

DEPARTAMENT.....: General Management and Human Resources (ADM)
PROGRAM: Master and Doctorate Program in Business Administration (CMCD AE)
COURSE: Business Strategy: design, coordination and power
PROFESSOR: Jorge Carneiro / Maria Tereza Fleury
SEMESTER/YEAR: : 1st quarter / 2023
CLASS-HOURS:.....: 30 hours
DAYS/HOURS:.....: Wednesday, 9:00am thru 12:50pm
ROOM:.....:

COURSE DESCRIPTION

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

LEARNING GOALS

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

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

CMCD AE Objectives	Course learning goals	Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods		○○○
Métodos quantitativos de pesquisa / Quantitative research methods		○○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	<ul style="list-style-type: none"> Contemplate the main theoretical streams of strategy research Understand the scope and content of strategy planning and strategy execution Identify the multiple perspectives to business performance measurement 	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Recognize gaps and trends in strategy research	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research		●●○
Elaboração de artigos / Development of academic papers		●○○
Other course learning goals:.....		

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

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

CONTENT/METHODOLOGY

The planned activities for the course include: a) individual presentations of the key texts, complemented by class discussion; b) writing of a theoretical essay (which should not be just a summary of the texts, but rather a structured review of the literature with suggestions for future research).

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

STUDENT PERFORMANCE ASSESSMENT

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

COURSE CONTENT

1. Industrial Organization
 - a) industry structure analysis (five forces)
 - b) macro-environment
 - c) value chain
 - d) transaction costs
 - e) competitive strategy
 - f) corporate strategy
2. Agency theory
3. Micro-foundations of strategy and strategy-as-practice
4. Implementation of strategy

COURSE SCHEDULE

	Dates	Topics	Readings
1	08 Feb JC	Theoretical streams of strategy: Industrial Organization (IO)	<p>Readings</p> <ul style="list-style-type: none"> • mandatory ○ complementary <p><u>External environment: five forces, complementors, macro-environment</u></p> <ul style="list-style-type: none"> ○ Brandenburger & Nalebuff (1995) ○ Barney & Hesterly (2011, cap.2) ○ Cummings & Doh (2000) • Day (1997) • Eggers & Kaplan (2013) ○ Hax & Wilde (2001, 2003) ○ Pickton & Wright (1998) • Porter (1980, cap. 1, 3 e 8) • Porter (2008) • Yoffie & Kwak (2006) <p><u>Value chain</u></p> <ul style="list-style-type: none"> ○ Barney & Hesterly (2011, cap.3) • Eisenmann et al. (2006) ○ Normann & Ramirez (1993) • Porter (1985, cap. 2) ○ Van Alstyne et a. (2016)
2	15 Fev JC	Theoretical streams of strategy: Industrial Organization (IO) (cont.)	<p><u>Transaction costs</u></p> <ul style="list-style-type: none"> • Williamson (1979) ○ Williamson (1981) <p><u>Competitive strategies</u></p> <ul style="list-style-type: none"> • Chew (2000) ○ Kim & Mauborgne (1999a 1999b, 2005) • Kim & Mauborgne (2014, cap. 3, 4 e 5) • Miller & Dess (1993). • Mintzberg (1988) • Porter (1985, cap.3, 4 e 7) <p><u>Corporate strategies</u></p> <ul style="list-style-type: none"> • Barney (1999) ○ Harrigan (1986) ○ Hitt et al. (1994) • Leiblein & Miller (2003) ○ Purkayastha et al. (2012) • Whittington et al. (2020, chapter 8) <p><u>Micro-foundations</u></p> <ul style="list-style-type: none"> • Barney & Felin (2013) • Fellin & Foss (2005) ○ Foss & Pedersen (2014) ○ Mahoney (2004)
	22 Feb	No Class. Carnival.	

	Dates	Topics	Readings
3	01 Mar MTF	Theoretical streams of strategy: The Resource-Based View (RBV)	<p>Readings</p> <ul style="list-style-type: none"> • mandatory ○ complementary <p><u>Foundations of RBV</u></p> <ul style="list-style-type: none"> ○ Alvarez & Busenitz (2001) ○ Barney (1986a, 1986b) • Barney (1991, 2001b) • Collis & Anand (2021) ○ Collis & Montgomery (2008) • Conner (1991) • Dierickx & Cool (1989) • Eisenhardt & Martin (2000) ○ Hill & Deeds (1996) ○ Lippmann & Rumelt (1982) ○ Madhok & Priem (2010) ○ Mahoney & Pandian (1992) • Peteraf (1993) ○ Pitelis (2007) ○ Reed & DeFillippi (1990) ○ Teece et al. (1997) ○ Teece (2012) <p><u>Mimetism vs. heterogeneity</u></p> <ul style="list-style-type: none"> • DiMaggio & Powell (1983) ○ Hirsch & Lounsbury (1997) ○ Meyer & Rowan (1977) ○ Nelson (1991) ○ Peng et al. (2009) • Scott (2008) ○ Stinchcombe (1997) ○ Suchman (1995) <p><u>Criticisms to RBV</u></p> <ul style="list-style-type: none"> • Barney (2001a) ○ Kraaijenbrink et al. (2010) • Priem & Butler (2001a, 2001b) <p><u>Exemplary papers on dynamic competences</u> Best papers published in SMJ (<i>Strategic Management Journal</i>) 2010, 2009, 2007</p>

	Dates	Topics	Readings
4	08 Mar MTF	Formulation and execution of strategic planning	<p>Readings</p> <ul style="list-style-type: none"> • mandatory ○ complementary <p><u>Strategy conceptualization</u></p> <ul style="list-style-type: none"> ○ Ronda-Pupo & Guerras-Martin (2012). • Mintzberg (1987) • Porter (1996) ○ Whittington (2001) <p><u>Content and process of planning</u></p> <ul style="list-style-type: none"> ○ Armstrong (1982) • Boyd and Reuning-Elliot (1998) ○ Hopkins and Hopkins (1997) ○ Jacometti & Bulgacov (2012) • Langley (1995) • McIlquham-Schmidt (2010) • Wolf & Floyd (2017) <p><u>Content and process of execution (the “O” of VRIO)</u></p> <ul style="list-style-type: none"> ○ Amoo et al. (2019) ○ Bourgeois & Brodwin (1984) • Hrebiniak, L. G. (2006) ○ Lee & Puranam (2016) • Okumus (2003) • Oliveira et al. (2019) • Weiser et al. (2020) <p><u>Cognitive and strategic inertia</u></p> <ul style="list-style-type: none"> • Barr et al. (2013) • Mallette & Hopkins (2013) • Narayanan et al. (2011) • Powell et al. (2011) ○ Tripsas & Gavetti (2015)
5	15 Mar JC	Strategy and organizational performance	<p><u>Components of variance of organizational performance</u></p> <ul style="list-style-type: none"> ○ Bowman & Helfat (2001) ○ Brito & de Vasconcelos (2005) ○ Brush & Bromiley (1997) ○ Claver et al. (2002) ○ Guo (2017) • Hawawini et al. (2003, 2004, 2005) ○ Mauri & Michaels (1998) • McGahan & Porter (1997, 1999, 2002) ○ McNamara (2005) • Roquebert et al. (1996) • Rumelt (1991) • Schmalensee (1985) *Seminal ○ Sohl et al. (2020) ○ Vanneste (2017) <p><u>Empirical evidence about the impact of strategic plan</u></p> <ul style="list-style-type: none"> ○ Boyd (1991) ○ Capon et al. (1994) • Miller & Cardinal (1994) ○ Pearce et al. (1987) • Rudd et al. (2008) • Schwenk & Shrader (1993)

	Dates	Topics	Readings
6	22 Mar MTF	Gaps and trends in strategy research	<p>Readings</p> <ul style="list-style-type: none"> • mandatory ○ complementary <p><u>Doing Impactful Strategic Management Research</u></p> <ul style="list-style-type: none"> • Balogun et al. (2003) • Delbecq (2007) • Van de Ven & Johnson (2006) • Wickert et al. (2021) <p><u>Content</u></p> <ul style="list-style-type: none"> • Acedo et al. (2006) • Agyres et al. (2019) • Durand et al. (2017) • Kenworthy & Verbeke (2015) ○ Mackay & Zundel (2017) • Mayer & Sparrowe (2013) ○ Panda & Gupta (2014) ○ Pitelis (2007)
	29 Mar	No class. AIB-LAC conference	
	05 Apr	No class. Professors in a workshop	
7	12 Apr	Gaps and trends in strategy research (cont.)	<p><u>Endogeneity in strategy research</u></p> <ul style="list-style-type: none"> • Chang et al. (2010) • Hamilton & Nickerson (2003) ○ Larcker & Rusticus (2010) ○ Lindell & Whitney (2001) ○ Malhotra et al. (2006) • Podsakoff et al. (2003) ○ Reeb et al. (2012) ○ Rocha et al. (2019) • Shaver (1998) <p><u>Phenomenon-based research</u></p> <ul style="list-style-type: none"> ○ Doh (2015) ○ Graebner et al. (2017) (call for papers) • Hambrick (2007) • von Krogh et al. (2012)
8	19 Apr	Discussions about the theoretical essays of each student	

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COURSE: Marketing Theory Development
DEPARTMENT: Marketing
PROGRAM: CMCD AE
SEMESTER AND YEAR: 1st 2023
CLASS-HOURS: 30 hours
PROFESSOR: Eliane Pereira Zamith Brito
LANGUAGE: English

Course Description

The course promotes understanding of the process of knowledge and theory building concerning Marketing. It presents a historical vision of the knowledge developed in Marketing, alongside a discussion of philosophical assumptions and methods used in some Marketing research streams.

Learning Goals

The course learning goals are presented in the table below. It also shows how the course contributes to the learning goals of the Ph.D. program (CMCDAE).

Level of contribution *			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution
Qualitative research methods	The course points out research methods associated with Marketing epistemologies, including qualitative methods	●○○
Quantitative research methods	The course points out research methods associated with Marketing epistemologies, including quantitative methods	●○○
Knowledge of research themes and theory	The course presents the evolution of knowledge in Marketing	●○○
Design and development Research	The course presents the methods of logical thinking, and their effects in the research designs	●○○
Relevance and innovation in research		
Development of academic papers	The course discusses theory, theorization, and theory construction	●●○

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

Content and Methodology

The course covers the following themes:

- Knowledge and theory
- Marketing epistemologies
- Development of thinking on marketing
- Deductive, inductive, and abductive reasoning
- Theory of marketing and its history
- The process of theory development

The classes may apply various didactic activities, each of them directed to one of the complementary aspects to attain the knowledge in view. We may use the following activities.

- a. Participative lectures presented by the lecturer.
- b. Discussion of the chapter of a book, a scientific article, or a research report.
- c. Student seminars.
- d. Study reports.

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

I hope that the postgraduate student shall be highly motivated and work with dedication. Previous preparation for the class and participation in it are crucial, and I expect that each student undertakes a critical and thorough study of the subjects and tasks recommended. In each encounter, students must be prepared to participate in the discussion actively, offer his/her interpretation, doubts, and reflections on the texts and comment on his/her experiences and proposals.

Assessment

Grade	Activity	Weight
1.1	Individual summary essays	35%
1.2	Presentation of material read	30%
1.3	Final essay	35%

The weekly essays should be a synthesis of the texts read and should permit the lecturer to check on the students' understanding of the theme under discussion, by the references suggested for reading. Each essay should have a maxim of 750 words; references and figures may be given on additional pages. I shall assess the essays' quality considering the following aspects: the text clarity, the objectivity with which the ideas are presented and defended, the logical sequencing of the arguments, and the inclusion in the reasoning of the various references read. The weekly essays should be uploaded in the e-class before session begins.

I shall use the following aspects to assess the oral presentations: clarity and objectivity of the ideas expressed, the relation between the session's texts and other themes related to the subject; readiness to accept the contributions and comments of colleagues; and the ability to present and stimulate discussion.

For the final essay, the student must choose a phenomenon in marketing. The essay will consist of an explanation of the selected phenomenon and a theory that could explain it. I expect that the analysis will include: the central concepts delineating the theory and their relationships; the reason it can be called theory; the ontological position of its leading authors; and a critique on the theory development. My suggestion is that each student selects the phenomenon she/he is interested in researching for her/his dissertation/thesis. I shall assess the piece concerning the quality of the text, the references (please also include national ones) chosen as a basis for developing the arguments, and the thoroughness of the discussion. The composition can be of up to two thousand words. The student must hand in the essay in the last class, using the eclass system.

COURSE OUTLINE			
Date	Topic	Reference	Preparation Activity
	Presentation of the course	Whetten (1989) Sutton and Staw (1995) Weick (1995)	Essay - define theory
	Positivism/Empiricism and Critical Realism	Duberley, Johnson, and Cassell, (2012) Hirschman and Holbrook (1992 introduction, chapter 2) Miller and Tsang (2011)	Summary essay
	Interpretivism	Hirschman and Holbrook (1992 chapters 4) Holbrook and O'Shaughnessy (1988) Calder and Tybout (1987) Szmigin and Foxall (2000) Thompson (1997)	5-minute audio summarizing the texts ideas
	Subjectivism and Postmodernism	Firat and Dholakia (2006) Thompson, Locander and Pollio (1989) Askegaard and Linnet (2011)	Summary essay
	Marketing Theory History	Sheth, Gardner and Garrett (1988, chapter 1) El-Ansary, Shaw and Lazer (2018) Vargo and Lusch (2016)	5-minute audio summarizing the texts ideas
Individual presentation of final essay idea			
	Marketing Theory Future	Chandy et al. (2021) Deighton, Mela and Moorman (2021) Hunt (2011) JCR curation https://academic.oup.com/jcr/pages/research_curations?login=false	Read the references Final essay draft
	Theory construction	Zaltman, LeMasters and Heffring (1982, chapter 5) Janiszewski, Labroo and Rucker (2016) Zeithaml et al. (2020)	Summary essay
Final essay delivery			
	Theory construction	Jaakkola and Vargo (2021) Bagchi et al. (2017) Barney (2020) Firat (2010)	Final Essay Presentation (10 minutes)

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Complementary

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MODULE: Management and organizations theory
 DEPARTMENT: ADM
 PROGRAM: CMCD AE
 SEMESTER AND YEAR: 2023/1
 CLASS-HOURS: ☒ 30 hours
 LECTURER: Dr. Amon Barros
 LANGUAGE: English

SYLLABUS

MODULE DESCRIPTION

The course aims to train students in management and organizations theory. To this end, the course will address classic and contemporary themes and debates in the field. The course will also present basic sonofthes of social thinking necessary for understanding the theory of organizations.

LEARNING GOALS

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
Qualitative Research Methods	Students are expected to understand the main paradigms of qualitative research.	● ○ ○
Quantitative Research methods	Students are expected to understand the epistemological foundations of quantitative research	● ○ ○
Knowledge of research themes (M) and theory (D)	The Student will know about the development of management and organizations theory, and to position their research within the field.	● ● ●
Design and Development Research	The module will briefly comment on the main research practices in the field.	● ○ ○
Relevance (M/D) and innovation (D) in research	The student will be able to spot and establish a research gap.	● ○ ○
Development of academic papers	The Student will gain more repertory to develop new research.	● ○ ○
Outros objetivos da disciplina: ---		

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

CONTENT/METHODOLOGY

1. The object of the Theory of Organizations
2. Organizations seen through metaphors
3. Paradigms of organizational analysis
4. Institutional Theory and Neo-Institutionalism
5. Sensemaking and Organizational Culture
6. Critical, post-structural and Postmodern perspectives
7. Management and organization theory in Brazil and the Global South
8. Race, Gender and Class in Management and Organization theory

CONTENT/METHODOLOGY



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

ASSESSMENT

Essays: 30%
 Cold calls and seminars: 30%
 Final assessment: 40%

BIBLIOGRAPHICAL REFERENCES

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- P. J. DiMaggio & W. Powell, "The iron cage revisited" institutional isomorphism and collective rationality in organizational fields", *American Sociological Review*, 48 (1983), 147-60.
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- Shepherd, C., & Challenger, R. (2013). Revisiting paradigm(s) in management research: A rhetorical analysis of the paradigm wars. *International Journal of Management Reviews*, 15(2), 225–244.
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- Suddaby, R., Bitektine, A., & Haack, P. (2017). Legitimacy. *Academy of Management Annals*, 11(1), 451–478.
- Tavolaro, S. B. F. (2005). Existe uma modernidade brasileira? Reflexões em torno de um dilema sociológico brasileiro. *Revista Brasileira de Ciências Sociais*, 20(59), 5–22.
- Weick, K. (1988) 'Enacted Sensemaking in Crisis Situations', *Journal of Management Studies*, 1988, vol.

MINI CV DO PROFESSOR

I am an associate professor of management and organization studies at FGV EAESP and a CNPq Researcher (PQ2). I have previously worked at the University of Essex (2019-2021). My research focuses on management and organizational history and business and politics. I am currently past chair (2022-2023) at the AoM CMS division.

COURSE: Technological Competitiveness in Operations
 DEPARTMENT: POI
 PROGRAM: CMCD AE
 SEMESTER AND YEAR:2023/2
 CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: Ely Paiva
 LANGUAGE: English

COURSE DESCRIPTION

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

LEARNING GOALS

The course learning goals are presented in the table below, showing how they contribute to the learning goals related to the objectives of 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	Case studies with discussions of methodological procedures.	●○○
Métodos quantitativos de pesquisa Quantitative research methods	Experiments and surveys: methodological procedures for both are thoroughly discussed.	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Technology-based competitiveness is in depth discussed.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Those aspects are present in qualitative and quantitative studies.	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	New topics and research opportunities are presented.	●○○
Elaboração de artigos Development of academic papers	Structure and basic elements are discussed in the classes.	●○○
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

Seminars
Lecture classes

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Participation 30%
Final Assignment 70%

BIBLIOGRAPHICAL REFERENCES (BASIC)

- ARGOTE, L., & HORA, M. (2017). Organizational learning and management of technology. *Production and Operations Management*, 26(4), 579–590.
- BAI, C., LI, H. A., & XIAO, Y. (2022). Industry 4.0 technologies: Empirical impacts and decision framework. *Production and Operations Management*.
- CHOI, TSAN-MING, SUBODHA KUMAR, XIAOHANG YUE, HAU-LING CHAN. (2022). Disruptive technologies and operations management in the Industry 4.0 era and beyond. *Production and Operations Management* 31, no. 1, 9-31.
- FINGER, A.B., FLYNN, B.B., PAIVA, E.L. (2014), Anticipation of new technologies: supply chain antecedents and competitive performance, *International Journal of Operations & Production Management*, Vol. 34 No. 6, pp. 807-828.
- HUQ, F. A., CHOWDHURY, I. N., & KLASSEN, R. D. (2016). Social management capabilities of multinational buying firms and their emerging market suppliers: An exploratory study of the clothing industry. *Journal of Operations Management*, 46, 19–37.
- LIU, XIAOJIN, YEUNG, ANDY C.L., LO, CHRIS K.Y., CHENG, T.C.E., The moderating effects of knowledge characteristics of firms on the financial value of innovative technology products, *Journal of Operations Management*, Volume 32, Issue 3, 2014, Pages 79-87.
- MITHAS, S., CHEN, Z. L., SALDANHA, T. J., & DE OLIVEIRA SILVEIRA, A. (2022). How will artificial intelligence and Industry 4.0 emerging technologies transform operations management?. *Production and Operations Management*.
- PAIVA, E. L.; ROTH, A. and FENSTERSEIFER, J., Organizational Knowledge and Manufacturing Strategy: A Resource-based View. *Journal of Operations Management*, 2008.
- PENG, D.X.; SCHROEDER, R.G.; SHAH, R., Linking routines to operations capabilities: a new perspective. *Journal of Operations Management*, v.26, n.6, p.730-748, 2008.
- PRIM, A., FREITAS, K., PAIVA, E., KUMAR, M., Quality Capabilities Development in Brazilian Breweries: A Co-evolutionary Approach, *International Journal of Production Economics*, forthcoming.
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- ZHANG, Y., GREGORY, M., NEELY, A., (2016), Global engineering services: Shedding light on network capabilities, *Journal of Operations Management*, Volumes 42–43, , Pages 80-94.
- ZHOU, KEVIN ZHENG, ZHANG, QIYUAN, SHENG, SHIBIN XIE, EN, BAO, YEQING, Are relational ties always good for knowledge acquisition? Buyer–supplier exchanges in China, *Journal of Operations Management*, Volume 32, Issue 3, 2014, Pages 88-98.

COURSE SCHEDULE (OPTIONL)

PROFESSOR MINI CV (OPTIONL)

Full Professor at FGV-EAESP. He was Visiting Scholar at the University of North Carolina/Chapel Hill, and Visiting Professor at the University of Texas Pan American and at ISC Paris. He has published in journals like *Journal of Operations Management*, *International Journal of Operations and Production Management*, *Supply*

Chain Management, International Journal of Production Economics, International Journal of Logistics Management, and the main Brazilian journals. He has worked as a consultant for Brazilian and international companies. Ely's research project is funded by the Brazilian Research National Agencies (CNPq and Capes). He is Regional Editor for Latin America of the Journal of Supply Chain Management Journal.

OTHER INFORMATION (OPTIONAL)



DISCIPLINA : CORPORATE FINANCE - FINANÇAS CORPORATIVAS
SEMESTRE/ANO:..... : 1º/2023
DEPARTAMENTO : CFC
CURSO..... : CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO
SEMESTRE CURRICULAR . : 1º semestre
CARGA HORÁRIA : 30 horas ou 15 horas (selecionar)
PROFESSOR : PAULO RENATO SOARES TERRA

DESCRIÇÃO DA DISCIPLINA

Why should you study Corporate Finance? Because in the past decades the business environment has relied a lot upon innovative financial transactions. Firms face risks that must be mitigated and need to raise capital to explore their investment opportunities. The volume of financial transactions has outgrown the growth rate of GDP in most countries, especially in emerging markets. The increase in the volume of these activities created a demand for more specialized professionals in areas such as treasury management, financial analysis and control, risk management, security analysis, and the overall financial management of firms. Also, Corporate Finance has become of key importance for many strategic decisions of the firms, meaning professionals of marketing, operations, and human resources also need to understand how the financial environment can affect their roles. Besides, Corporate Finance is one of the most interesting and challenging subjects in management!

This course provides a survey of the major financial decisions faced by corporations and their underlying theories. Topics include the cost of capital, capital structure, capital budgeting, cash management, payout policy. Common business processes and skills practiced are firm valuation, security analysis, cost of capital calculation.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como eles contribuem para os objetivos do CMCD AE.

Objetivos do CMCD AE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa / Qualitative research methods		○○○
Métodos quantitativos de pesquisa / Quantitative research methods	– Develop logical-mathematical reasoning skills for solving theoretical problems and their application to understanding real business situations	●○○
Conhecimento do tema (CMCD AE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	– Understand the relationships between the various agents and financial variables, their interdependencies, and their impact on companies – Master the concepts and application of investment, financing, and dividend decisions	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	– Analyze and interpret the results of theoretical and empirical research in corporate finance	●●○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	– Grasp the theoretical foundations of financial decisions	●○○
Elaboração de artigos / Development of academic papers	– Develop a research proposal	●○○
Outros objetivos da		



disciplina:		
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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

In order to succeed in this course, students must have college-level knowledge of the basics of financial management and capital markets. Successful attendance of at least the following graduate course is highly desirable: Fundamentals of Finance. Also, college-level knowledge of basic statistics and regression analysis is necessary for the successful completion of this course.

CONTEÚDO/METODOLOGIA

1. Ownership, Control, and Corporate Governance
2. Cost of Capital
3. Capital Structure Theory
4. Cash and Liquidity Management
5. Dividend and Payout Policy
6. The Theory and Practice of Corporate Finance

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

CRITÉRIO DE AVALIAÇÃO

Grading

Quizzes, Cases and Assignments	Quizzes, cases and/or exercises assigned in class and/or as take-home	25%
Class Participation	Presentation and discussion of papers	25%
Research Proposal	Prepare a proposal for a research paper (written report required)	25%
Final Exam	Take-home exam	25%
TOTAL		100%

See more details about grading criteria in Appendix I.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

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

- BERK, Jonathan, and DeMARZO, Paul. **Corporate Finance**, 4th ed., Pearson, 2017. (an earlier edition of the textbook can be also used in this course.)

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

- BREALEY, Richard A., MYERS, Stewart C., and ALLEN, Franklin. **Principles of Corporate Finance**, 13th ed., McGraw-Hill, 2019.
- BRIGHAM, Eugene F. and EHRHARDT, Michael C. **Financial Management, Theory and Practice**, 16th ed., Cengage, 2019.
- ROSS, Stephen A., WESTERFIELD, Randolph W., JAFFE, Jeffrey D., and JORDAN, Bradford D. **Corporate Finance**, 12th ed., McGraw-Hill, 2018.

Advanced textbooks: if you want a more formal and in-depth theoretical approach to the topics of this course, you can refer to the following textbooks:



- MEGGINSON, William. *Corporate Finance Theory*, 1st ed. Addison-Wesley, 1997.
- TIROLE, Jean. *The Theory of Corporate Finance*, 1st ed., Princeton, 2006.

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

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

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

Assigned Readings:

1. Almeida, H., Campello, M. and Weisbach, M. S. 2004. The Cash Flow Sensitivity of Cash. *Journal of Finance*, 59(4):1777-1804. <http://www.jstor.org/stable/3694878>
2. Almeida, H., Campello, M., Cunha, I. and Weisbach, M. S. 2014. Corporate Liquidity Management: A Conceptual Framework and Survey. *Annual Review of Financial Economics*, 6:135-162. <https://doi.org/10.1146/annurev-financial-110613-034502>
3. Almeida, H., Fos, V. and Kronlund, M. 2016. The Real Effects of Share Repurchases, *Journal of Financial Economics*, 119(1):168-185. <https://doi.org/10.1016/j.jfineco.2015.08.008>
4. Andrade, G. and Kaplan, S. N. 1998. How Costly Is Financial (Not Economic) Distress? Evidence from Highly Leveraged Transactions That Became Distressed. *Journal of Finance*, 53(5):1443-1493. <https://doi.org/10.1111/0022-1082.00062>
5. Baker, M. and Wurgler, J. 2002. Market Timing and Capital Structure. *Journal of Finance*, 57(1): 1-32. <https://doi.org/10.1111/1540-6261.00414>
6. Benetti, C., Terra, P. R. S. and Decourt, R. F. 2022. Financial Management in Practice: Analysis of Brazilian Survey Data. *Journal of Contemporary Administration*, 26(6): e200419. <https://doi.org/10.1590/1982-7849rac2022200419.en>
7. Bonaimé, A., Hankins, K. and Harford, J. 2014. Financial Flexibility, Risk Management, and Payout Choice. *Review of Financial Studies*, 27(4):1074-1101. <https://doi.org/10.1093/rfs/hht045>
8. Brounen, D., De Jong, A. and Koedijk, K. 2004. Corporate Finance in Europe: Confronting Theory with Practice. *Financial Management*, 33(4):71-101. <https://www.jstor.org/stable/3666329>
9. Campello, M., Graham, J. R. and Harvey, C. R. 2010. The Real Effects of Financial Constraints: Evidence from a Financial Crisis. *Journal of Financial Economics*, 97(3):470-487. <https://doi.org/10.1016/j.jfineco.2010.02.009>
10. Chazi, A., Terra, P. R. S., Zanella, F. C. 2010. Theory versus Practice: Perspectives of Middle Eastern Financial Managers. *European Business Review*, 22(2):195-221. <https://doi.org/10.1108/09555341011023524>
11. Cunha I. Pollet, J. and Denis, D. 2020. Why Do Firms Hold Cash? Evidence from Demographic Demand Shifts, *Review of Financial Studies*, 33(9):4102-4138. <https://doi.org/10.1093/rfs/hhz124>
12. Easterbrook, F. 1984. Two Agency-Cost Explanations of Dividends. *American Economic Review*, 74(4):650-659. <https://www.jstor.org/stable/1805130>
13. Fama, E. and French, K. 2002. Testing Tradeoff and Pecking Order Predictions About Dividends and Debt. *Review of Financial Studies*, 15(1):1-33. <https://doi.org/10.1093/rfs/15.1.1>
14. Fama, E. and Jensen, M. 1983. Separation of Ownership and Control. *Journal of Law and Economics*, 26(2):301-25. <https://doi.org/10.1086/467037>
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MINI-CV DO PROFESSOR

Who am I? Paulo Renato Soares Terra, a Ph.D. in Management from McGill University in Canada, is an Associate Professor of the Graduate Program in Management of the School of Business Administration of São Paulo of



Fundação Getúlio Vargas (FGV-EAESP) in Brazil. He is also a Research Fellow of the Brazilian Research Council (CNPQ) and Adjunct Researcher at École des Hautes Études Commerciales de Montréal (HEC-Montreal). Dr. Terra was a Fulbright Scholar and visiting professor at the University of Illinois at Urbana Champaign (2009), and a visiting professor at the University of San Diego (2019) and ICN Business School in Nancy, France (2015). Teaching and research interests are in the areas of corporate governance, corporate finance, international finance, and international business. His research has been published in the Journal of Corporate Finance, Corporate Governance: An International Review, Journal of Business Finance and Accounting, Journal of Management and Governance, Critical Perspectives in International Business, European Business Review, among others.

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CONTACT AND OFFICE HOURS

Professor	Contact	Office Hours
Paulo R. S. Terra	paulo.terra@fgv.br	By appointment only

USE OF MOBILE TECHNOLOGY POLICY

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

ATTENDANCE POLICY

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

OBSERVANCE OF RELIGIOUS HOLIDAYS POLICY

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

ACADEMIC INTEGRITY POLICY

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

DIVERSITY POLICY

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

MORAL AND SEXUAL HARASSMENT POLICY

The School is committed to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the



School's mission and core values, violate School policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence.

GUARANI LAND ACKNOWLEDGEMENT

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

SCHOOL'S LEARNING ENVIRONMENT

See Appendix II.



PROGRAMAÇÃO AULA-A-AULA

OBS.: (tentative, subject to change depending on teaching and learning progress)

Class	Date	Topic Text Chapters	Assigned Readings [Responsible]
1	08/02	The Role of Financial Theory and Evidence Berk & DeMarzo chapter 3	
2	15/02	Ownership, Control, and Corporate Governance Berk & DeMarzo chapters 1, 29	Jensen & Meckling (1976) Fama & Jensen (1983) La Porta, Lopez-De-Silanes & Shleifer (1999) Gompers, Ishii & Metrick (2003) Masulis, Wang & Xie (2009) Frydman & Jenter (2010)
3	22/02	Cost of Capital and Capital Structure Theory I Berk & DeMarzo chapters 12, 14	Modigliani & Miller (1958, 1963) Miller (1977) Baker & Wurgler (2002) Rajan & Zingales (1995) Andrade & Kaplan (1998) Graham & Tucker (2006)
4	01/03	Cost of Capital and Capital Structure Theory II Berk & DeMarzo chapter 15	Myers (1977) Myers (1984) Shyam-Sunder & Myers (1999) Fama & French (2002) Frank & Goyal (2003) Leary & Roberts (2010)
5	08/03	Dividend and Payout Policy Berk & DeMarzo chapter 17	Lintner (1956) Miller & Modigliani (1961) Easterbrook (1984) Farre-Mensa, Michaely & Schmalz (2014) Bonaimé, Hankins & Harford (2014) Almeida, Fos & Kronlund (2016)
6	15/03	Working Capital and Liquidity Management Berk & DeMarzo chapters 26, 27	Fazzari & Petersen (1993) Opler, Pinkowitz, Stulz & Williamson (1999) Almeida, Campello & Weisbach (2004) Almeida, Campello, Cunha & Weisbach, (2014) Cunha, Pollet & Denis (2020) Faulkender, Petersen & Hankins (2019)
7	22/03	The Theory and Practice of Corporate Finance	Graham & Harvey (2001) Brounen, DeJong & Koedijk (2004) Campello, Graham & Harvey (2010) Chazi, Terra & Zanella (2010) Maquieira, Preve & Sarria-Allende (2012) Benetti, Decourt & Terra (2022)
8	29/03	Final Exam Due	
9	05/04	Final Research Proposal Presentation and Makeup Exam	



APPENDIX I. STUDENT EVALUATION CRITERIA

1. Final Exam

(25 points)

The exam focuses on the materials that are covered in classes as well as all assigned readings. Partial points are allocated to partial answers. This provides consistency and fairness to all students. The exam is individual, take-home, and open-books. Students are allowed to use a financial calculator (such as HP 12C, HP 10BII, or TI BAII Plus calculator) or electronic spreadsheet (Excel, Numbers, Google Sheets, etc.) for the exam. The exam usually consists of multiple-choice questions, short answer questions, essay questions, and/or calculation questions. The exam due date is specified in the syllabus. Late submission of the exam will not be accepted.

Makeup Exam: I understand that there may be cases where you are permitted by the School regulations to miss an exam in the course. Acceptable reasons for the makeup exam include severe illness, family emergencies, or other unavoidable events including dangerous weather conditions and car accidents. In order to cover for such circumstances, I set the date of Wednesday, June 30, 6:30-8:30PM (in the classroom) for a comprehensive makeup exam. The format for the makeup exam may be different than the original exam. You must hand in the related documents (such as a medical certificate issued by doctors or a travel schedule issued by the student's athlete department) within one week after missing the exam. Without documentation, you will be given a zero grade for the missed exam.

2. Assignments

(25 points)

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

3. Class Participation

(25 points)

A list of journal articles is assigned for presentation during the term (see Schedule). Each student is responsible for the presentation of the papers assigned to him/her. The presentation may involve preparing PowerPoint slides or other means to convey the main points. The presentation should explain the paper in detail to the audience, focusing mainly on its research question and motivation, its background theory, its method, its results, and, crucially, its contributions. All students are expected to thoroughly read all papers assigned for each session, including those that they are not presenting. As a general guideline, the focus should be put on the research question, motivation, and contribution of each paper and how it relates to the other papers in the same session and, sometimes, to papers from previous sessions. Also, your participation grade will depend on your engagement in the discussion after each presentation. This discussion should cover the pluses and minuses of the paper, what could have been done better or differently, what lessons the paper contributes to the literature, to practitioners, and to policymakers, and a brainstorming of which new ideas the paper may suggest for future research.

4. Research Proposal

(25 points)

Each student must draw up a research proposal related to the topics dealt with throughout the semester. The proposal must be delivered digitally (in the dropbox feature of eClass) and in print necessarily by June 30. In the last lecture, students should do a short presentation of their proposal in class to obtain comments and suggestions from their peers and the instructor.

Content

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

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

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



2. **Relevance:** Is the proposal important for the theory or practice of international finance?
3. **Feasibility:** Is the proposal feasible within current resource availability?

Format

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

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

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

Note that there is no need to present or even speculate regarding the results. The most important point is the framing and discussion of the *problem* itself.

There is no maximum or minimum limit of words for this document. The text should contain sufficient details to allow evaluating whether or not the proposal meets the criteria listed above. However, keep in mind that this is an *Introduction* and, as such, it should not be as extensive as to harm the reader's attention and interest (i.e., be objective, synthetic, and concise).

Suggested Bibliography

COCHRANE, J. C. **Writing Tips for Ph. D. Students.** Unpublished manuscript, available at: https://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf, 12 p., 2005.

COLQUITT, J. A.; GEORGE, G. Publishing in AMJ—Part 1: topic choice. **Academy of Management Journal**, v. 54, n. 3, p. 432-435, 2011.

FAFF, R. W. A simple template for pitching research. **Accounting & Finance**, v. 55, n. 2, p. 311–605, 2015.

GRANT, A. M.; POLLOCK, T. G. Publishing in AMJ—Part 3: setting the hook. **Academy of Management Journal**, v. 54, n. 5, p. 873-879, 2011.

SPARROWE, R. T.; MAYER, K. J. Publishing in AMJ—Part 4: grounding hypotheses. **Academy of Management Journal**, v. 54, n. 6, p. 1098-1102, 2011.



APPENDIX II. LEARNING ENVIRONMENT

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

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

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

Expectations for Students

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

That includes:

- 1) Preparing thoroughly for each session in accordance with the instructor's requests.
- 2) Arriving promptly and remaining until the end of each class meeting, except in unusual circumstances.
- 3) Participating fully and constructively in all classroom activities and discussions.
- 4) Displaying appropriate courtesy to all involved in the class sessions in the School community. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.
- 5) Adhering to deadlines and timetables established by the instructor.
- 6) Providing constructive feedback to faculty members regarding their performance. Students should be as objective in their comments about instructors as they expect instructors to be in their evaluations of students.

Expectations for Faculty

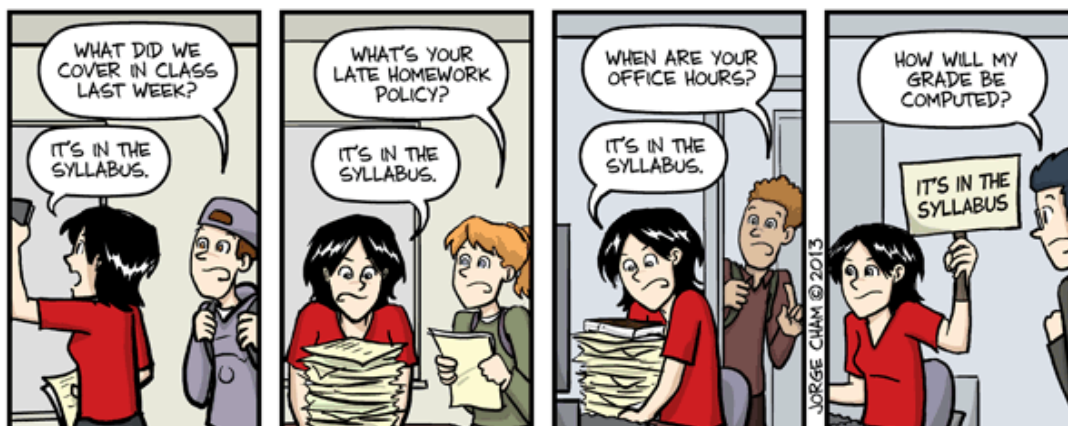
Faculty will treat their obligations for classes as they would treat any serious professional engagement.

That includes:

- 1) Preparing thoroughly for class.
- 2) Punctuality in beginning class sessions, and except under unusual circumstances adherence to the established schedule for classes and exams.
- 3) Providing sufficient information and materials to enable students to prepare adequately for class.
- 4) Displaying appropriate courtesy to all involved in the class sessions. Courteous behavior specifically entails communicating in a manner that respects and is sensitive to the cultural, racial, sexual, and other individual differences in the School community.
- 5) Supplying timely information about student performance on projects, assignments, and examinations.
- 6) Providing constructive feedback to students concerning their performance. Faculty should be as objective in their feedback to students as they expect students to be in their evaluation of faculty.

Adapted from the University of Chicago

KEEP THIS SYLLABUS FOR FUTURE REFERENCE!



COURSE: KAISF - KEY ASPECTS OF THE BUSINESS INFORMATION SYSTEMS FIELD
DEPARTMENT: TDS - Technology & Data Science
PROGRAM: CMCD AE
SEMESTER and YEAR: 1st 2023 - 1st BIMESTER
CLASS-HOURS: 30 hours 15 hours
PROFESSOR: Otavio Sanchez
LANGUAGE: English

COURSE DESCRIPTION

The ability to self-advance knowledge in the field is a core competency that master's and doctoral students should gain during a program. To successfully acquire this competence, first, they must clearly understand the contours of the discipline so new knowledge can be proposed, consistently added, and recognized in the field.

However, delineating a discipline requires knowing its four essential and interconnected dimensions, which are: (1) Domains: what are the fundamental and significant problems addressed in the short, medium, and long terms by the discipline; (2) Criteria: the values and conditions to legitimize researchers' contributions; (3) Practices: the scientific approaches and strategies that are employed and recognized by the current participants, in the sense that they characterize a set of best practices in the field; and (4) Gates and Agents: the key processes and actors involved in producing and disseminating new knowledge, and from where obtain good examples.

This course aims to provide students with a broad understanding of these four dimensions in the mainstream of the Business Information Systems (IS) discipline. At the end of the course, master and doctoral students are expected to be able to competently recognize and navigate the IS research field, as well as plan articulated actions that meet the essential requirements for creating new high-quality knowledge, which will allow them to guide their own choices in the field.

LEARNING GOALS

The course's learning objectives are presented in the following table, indicating how they contribute to the CMCDAE's learning objectives.

LEVEL OF CONTRIBUTION IN THE CORRESPONDING PROGRAM TOPIC			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCDAE Objectives	Course learning goals	Level of Contribution *
Qualitative research methods		○○○
Quantitative research methods		○○○
Knowledge of research themes (Master) and theory (Doctorate)	Facilitate the identification of relevant problems in the main domains of the IS field and the articulation of developing research proposals compatible with the current stage of the international field of IS.	●○○
Design and Development Research	Support the identification of potential research opportunities in the mainstream IS field.	●●○
Relevance (Master and Doctorate) and Innovation (Doctorate) in research	Support abilities to deal with relevant issues and articulate a research proposal capable of potential contribution to the international IS field	●●○
Development of academic papers	Stimulate the development of a viable research proposal meeting the requirements of the international IS field, the discussion of pertinent theories and methods	●●●

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

PREVIOUS KNOWLEDGE REQUIRED

It is desirable to bring practical information about applications of information systems at individual and business levels to the course, especially regarding the problems or difficulties in applying IS or ulterior to that application.

CONTENT AND METHODS

Classes are based on preparations and previous readings, with discussions aiming to stimulate creative articulation of the topics covered. Classes distributed micro-activities workshop format is employed to relate knowledge from previous classes to identify and evaluate original research opportunities in the IS field.

This dynamic requires extensive manipulation of international journal papers in the field. Consequently, reading speed and mastery of interpreting articles written in English are of great importance for consistent learning during the course. Students must dedicate approximately six outclass hours a week to reading and material preparation.

ASSESSMENT

TEST	WEIGHT	DESCRIPTION
P1	30 %	Participation: Effective discussion of the class topic, which requires prior reading, interpretation, and consistent literature preparation. In addition to those indicated, identifying relevant materials to the topic is considered relevant.
P2	30 %	Presentations: Ability to properly communicate the main elements of the presentation, with consistent mastery, depth and articulation
PF	40 %	Individual research project: according to the template provided Delivery of a relevant and viable research proposal, formatted according to the template provided

PROFESSOR MINI CV



Otavio Sanchez is an 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. His research interests range from Strategy and Management of Information Systems, Information Economics, Behavioral Economics, Behavioral Information Systems, and Psychometrics. His research has appeared in high-impact journals like JAIS – Journal of the Association for Information Systems, CACM-Communications of the A.C.M., IJPM-International Journal of Project Management, and ISF-Information Systems Frontiers, among others. Member of INFORMS – Management, Services Operations Society, Information Management Society, and AIS – Association for Information Systems.

He has been a referee for the top IS journals such 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 leading IS international conferences such as ICIS – International Conference on Information Systems and ECIS – European Conference on Information Systems. Senior Editor of AIS Journal of Transactions on Replication Research (AIS TRR – <https://aisel.aisnet.org/trr/>). He has served as a member of the Scientific Committee of the Information Systems Division at ANPAD – Brazilian National Post-graduation Programs Association (2013-2014) and as its Division's Head (2015-2017). He is currently the leader of the AATI – Administration, Analysis, and Information Technology research stream of FGV-EAESP. His entire academic CV is available at <http://lattes.cnpq.br/3744651482348616>.

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DISCIPLINA: ADMINISTRAÇÃO E USO DE TI NAS EMPRESAS (USO DE 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 - fernando.meirelles@fgv.br
 PERÍODO: QUINTA-FEIRA DAS 15:00 ÀS 18:40; 30 HS.; 1º/2023 - SALA: 5000C (RUA ITAPEVA, 474)
 ZOOM: [HTTPS://IDE-FGV-BR.ZOOM.US/J/395324492?PWD=NXZhatBzCmsxeEY1c1tVZjEUMjJADz09](https://ide-fgv-br.zoom.us/j/395324492?pwd=NXZhatBzCmsxeEY1c1tVZjEUMjJADz09)

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. Mostrar e discutir os fatores importantes na administração, planejamento e implementação de recursos de TI, 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), uma perspectiva histórica que parte dos conceitos básicos e avança até o estado da arte, discutindo pesquisas e casos, clássicos a recentes, que exploram as principais estruturas de referência utilizadas na gestão da TI.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como eles contribuem para os objetivos de aprendizagem do CMCDAE que estão detalhados em <https://rebrand.ly/cmae-eaesp> (mestrado) e <https://rebrand.ly/cdae-eaesp> (doutorado).

Objetivos do CMCDAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa	Apresentação de artigos utilizando Métodos qualitativos	○ ○ ○
Métodos quantitativos de pesquisa	Apresentação de artigos utilizando Métodos quantitativos	○ ○ ○
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.	● ● ●
Desenho e desenvolv. de pesquisa	Aborda procedimentos de pesquisa e metodologias utilizadas nos trabalhos e pesquisa em geral e do Uso de TI nas Empresas em especial.	● ○ ○
Relevância e inovação em pesquisa	Identificar os assuntos mais relevantes para a temática e focos de pesquisa da Linha de AATI.	● ○ ○
Elaboração de artigos	Complementado o já abordado, o aluno deve ampliar sua capacidade de desenvolver um artigo dentro da temática da Linha de Pesquisa.	● ● ●
Outros objetivos: Integrar os alunos da Linha de Pesquisa AATI e explorar sinergias entre pesquisas e publicações.		

CONTEÚDO

- 1) A Pesquisa em TI / SI no Brasil e Internacional – Perspectiva Histórica e Atualidades
- 2) Uso da TI nas Empresas: Pesquisas e Diagnóstico
- 3) Estruturas de Referência e Abordagens Qualitativas e Quantitativas
- 4) Preparação inicial para Publicação de artigo

METODOLOGIA

O curso será conduzido combinando:

- Material exposto pelo PROFESSOR;
- APRESENTAÇÕES E DESENVOLVIMENTO de trabalhos pelos participantes:
 - a) Artigos designados para DISCUSSÕES, SÍNTESES E SEMINÁRIOS;
 - b) Apresentações de TRABALHOS E DIAGNÓSTICOS (VER TAMBÉM ECLASS);
 - c) Com o instrumental apresentado, desenvolver uma minuta de “Artigo”, a ser apresentado como Exame Final da disciplina e potencialmente publicado, em conjunto, no futuro.

CRITÉRIO DE AVALIAÇÃO

✓ Apresentações, Participação e Trabalhos: 60% e Exame final: 40%

AGENDA / PROGRAMAÇÃO (VER ATUALIZAÇÕES NO ECLASS)

Aula	Dia	Sala	Tema / Conteúdo	Quintas-feiras das 15:00 as 18:40	Tarefa / Enviar
1	9-fev	5000C*	Introdução / Programa / Trabalhos / Conceitos / Pesquisa		*Rua Itapeva, 474
2	16-fev	Zoom	Pesquisa do Uso de TI nas Empresas		Ler Cap. 2 PesTI
3	2-mar	5000C	Estrutura de Publicações e T1 = 1ª Apresentação de Artigos		Escolha T1 e T2
4	9-mar	5000C	T2 = 2ª Apresentação de Síntese dos Artigos designados		Tema A1 em 20/03
5	23-mar	5000C	T3 = 2ª Apresentação de Síntese dos Artigos designados		Negociar Tema A1
6	13-abr	Zoom	A1 = Estrutura Artigo: Objetivo + Questão + Biblio + Método		PPT T1 a T3, Quest.
7	20-abr	5000C	Apresentar = MINUTA do "Artigo" (A2) e o DIAGNÓSTICO		PPT Diag. / Quest.
8	27-abr	403-11hs	Lançamento da 34ª edição da Pesquisa Uso de TI. FGVcia		4º and. 9 de julho
Exame	28-jun	eClass	A3 = Enviar via Entrega eClass [SafeAssign] "Artigo"		até 28/06/2023

ROTEIROS DOS TRABALHOS DA DISCIPLINA (VER TAMBÉM NO ECLASS)

1) APRESENTAR SÍNTESE DE ARTIGOS DESIGNADOS DA BIBLIOGRAFIA (20 MINUTOS): T2 E T3:

✓ Escolha / Designação de Artigos: **Enviar** via eClass: PPT das apresentações atualizadas até 13/04.

T2 = 2 de B3 + 3 de B4 + 1 ou 2 do Gartner

T3 = 2 B4 + 4 B5 + 1 ou 2 do Gartner

2) ARTIGO: A1; A2 E A3 (EXAME) - Apresentações de 20 minutos:

A1) Apresentar Estrutura de Artigo, obedecendo uma das estruturas apresentadas na aula inicial (um slide): Pergunta // Objetivos / Tema // Metodologia / Estratégia // Bibliografia.

A2) Síntese atual do "Artigo", Idem A1 com mais referências, metodologia e alvo de publicação conjunta: Congresso / Journal.

A3) **Exame**: Minuta adiantada do Artigo (**padrão EnAnpad ou do Congresso ou Publicação pré-selecionada**) **Enviar** via **Entrega de Atividade** do eClass [SafeAssign] até 28/junho/2023.

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 do uso de TI em 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 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). Uma empresa ou unidade de uma organização para cada 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.

1. **Responder o Questionário** da 34ª edição da Pesquisa, 2023: www.fgv.br/cia/pesquisa
2. Descrição sumária do **contexto**, da empresa: Ramo, Porte, Produtos e Serviços. Descrição sintética da estrutura e a infraestrutura de TI (hardware, software, pessoal e gestão). Identificar questões relevantes não abordadas diretamente no Questionário como os desafios do principal projeto atual da área de TI.
3. 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.
4. 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, Analisar e Avaliar cada indicador selecionado;
5. Conclusão do Diagnóstico que analisa, sintetiza e critica os indicadores em conjunto com os itens 2 e 3.

ENVIAR via Entrega de Atividade do eClass: 2 arquivos atualizados, até 21/04:

- 1) **APRESENTAÇÃO PARA A CLASSE**: Diagnóstico (PPT em 20 minutos);
- 2) **Questionário** respondido em Word.

BIBLIOGRAFIA

B1 Pg Bibliografia Básica			
1	190		MEIRELLES, F.S. Uso de TI nas Empresas. Pesquisa Anual do FGV/cia - Centro de Tecnologia de Informação Aplicada da FGV EAESP, 33ª ed., 2022 e 34ª edição, 27/04/2023. www.fgv.br/cia/pesquisa
2	e		GARTNER. Research Base: acesso via seu Login durante todo curso, 2023. www.gartner.com
B2 Pg Discussão Academy of Management IS/IT e Anpad			
3	5		AIS RESEARCH CONDUCT COMMITTEE. AIS Code of Research Conduct. Communications of the Association for Information Systems 13:2, 9-16, 2004
4	3		ARNOULD, E.J. Getting a manuscript to publication standard. Design Research Quarterly, 21-23, 2006
5	4		BANSAL, P.; CORLEY, K. What's different about qualitative research? AMJ Part7, 55:3, 509-513, 2012
6	3		COLQUITT, J.A.; GEORGE, G. Part 1: Topic choice. AMJ - Academy of Management Journal, 54:3, 432-435, 2011
7	20		DA CUNHA, J.A.C.; DEFINA, D.A.; PASSADOR, J.L. Qualidade da Produção Científica no Brasil: um enfoque nos trabalhos premiados pelos congressos da ANPAD 2004-2012. Revista de Ciências da Administração, 16:38, 11-28, 2014
8	15		GELETKANYCZ, M.; TEPPER, B.J. Part 6: Discussing the implications. AMJ, 55:2, 256-260, 2012
9	7		GRANT, A.M.; POLLOCK, T.G. Part 3: Setting the hook. AMJ, 54:5, 873-6, 2011
10	12		HOPPEN, N.; MEIRELLES, F.S. Sistemas de Informação: A Pesquisa Científica Brasileira entre 1990 e 2003, RAE, 2013
11	5		SPARROWE, R.T.; MAYER, K.J. Part 4: Grounding hypotheses. AMJ, 54:6, 1098-1102, 2011
12	5		ZHANG, Y.A.; SHAW, J.D. Part 5: Crafting the methods and results. AMJ, 55:1, 8-12, 2012
B3 Pg Bibliometria e Literature Review			
13	16	RC	ALBINO, J.P.; MEIRELLES, F.S.; SANTOS, V.M. Ecossistemas Digitais: um estudo Bibliométrico sobre as publicações em SI. EnAnpad, 2022
14	16	LN	BRANDÃO, R.P.P.; MEIRELLES, F.S.; PEREZ, G.; CUNHA, M.A. Uso do Big Data no Contexto de Inteligência Competitiva: revisão sistemática da literatura. 16th CONTECSI, 2019
15	24	LN	CHEN, H.; CHIANG, R.H.L.; STOREY, V.C. Business Intelligence analytics - from big data to big impacts - MISQ 36:4, 1165-1188, 2012
16	16	RC	COCOSILA, M.; SERENKO, A.; TUREL, O. Exploring the management information systems discipline: a scientometric study of ICIS, PACIS and ASAC. Scientometrics, 87:1, 2011
17	15	-	De BATTISTI, F.; SALINI, S. Robust analysis of bibliometric data. Statistical Methods & Applications. 22, 269-283, 2013
18	14	-	FREITAS, H.; BECKER, J.L.; MARCOLIN, C.B. Uma Visão sobre a Pesquisa Acadêmica em SI no Brasil: 1994 a 2013. XXXVIII EnAnpad, 1-14, 2014
19	18	TL	LUVIZAN, S.; MEIRELLES, F.S.; DINIZ, E.H. Big Data: Evolução das publicações e oportunidades de pesquisa. RESI - Revista Eletrônica de Sistemas de Informação, 2015
20	18	TL	MORAKANYANE, R.; GRACE, A.A.; O'REILLY, P. Conceptualizing digital transformation in business organizations: a systematic review of literature. Bled eConference, Slovenia, 427-444, 2017
21	15	LF	RUGGIERO, P.H.G.; MEIRELLES, F.S.; MORAES, G.H.S.M. Inteligência Analítica: Um Estudo Bibliométrico sobre a Produção Científica. XXI Semead, 2018
22	26	LF	VIAL, G. Understanding Digital Transformation: A Review and a Research Agenda. The Journal of Strategic Information Systems. 28:2, 118-144 (ver apêndices), 2019
23	10	RB	WEBSTER, J.; WATSON, R.T. Analyzing the Past to Prepare for the Future: Writing a Literature Review. MISQ 26:2, 2002
24	26	RB	YANG, H.; TATE, M.A. Descriptive Literature Review and Classification of Cloud Computing Research. Communications of the Association for Information Management 31:2, 35-60, 2012
B4 Pg Bibliografia Internacional			
25	12	RB	ABIB, G.; HOPPEN, N.; HAYASHI JÚNIOR, P. Observação participante em estudos de administração da informação no Brasil. RAE-Revista de Administração de Empresas, 53:6, 604-616, 2013
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27	31	RB	BAGOZZI, R.P. Measurement and meaning in information systems and organizational research: methodological and philosophical foundations. MISQ, 35:2, 261-292, 2011
28	15	RB	BASKERVILLE, R.L.; MYERS, M.D. Fashion Waves in IS Research & Practice. MISQ 33:4, 2009
29	17	RB	BENBYA, H.; NAN, N.; TANRIVERDI, H.; YOO, Y. Complexity and Information Systems Research in the Emerging Digital World. MISQ, 44:1, 1-17, 2020
30	12	RC	BHARADWAJ, A.; EL SAWY, O.A.; PAVLOU, P.A.; VENKATRAMAN, N. Digital Business Strategy: Toward a Next Generation of Insights. MISQ, 37:2, 471-482, 2013
31	15	RB	BURTON-JONES, A.; McLEAN, E.R.; MONOD, E. Theoretical perspectives in IS research: from variance and process to conceptual latitude and conceptual fit. European Journal of IS, 1-16, 2014
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36	10	LF	DAVIS, F.D. What is Organizational Research for? <i>Administrative Science Quarterly</i> , 60:2, 2015
37	22	LF	DeLONE, W.H.; McLEAN, E.R. The DeLONE and McLEAN Model of Information Systems Success A Ten-Year Update. <i>Journal of Management IS</i> , 9:4, 9-30, 2003
38	8	-	DINIZ, E.H. Periódicos brasileiros da área de Administração no contexto de Internacionalização da produção científica. <i>RAE - Revista de Administração de Empresas</i> , FGV, 57, 357-364, 2017
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42	4	RC	GABLE, G.G. Satisfying journal criteria for publication. <i>Asia Pacific Journal of Information Systems</i> , 2014
43	27	LV	GEROW, J.E.; THATCHER, J.B.; GROVER, V. Six types of IT-business strategic alignment: an investigation of the constructs and their measurement. <i>European Journal of Information Systems</i> , 2014
44	30	RC	GREGOR, S. The Nature of Theory in Information Systems. <i>MISQ</i> 30:3, 611-642, 2006
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49	15	-	JONES, O.; GATRELL, C. Editorial: The Future of Writing and Reviewing for <i>IJMR</i> , British Academy of Management and John Wiley & Sons Ltd, 249-264, 2014
50	16	-	KOTARBA, M. Measuring Digitalization - Key Metrics. In: <i>Foudatins of Mangement</i> , 9, 123-138, 2017
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57	16	-	MARKUS, M.L.; ROBNEY, D. Information technology and organizational change: causal structure in theory and research. <i>Management Science</i> , 34:5, 583–598, 1988
58	40	TL	MUELLER, B.; URBACH, N. Understanding the Why, What, and How of Theories in IS Research. <i>Communications of the AIS</i> , 41:17, 349-388, 2017
59	18	LF	OH, O.; AGRAWAL, M.; RAO, H.R. Community intelligence and social media services: a rumor theoretic analysis of tweets during social crises. <i>MISQ</i> , 37:2, 407-426, 2013
60	15	TA	ORLIKOWSKI, W.J.; IACONO, C.S. Research commentary: Desperately seeking the "IT" in IT research - A call to theorizing the IT artifact. <i>Information Systems Research</i> , 12:2, 121-134, 2001
61	18	-	POZZEBON, M. Conducting and Evaluating Critical Interpretive Research: Examining Criteria as a Key Component in Building a Research Tradition. <i>IS Research</i> , 275-292, 2004
62	18	-	RINGLE, C.M.; SARSTEDT, M.; STRAUB, D.W. A Critical Look at the Use of PLS-SEM in MISQ. 2012
63	31	-	SALDANHA, T.J.V.; MITHAS, S.; KRISHNAM, M.S. Leveraging customer involvement for fueling innovation: the role of relational and analytical information processing capabilities. <i>MISQ</i> , 41:1, 2017
64	5	-	SAUNDERS, C. What does it take for a journal to be global? <i>MISQ</i> , 30:3, 2006
65	15	TA	STEIN, M. K.; GALLIERS, R. D.; WHITLEY, E. A. Twenty years of the European information systems academy at ECIS: emergent trends and research topics. <i>European Journal of IS</i> , 2014
66	10	-	STRAUB, D. Editor's comments: does MIS have native theories? <i>MISQ</i> , 36:2, III-X, 2012
67	18	LV	TAVARES, E.C.; MEIRELLES, F.S.; TAVARES, E.C.; CUNHA, M.A.; SCHUNK, L.M. Blockchain in the Amazon: creating public value and promoting sustainability. <i>IT for Development - ITD</i> , Taylor & Francis, 2020 (Premio de The most innovative research contribution da Digital Government Society)
68	64	-	TORRES, R.; SIDOROVA, A.; JONES, M.C. Enabling Firm Performance through Business Intelligence and Analytics: A Dynamic Capabilities Perspective. <i>Information & Management</i> (55), 1-64, 2018
69	60	TL	VENKATESH, V.; BROWN, S.A.; SULLIVAN, Y.W. Guidelines for Conducting Mixed-methods Research: An Extension and Illustration. <i>Journal of the Association for IS</i> , 17:7, 435-494, 2016
70	30	TL	WEBER, R. Evaluating and developing theories in the information systems discipline. <i>AIS Journal</i> , 2012

71	22	LV	WEISBOCK, F.; HESS, T. Understanding the Capabilities for Digital Innovations. LMU Munich School of Management, 2018
72	29	LV	HIPERLINK "https://aisel.aisnet.org/jais/vol22/iss1/6"WESSEL, L.; BAIYERE, A.; OLOGEANU-TADDEI, R.; CHA, J.; JENSEN, T.B. Unpacking the Difference Between Digital Transformation and IT-Enabled Organizational Transformation. Journal of the AIS, 22, 2021
73	26	-	ZHANG, M.; GABLE, G.G. A Systematic Multilevel Theorizing in IS Research, IS Research, 28:2, 2017
B5	Pg		Bibliografia Nacional
74	16	RC	BENEVENTO, M.A.; MEIRELLES, F.S. The Best Workplace According to an Artificial Intelligence Algorithm. ISLA - Information Systems in Latin America, 2022
75	16	RC	CASTELLAR, G.B.; MEIRELLES, F.S.; QUERIDO, M.F.R. To the Top: The Impact of Digital Transformation Impact on the Market Value of Magazine Luiza. International Journal of Innovation, 2021
76	16	RC	HENRIGUES, A.C.V.; CUNHA, M.A.; MEIRELLES, F.S. A brief history of the field of big data analytics. Anuário de Pesquisa, FGV EAESP, p. 38-39, 2021
77	2	RC	MEIRELLES, F.S. Como empresas usam Inteligência Analítica. GVexecutivo - Transformação Digital, 20:1, 12-16, FGV EAESP, https://rae.fgv.br/sites/rae.fgv.br/files/gv_v20n1_ce1.pdf , 2021
78	e8	-	MEIRELLES, F.S. Overview of ICT Use Indicators in Enterprises. In: ICT Enterprises Survey. Cgi.br - Comitê Gestor da Internet no Brasil. 2020 (versão atualizada na p. 2.44 da Pesquisa Anual)
79	7	LN	MENDES-DA-SILVA, W. O que faz um artigo ser mais citado? RAC - ANPAD, 2020
80	22	TA	MORAES, G.H.S.M.; MEIRELLES, F.S. The use of electronic government in the State of São Paulo by senior citizens. RTS - Revista Tecnologia e Sociedade, 14:30, 154-175, 2018
81	16	LF	NASCIMENTO, A.M.; MEIRELLES, F.S. Applying Artificial Intelligence to Reduce Food Waste in Small Grocery Stores. ISLA - Information Systems in Latin America, 2022
82	16	TA	NASCIMENTO, A.M.; MEIRELLES, F.S. Factors Influencing the Adoption Intention of Artificial Intelligence in Small Businesses. ISLA - Information Systems in Latin America, 2022
83	16	TA	NASCIMENTO, A.M.; MEIRELLES, F.S. An Artificial Intelligence Adoption Model for Large and Small Business. SSRN – Social Science Research Network, Elsevier, 2021
84	15	TA	NASCIMENTO, A.M.; MELO, V.V.; QUEIROZ, A.C.M.; BRASHEAR, A.T.; MEIRELLES, F.S. Artificial intelligence applied to small businesses: Revista de Contabilidade e Organizações - RCO, 2020
85	16	RB	NERY-DA-SILVA, G.; ARAUJO, M.H.; MEIRELLES, F.S. Segmentation of E-Commerce Nonusers: Clustering the Reasons Not to Shop Online. XXV SemeAd, 2022
86	16	RB	NERY-DA-SILVA, G.; MEIRELLES, F.S.; BARBOSA, R.A.P.; BIDÁ, A.G.; BAJDINK, C.U. The impact of Covid-19 pandemic on the use of food delivery applications. XXIII SemeAD, 2020
87	15	RB	PACHECO, U.P.; GUIDO, A.L.B. MEIRELLES, F.S. Quando seu Patrão é um Algoritmo: A Uber, EnAnpad, 2020
88	24	RB	POZZEBON, M.; RODRIGUEZ, C.; PETRINI, M. Dialogical principles for qualitative research: a non-foundational path. International Journal of Qualitative Methods. 3: 293-317, 2014
89	5	LF	SILVA, R.R.; MEIRELLES, F.S. Transformação Digital em Pequenos Negócios no Pós-Covid: Análise de novo Modelo de Negócios. ISLA - Information Systems in Latin America, 2021
90	10	LV	SUDA, P.M.K.; SANTOS, V.M. Plataformas de MOOC: Debates e Tendências de Pesquisa em Tecnologias Digitais. ISLA - Information Systems in Latin America, 2021
91	16	LV	TERLIZZI, M.A.; CUNHA, M.A.; MEIRELLES, F.S. Behavior of Brazilian Banks Employees on Facebook and the Cybersecurity Governance. Journal of Applied Security Research, 12:2, 224-252, 2017
92	16	LF	YOSHIKUNI, A.C.; FAVARETTO, J.E.R.; ALBERTIN, A.L.; MEIRELLES, F.S. How can strategy-as-practice enable innovation under the influence of environmental dynamism? RAC - Anpad, 26(1), 2022
93	15	LV	YOSHIKUNI, A.C.; FAVARETTO, J.E.R.; ALBERTIN, A.L.; MEIRELLES, F.S. Os efeitos do Strategic Information Systems (SIS) na Inovação de Exploration e Exploitation: Um estudo empírico sobre a incerteza ambiental. EnAnpad, 2017 (Prêmio de melhor Artigo de ADI)
94	16	LF	YOSHIKUNI, A.C.; FAVARETTO, J.E.R.; ALBERTIN, A.L.; MEIRELLES, F.S. The Influences of Strategic Information Systems on the Relationship between Innovation and Organizational Performance. BBR - Brazilian Business Review, (15:5), p. 444-459, 2018
B6	L		Bibliografia Livros
95	eL		FONSECA, C.E.C.; MEIRELLES, F.S.; DINIZ, E.H. Tecnologia Bancária no Brasil: uma história de conquista, uma visão de futuro. Febraban, editora FGV RAE, 420 p. http://hdl.handle.net/10438/13532 , 2010; Febraban-RAE, 2011; Edição revisitada RAE - HP, 2012
96	L55		HIRSCHHEIM, R.; KLEIN, H.K.A. Short and Glorious History of the Information Systems Field, Journal of the Association of Information Systems, 55 p., 2012
97	L		MEIRELLES, F.S. Informática: Novas Aplicações com Microcomputadores – Makron Books / McGraw-Hill / Pearson, São Paulo, 2ª edição, 1994 e 44ª reimpressão, 2018
98	L		MERRIAM, S.M.; TISDELL, E.J. Qualitative Research: A Guide to Design and Implementation. 2015
99	L		WILLCOCKS, L.P.; SAUER, C.; LACITY, M.C. Formulating Research Methods for Information Systems. Palgrave Macmillan, 301 p., 2015
100	L		YIN, R. K. Case study research and applications: Design and methods. Sage publications, 2018

Publicações da Linha de Pesquisa AATI e do FGVcia e onde foram publicadas estão no eClass

FERNANDO S. MEIRELLES exerce há mais de 40 anos as atividades de professor, conselheiro, executivo e consultor.

É Professor Titular da GV: FGV EAESP - Escola de Administração de Empresas de São Paulo da Fundação Getúlio Vargas- Na GV foi eleito: Chefe do Departamento de Ensino e Pesquisa TDS – *Technology and Data Science* por quatro mandatos; Diretor Executivo e *Dean* - Diretor Geral.

No período de oito anos de 1999 a 2007 o Prof. Meirelles dedicou-se a direção da GV. No primeiro mandato, foi responsável, entre outras, pelas áreas: Financeira, Administrativa, Recursos Humanos, Tecnologia de Informação, Consultoria (GVconsult) e Educação Executiva (GVpec). Como *Dean*, passou a presidir a Congregação (Assembleia da GV) e o Conselho de Gestão Acadêmica. Consolidou e ampliou o processo de internacionalização da GV, atingindo mais de 80 alianças e parcerias com as melhores *Business Schools* do mundo. Durante esse período a GV ampliou seu reconhecimento de pioneirismo e excelência nacional e internacional e mais do que dobrou o número de alunos, a receita, e seus resultados financeiros.

Conselheiro ou Diretor de diversas empresas, associações e organizações, entre elas: Abranet, ADVB, Angrad, Anpad, EMC Consultoria (Presidente), FGV EAESP (*Dean*), Incor e Fundação Zerbini (Presidente do Comitê de Ética e Compliance), Instituto e Fundação Butantan, Instituto Mauá de Tecnologia, LIDE - Líderes Empresariais (Presidente do LIDE Pesquisa), Prodesp, Promei Agropecuária (Presidente) e Sumaq - Aliança das principais *Business Schools* luso-ibéricas (Presidente).

Consultor de empresas nas áreas de Tecnologia de Informação Aplicada e de Planejamento Estratégico, tendo participado e coordenado centenas de projetos em importantes empresas privadas e organizações públicas. Atuando diretamente no processo de Informatização e de Transformação Digital e apoiando e capacitando a alta administração.

Conselheiro, Especialista e Consultor *ad-hoc*: AACSB Internacional (*American Association of Business Schools*), Capes, CGI.br (Comitê Gestor da Internet no Brasil - Uso de TI nas Empresa), CNPq; CRA-SP, EFMD (*European Foundation of Management Development*), Fapesp, IBGE (Pintec - Inovação e Tecnologia), SciELO (*Scientific Electronic Library Online*). Membro do Conselho Editorial das principais publicações em Administração: *Agroanalysis*, *BAR*, *GV Executivo*, *MIS Quarterly*, *RAC*, *RAE*, *Revista LIDE* e *Business and Society Review / Universia Business Review*.

Sua experiência acadêmica começa como assistente-aluno e dirigente do centro acadêmico no curso de graduação em Engenharia na IMT-EEM. Após o mestrado (MSc. In Engineering Management) na Stanford University, começou a lecionar na Escola de Engenharia Mauá e na GV. É Doutor em Administração pela FGV EAESP. Participou de vários programas de pós-graduação na Harvard Business School (Especialização em Gestão de Conselhos e outros), no MIT - Massachusetts Institute of Technology e na University of Texas at Austin. Professor visitante em diversas Universidades e em dez edições do programa de pós-graduação no INA - Instituto Nacional de Administração do Conselho de Ministros de Portugal. Recebeu diversos prêmios por excelência acadêmica, gestão e inovação.

Criou e dirigiu: a área de Administração da Informação (ADI) da ANPAD (*Brazilian Academy of Management*) por cinco mandatos e os Centros de Estudo e Pesquisa no Instituto Mauá de Tecnologia e na GV: FGVcia - Centro de Tecnologia de Informação Aplicada; GVnet de Educação a Distância e GVpec (Cursos para Executivos).

Autor de centenas de artigos, relatórios técnicos, pesquisas, livros e publicações. Na década de 80 produziu diversas publicações técnicas pioneiras em Informática: Exame Informática, Info, Guia do PC, Bits e Informática Hoje. Coordena a maior e mais reconhecida Pesquisa regular de Uso de TI nas Empresas, 34ª edição anual, FGVcia, 27/04/2023, www.fgv.br/cia/pesquisa.



DISCIPLINA / COURSE: **ASSET PRICING - APREÇAMENTO DE ATIVOS**
 DEPARTAMENTO / DEPARTMENT: CFC
 CURSO / PROGRAM: **CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO**
 SEMESTRE E ANO / SEMESTER AND YEAR: **1º/2023**
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: **ALAN DE GENARO**
 LÍNGUA / LANGUAGE: ENGLISH

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

This course is an introduction to asset pricing. It begins with a review of the theory of choice under uncertainty, then develops classical asset pricing theory in discrete time. It also discusses empirical puzzles and recent theories that have been developed to try to solve them

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		○○○
Métodos quantitativos de pesquisa Quantitative research methods	Develop the skills needed to conduct empirical research on this subject	●●○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Understanding the basic models of asset pricing theory	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Analyze and interpret the results of theoretical and empirical research in Asset Pricing	●●○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	Grasp the theoretical foundations of Asset Pricing	●○○
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

In order to succeed in this course, students must have college-level knowledge of Calculus, constrained optimization, basic probability and statistics, and regression analysis

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

- 1) Static portfolio choice, the CAPM, and the APT
- 2) Absence of arbitrage and the stochastic discount factor
- 3) Factor models and the cross-section of stock returns
- 4) Representative agent models, the equity premium puzzle, and the equity volatility puzzle
- 5) Intertemporal asset pricing
- 6) Market incompleteness and risk sharing
- 7) Household finance

Teaching methods include lectures and class discussions. The success of this course depends fundamentally on the effort and preparation of the students for the classes. First, by carefully reading the textbook. Second, by bringing relevant comments on them. Third, by actively participating on the discussion of the topics.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Pre-course training	10%
Seminars:	20%
Midterm Exam (Part I):	35%
Final Exam (Part II):	35%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

Main textbook

Campbell, John. *Financial Decisions and Markets: A Course in Asset Pricing*. Princeton Press, 2017.
 Cochrane, John. *Asset Pricing: Revised Edition*. Princeton Press, 2005.

Articles

A reading list will be suggested prior to the class starts.

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

Course schedule (TBA in the first class)

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

Alan De Genaro is an Associate Professor of the Graduate Program in Management of the School of Business Administration of São Paulo of Fundação Getulio Vargas (FGV-EAESP) in Brazil. He was assistant professor of economics at the University of São Paulo from 2014 to 2018.

He obtained a PhD in statistics from the University of São Paulo and he was visiting scholar in applied mathematics at the Courant Institute - NYU. He has received several awards for academic excellence from various institutions, among them: Regional Council of Economics/SP, ANBIMA, FEBRABAN and National Association of Graduate Centers in Economics (ANPEC).

He served as vice-president and finance director of the Brazilian Society of Finance, SBFIN, mandate 2019-2021. He is currently a statutory director of SBFIN, term 2021-2023. He serves as independent advisor and chairman of the Risk

Committee of the BNDES and as a member of the advisory board of AgiBank. He is the coordinator of the Risk Management Committee at FGV EAESP.

He has published academic papers in high-impact international journals, *such as Journal of Financial Economics, International Journal of Theoretical and Applied Finance, Journal of Banking and Finance, Economics Letters, Statistical Papers, Journal of Financial Markets Infrastructures, Journal of Financial Regulation and Compliance, Journal of International Money and Finance*, among others.

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

DISCIPLINA.....Desafios organizacionais no Antropoceno
 SEMESTRE/ANO.... 1º/2023 (1º. BIMESTRE)
 CURSO..... CMCD AE
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)
 PROFESSOR..... Isleide Arruda Fontenelle
 LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

A disciplina aborda o debate acerca da existência e definição do Antropoceno e como esse debate se desloca do campo das ciências exatas para o das ciências sociais e, conseqüentemente, para os estudos organizacionais. O objetivo principal da disciplina é apresentar o que vem sendo discutido no campo dos estudos organizacionais, indicando desafios e dilemas que cercam as organizações contemporâneas diante da crise climática resultante das ações humanas sobre o planeta. Discutiremos desde as saídas apontadas para formas de organizar no Antropoceno, até posicionamentos ontológicos e epistemológicos mais radicais que apontam para o fim da civilização ocidental e das organizações como as conhecemos.

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 CMCDAE do	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa		○ ○ ○
Métodos quantitativos de pesquisa		○ ○ ○
Conhecimento do tema (M) de pesquisa / teoria (D)	Ao final do curso o aluno será capaz de entender o que é o Antropoceno e quais são alguns dos principais desafios e dilemas das organizações diante da crise climática resultante das ações humanas sobre o planeta.	● ● ●
Desenho e Desenvolvimento de pesquisa		○ ○ ○
Relevância (M/D) e inovação (D) em pesquisa	O aluno será capaz de identificar os assuntos mais relevantes para a temática e focos de pesquisa que possuem maior potencial no futuro.	● ● ●
Elaboração de artigos	O aluno será capaz de desenvolver um artigo ou ensaio teórico utilizando o referencial teórico abordado no curso.	● ● ○

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

CONHECIMENTO PRÉVIO, SE HOUVER

CONTEÚDO/METODOLOGIA

- O que é o Antropoceno?
- O debate no campo dos estudos organizacionais: organizar no Antropoceno;
- Impossibilidades da civilização ocidental e das organizações capitalistas no Antropoceno;
- Uma ética trágica para o Antropoceno

CRITÉRIO DE AVALIAÇÃO

Trabalho Parcial 50%

Trabalho Final 50%

BIBLIOGRAFIA

Angus I (2016) *Facing the Anthropocene: Fossil Capitalism and the Crisis of the Earth System*. New York, NY: Monthly Review Press.

Beacham J (2018) Organising food differently: towards a more-than-human ethics of care for the anthropocene. *Organization* 25(4): 533–549.

Braidotti R (2018) A theoretical framework for the critical posthumanities. *Theory, Culture & Society*. Epub ahead of print 4 May 2018. DOI: 10.1177/0263276418771486.

Campbell, Nora et al (2019). *Climate change is not a problem. Speculative realism and the end of organization*. *Organization Studies*, Vol. 40(5) 725–744

Crutzen, Paul J. Geology of mankind, **Nature**, v. 415, p. 23, 2002.

Crutzen, Paul J.; STOERMER, Eugene The Anthropocene. **IGBP Global Change Newsletter**, 41, p. 17-18, 2000.

De Wever, Patrick; Finney, Stanley C. Antropocène: sujet géologique ou sociétal? **Le Monde**, 14 set. 2016.

Finney, Stanley C.; Edwards, Lucy E. The “Anthropocene” epoch: Scientific decision or political statement? **GSA Today**, v. 26, n. 3-4, p. 4-10, 2016.

Fontenelle, Isleide Arruda – Uma ética trágica para o Antropoceno (no prelo).

Garland J, Huising R and Struben J (2013) “What if technology worked in harmony with nature?”

Imagining climate change through Prius advertisements. *Organization* 20(5): 679–704.

Gosling J and Case P (2013) Social dreaming and ecocentric ethics: sources of non-rational insight in the

face of climate change catastrophe. *Organization* 20(5): 705–721.

Haraway D, Ishikawa N, Gilbert SF, et al. (2015) Anthropologists are talking – about the anthropocene.

Available at: <https://works.swarthmore.edu/fac-biology/451/> (accessed 25 April 2019).

McNeill, J. R.; Engelke, Peter. **The Great Acceleration** – An environmental history of the Anthropocene since 1945. The Belknap Press of Harvard University Press, 2014.

Rockström J, Steffen W, Noone K, et al. (2009) A safe operating space for humanity. *Nature* 461(7263):

472–475.

Roux-Rosier A, Azambuja R and Islam G (2018) Alternative visions: permaculture as imaginaries of the

anthropocene. *Organization* 25(4): 550–572.

Steffen W, Grinevald J, Crutzen P, et al. (2011) The anthropocene: conceptual and historical perspectives.

Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering

Sciences 369(1938): 842–867.

STEFFEN, Will; BRADGATE, Wendy; DEUTSCH, Lisa; GAFFNEY, Owen; LUDWIG, Cornelia. The trajectory of the Anthropocene: The Great Acceleration. **The Anthropocene Review**, 2, p. 81-98, 2015a.

The Guardian Weekly (2017) Tragedy of the anthropocene. *The Guardian Weekly*, 28 julho.

Veiga, José Eli. A primeira utopia do Antropoceno. **Ambiente & Sociedade**, v. XX, n. 2 p. 233-252, abr.-jun. 2017.

Viola, Eduardo; Basso, Larissa. O sistema internacional no Antropoceno. **RBCS**, v. 31, n. 92, p. 1-18, out. 2016.

Wright C and Gilding P (2013) Imagining the climate crisis and the great disruption: an interview with

Paul Gilding. *Organization* 20(5): 757–766.

Wright C and Nyberg D (2015) *Climate Change, Capitalism and Corporations: Processes of Creative*

Self-Destruction. Cambridge, MA: Cambridge University Press.

Wright C, Nyberg D, Rickards L, et al. (2018) Organizing in the anthropocene. *Organization* 25(4): 455–471.

Zanoni P, Contu A, Healy S, et al. (2017) Post-capitalistic politics in the making: the imaginary and praxis of alternative economies. *Organization* 24(5): 575–588.

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

AULA-A-AULA (OPCIONAL) – SERÁ ENTREGUE NO PRIMEIRO DIA DE AULA

MINI CV DO PROFESSOR (OPCIONAL) – LINK PARA O LATTES

[HTTP://BUSCATEXTUAL.CNPQ.BR/BUSCATEXTUAL/VISUALIZACV.DO?ID=K4700689U5&TOKENAPTCHAR=03AOLTBLSWZTIUJU5GZIBTEMPAQG3WCGWK4-SKQLIICU_1JX6BO9-JT1HJNCAWGFWU41HTWD1NZOVGWL3FNW8NFASF EYDTEG9D2CRIORTUJICJ6WTPXPJKLBTZISTPZONP5HCRYHZG07BROTVTOHIKGYPLYHW4R0ECHFN1QIHAYSQXVV59O4CU-590ZAFGFHL8WO9YVHF7KI1LMZXBZPMMA4EUDIRHN642NNQRKRYI7K52JK1U-W_6OHLXHZNU9XOOR0RIJTF890MN2YVCPYA6S_-9F6YWRO74RHNAJTR4BQUTXRGVIIJCUPFSCA1-BPKVVQ7BI1C1P18YGOL7078QSYQSMYBCZYIQFGH84ZTAVAQU93A8U5C_-LGEJDCXLMMGDYSSXAWV80RKJEQVD380WY7GQC3H-PPCLQME9GI_-M8DQUKNQOKIC-WC7MGGIJO7T_9_N4KZJMK3KIRKC2MJWD0PAVUTGI-8VJ96YS3KUDYB34HPZL2KXBMV461TKSTFWMK3QBWJBTHOJZDXK846BGHCTNULIJTTA](http://buscatextual.cnpq.br/buscatextual/visualizacv.do?id=k4700689u5&tokenaptchar=03aoltblswztiuju5gzibtempaqg3wcgwk4-skqliicu_1jx6bo9-jt1hjncawgfwu41htwd1nzovgwl3fnw8nfASF_EYDTEG9D2CRIORTUJICJ6WTPXPJKLBTZISTPZONP5HCRYHZG07BROTVTOHIKGYPLYHW4R0ECHFN1QIHAYSQXVV59O4CU-590ZAFGFHL8WO9YVHF7KI1LMZXBZPMMA4EUDIRHN642NNQRKRYI7K52JK1U-W_6OHLXHZNU9XOOR0RIJTF890MN2YVCPYA6S_-9F6YWRO74RHNAJTR4BQUTXRGVIIJCUPFSCA1-BPKVVQ7BI1C1P18YGOL7078QSYQSMYBCZYIQFGH84ZTAVAQU93A8U5C_-LGEJDCXLMMGDYSSXAWV80RKJEQVD380WY7GQC3H-PPCLQME9GI_-M8DQUKNQOKIC-WC7MGGIJO7T_9_N4KZJMK3KIRKC2MJWD0PAVUTGI-8VJ96YS3KUDYB34HPZL2KXBMV461TKSTFWMK3QBWJBTHOJZDXK846BGHCTNULIJTTA)

OUTRAS INFORMAÇÕES (OPCIONAL)

DEPARTAMENTO : PRODUÇÃO E OPERAÇÕES (POI)
 CURSO : MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS (CM-CDAE)
 DISCIPLINA : ECOSISTEMAS DE INOVAÇÃO
 PROFESSOR..... : JULIANA BONOMI SANTOS e SUSANA PEREIRA

DESCRIÇÃO DA DISCIPLINA

As pressões competitivas crescentemente forçam as empresas a inovar mais e reduzir seu time-to-market. Como resultado, a abordagem de inovação aberta é agora o status quo e as empresas geralmente adotam práticas de inovação colaborativa para acessar conhecimento e capacidades de clientes e parceiros de rede localizados em todo o mundo para aumentar sua capacidade de inovação e competitividade.

Nesse contexto, os ecossistemas de inovação ganharam importância. Muita atenção é dedicada a como empresas estabelecidas, startups, capitalistas de risco, anjos de negócios, bancos, agências do setor público, universidades e centros de pesquisa interagem e alinham seus interesses para inovar. Para os líderes empresariais, o ecossistema é uma fonte de ideias vencedoras e um meio para acelerar seus esforços inovadores. Por sua vez, os formuladores de políticas o veem como uma noção robusta para orientar a criação de mecanismos de políticas e ações para estimular a inovação. Na academia, o conceito vem sendo estudado em diferentes campos e criticado por sua falta de valor agregado em comparação com noções existentes no campo da inovação, como redes de inovação, por exemplo.

O objetivo dessa disciplina é fornecer um panorama aos alunos sobre a literatura de ecossistemas de inovação para promover um entendimento das lentes teóricas que embasam o estudo desse fenômeno e da diferenciação desse conceito em relação a outros construtos relevantes, como redes de inovação, ecossistemas de empreendedorismo e supply chain management. Para isso, vamos explorar definições, diferenças entre conceitos, e avaliar o estado da arte dessa literatura.

OBJETIVOS DA DISCIPLINA

Os objetivos de aprendizagem da disciplina estão apresentados na tabela abaixo, demonstrando como os mesmos contribuem para os objetivos do 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	- Compreender a utilização de métodos qualitativos para abordar problemas de investigação relacionados com os conceitos em análise	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	- Compreender a utilização de métodos quantitativos para resolver problemas de investigação relacionados com os conceitos em análise	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	- Compreender diferentes correntes de pesquisa que geram conhecimento para entender o que são ecossistemas de inovação - Obter uma perspectiva dos diferentes usos do termo ecossistema e qual se aplica ao interesse de pesquisa do aluno	●●●

	- Entender a lógica de governança ligada a ecossistema	
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		○○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	- Identificar temáticas que necessitam de maior aprofundamento nessa temática	●○○
Elaboração de artigos / Development of academic papers	- Aprender como refletir criticamente sobre um dos temas estudados	●○○
Outros objetivos da disciplina / Other course learning goals:.....		

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

CONTEÚDO

- DEFINIÇÃO DE INOVAÇÃO E OPEN INNOVATION
- REDES DE INOVAÇÃO
- TIPOS DE ECOSISTEMAS
- ECOSISTEMAS INOVAÇÃO
- VISÃO ESTRUTURALISTA E COEVOLUCIONÁRIA
- GOVERNANÇA DE ECOSISTEMAS DE INOVAÇÃO
- MATURIDADE DE ECOSISTEMAS

METODOLOGIA / CONTENT/METHODOLOGY

Seminários, discussão, artigos, palestrantes convidados

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

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

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

- 1.Participação semanal nas aulas (leituras e discussões) 40%
- 2.Seminário 20%

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

O projeto final deverá ser um ensaio com o objetivo de criar um quadro conceptual que possa orientar futuros trabalhos empíricos ou defender um argumento central. Embora o projeto final não seja um artigo completo, e seja um ensaio teórico, esse deve ser elaborado seguindo as normas de submissão do ENANPAD (Ver abaixo). Os artigos são limitados a 6 páginas, incluindo referências.

Regras de formatação

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

AULA A AULA

- Será fornecido no primeiro dia de aula

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) (TBC)

- Audretsch, D. B., & Link, A. N. (2019). Embracing an entrepreneurial ecosystem: an analysis of the governance of research joint ventures. *Small Business Economics*, 52(2), 429-436.
- Autio, E. (2021). Orchestrating ecosystems: a multi-layered framework. *Innovation: Organization & Management*, 1-14.n
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- Clarysse, B., Wright, M., Bruneel, J., & Mahajan, A. (2014). Creating value in ecosystems: Crossing the chasm between knowledge and business ecosystems. *Research Policy*, 43(7), 1164–1176.
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- Colombo, M. G., Dagnino, G. B., Lehmann, E. E., & Salmador, M. (2019). The governance of entrepreneurial ecosystems. *Small Business Economics*, 52(2), 419-428.

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- Granstrand, O., & Holgersson, M. (2020). Innovation ecosystems: A conceptual review and a new definition. *Technovation*, 90-91(November).
- Jacobides, M. G., Cennamo, C., & Gawer, A. (2018). Towards a theory of ecosystems. *Strategic management journal*, 39(8), 2255-2276.
- Klerkx, L., & Aarts, N. (2013). The interaction of multiple champions in orchestrating innovation networks: Conflicts and complementarities. *Technovation*, 33(6-7), 193-210.
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- Moore, J. F. (1993). Predators and Prey: A New Ecology of Competition. *Harvard Business Review*, 71, 75-86.
- Oh, D. S., Phillips, F., Park, S., & Lee, E. (2016). Innovation ecosystems: A critical examination. *Technovation*, 54, 1-6.
- Osterwalder, A., Viki, T., & Pigneur, Y. (2019). Why Your Organization Needs an Innovation Ecosystem. *Harvard Business Review*.
- Parida, V., Burström, T., Visnjic, I., & Wincent, J. (2019). Orchestrating industrial ecosystem in circular economy: A two-stage transformation model for large manufacturing companies. *Journal of Business Research*, 101(January), 715-725.
- Porras-Paez, A., & Schmutzler, J. (2019). Orchestrating an entrepreneurial ecosystem in an emerging country: The lead actor's role from a social capital perspective. *Local Economy*, 34(8), 767-786.
- Ritala, P., Agouridas, V., Assimakopoulos, D., & Gies, O. (2013). Value creation and capture mechanisms in innovation ecosystems: A comparative case study. *International Journal of Technology Management*, 63(3/4), 244-267.
- Spigel, B. (2017). The relational organization of entrepreneurial ecosystems. *Entrepreneurship theory and practice*, 41(1), 49-72.
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- Talmar, M., Walrave, B., Podoyntsyna, K. S., Holmström, J., & Romme, A. G. L. (2018). Mapping, analyzing and designing innovation ecosystems: The Ecosystem Pie Model. *Long Range Planning*, (September), 101850.
- Thomas, L. D. W., and E. Autio (2020), "Innovation ecosystems in management: An organizing typology", In *Oxford Encyclopedia of Business and Management*. Oxford University Press

DEPARTAMENTO: ADMINISTRAÇÃO GERAL E RECURSOS HUMANOS (ADM)
CURSO : MESTRADO-DOCTORADO EM ADMINISTRAÇÃO DE EMPRESAS
DISCIPLINA..... : Instituições e nonmarket (Nonmarket strategy)
PROFESSOR..... : Marina Gama
SEMESTRE/ANO : 1º/2023
CARGA HORÁRIA.: 30 horas ou 15 horas (selecionar)
PROFESSOR.....: Marina Gama
DATAS /HORÁRIOS: 5ª feira, das 9-12:50h
SALA:

PROGRAMA

OBJETIVOS DA DISCIPLINA

O participante deverá estar motivado para discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre Instituições e Nonmarket strategy. 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 institucional bem como da perspectiva de nonmarket strategy e explorando aspectos e pontos dignos de pesquisas futuras. Esta disciplina também é importante para que o pesquisador se aproprie das diferentes lentes dos estudos em estratégia empresarial.

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

Objetivos do CMCDAAE	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa	• identificar lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre Instituições e nonmarket strategy	● ○ ○
Métodos quantitativos de pesquisa	• identificar lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre Instituições e nonmarket strategy	● ● ○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa	• Reconhecer as diversas perspectivas da teoria institucional e de nonmarket strategy	● ● ●
Desenho e desenvolvimento de pesquisa	• identificar lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre Instituições e nonmarket strategy	● ○ ○
Relevância (M/D) e inovação (D) em pesquisa		○ ○ ○
Elaboração de artigos	• discutir lacunas e tendências (tanto de conteúdo quanto metodológicas) da pesquisa sobre Instituições e nonmarket strategy	● ○ ○
Outros objetivos da disciplina: ---		



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

CONTEÚDO RESUMIDO

1. Instituições na perspectivas:
 - a) Sociológica
 - b) Econômica
 - c) Ciência
2. Instituições como vantagem competitiva
3. Instituições e Governança
4. Instituições e nonmarket strategy na perspectiva social
5. Instituições e nonmarket strategy na perspectiva política

METODOLOGIA DE ENSINO-APRENDIZAGEM

As atividades planejadas para a disciplina incluem: a) apresentação e discussão de short-papers pelos participantes sobre os textos trabalhados; b) indicação de paper atual sobre o tema da aula; c) elaboração de mapas conceituais em sala; e d) redação de um ensaio teórico resumido. Os short-papers, indicação de paper e o ensaio teórico serão instrumentos de avaliação.

Os participantes estão encorajados a realizarem as atividades programadas para cada encontro, as quais visam contribuir na construção de um conhecimento próprio dos alunos. Tais atividades consistem na apresentação e discussão de short papers produzidos pelos participantes. O short paper NÃO deve ser um resumo dos textos. Espera-se que, nos short papers, o aluno apresente e desenvolva um argumento, fundamentando-se, pelo menos, nas idéias expostas nos textos do encontro. O argumento desenvolvido deve ressaltar principalmente: um aspecto digno de pesquisa, ou uma questão conceitual ainda não resolvida, ou implicações para a prática das organizações, ou ainda, algum tema pertinente ao conteúdo do encontro que esteja latente nos textos lidos. Os short-papers são individuais e devem ter no máximo uma página. O aluno deve apresentar seu argumento e desenvolvê-lo, em primeira pessoa, utilizando os autores relacionados no encontro e/ou, em caráter complementar, outras obras já lidas na disciplina. Os critérios de avaliação são: a) pertinência da questão colocada; b) desenvolvimento da justificativa; e c) qualidade do texto.

Para cada encontro serão designados os alunos que apresentarão short papers e um aluno que vai propor um paper atual sobre o tema da aula. A metodologia em sala de aula será a seguinte: os short-papers devem ser entregues para todos os demais alunos no início da aula para serem lidos; o paper atual escolhido deverá ser encaminhado com 2 dias de antecedência para todos da turma poderem ler. Em aula: serão fornecidos feedbacks para os short-papers, dando início à discussão com o restante da turma. Serão discutidos os papers obrigatórios e por fim, o aluno responsável pelo paper atual relacionado ao tema da aula, vai conduzir a discussão do paper escolhido.



Além dos short-papers, devem produzir um artigo final da disciplina, individualmente. O artigo deve ter no mínimo 8 páginas e seguir a formatação do ENANPAD. É esperado que o mesmo contemple uma boa idéia para um artigo científico, relacionando, pelo menos, os autores principais e fundamentais do(s) tema(s) contemplados. É esperado que o texto apresente coerentemente a argumentação proposta desenvolvido nos moldes de um ensaio-teórico. **A entrega desse artigo deve ser feita no último dia de aula (a combinar)**

O ajustamento e detalhamento dessas atividades serão disponibilizados no primeiro dia de aula.

CRITÉRIO DE AVALIAÇÃO

O cálculo da média final será feito da seguinte forma:

Short Paper 1 (15%) + Short Paper 2 (15%) + Indicação Paper Atual (15%) + ensaio final (40%)



CRONOGRAMA DAS AULAS

BIBLIOGRAFIA

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Hall, P.; Soskice, D. An introduction to the varieties of capitalism. In.: Peter A. Hall, David Soskice (eds.): Varieties of Capitalism. The Institutional Foundations of Comparative Advantage. Oxford: Oxford University Press, 2001.

Schneider, B. Hierarchical Market Economies and Varieties of Capitalism in Latin America. J. Lat. Amer. Stud. 41, 553–575, 2009.

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Williamson, O. Strategizing, economizing, and economic organization. Strategic Management Journal. v. 12. Special Issue. 1991

Mike W. Peng, Sunny Li Sun, Brian Pinkham, and Hao Chen. The Institution-Based View as a Third Leg for a Strategy Tripod. Academy of Management Perspectives. August, 2009, p. 63-81.
