem and network orchestration
8	Clusters, innovation, and Competitiveness	<ul style="list-style-type: none"> - Clusters organization and its relationship to firms' competitiveness and local development

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CHESBROUGH, H.W. Why Companies Should Have Open Business Models. *Sloan Management Review*, Vol 48, n° 2, winter, pp. 22-28, 2007.

2 Capabilities for collaborative innovation

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Wu, S. J., Melnyk, S. A., & Swink, M. (2012). An empirical investigation of the combinatorial nature of operational practices and operational capabilities: compensatory or additive?. *International Journal of Operations & Production Management*.

3 Customer and supplier involvement in the innovation process

CARBONELL, P., & RODRIGUES-ESCUADERO, A. I. (2014). “Antecedents and consequences of using information from customers involved in new service development”, *Journal of Business & Industrial Marketing*, Vol. 29, N. 2, pp. 112-122.

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4 Corporate Engagement with startups

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5 Innovation networks

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Langlois, R. N., & Robertson, P. L. (1992). Networks and innovation in a modular system: Lessons from the microcomputer and stereo component industries. *Research Policy*, 21(4), 297–313.*

6 Innovation ecosystems

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7 Innovation network and ecosystem orchestration

Dhanaraj, C., & Parkhe, A. (2006). Orchestrating innovation networks. *Academy of Management Review*, 31(3), 659–669.*

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Giudici, A., Reinmoeller, P., & Ravasi, D. (2018). Open-system orchestration as a relational source of sensing capabilities: Evidence from a venture association. *Academy of Management Journal*, 61(4), 1369–1402.*

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8 Clusters, innovation and competitiveness

CASTELACCI, F.; Innovation and the competitiveness of industries: Comparing the mainstream and the evolutionary approaches. *Technological Forecasting and Social Change*, Vol 75 (2008), 984-1006

DI SERIO, L.C.; VASCONCELLOS, M.A.; *Estratégia e Competitividade Empresarial: Inovação e Criação de Valor*. São Paulo: Saraiva, 2009

PORTER, M.E.; Clusters and the New Economics of Competition. *HBR*, Vol 76, nº 6, nov-dec 1998, pp. 77-90

ANTONELLI, C.; The Economics of Innovation: from the Classical Legacies to the Economics of Complexity. *Economics of Innovation and New technology*, vol. 18, nº 7-8, 2009, 611-646

ENGEL, J.S.; DEL-PALACIO, I.; Global Networks of Clusters of Innovation: The Accelerating the innovation process; *Business Horizons*, Article in Press.

DISCIPLINA: PESQUISA EM ADMINISTRAÇÃO E USO DE TI NAS EMPRESAS (PESQUISA 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
 PERÍODO: QUINTA-FEIRA DAS 15:00 ÀS 18:40 SEMESTRE: 2º/2021
 AULA ZOOM: <https://ide-fgv-br.zoom.us/j/395324492?pwd=NXZhaTBzcmsxeEY1citvLzJEUmJadz09>

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.

Ela 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.

Objetivos do CMCDAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa		○ ○ ○
Métodos quantitativos de pesquisa		○ ○ ○
Conhecimento do tema de pesquisa / teoria	Capacitar na realização de diagnósticos do uso da TI utilizando a terminologia e as estruturas de referência da área de TI / SI.	● ● ●
Procedimentos de pesquisa	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.	● ● ○
Relevância e inovação em pesquisa	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.	● ● ○
Elaboração de artigos	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.	● ● ●
Outros objetivos da disciplina: 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.		

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)

Aula	Dia	Tema / Quintas das 15:00 as 18:40	Envio
1	5-ago	Introdução / Programa / Trabalhos / Pesquisa	
2	12-ago	Pesquisa do Uso de TI nas Empresas	Confirmar Tema A1
3	26-ago	A1 = Apresentar situação atual do Artigo - PPT	Enviar opções T1
4	2-set	T1 = Apresenta Síntese de Artigos Sleccionados	Enviar opções T2
5	23-set	T2 = Apresenta Síntese de Artigos Sleccionados	PPT T1 (Ver-Diagn)
6	4-nov	A2 = Apresentar situação atual do Artigo - PPT	PPT T2 (Ver-Diagn)
7	11-nov	Atualidades Gartner Symposium	
8	25-nov	Diagnóstico do Uso de TI da Empresa (15 min)	PPT e Quest (Word)
	Exame	A3 = Enviar via eClass [SafeAssign] "Artigo"	até 12/12/2021

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 15 minutos.**
- ✓ **Enviar** via **Entrega de Atividade** do eClass: **PPT e artigos** (em PDF) até 7 dias após a apresentação.

2) ARTIGO - A1 A A3:

A1) e A2) Síntese atual do Artigo – Estrutura, Problema de Pesquisa, Metodologia, só referências básicas ... 10 minutos para apresentação. Uma “continuação” do trabalho da disciplina: Oficina de Pesquisa e Publicação em TI / SI (PPT, não precisa enviar);

A3) Exame: Minuta de Artigo (**padrão EnAnpad ou do Congresso ou Publicação pré-selecionada**) **ENVIAR** via **Entrega de Atividade** do eClass [SafeAssign] até 12/dez/210.

3) DIAGNÓSTICOS DO USO DE TI EM UMA EMPRESA

O objetivo desse trabalho é observar, na prática, como se aplicam conceitos tratados no curso e permitir analisar a situação de uma empresa, visando elaborar um diagnóstico que identifique a situação atual, peculiaridades e **como a empresa está fazendo Uso e Administração 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 uma empresa, de sua própria escolha, que possua mais de 180 teclados (no mínimo 30). A 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 usuário de TI e/ou usuário-chave.

Responder o Questionário da 32ª edição da Pesquisa (2021), www.fgv.br/cia/pesquisa

1. 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.
2. Breve relato sobre: **O papel e o estágio da TI na empresa**, aspectos estratégicos (impactos nos negócios), gerenciais (tratamento dos dados, suporte à decisão e Inteligência Analítica) e operacionais. Idealmente conversar com 2 a 3 interlocutores na empresa, TI, alta administração e usuário.
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). Quantificar e Analisar cada indicador selecionado;
4. Conclusão do Diagnóstico que analisa, sintetiza e critica os indicadores em conjunto com os itens 1 e 2.

ENVIAR via Entrega de Atividade do eClass: 3 arquivos atualizados para incorporar as discussões da apresentação, **até 7 dias após a apresentação:**

- 1) **APRESENTAÇÃO PARA A CLASSE:** Diagnóstico (PPT apresentados em 15 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.

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Veja no eClass as Publicações recentes atualizadas da Linha de Pesquisa AATI e do FGVcia: Artigos, Teses, Dissertações, Congressos, Journals ... que no decorrer do curso será ampliada e atualizada com Notas de Aula, Apresentações e Artigos para discussão em classe.

DEPARTAMENT : MERCADOLOGIA (MCD)
PROGRAM : MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
COURSE : PSYCHOMETRICS
PROFESSOR..... : FELIPE ZAMBALDI

SEMESTER: 2/2021

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 structural equation modelling (Factor Analysis and SEM) and Item Response Theory (IRT).

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
13. Item Response Theory

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 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 to 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

Activities	Weight
Exercises	40%
Activities	30%
Project	30%

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DISCIPLINA..... DIGITAL TRANSFORMATION: IDENTIFYING RESEARCH OPPORTUNITIES IN IS FIELD
 DEPARTMENT.....TECHNOLOGY AND DATA SCIENCE
 PROGRAM..... CMCD AE
 SEMESTER/YEAR..... 2º/2021
 CLASS-HOURS..... 30 horas ou 15 horas
 PROFESSOR..... Otavio Sanchez
 LANGUAGE..... English

COURSE DESCRIPTION

Digital Transformation (DT) is in extraordinary evidence, but it is not a massive reality in organizations. Unlike other times when the use of buzzwords has mainly characterized technological inflections, DT has a unique set of characteristics and reflects an outstanding technological evolution that has been materialized in recent years on multiple fronts.

This condition generates the potential convergence of elements capable of opening opportunities for strategic transformations in organizations, influencing many organizational aspects such as how decisions are made, the way processes are conducted, and how resources should be configured. Also, employees are exposed to new opportunities and threats in their relationships within their groups and organizations. Equally, the technology itself attracts much attention as it challenges the organizational scenario. The Information Systems – IS research field faces the challenging reality in which much of the existing knowledge needs to be complemented or revised, which raises the need to conduct scientific research on the overall topic intensively.

This course aims at identifying and discussing potential research topics in IS field by focusing on three main aspects: (a) what exists in the mainstream IS field that can be applied to problematize DT; (b) which managerial and practical problems can drive the need for knowledge about this extreme technological and organizational inflection, and (c) which perspectives and theories are recognized so far in the mainstream IS field to support high-level research on digital transformation in the field of IS.

LEARNING GOALS

CMCDAE Objectives	Learning goals	Level of Contribution
Qualitative research methods		○ ○ ○
Quantitative research methods		○ ○ ○
Knowledge of research themes and theory	At the end of the course the student should be familiar with the current view of the IS field mainstream literature in the subject, as well as recognize, understand and justify theories applicable in specific Digital Transformation research studies	● ● ●
Research procedures	Identify potential gaps and research opportunities in Digital Transformation, based on the IS field mainstream literature	● ● ○
Relevance and innovation in research	Identify the most relevant issues of the theme and articulate a research proposition with the potential for becoming a future contribution to mainstream IS field	● ● ●
Development of academic papers	The student will produce viable and relevant research proposals related to the topic of Digital Transformation. At the end of the course, a research project should be delivered articulating one or more subtopics covered during the course	● ● ○
<u>Other objectives of the course:</u> none		

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

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

Students must maintain an average weekly dedication of 10 extra hours per class to be used in readings and materials preparation. As we refer to international papers, there is a significant amount of English material to be read in-depth to enable the proper class discussion.

CONTENT/METHODOLOGY

Classes are based on discussions and presentations. Although the course is taught in Portuguese, its dynamics require an intense reading of papers published in English in the leading international journals. Speed in reading and mastery of material interpretation is of great importance for the use of the discipline. We will use previous readings as a basis for discussions and a dynamic in the classes that aims to stimulate the creative articulation of knowledge in the search for original and relevant research opportunities in the international context. As a result, the opportunities identified are expected to be recorded and exploited shortly.

ASSESSMENT

#	WEIGHT	DESCRIPTION
P1	35 %	Discussion and Participation: Effective preparation, reading, interpretation, and discussion of course materials during classes
P2	25 %	Presentations: Ability to involve colleagues and adequately communicate the main aspects of the papers selected (depending on the number of students in the course, one doctoral students are expected to present at least two of the primary papers of the course, while each master student will present at least one)
PF	40 %	Individual research project: The identification of an appealing theoretical gap to be articulated as a research proposal and the concatenation of a proper research design to address this gap

CLASSES SCHEDULE

#	DATE	TOPIC	OBJECTIVES	REFERENCES	EXTRAS
1	Aug.02	Course presentation Does Digital Transformation (DT) matter?	<ul style="list-style-type: none"> DT definitions Identify research areas in DT 	[1] [2] [3]	[4] [5] [6] [7-11]
2	Aug.09	Overview of DT research in mainstream IS: Organizational: Ambidexterity and Agility	<ul style="list-style-type: none"> How IS field addresses the Organizational Ambidexterity and Agility The relationship between IS and Organizational Ambidexterity and Agility The role of Organizational Ambidexterity and Agility 	[12] [13] [14]	[15] [16] [17]
3	Aug.16	Trending topics and variables in mainstream IS DT research: Orchestration and other variables in Organizational Agility	<ul style="list-style-type: none"> Inertia and Coordination Sensing, Decision Making, Acting Business environment SMACIT Investment Intensity 	[18] [19] [20] [21]	[22] [23] [24] [25]
4	Aug.23	Focusing the research topic	<ul style="list-style-type: none"> After defining a theme How to position the GAP How to adapt theories to IS First TD research proposal 	[26] [27] [28] [29]	[30] [31] [32] [33]
		Discussion of student research proposals			
5	Aug.30	Theories used in mainstream IS DT research: Dynamic Capabilities, RBV; IT's Role in Dynamic Capabilities	<ul style="list-style-type: none"> Use of RBV in the IS field Fundamentals of Dynamic Capabilities IS/IT as a Dynamic Capacity Sense, Seize, Transform 	[34] [35] [36] [37] [38]	[39]
		Discussion of student research proposals			
6	Sept.13	DT research topics: Borderline between IS and Organizations: Organizational Culture, People and Managers	<ul style="list-style-type: none"> Organizational Change IT-enabled Organizational Change How the IS field uses Culture People as Resources 	[40] [41] [42] [43]	[44] [45]
		Discussion of student research proposals			
7	Sept.20	DT research topics: Borderline between IS and ITmanagement: Technologies, Programs and Platforms	<ul style="list-style-type: none"> Platforms as a Service – PaaS Program Ambidexterity IT Capability AI and Human x AI interaction 	[46] [47] [48] [49] [50]	[51] [52]
		Discussion of student research proposals			
FE	Sept.27	Students present (individually) their final versions of the research proposal and upload them following a predefined format			

class hours are from 15:00 to 16:40, followed by an interval, and from 17:00 to 18:40

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PROFESSOR MINI CV



Otavio Sanchez

Associate Professor of Information Systems and Quantitative Methods at Ph.D. & Master Courses of Fundacao Getulio Vargas FGV-EAESP and Visiting Scholar at the University of Arizona. My research interests range from Strategy and Management of Information Systems, Information Economics, Behavioral Economics, Behavioral Information Systems, and Psychometrics. My research has appeared in high-impact journals like CACM-Communications of the ACM, IJPM-International Journal of Project Management, ISF-Information Systems Frontiers, among others. Member of INFORMS - Management and Services Operations Society, Information Management Society, and AIS – Association for Information Systems. I have been serving as a referee for the top IS journals as MISQ - MIS Quarterly, JMIS - Journal of Management Information Systems, JSIS - Journal of Strategic Information Systems, JAIS – Journal of the Association for Information Systems, EJIS – European Journal of Information Systems, ISM - Information Systems Management, C&E - Computers & Education, and the main IS international conferences as ICIS - International Conference on Information Systems and ECIS – European Conference on Information Systems. Senior Editor of AIS journal Transactions on Replication Research (AIS TRR - <https://aisel.aisnet.org/trr/>). In the past I served as member of Scientific Committee of Information Systems Division at ANPAD - Brazilian National Post-graduation Programs Association (2013-2014) and as its Division's Head (2015-2017). My full academic CV is available at <http://lattes.cnpq.br/3744651482348616>.

DISCIPLINA / COURSE: Sustentabilidade e Responsabilidade em Operações.
 DEPARTAMENTO / DEPARTMENT: POI
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 2021-2....
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: PRISCILA MIGUEL/LUCIANA VIEIRA
 LÍNGUA / LANGUAGE: PORTUGUÊS..

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

Esta disciplina tem o objetivo promover a discussão e reflexão sobre temas emergentes no estudo da sustentabilidade e responsabilidade em Operações e Cadeias de Suprimento. A disciplina foca nas teorias que vem sendo utilizadas no avanço destes temas, e busca instigar desenvolvimento de novas questões de pesquisa. São também abordadas também questões específicas de investigação sobre Sustentabilidade e Responsabilidade em Operações e Cadeias de Suprimento, tais como eco-inovação, redução de perdas e desperdícios de alimentos, upgrading social e ambiental nas cadeias globais de valor, compras responsáveis, compliance, entre outros.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Desenvolver competências para avaliar a aplicabilidade de métodos qualitativos no tema	●●○
Métodos quantitativos de pesquisa Quantitative research methods	Desenvolver competências para avaliar a aplicabilidade de métodos quantitativos no tema	●●○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	Compreender os principais conceitos envolvidos nas pesquisas sobre Sustentabilidade e Responsabilidade em Operações e Cadeias de Suprimento	●●○
Procedimentos de pesquisa Research procedures	xxx	
Relevância e inovação em pesquisa Relevance and innovation in research	Desenvolver competências na identificação de temas emergentes Desenvolver competências na elaboração de artigos sobre o tema	●●○
Elaboração de artigos Development of academic papers	Elaborar textos científicos com potencial de publicação no tema	●●○
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

- Cadeias Sustentáveis e Responsáveis
- Upgrading Social e Ambiental em Cadeias Globais
- Eco-inovação
- Inovação Social
- Produção e Consumo Sustentável
- Paradoxos em Cadeias de Alimentos
- Compras Responsáveis (Responsible Sourcing)
- Governança em cadeias sustentáveis
- Riscos associados a cadeias sustentáveis
- Propagação de práticas sustentáveis em cadeias de suprimentos.

A metodologia de ensino envolverá preleções dialogadas com as professoras, seminários, elaboração de resenhas críticas,

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

A avaliação da disciplina será realizada com base em três critérios:

- Participação em aula (20%)
- Ensaio crítico (20%)
- Apresentação de seminários (30%)
- Trabalho final (30%)

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

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

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

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

DISCIPLINA / COURSE: TRANSFORMATIVE CONSUMER RESEARCH
 DEPARTAMENTO / DEPARTMENT: MKT
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 2 / 2021
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: TÂNIA VELUDO
 LÍNGUA / LANGUAGE: PORTUGUÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

A disciplina desenvolverá uma compreensão crítica e em profundidade sobre Transformative Consumer Research (TCR) – um programa de pesquisa da Association of Consumer Research (ACR) que estuda o bem-estar individual e coletivo como uma função do consumo. A disciplina terá como foco a transformação do comportamento do consumidor e irá discutir aspectos conceituais e aplicações metodológicas envolvendo três eixos principais: 1) injustiça e discriminação no mercado, 2) comportamentos de risco do consumidor e 3) o papel do consumidor na promoção do bem-estar.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

GRAU DE CONTRIBUIÇÃO / LEVEL OF CONTRIBUTION *			
Forte / High	Intermediário / Medium	Reduzido / Low	Nenhum / None
●●●	●●○	●○○	○○○

Objetivos do CMCDAE CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Explorar métodos de pesquisa qualitativos específicos e relevantes para TCR.	●○○
Métodos quantitativos de pesquisa Quantitative research methods	Explorar métodos de pesquisa quantitativos específicos e relevantes para TCR.	●○○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	Compreender a TCR como área de estudo dentro do domínio do Comportamento do Consumidor e sua interface com áreas afins.	●●●
Procedimentos de pesquisa Research procedures		○○○
Relevância e inovação em pesquisa Relevance and innovation in research	Compreender como a TCR equaciona rigor metodológico e contribuição teórica de suas pesquisas com resultados que suscitem avanços sociais e ambientais relevantes.	●●●
Elaboração de artigos Development of academic papers		○○○
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

O espectro de temas de atuação da TCR é extenso, incluindo: discriminação e injustiça, materialismo, subsistência e sustentabilidade, nutrição, miséria, vícios, doenças sexualmente transmissíveis, vulnerabilidade financeira, crises humanitárias, escravidão contemporânea, doação e voluntariado etc. Os tópicos a serem cobertos na disciplina serão: 1) Definição, origens e escopo de TCR, 2) Vulnerabilidade no consumo e bem-estar do consumidor, 4) Injustiça e discriminação no mercado, 2) Comportamentos de risco do consumidor, 3) O papel do consumidor na promoção do bem-estar (decisões de consumo pró-sociais, doação e voluntariado) e 4) Transformative Service Research.

A disciplina envolve uma série de atividades didáticas, cada qual contemplando um aspecto complementar para alcançar o conhecimento planejado. As seguintes atividades poderão ser usadas: 1) preleções dialogadas do professor, 2) discussão de capítulos de livros e artigos científicos, 3) produção de ensaios críticos, 4) relatos de experiências e 5) apresentações.

Caberá à docente estimular e mediar os debates, além de esclarecer pontos obscuros e expor temáticas complementares aos assuntos abordados. Para garantir a reflexão dos conteúdos e um debate enriquecedor, os alunos devem realizar previamente as leituras indicadas e se preparar para as discussões programadas para cada encontro.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Ensaio crítico	30%
Atividades em classe (em grupo ou individual)	30%
Trabalho final	40%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

Bone, S.; Christensen, G.; Williams, J. (2014). Rejected, shackled, and alone: The impact of systemic restricted choice on minority consumers' construction of self. *Journal of Consumer Research*, v. 41, p. 451-474.

Crocket, D.; Downey, H.; Firat, F.; Ozanne, J.; Pettigrew, S. (2013). Conceptualizing a transformative agenda. *Journal of Business Research*, v. 66, p. 1171-1178.

Du, S.; Sen, S.; Bhattacharya, C. B. (2008). Exploring the social and business returns of a corporate oral health initiative aimed at disadvantaged Hispanic families. *Journal of Consumer Research*, v. 35, n. 3, p. 483-494.

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Hill, R. P.; Sharma, E. (2020). Consumer vulnerability. *Journal of Consumer Psychology*, v. 30, n. 3, p. 551-570.

Mick, D. G.; Pettigrew, S.; Pechmann, C.; Ozanne, J. (2012). Origins, qualities and envisionments of Transformative Consumer Research. In: Mick, D. G.; Pettigrew, S.; Pechmann, C. *Transformative Consumer Research for Personal and Collective Well-Being*. New York: Routledge (p. 3-24).

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Shinoda, L; Veludo-de-Oliveira, T. M.; Pereira, I. (2021). Beyond gender stereotypes: the missing women in print advertising. *International Journal of Advertising*.

Shultz II, C. J.; Holbrook, M. B. (2009). The paradoxical relationships between marketing and vulnerability. *Journal of Public Policy & Marketing*, v. 28, n. 1, p. 124-127.

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

Encontro	Tema	Sub-temáticas
1	Definição, origens e escopo de TCR Vulnerabilidade no consumo e bem-estar do consumidor	
2	Injustiça e discriminação no mercado	Questões de gênero, análise de conteúdo

3	Injustiça e discriminação no mercado	Questões de raça, experimento de campo
4	Decisões de consumo pró-sociais	Ativismo em defesa dos animais, etnografia, videografia
5	Doação e voluntariado	Doação de órgãos, regressão logística
6	Comportamento de risco do consumidor	Vício em tecnologia, vício em cigarro, vulnerabilidade financeira, equações estruturais, videografia, observação
7	Transformative Services Research	Educação na baixa renda, escopo da TSR
8	Fechamento do curso	

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

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)