

FORMATIVAS*

2/2023	LP
Business Strategy: knowledge-based view and value creation (1)	EE
Organizational Behavior (1)	EO
Digital and Sustainable Supply Chain Management (1)	GOS
Focal topics in Information Systems (1)	AATI

ELETIVAS*

2/2023	LP
Cognition and Emotion in Consumer Behavior (1)	MKT
Innovation in Marketing	MKT
Teoria Social Contemporânea	EO
Sustentabilidade e Responsabilidade em Operações	GOS
Advanced Corporate Finance	FIN
Finance & Sustainability	FIN
Domínios Temáticos no Uso de Tecnologia da Informação	AATI

**Sujeito à alterações*

DEPARTAMENT.....: General Management and Human Resources (ADM)
PROGRAM : Master and Doctorate Program in Business Administration (CMCD AE)
COURSE : Business Strategy: knowledge-based view and value creation
PROFESSOR..... : Marina Gama
SEMESTER/YEAR: : 3st quarter / 2023
CLASS-HOURS:.....: 30 hours
DAYS/HOURS.....: Monday, 9:00am - 12:50pm
ROOM.....:

COURSE DESCRIPTION

At the end of this course, participants are expected to be able to understand different perspectives on the existence of companies, understand the concept of "value" and the difference between value creation and capture, understanding the relationship between strategy, competitive advantage, business model, value and organizational performance. The participant must be motivated to respond to gaps and trends (both content and methodological) in research on strategic management. The course is designed with graduate students in mind with strict academic orientation, and is instruction in building reading skills and comparative critical analysis with comparative texts.

Prior reading of the texts indicated is essential for the use of the course. It is expected that students are capable of both projected research studies and critical studies, that they can propose themselves a comprehensive view of the bases of theory in strategy and exploring specific aspects and points of theory in strategy and exploring aspects and points of view, regarding the proposal in strategy and exploring specific aspects and points. This discipline is also important for the researcher to be fundamentally about the origins and premises of the theoretical theories underlying strategic management tools.

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	identify gaps and trends (both content and methodological) in research on strategic management	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	identify gaps and trends (both content and methodological) in research on strategic management	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Recognize different perspectives on the existence of companies Understand the concept of "value" and the difference between creating and capturing value Understand the relationship between strategy, competitive advantage, business model, value and organizational performance	●●●



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	Recognize gaps and trends in strategy research	●●○
Elaboração de artigos / Development of academic papers		
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

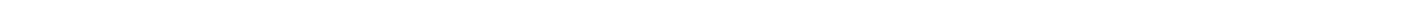
Value creation and value appropriation
Agency theory
Institutions
Knowledge based view: capacity, capabilities and routines
Micro-foundations of strategy and strategy-as-practice



F U N D A Ç Ã O
GETULIO VARGAS

EAESP
Escola de Administração de
Empresas de São Paulo

Business models
Hot topics in strategy





1		Value creation and appropriation	<p>Garcia-Castro, R., Aguilera, R. (2014). Incremental value creation and appropriation in a world with multiple stakeholders. 36(1)</p> <p>Van den Oever, K., Martin, X. (2018). Fishing in troubled waters? Strategic decision-making and value creation and appropriation from partnerships between public organizations. <i>Strategic Management Journal</i>. 40(4)</p> <p>Cabral, S., Mahoney, J., McGahan, A., Potoski, M. (2019). Value creation and value appropriation in public and nonprofit organizations. <i>Strategic Management Journal</i>, 40.</p> <p>Bacq, S. and Aguilera, R.V. (2022), Stakeholder Governance for Responsible Innovation: A Theory of Value Creation, Appropriation, and Distribution. <i>J. Manage. Stud.</i>, 59: 29-60.</p>
2		Agency theory I	<p>Jensen, M. C., & Meckling, W. H. (1976). Theory of the firm Managerial behavior, agency costs, and ownership structure. <i>Journal of Financial Economics</i>, 3, 305–360.</p> <p>Eisenhardt, K. M. (1989). Agency theory: An assessment and review. <i>Academy of Management Review</i>, 14(1), 57-74.</p> <p>Young, M. N., Peng, M. W., Ahlstrom, D., Bruton, G. D., & Jiang, Y. (2008). Corporate Governance in Emerging Economies: A Review of the Principal–Principal Perspective. <i>Journal of Management Studies</i>, 45(1).</p> <p>Bosse, D.A., Phillips, R.A. (2014) Agency Theory and Bounded Self-Interest Academy of Management Review Vol. 41, No. 2</p>



3		Agency theory II	<p>Aguilera, R.V., Desender, K., Bednar, M.K., Lee, J.H. (2015) Connecting the Dots: Bringing External Corporate Governance into the Corporate Governance Puzzle. <i>Academy of Management Annals</i> Volume 9, Issue 1</p> <p>Okhmatovskiy, I., Aguilera, R.V., (2017) Government Influence on Corporate Governance <i>Academy of Management Proceedings</i> Volume 2017, Issue 1</p> <p>Khanna and Palepu (2017) The Future of Business Groups in Emerging Markets: Long-Run Evidence From Chile</p> <p>Guillén, M.F. (2000) Business Groups in Emerging Economies: A Resource-Based View</p> <p>Aguilera, R. V., Aragón-Correa, J. A., Marano, V., & Tashman, P. A. (2021). The Corporate Governance of Environmental Sustainability: A Review and Proposal for More Integrated Research. <i>Journal of Management</i>, 47(6), 1468–1497. https://doi.org/10.1177/0149206321991212</p> <p>Witt, M. A., Fainshmidt, S., & Aguilera, R. V. (2022). Our Board, Our Rules: Nonconformity to Global Corporate Governance Norms. <i>Administrative Science Quarterly</i>, 67(1), 131–166.</p>
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4		Stakeholder theory	<p>Hill, C. W., & Jones, T. M. (1992). Stakeholder-agency theory. <i>Journal of management studies</i>, 29(2), 131-154</p> <p>Dmytriiev, S.D., Freeman, R.E. and Hörisch, J. (2021), The Relationship between Stakeholder Theory and Corporate Social Responsibility: Differences, Similarities, and Implications for Social Issues in Management. <i>J. Manage. Stud.</i>, 58: 1441-1470. https://doi.org/10.1111/joms.12684</p> <p>McGahan, A. (2021). Integrating Insights From the Resource-Based View of the Firm Into the New Stakeholder Theory. <i>Journal of Management</i>, 47(7)</p> <p>Bridoux, F., & Stoelhorst, J. W. (2022). Stakeholder theory, strategy, and organization: Past, present, and future. <i>Strategic Organization</i>, 20(4), 797-809.</p>
5		Institutions	<p>North, D. Institutions, institutional change, and economic performance. Cambridge, 1990. (Introduction)</p> <p>Hodgson, G. What are institutions? <i>Journal of Economic Issues</i>, Vol. XL No. 1 March 2006.</p> <p>Dequech, D. The demarcation between the old and the new institutionalism: recent complications. ? <i>Journal of Economic Issues</i>, Vol. XXXVI No. 2 June 2002.</p> <p>Mike W. Peng, Sunny Li Sun, Brian Pinkham, and Hao Chen. The Institution-Based View as a Third Leg for a Strategy Tripod. <i>Academy of Management Perspectives</i>. August, 2009, p. 63-81</p> <p>Cuervo-Cazurra, A., Dau, L.(2009) PROMARKET REFORMS AND FIRM PROFITABILITY IN DEVELOPING COUNTRIES</p>



6		Knowledge based view capabilities and routines	<p>W. Cohen and D. Levinthal (1990). "Absorptive capacity: A new perspective on learning and innovation". Administrative Science Quarterly, 35: 128-152</p> <p>J. March (1991). "Exploration and exploitation in organizational learning". Organization Science, 2: 71-87.</p> <p>Eisenhardt K, Martin J. Dynamic capabilities: what are they? Strategic Management Journal, v. 21, n.10/11, p.1105-1121, 2000.</p> <p>Dosi, G.; Nelson, R.; Winter, S. (org.) The nature and dynamics of organizational capabilities. New York: Oxford University Press, 2000, Introduction</p>
7		Micro-foundations of strategy and strategy-as-practice	<p>Richard Whittington, Strategy as practice, Long Range Planning, Volume 29, Issue 5, 1996, Pages 731-735.</p> <p>Jarzabkowski, P. and Paul Spee, A. (2009), Strategy-as-practice: A review and future directions for the field. <i>International Journal of Management Reviews</i>, 11: 69-95. https://doi.org/10.1111/j.1468-2370.2008.00250.x</p> <p>Vaara, E., Whittington R., (2012) Strategy-as-Practice: Taking Social Practices Seriously. Academy of Management Annals Vol. 6, No. 1 Original Articles</p> <p>Carter, C., Clegg, S.R., Kornber, M., (2008) Strategy as practice? <i>STRATEGIC ORGANIZATION</i> Vol 6(1): 83–99</p>
8		Hot topics in strategy	<p>Drnevich, P. L., Mahoney, J. T., & Schendel, D. (2020). Has strategic management research lost its way. <i>Strategic Management Review</i>, 1(1), 1119-1127.</p> <p>Leiblein, M. J., & Reuer, J. (2020). Foundations and futures of strategic management. <i>Strategic Management Review</i>, 1(1), 1-33.</p> <p>Teece, D. J. (2020). Fundamental Issues in Strategy: Time to Reassess?. <i>Strategic Management Review</i>, 1(1), 103-144</p> <p>Bettis, R. A., & Blettner, D. (2020). Strategic reality today: Extraordinary past success, but difficult challenges loom. <i>Strategic Management Review</i>, 1(1), 75-101.</p>

DISCIPLINA.....Organizational Behavior
 PROFESSOR..... Joana Story
 LÍNGUA.....Inglês
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)

CURSO..... CURSO DE MESTRADO E DOUTORADO ACADÊMICO - (CMCD-AE)

SYLLABUS

COURSE DESCRIPTION

Classic and contemporary research that addresses fundamental issues of organizational behavior. Drawing on theory and research in psychology, social psychology, and organizational behavior, we will explore individual, interpersonal, and group processes in work organizations.

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	Explore research in ob from a qualitative perspective	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	Explore research in ob from a quantitative perspective	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	At the end of the course, the student will be able to articulate the role of the most important constructs and theories relevant to Organizational Behavior from seminal work to state-of-the-art articles.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Students will be able to explore various methodological ways in which Organizational Behavior is studied	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	Students will be able to identify the most relevant topics and recognize topics of research that has potential for the future publication in top journals	●○○
Elaboração de artigos / Development of academic papers	Students will be able to practice article writing and evaluation	●○○
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).

CONTEÚDO/METODOLOGIA

1. OB
2. Person-Organization-Environment
3. Motivation
4. Emotions, Affect, and Attitude
5. Ethical Issues at Work
6. Leadership
7. Stress and Conflict
8. Demography and Diversity

Presentation of paper seminars, article discussions, classroom debate

CRITÉRIO DE AVALIAÇÃO

Seminars 20%
Group Project 30%
Individual Project 50%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

Class 1- Introduction

Rousseau, D. (1997). Organizational Behavior in the new organizational era. *Annual Review of Psychology*, 48, 515-546.

Hitt et al (2007). Building theoretical empirical bridges across levels: Multilevel research in management. *Academy of Management Journal*, 50 (6): 1385-1399.

Locke, K. & Golden-Biddle, K. (1997). Constructing opportunities for contribution: Structuring intertextual coherence and "problematizing" in organizational studies. *Academy of Management Journal*, 40(5): 1023-1062.

Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386-408.

Class 2 - Person-Organization Environment

Chatman, J.A. (1989). Improving interactional organizational research: A model of personorganization fit. *Academy of Management Review*, 14, 333-349.

Kenrick, & Funder, D. (1988). Profiting from controversy: Lessons from the person-situation debate. *American Psychologist*, 43: 23-34.

Schneider, B. (1987). The people make the place. *Personnel Psychology*, 40, 437-453.

Staw, B.M., Bell, N., & Clausen, J. (1986). The dispositional approach to job attitudes: A lifetime longitudinal test. *Administrative Science Quarterly*, 31, 56-77.

Class 3 - Motivation

Latham, G. P & Pinder, C. C. (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. *Annual Review of Psychology*, 56, 485-516.

Steers, R. M, Mowday, R. T, & Shapiro, D. L. (2004). Introduction to special topic forum: The future of work motivation theory. *Academy of Management Review*, 29, 379-387. (Also skim through other articles in this special topic volume.)

Grant, M. 2007. Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32,393-417.

Higgins, E.T. 1997. Beyond pleasure and pain. *American Psychologist*, 52(12), 1280-1300.

Class 4 – Emotion, Affect, Attitude

Weiss, H., & Cropanzano, R. 1996. Affective events theory: A theoretical discussion of the structure, causes, and consequences of affective experiences at work. *Research in organizational behavior*, Vol. 18, 1-74.

Barsade, S. G. (2002). The ripple effect: Emotional contagion and its influence on group behavior. *Administrative Science Quarterly*, 47, 644-675.

O'Reilly, C. and Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification and internalization on pro-social behavior. *Journal of Applied Psychology*, 3, 492-499.

Lazarus, R. 1982. Thoughts on the relations between emotion and cognition. *American Psychologist*. 37, 1019-1024.

Hogg, M.A., & Terry, D.J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.

Class 5 – Ethical issues at work

Jones, T.M. (1991). Ethical decision making by individuals in organizations: An issue-contingent model. *Academy of Management Review*, 16, 366-395.

Treviño, L.K. (1986). Ethical decision-making in organizations: A person-situation interactionist model. *Academy of Management Review*, 11 (3): 601-617

Greenberg, J. 2002. Who stole the money, and when? Individual and situational determinants of employee theft. *Organizational Behavior and Human Decision Processes*, 89: 985-1003.

Umphress, E. E., & Bingham, J. B. (2011). When employees do bad things for good reasons: Examining unethical pro-organizational behaviors. *Organization Science*, 22, 621-640.

Stahl, T., Vermunt, R., & Ellemers, N. (2008). For love or money? How activation of relational versus instrumental concerns affect reactions to decision-making procedures. *Journal of Experimental Social Psychology*, 44, 80-94.

Class 6 - Leadership

Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45, 735-744.

Tepper, B. J., Moss, S., & Duffy, M. K. 2011. Predictors of abusive supervision: Supervisor perceptions of deep-level dissimilarity, relationship conflict, and subordinate performance. *Academy of Management Journal*, 54: 279-294. 19

Meindl, J., Ehrlich, S., & Dukerich, J. (1985). The romance of leadership. *Administrative Science Quarterly*, 30, 78-102.

House, R., Spangler, W., & Woycke, J. (1991). Personality and charisma in the U.S. presidency: A psychological theory of leader effectiveness. *Administrative Science Quarterly*, 36: 364-396.

Schriesheim, C. A., Castro, S. L., & Cogliser, C. C. (1999). Leader-Member exchange (LMX) research: A comprehensive review of theory, measurement, and data-analytic practices. *Leadership Quarterly*, 10: 63-113.

Class 7- Stress and Conflict

Hobfoll et al (2018). Conservation of resources in the organizational context: The reality of resources and its consequences. *The Annual Review of Organizational Psychology and Organizational Behavior*.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. <https://doi.org/10.1037/0021-9010.86.3.499>

Bakker, A.B. and Demerouti, E. (2007), "The Job Demands-Resources model: state of the art", *Journal of Managerial Psychology*, Vol. 22 No. 3, pp. 309-328.

Podsakoff et al (2007) Challenge and Hindrance Stressors

M. Gloria González-Morales & Pedro Neves (2015) When stressors make you work: Mechanisms linking challenge stressors to performance, *Work & Stress*, 29:3, 213-229.

Class 8 - Demography and Diversity

Tsui, A., Egan, T., & O'Reilly, C. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-579.

Jehn, K. A, Northcraft, G. B., & Neale, M. A. Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44, 741-763.

Brief, A. P., Dietz, J., Cohen, R. R.; Pugh, S. D., & Vaslow, J. B. (2000). Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. *Organizational Behavior and Human Decision Processes*, 81, 72-97.

Glick and Fiske (2011) Ambivalent Sexism.

MINI CV DO PROFESSOR

Professora Adjunta da EAESP-FGV. Ph.D pela University of Nebraska-Lincoln. Recebeu diversas honrarias acadêmicas, tendo sido premiada como melhor Junior Faculty da Nova School of Business and Economics, indicado a prêmios de melhor artigo em congressos internacionais de destaque como o Academy of Management Meeting. Foi professora na Nova School of Business and Economics em Lisboa. Tem publicações em periódicos internacionais de destaque como *Journal of Management*, *Human Resource Management*, *Journal of Business Ethics*, *Journal of Managerial Psychology*. Seus interesses de pesquisa são liderança e comportamento organizacional em organizações em contextos globais.

DISCIPLINA / COURSE: Digital and Sustainable Supply Chain Management
 DEPARTAMENTO / DEPARTMENT: POI
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 1/2023
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: SUSANA CARLA FARIAS PEREIRA and MACIEL M. QUEIROZ
 LÍNGUA / LANGUAGE: ENGLISH

COURSE DESCRIPTION

Present and discuss the constructs, theories, and research challenges related to Digital and Sustainable Supply Chain Management.

LEARNING GOALS

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

Objetivos do CMCDAE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of contribution
Métodos qualitativos de pesquisa Qualitative research methods	Os egressos serão capazes de compreender e avaliar, com o rigor necessário, métodos qualitativos em pesquisas	○ ○ ○
Métodos quantitativos de pesquisa Quantitative research methods	Os egressos serão capazes de compreender e avaliar, com o rigor necessário, métodos qualitativos em pesquisas	○ ○ ○
Conhecimento do tema de pesquisa / teoria Knowledge of research themes and theory	Os egressos serão capazes de conhecer e compreender o estado-da-arte da literatura e da base teórica sobre Digital and Sustainable Supply Chain Management	○ ○ ○
Desenho e Desenvolvim. de Pesquisa		○ ○ ○
Relevância e inovação em pesquisa Relevance and innovation in research		○ ○ ○
Elaboração de artigos Development of academic papers		○ ○ ○
Outros objetivos da disciplina / Other course learning goals:.....		

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

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

NA

CONTENT/METHODOLOGY

Competition between companies does not only occur in the context of the individual firm. Still, it involves its relationships with customers and suppliers and with the entire supply chain in which it operates. The course covers some theoretical fundamentals, the evolution of the field of supply chain management within the area of operations, the definition of the main constructs and definitions related to Digital and Sustainable SCM and their relationships.

- *Supply Chain Management – Evolution of the field*
 - Definition, main constructs
 - Seminal articles
- *Theory in SCM*
 - Transaction Cost Economics
 - Practice-Based View and SC Practice-Based View
 - Social Network Analysis
 -
- *Sustainable SCM*
 - *Definitions and mains constructs*
 - *Seminal articles*
 - *Circular Economy and Circular Supply Chain*
 - *Supply Chain Risk Management and Resilience*
 - *Humanitarian Supply Chains*
- *Digital Supply Chain*
 - *Definitions and mains constructs*
 - *Seminal articles*
 - *Digital supply chain and resilience*
 - *Value creation in supply chains leveraged by the digital approach*

The basic learning method will be individual preparation and plenary discussion. In addition, eventually, other combined methods such as presentations, group discussions, and seminars can be used. Students are expected to read and study the texts indicated for each class in depth and come to the same with their notes and conditions to discuss them properly. Individual readings should not, however, be limited to the texts referenced for each class. Individual research is encouraged, searching databases and exploring the references of the texts studied.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

During the development of the course, students will do three assignments, one in a group and the other individually:

Class attendance and participation:	20%
Seminar (group assignment):	20%
Final Paper/theoretical essay	60%

The participation grade will be an individual evaluation made by the teacher on the frequency and content of the participation in the discussions. The group work will be a seminar prepared by the students on the theories and topics covered in the discipline. The groups and sequence of presentations will be defined in the first class. The final paper or theoretical essay is individual and must be about an SCM theme/construct.

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

It will be available on e-class

BIBLIOGRAPHICAL REFERENCES (AN UPDATED VERSION WILL BE PUBLISHED ON THE E-CLASS)

DIGITAL SUPPLY CHAIN

- Büyüközkan, G., & Göçer, F. (2018). Digital Supply Chain: Literature review and a proposed framework for future research. *Computers in Industry*, 97, 157–177. <https://doi.org/10.1016/j.compind.2018.02.010>
- Enrique, D. V., Lerman, L. V., Sousa, P. R. de, Benitez, G. B., Bigares Charrua Santos, F. M., & Frank, A. G. (2022). Being digital and flexible to navigate the storm: How digital transformation enhances supply chain flexibility in turbulent environments. *International Journal of Production Economics*, 108668. <https://doi.org/10.1016/j.ijpe.2022.108668>
- Faruquee, M., Paulraj, A., & Irawan, C. A. (2021). Strategic supplier relationships and supply chain resilience: Is digital transformation that precludes trust beneficial? *International Journal of Operations & Production Management*, 41(7), 1192–1219. <https://doi.org/10.1108/IJOPM-10-2020-0702>
- Holmström, J., Holweg, M., Lawson, B., Pil, F. K., & Wagner, S. M. (2019). The digitalization of operations and supply chain management: Theoretical and methodological implications. *Journal of Operations Management*, 65(8), 728–734. <https://doi.org/10.1002/joom.1073>
- Ishfaq, R., Davis-Sramek, B., & Gibson, B. (2022). Digital supply chains in omnichannel retail: A conceptual framework. *Journal of Business Logistics*, 43(2), 169–188. <https://doi.org/10.1111/jbl.12277>
- Ivanov, D., & Dolgui, A. (2020). Viability of intertwined supply networks: extending the supply chain resilience angles towards survivability. A position paper motivated by COVID-19 outbreak. *International Journal of Production Research*, 58(10), 2904–2915. <https://doi.org/10.1080/00207543.2020.1750727>
- Mak, H., & Max Shen, Z. (2021). When Triple-A Supply Chains Meet Digitalization: The Case of JD.com's C2M Model. *Production and Operations Management*, 30(3), 656–665. <https://doi.org/10.1111/poms.13307>
- Mosch, P., Schweikl, S., & Obermaier, R. (2021). Trapped in the supply chain? Digital servitization strategies and power relations in the case of an industrial technology supplier. *International Journal of Production Economics*, 236, 108141. <https://doi.org/10.1016/j.ijpe.2021.108141>
- Shen, Z. M., & Sun, Y. (2023). Strengthening supply chain resilience during COVID-19: A case study of JD.com. *Journal of Operations Management*, 69(3), 359–383. <https://doi.org/10.1002/joom.1161>
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SUSTAINABLE SUPPLY CHAIN MANAGEMENT

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- WIELAND A. Dancing the supply chain: toward transformative supply chain management. *Journal of Supply Chain Management*, 57(1), 2021, 58–73

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THEORIES

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- DYER, J. H.; HATCH, N. W., Relation-Specific Capabilities and Barriers to Knowledge Transfers: Creating Advantage through Network Relationships. *Strategic Management Journal*, v. 27, n. 8, p. 701-719, 2006.
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- RINDFLEISCH, A.; HEIDE, J. B., Transaction Cost Analysis: Past, Present, and Future Applications. *The Journal of Marketing*, v. 61, n. 4, p. 30-54, 1997.
- WILLIAMSON, O. E., Outsourcing: Transaction Cost Economics and Supply Chain Management*. *Journal of Supply Chain Management*, v. 44, n. 2, p. 5-16, 2008.



DEPARTAMENTO ...:TECHNOLOGY AND DATA SCIENCE (TDS)
CURSO:MESTRADO E DOUTORADO EM ADMINISTRAÇÃO DE EMPRESAS
:MESTRADO E DOUTORADO EM ADMINISTRAÇÃO PÚBLICA E GOVERNO
 MESTRADO PROFISSIONAL EM POLÍTICAS PÚBLICAS
DISCIPLINA: FOCAL TOPICS IN INFORMATION SYSTEMS: SUSTAINABILITY
PROFESSORES: EDUARDO HENRIQUE DINIZ (TDS)
DURAÇÃO: 2023-2

SYLLABUS

INTRODUCTION

The relationship between technology and sustainability has been increasingly paradoxical in our century. If on one hand the technological development has brought great advances in the quality of life and productivity in many regions of the world, on the other hand its omnipresence in all spheres of human life and the different levels of penetration in different areas has also been a source of tensions and criticism. Recent research in the information systems (IS) field point to a positive contribution of ICT - information and communication technologies - for sustainable development, in particular its necessary alignment with the Sustainable Development Goals (SDGs) of the United Nations, in various areas of activities, such as fighting poverty and inequalities, improving health, education, employment and many other topics. The positive effect is mainly through increased access to information and reduction of communication costs. Internet and mobile phones have great potential for improving health and education systems and in fighting regional and social inequalities, as well as protecting the environment. However these benefits are not being fully realized for a number of reasons of a different nature, which can be analyzed from different perspectives. In this interdisciplinary course we discuss the different roles that ICT can play to sustainable development. The focus is the Brazilian scenario, but during the course will be extensively discussed examples of other cultures and territories. This theme, which has already been internationally known as ICT for Good (alignment of Information and Communication Technologies with the Sustainable Development Goals), has produced extensive bibliography that will be widely used during the course.

OBJECTIVES

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

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

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

CMCD Objectives	Course learning goals	Level of Contribution *
Qualitative research methods	Discussion on methods is marginal to the cases presented	○○○
Quantitative research methods	Discussion on methods is marginal to the cases presented	○○○
Knowledge of research themes (Master) and theory (Doctorate)	Discussion on the roles of ICT for sustainable development	●●●
Design and Development Research	Discussion related to design a research on the topic of the course	●○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	Discussion the implications of the digital society and innovative ways necessary to research it	●○○



Development of academic papers	Students finish the course by proposing one paper with focus in publication	● ● ●
Outros objetivos da disciplina / Other course learning goals:.....		

METHODOLOGY

The course will be taught through lectures, case discussions, seminars presented by the students and readings to promote discussions on the adopted literature. The course is structured in 7 meetings covering different topics related to the focal topic of ICT and sustainable development..

GRADING

Participation	20%
Seminar:	20%
Pre-Project	20%
Final Project:	40%

Participation will be based on frequency and contribution of each student to discussions performed during sessions. Previous reading of the papers related to each session is essential for promoting a higher level discussion expected during the course.

Seminar will happen in every class on the topic of the day, starting from the second class. Students must present one case related to the subject of the session in a given date. Students must bring a case of her/his choice related to the subject of the session. Basic literature will be provided but it is expected that students bring new sources to enrich the discussion on the subject being covered.

Final Project is expected to be a literature review (paper format, in English) of one topic related to the main subject of the course. Students must propose their Project at the end of the first month in a format of pre-project. Final Project is expected to be delivered one week after the last session. Projects can be presented by one single student (or more, depending on the number of students enrolled)

CONTENT

Each of the classes of the course will cover the subjects related to the main topic of the course. Bellow the list of subjects proposed:

1. ICT and SDGs: overview of the field
2. Theorizing ICT & Sustainability
3. Researching ICT & Sustainability
4. ICTs, SDGs & Grand Challenges
5. Frugal ICT Innovation & Decoloniality in IS Research
6. Hacker Ethics & Citizen Data Science
7. ICT & Extreme Events (social, economic and environmental)

BIBLIOGRAPHY

To be announced

DISCIPLINA..... Capital Investment and Valuation (Corporate Finance II)
 SEMESTRE/ANO.... 2º/2023
 CURSO..... CMCD AE
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)
 PROFESSOR..... Richard Saito
 LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

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

OBJETIVOS DA DISCIPLINA

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

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	Como parte do curso, iremos revisar artigos cuja metodologia é amplamente aplicada em Corporate Finance.	● ○ ○
Métodos quantitativos de pesquisa / Quantitative research methods	Ao final do curso, o aluno será capaz de realizar a análise de artigos que utilizam amplamente métodos quantitativos de pesquisa, bem como discutir o design de pesquisa escolhido e o tratamento das variáveis, e suas consequências.	● ○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Ao final do curso, o aluno será capaz de discutir os principais tópicos de finanças corporativas, bem como suas implicações na prática profissional, desde as discussões em artigos seminais até o estado-da-arte.	● ● ○
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Nao Aplicavel.	○ ○ ○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	Revisão dos principais artigos da área	● ● ○
Elaboração de artigos / Development of academic papers	Review dos papers ajuda no desenvolvimento de artigos	● ● ○
Outros objetivos da disciplina / Other course learning goals:.....		

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).

CONHECIMENTO PRÉVIO, SE HOUVER

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

- CAPM e Security Market Line
- Contribuição para o risco de portfólio: coeficiente beta;

- Custo de Capital;
- Estrutura de Capital e Efeito de Tax-Shields;
- Fronteira eficiente e Capital Market Line
- Leitura e interpretação de demonstrações contábeis;
- Métricas de Avaliação de Investimentos;
- Modelo de Apreçamento por DCF, DDM e Múltiplos;
- Modelo de Gordon;
- Proposições de Modigliani & Miller;
- Relações Price/Earnings, ROE, e Plow-Back Ratio;
- Risco em contexto isolado e em contexto de portfólio;
- Teoria de Agência;
- Teoria de Alavancagem Financeira;
- Teoria de Mercados Eficientes
- Teoria de Trade-Off e Pecking Order;

CONTEÚDO/METODOLOGIA

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

- The Three Financial Decisions of CFO – Overview
- Investment Decision
- Debt Financing
- Equity Financing
- Private Placement of Debt and Equity
- ESG Financing

CRITÉRIO DE AVALIAÇÃO

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

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

*Alguns artigos serão adicionados ao longo do curso.

Session #1 - Overview

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

Session #2 – Decisão de Investimentos

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

6. Brounen, D. Jong, A, Koedijk, K., *Corporate Finance in Europe: Confronting Theory with Practice*, Financial Management, Winter 2004, pp 71-101. (brounen_fm_w04.pdf)
7. Hommel et al (2021). What works better in capital budgeting? Working paper.

Session #3 – Debt Financing

1. Myers, S. Determinants of Corporate Borrowing, *Journal of Financial Economics*, 1977, 5, pp. 147-175.
2. Barclay, M. and C. Smith. The Maturity Structure of Corporate Debt. *Journal of Finance*, 1(2):609-631, June 1995.
3. Stulz, René, M and Johnson, Herb. An Analysis of Secured Debt. *Journal of Financial Economics*, 1985, 14, pp. 501-521.
4. Welch, Ivo. Why is Bank Debt Senior? A Theory of Asymmetry and Claim Priority based on Influence Costs. *The Review of Financial Studies* Winter, 1997, Vol. 10, N° 4, pp. 1203-1236.
5. Kwan, Simon and Carleton, Willard T. Financial Contracting and the Choice between Private Placement and Publicly Offered Bonds. Federal Reserve Bank of San Francisco, Working Paper, 2004-20.
6. Rajan, Raghuram and Winton, Andrew. Covenants and Collateral as Incentives to Monitor. Working Paper.
7. Smith, Clifford W. and Warner, Jerold, B. On Financial Contracting – An Analysis of Bond Covenants. *Journal of Financial Economics*, 1979, 7, pp. 117-161.
8. Gomes, Armando and Phillips, Gordon. Why do Public Firms Issue Private and Public Securities? The Rodney L. White Center for Financial Research. 2005; 14-05.
9. Kahan and Tuckman (1993) Private vs Public Lending: Evidence from Covenants.

Session #4 – Equity Finance

1. Ljungqvist, Alexander. IPO Underpricing. In: Handbook of Corporate Finance, 2005, Chapter 12.
2. Pagano, Marco; Panetta, Fabio and Zingales, Luigi. Why do Companies go Public? An Empirical Analysis. Working Paper 5367, National Bureau of Economic Research, 1995.
3. Ritter, Jay and Welch, Ivo. A Review of IPO Activity, Pricing, and Allocations. Yale ICF Working Paper No. 02-01. 2002.
4. Nadault, et al. The liquidity cost of private equity investments: Evidence from secondary market transactions, *Journal of Financial Economics* 2019.
5. Ewens, Michael and Farre-Mensa, Joan (2020) *The Deregulation of the Private Equity Markets and the Decline in IPOs*. *Review of Financial Studies*, 33 (12). pp. 5463-5509.

Session #5 – Private Placement x Public Debt and Equity

1. Stulz (2020). Public versus private equity. *Oxford Review of Economic Policy*, Volume 36, Issue 2, Summer 2020
2. Berger, A., Udell, G. F., The economics of small business finance: The roles of private equity and debt markets in the financial growth cycle, *Journal of Banking and Finance*, Volume 22, Issues 6–8, 1998, Pages 613-673
3. Brav, O., Access to Capital, Capital Structure, and the Funding of the Firm. *Journal of Finance* 64, 2009, pg 263-308.
4. Harris, R., Jenkinson, T., and Kaplan, S., How do private equity investments perform compared to public equity?, *Journal of Investment Management*, 2016, 14, 14-37.
5. Andrew Metrick, Ayako Yasuda, The Economics of Private Equity Funds, *The Review of Financial Studies*, Volume 23, Issue 6, June 2010, Pages 2303–2341
6. Lerner, Josh. Venture Capitalists and the Oversight of Private Firms, *Journal of Finance*, 50, 1, 1995, pg. 301–318.
7. Denys Glushkov (2018). Why do firms go public through debt instead of equity?

Session #6 – ESG Financing

1. Flammer, C., Corporate green bonds. *Journal of Financial Economics*, forthcoming, 2021.

2. Gunnar Friede, Timo Busch & Alexander Bassen, ESG and financial performance: aggregated evidence from more than 2000 empirical studies, *Journal of Sustainable Finance & Investment*, 2015, 5:4, 210-233
3. Cheng, B., Ioannou, I. and Serafeim, G., Corporate Social Responsibility and Access to Finance. *Strategic Management Journal*, 35(1), 2014, pp.1-23.
4. Eccles, R.G., Ioannou, I. and Serafeim, G., The impact of corporate sustainability on organizational processes and performance. *Management Science*, 2014, 60(11), pp.2835-2857.
5. Gillan, S., Koch, A., Starks, L.T., Firms and Social Responsibility: A review of ESG and CSR research in corporate finance, *Journal of Corporate Finance*, 2021, Volume 66
6. Pastor, Stambaugh and Taylor (2022). Dissecting Green Returns. *Journal of Financial Economics*.
7. Anthony C. Ng, Zabihollah Rezaee, Business sustainability performance and cost of equity capital, *Journal of Corporate Finance*, 2015, Volume 34, Pages 128-14
8. Olivier David Zerbib, The effect of pro-environmental preferences on bond prices: Evidence from green bonds, *Journal of Banking & Finance*, 2019, Volume 98, Pages 39-60

Aula-a-aula

Sessao	Topico	Papers
1	Course Overview	-
2	Overview of Corporate Finance Decisão de Investimentos	Session #1 – All Session#2 – All
3	Debt Financing	Session#2 – All Session#3 – 1-4
3	Debt Finance	Session#3 – 5-8
4	Equity Finance	Session#4 - All
5	Private Placement of Debt and Equity	Session #5 – All
6	ESG Finance	Session #6 – All
7	Exame Final	All content

MINI CV DO PROFESSOR

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

OUTRAS INFORMAÇÕES

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

DISCIPLINA / COURSE: **DOMÍNIOS TEMÁTICOS DO USO DE TECNOLOGIA DE INFORMAÇÃO**
 DEPARTAMENTO / DEPARTMENT: **TDS – Technology & Data Science**
 CURSO / PROGRAM: **CMCD AE**
 SEMESTRE E ANO / SEMESTER AND YEAR: **2º/2023 – 3º BIMESTRE**
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: **ALBERTO LUIZ ALBERTIN**
 LÍNGUA / LANGUAGE: **PORTUGUÊS**

DESCRIÇÃO DA DISCIPLINA

O ambiente empresarial, tanto em nível mundial como nacional, tem passado por profundas mudanças nos últimos anos, as quais têm sido consideradas diretamente relacionadas com a aplicação de inovação digital, com o uso de suas tecnologias, para transformar e gerar valor para a sociedade e organizações.

Neste ambiente, as estratégias empresariais devem priorizar os novos modelos de negócios, os desafios das novas formas organizacionais, dos impactos no fator humano e nos investimentos, e na integração das cadeias de valor, física e virtual, sempre com a perspectiva do futuro deste cenário.

O desafio dos pesquisadores da área de Tecnologia de Informação é estudar os problemas aplicados e teóricos relacionados com o uso de tecnologia de informação, e propor soluções com rigor científico, considerando as principais questões de pesquisa, as teorias e os contextos em que eles ocorrem.

Esta disciplina tem como objetivo oferecer aos participantes os fundamentos dos domínios relacionados com o uso de Tecnologia de Informação e estimular a discussão teórica, prática e estruturada de sua aplicação nas organizações. A contribuição do curso, além do aprimoramento propiciado por este conhecimento, também está na identificação destes domínios e suas oportunidades de pesquisa e publicação.

OBJETIVOS DA DISCIPLINA

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

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

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

Objetivos do CMCD AE	Objetivos da disciplina	Grau de contribuição *
Métodos qualitativos de pesquisa / Qualitative research methods	Prover informações sobre os métodos usualmente empregados na condução de pesquisas dos domínios abordados	○○○
Métodos quantitativos de pesquisa / Quantitative research methods	Prover informações sobre os métodos usualmente empregados na condução de pesquisas dos domínios abordados	○○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa / Knowledge of research themes (Master) and theory (Doctorate)	Identificar e articular os principais conceitos e suas relações explicativas enfocando as principais teorias empregadas nos domínios abordados	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Identificar dos principais aspectos de desenho, desenvolvimento e procedimentos de pesquisa usualmente empregados nos domínios abordados	●●○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa /	Apoiar a identificação de questões relevantes e a articulação de uma proposta de pesquisa com potencial de contribuição internacional para o campo de SI	●●●

Relevance (Master and Doctorate) and innovation (Doctorate) in research		
Elaboração de artigos / Development of academic papers	Estimular a familiarização com os desenhos e a elaboração de artigos que abordam tópicos nos domínios abordados	OOO
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

CONTEÚDO/METODOLOGIA

- 1. Direcionadores do Uso de Tecnologia de Informação**
 - 1.2. Contexto Externo e o Uso de Tecnologia de Informação
 - 1.3. Respostas Organizacionais com o uso de Tecnologia de Informação
 - 1.4. Tecnologia de Informação e Indivíduo
 - 1.5. Tecnologias Assimiladas: Processos, Sistemas de Informações e Sistemas de Informações Integrados
 - 1.6. Tecnologias Disponíveis: Internet das Coisas, computação em nuvem, computação cognitiva, big data, *blockchain*, *crowdsourcing*, *BYOD*, *machine learning*
- 2. Uso de Tecnologia de Informação**
 - 2.2. Transformação Digital
 - 2.3. Negócios na Era Digital e Comércio Eletrônico
 - 2.4. Novos Modelos de Negócio
 - 2.5. Organizações e comunidades virtuais
 - 2.6. Educação e Tecnologia de Informação
- 3. Tecnologia de Informação em Desempenho Empresarial**
 - 3.2. Papel e Valor do Uso de Tecnologia de Informação para os Negócios
 - 3.3. Benefícios para o desempenho empresarial
 - 3.4. Desafios de investimento em Tecnologia de Informação
- 4. Governança e Administração de Tecnologia de Informação**
 - 4.2. Governança de Tecnologia de Informação
 - 4.3. Planejamento, Organização, Direção e Controle

As aulas terão como base a bibliografia básica, composta de livros e artigos científicos.

Os alunos devem se preparar para as aulas lendo e analisando os capítulos e textos indicados.

Os alunos deverão realizar um Trabalho Aplicado sobre o tema de Tecnologia de Informação, que analisará uma empresa real, deverá ser apresentado no final do módulo e entregue no último dia de aula.

CRITÉRIO DE AVALIAÇÃO

Avaliação Intermediária:	30%
Trabalhos Apresentados:	35%
Trabalho de Aplicado:	20%
Trabalho de Tema e Participação:	15%
Avaliação Final:	35%

A Avaliação Intermediária será realizada com base na entrega parcial do Trabalho Aplicado.

O Trabalho Aplicado será realizado individualmente, tendo como base a análise de uma empresa. Para tanto, os alunos deverão realizar o estudo em uma empresa, única por aluno, considerando todos os temas

abordados no curso, e utilizando como estrutura principal a pesquisa sobre Dimensões do Uso de Tecnologia de Informação.

A Avaliação Final será realizada individualmente com base na análise e conclusões do Trabalho Aplicado.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

Livros e textos – Bibliografia Básica:

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AULA-A-AULA (OPCIONAL)

MINI CV DO PROFESSOR (OPCIONAL)

Professor Titular, Consultor e Pesquisador da Escola de Administração de Empresas de São Paulo, da Fundação Getúlio Vargas (FGV EAESP). Mestre e Doutor pela FEA/USP. Coordenador do Centro de Informática Aplicada (FGVcia) e do Programa de Excelência de Negócios na Era Digital (NED) da FGV EAESP. Coordenador da Linha de Tecnologia de Informação do Mestrado Profissional em Gestão para Competitividade. Atua na área de Tecnologia de Informação, Gerência de Projetos e Educação desde 1980, como executivo e consultor, atualmente com ênfase em Negócios na Era Digital, Internet das Coisas e Transformação Digital. Autor de diversos artigos e livros sobre Tecnologia de Informação e Comércio

Eletrônico. Palestrante e conferencista em diversos congressos e seminários nas áreas de Tecnologia de Informação, Negócios na Era Digital, Comércio Eletrônico e Transformação Digital, tendo sido premiado por seus trabalhos.

ACESSO AO PROFESSOR

O acesso ao professor deve se dar prioritariamente pelo e-mail albertin@fgv.br, no Departamento Tecnologia e Ciência de Dados (TDS) ou no Centro de Tecnologia de Informação Aplicada (FGVcia), em horário a ser combinado.

COURSE COGNITION & EMOTION IN CONSUMER BEHAVIOR

BIMESTER/YEAR3/2023	INSTRUCTORDELANE BOTELHO
COURSECMCD AE	LANGUAGEEnglish
CREDIT HOURS2	ROOM1003
	HOUR MONDAYS 3PM – 6:50PM

COURSE DESCRIPTION

Most consumers’ attitudes and behavior are affected by cognitive mechanisms and emotional states. If researchers want to understand typical consumers’ responses such as impression formation, perception, evaluation, memory, and decision, they should understand the cognitive & emotional aspects of the human being. This course focuses on the theories and methods (mostly experimental methods) relevant to a deeper understanding of the role of cognition and emotion in Consumer Behavior (CB) research. It is designed to foster critical and original thinking on relevant and recent literature. The primary purposes of this course are:

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

LEARNING OBJECTIVES

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 *			
High	Medium	Low	None
●●●	●●○	●○○	○○○

CMCD-AE Objectives	Course Objectives. By the end of the course, students will be able:	Contribution Level
Qualitative research methods	Understand the basic concepts of qualitative analysis.	○○○
Quantitative research methods	Understand the basic concepts of data analysis, such as ANOVA.	●○○
Knowledge of research themes (Master) and theory (Doctorate)	Critically analyze the literature on cognition and emotion applied to CB.	●●○
Design and Development Research	Run datasets of real data of research that is reviewed for publications in relevant journals.	●○○
Relevance (Master and Doctorate) and innovation (Doctorate) in research	To comprehend the relevant and updated literature on cognition and emotion applied to CB.	●●●
Development of academic papers	To develop a research project using the theoretical framework covered in the course, with rigor and relevance approach, as seen in the course material.	●○○
<u>Other course learning goals:</u> ---		

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

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

CONTENT

1. Interactions between Cognition & Emotion in CB
2. Introduction to Experimental Design
3. Discrete Emotions
4. False-Positive Psychology
5. Imagery
6. Unconscious Cognition
7. Heuristics

GRADING

A. One exercise using SPSS or any other software (individual, due to Set. 25th)..... (10%)

Based on a dataset provided, test the hypotheses and present the results (including a discussion of the results).

B. Participation and presentations (individual) (20%)

Students will participate and lead discussions in assigned papers and/or book chapters

C. Critique (individual, due to 3 hours before class) (30%)

In 1-2 pages, write: i) three strengths and three weaknesses of the specified paper; ii) what would you have done differently if you were the author? Upload your document at Eclass.

D. Research Project (individual, due to Oct. 2nd) (40%)

The research project must cover a topic related to cognition and/or emotion in CB, using an experimental approach. The data collection is only for the pretest (8-10 participants), so your project must be in a stage that is ready for final data collection. It includes the following topics:

1. Introduction

Theme (introduce the topic to the reader, position your paper, and which gap it intends to fulfill)

Justify your theme (present up-to-date data; show the importance of the study)

Research problem or general and specific objectives

2. Literature Review

Theory on each variable (use precise definitions)

Hypotheses, with the theoretical background

3. Method

Proposed data collection (also discuss the pretest and modifications you did after it)

Proposed data analysis

4. References (according to APA)

5. Appendix (Questionnaire with manipulations)

Length: 3,000 – 3,500 words (excluding references and appendix).

A two-page draft is due on Sept. 11th.

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Books:

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2. Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2018). **Handbook of consumer psychology.** Routledge. (CHAPTER 19)

3. Payne, R. L., & Cooper, C. (Eds.). (2003). **Emotions at work: Theory, research and applications for management**. John Wiley & Sons. (CHAPTER 1-2)
4. Robinson, M. D., Watkins, E. R., & Harmon-Jones, E. (Eds.). (2013). **Handbook of cognition and emotion**. Guilford Press. (CHAPTER 1)

Articles:

1. Batista, J. M., Barros, L. S., Peixoto, F. V., & Botelho, D. (2022). Sarcastic or assertive: How should brands reply to consumers' uncivil comments on social media in the context of brand activism?. **Journal of Interactive Marketing**, 57(1), 141-158.
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5. Elder, R. S., & Krishna, A. (2021). A review of sensory imagery for consumer psychology. **Journal of Consumer Psychology**.
6. Ferreira, K., & Botelho, D. (2021). (Un) deservingness distinctions impact envy subtypes: Implications for brand attitude and choice. **Journal of Business Research**, 125, 89-102.
7. Gavan, F. (2008). Death to Dichotomizing. **Journal of Consumer Research**, 35(1), 5-8.
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9. Hundhammer, T., & Mussweiler, T. (2012). How sex puts you in gendered shoes: sexuality-priming leads to gender-based self-perception and behavior. **Journal of Personality and Social Psychology**, 103(1), 176.
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12. Krishna, A., & Schwarz, N. (2014). Sensory marketing, embodiment, and grounded cognition: A review and introduction. **Journal of Consumer Psychology**, 24(2), 159-168.
13. Lechner, A. T., & Paul, M. (2019). Is this smile for real? The role of affect and thinking style in customer perceptions of frontline employee emotion authenticity. **Journal of Business Research**, 94, 195-208.
14. Lin, Y. T., MacInnis, D. J., & Eisingerich, A. B. (2020). Strong anxiety boosts new product adoption when hope is also strong. **Journal of Marketing**, 84(5), 60-78.
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16. Petit, O., Basso, F., Merunka, D., Spence, C., Cheok, A. D., & Oullier, O. (2016). Pleasure and the control of food intake: An embodied cognition approach to consumer self-regulation. **Psychology & Marketing**, 33(8), 608-619.
17. Saab, A. B., & Botelho, D. (2020). Are organizational buyers rational? Using price heuristics in functional risk judgment. **Industrial Marketing Management**, 85, 141-151.
18. Shah, A. K., & Oppenheimer, D. M. (2008). Heuristics made easy: An effort-reduction framework. **Psychological Bulletin**, 134(2), 207.
19. Shiv, B., & Fedorikhin, A. (1999). Heart and mind in conflict: The interplay of affect and cognition in consumer decision making. **Journal of Consumer Research**, 26(3), 278-292.
20. Stoner, J. L., Felix, R., & Stadler Blank, A. (2023). Best practices for implementing experimental research methods. **International Journal of Consumer Studies**, 47(4), 1579-1595.
21. Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity. **Journal of the Association for Consumer Research**, 2(2), 140-154.

Additional:

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SCHEDULE

	DAY	Topic	Reference
1	7ago	Introduction to Cognition & Emotion	<ol style="list-style-type: none"> 1. Payne, R. L., & Cooper, C. (Eds.). (2003). Emotions at work: Theory, research and applications for management. John Wiley & Sons. (CHAPTER 1-2) 2. Robinson, M. D., Watkins, E. R., & Harmon-Jones, E. (Eds.). (2013). Handbook of cognition and emotion. Guilford Press. (CHAPTER 1) 3. Shiv, B., & Fedorikhin, A. (1999). Heart and mind in conflict: The interplay of affect and cognition in consumer decision making. Journal of Consumer Research, 26(3), 278-292. (CRITIQUE)
2	14ago	Introduction to Experimental Design	<ol style="list-style-type: none"> 1. Stoner, J. L., Felix, R., & Stadler Blank, A. (2023). Best practices for implementing experimental research methods. International Journal of Consumer Studies, 47(4), 1579-1595. 2. Batista, J. M., Barros, L. S., Peixoto, F. V., & Botelho, D. (2022). Sarcastic or assertive: How should brands reply to consumers' uncivil comments on social media in the context of brand activism?. Journal of Interactive Marketing, 57(1), 141-158. (CRITIQUE) 3. Lechner, A. T., & Paul, M. (2019). Is this smile for real? The role of affect and thinking style in customer perceptions of frontline employee emotion authenticity. Journal of Business Research, 94, 195-208. (CRITIQUE)
3	21ago	Cognition	<ol style="list-style-type: none"> 1. Krishna, A., & Schwarz, N. (2014). Sensory marketing, embodiment, and grounded cognition: A review and introduction. Journal of Consumer Psychology, 24(2), 159-168. 2. Shah, A. K., & Oppenheimer, D. M. (2008). Heuristics made easy: An effort-reduction framework. Psychological Bulletin, 134(2), 207. 3. Saab, A. B., & Botelho, D. (2020). Are organizational buyers rational? Using price heuristics in functional risk judgment. Industrial Marketing Management, 85, 141-151. (CRITIQUE) 4. (Ana Beatriz) Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain drain: The mere presence of one's own smartphone reduces available cognitive capacity. Journal of the Association for Consumer Research, 2(2), 140-154. (CRITIQUE)
4	28ago	Discrete Emotions	<ol style="list-style-type: none"> 1. Coleman, R. (2018). Designing experiments for the social sciences: How to plan, create, and execute research using experiments. Sage publications. (CHAPTER 5) 2. MacInnis, D. J., & De Mello, G. E. (2005). The concept of hope and its relevance to product evaluation and choice. Journal of Marketing, 69(1), 1-14. 3. Lin, Y. T., MacInnis, D. J., & Eisingerich, A. B. (2020). Strong anxiety boosts new product adoption when hope is also strong. Journal of Marketing, 84(5), 60-78. (CRITIQUE) 4. (Gabriela) Ferreira, K., & Botelho, D. (2021). (Un) deservingness distinctions impact envy subtypes: Implications for brand attitude and choice. Journal of Business Research, 125, 89-102. (CRITIQUE)

5	4set	Preparation of the research project	Discussion of the research projects 15h Ana Beatriz 15:30h Gabriela 16h João Paulo 16:30h Larissa
6	11set	Imagery and Senses	<ol style="list-style-type: none"> Hadi, R., & Valenzuela, A. (2020). Good vibrations: Consumer responses to technology-mediated haptic feedback. Journal of Consumer Research, 47(2), 256-271. Elder, R. S., & Krishna, A. (2021). A review of sensory imagery for consumer psychology. Journal of Consumer Psychology. Yoo, J., & Kim, M. (2014). The effects of online product presentation on consumer responses: A mental imagery perspective. Journal of Business Research, 67(11), 2464-2472. (CRITIQUE) (João Paulo) Cian, L., Krishna, A., & Elder, R. S. (2014). This logo moves me: Dynamic imagery from static images. Journal of Marketing Research, 51(2), 184-197. (CRITIQUE) <p>Presentation of research project drafts (3min). Two-page draft.</p>
7	18set	Unconscious Cognition	<ol style="list-style-type: none"> Dimofte, C. V. (2010). Implicit measures of consumer cognition: A review. Psychology & Marketing, 27(10), 921-937. (Larissa) Kareklas, I., Muehling, D. D., & King, S. (2019). The effect of color and self-view priming in persuasive communications. Journal of Business Research, 98, 33-49. (CRITIQUE) Hundhammer, T., & Mussweiler, T. (2012). How sex puts you in gendered shoes: sexuality-priming leads to gender-based self-perception and behavior. Journal of Personality and Social Psychology, 103(1), 176. (CRITIQUE) De Luca, R., & Botelho, D. (2020). Olfactory priming on consumer categorization, recall, and choice. Psychology & Marketing, 37(8), 1101-1117.
8	25set	False-Positive Psychology Research project presentation	<ol style="list-style-type: none"> Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. Psychological Science, 22(11), 1359-1366. Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. Personality and Social Psychology Review, 2(3), 196-217. Gavan, F. (2008). Death to Dichotomizing. Journal of Consumer Research, 35(1), 5-8. <p>Websites: https://datacolada.org/98?subscribe=success#subscribe-blog-blog_subscription-4; https://aspredicted.org/; https://ceph.fgv.br/en</p>

INSTRUCTOR'S CV

Lattes: <http://buscatextual.cnpq.br/buscatextual/visualizacv.do?id=K4784670T7>

EAESP webpage: <https://eaesp.fgv.br/professor/delane-botelho>

ETHICS CODE

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

CONTACT

I welcome students to discuss theory & method. The appointment should be made by email: at delane.botelho@fgv.br or by phone at 11-96715-9029.

Videos:

Conducting a Two-Way ANOVA in SPSS: https://www.youtube.com/watch?v=q4IJtIzgg_Y&t=18s

Planned Contrasts after a Statistically Significant ANOVA in SPSS: <https://www.youtube.com/watch?v=18wl7IKt-ts>

Mixed-Design Two-Way Repeated Measures ANOVA: <https://www.youtube.com/watch?v=5cYY3TAQeQw>

PROCESS for Mediation and Moderation: <https://www.youtube.com/watch?v=nlyZ3fO4sik&t=50s>

Software:

Installing SPSS (free trial for one month): <https://www.ibm.com/br-pt/analytics/spss-trials>

Installing PROCESS: <https://www.processmacro.org/download.html>

Ethics:

Committee for Ethical Compliance in Research Involving Human Beings of Fundação Getulio Vargas (CEPH/FGV):

<https://ceph.rpcap.fgv.br/en>

Pre-registration of experiments: <https://aspredicted.org/>

DISCIPLINA : INOVAÇÃO EM MARKETING
 DEPARTAMENTO : MARKETING
 CURSO : CMCD AE
 SEMESTRE E ANO : 2023/2
 CARGA HORÁRIA : 30 horas
 PROFESSOR : Marcelo Gattermann Perin
 LÍNGUA : Português

DESCRIÇÃO DA DISCIPLINA

Esta disciplina tem por objetivo promover a reflexão sobre o conceito e as estratégias de inovação a partir de uma perspectiva do campo teórico de Marketing. A disciplina envolve a discussão sobre a definição, a tipologia e o escopo do conceito de inovação, dentro de uma visão estratégica de Marketing. São ainda abordadas questões mais específicas no tema, tais como as métricas aplicadas para a inovação, os recursos de Marketing associados à inovação, a proposta de inovação aberta, a inovação em serviços, novos modelos de negócio que têm a inovação como foco central, a relação da sustentabilidade e a inovação em Marketing, além de aspectos particulares da inovação na prática de Marketing nas empresas.

OBJETIVOS DA DISCIPLINA

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

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

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

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).

CONHECIMENTO PRÉVIO

Os alunos devem ter um conhecimento sobre os aspectos fundamentais da disciplina de marketing. A orientação básica será oferecida na disciplina, mas leituras adicionais sobre o tema podem ser recomendadas.

CONTEÚDO/METODOLOGIA

Os tópicos a serem cobertos na disciplina serão:

- Inovação: conceito, tipologia, escopo e métricas em Marketing
- Inovação e recursos de Marketing
- Inovação aberta
- Inovação em serviços
- Inovação em modelos de negócio
- Inovação e sustentabilidade em Marketing
- Inovação na prática de Marketing

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

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

CRITÉRIO DE AVALIAÇÃO

A avaliação da disciplina será realizada com base nos seguintes critérios:

- Participação em aula (20%)
- Ensaios críticos (20%)
- Apresentação de seminários (20%)
- Trabalho final (40%)

A **participação em aula** será avaliada em termos do interesse demonstrado pelo aluno em relação à disciplina, sobretudo nas discussões realizadas em classe e na realização das atividades parciais da disciplina.

Os **ensaios críticos**, a serem elaborados individualmente, devem ser uma síntese dos textos lidos que permitam ao professor verificar a compreensão dos alunos sobre o tema em discussão, a partir das referências sugeridas para leitura. Individualmente, os alunos devem retratar 2 textos da leitura básica (1 de cada subtópico da aula). Cada ensaio deve conter no máximo 2 (duas) páginas em espaço simples, com fonte Times New Roman 12. Referências e figuras podem ser incluídas em páginas adicionais. Os ensaios serão avaliados pela qualidade do texto e pela clareza e objetividade com que as ideias contidas são apresentadas e defendidas. Espera-se a postagem dos ensaios no *eClass* até o início da aula correspondente.

Nos **seminários**, em duplas ou trios, os alunos deverão apresentar uma síntese de um dos dois subtópicos da aula, com base nos artigos referidos como leitura básica, buscando estimular a discussão sobre os principais pontos da temática apresentada. Dinâmicas / atividades variadas poderão ser realizadas.

Os alunos deverão realizar, em duplas ou trios, um **trabalho final** sobre os temas abordados na disciplina. Trata-se de um artigo conceitual sobre algum dos conteúdos discutidos em classe, envolvendo as definições dos principais construtos associados ao tema, as relações entre eles, além das teorias de suporte. A avaliação do trabalho tomará como base a coerência e a consistência teórica. Recomenda-se um formato de texto de até 10 páginas, em espaçamento simples e fonte Times New Roman 12, incluindo-se figuras, tabelas e referências.

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

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AULA-A-AULA

A programação aula-a-aula será divulgada no 1º dia de aula.

DISCIPLINA / COURSE: Sustentabilidade e Responsabilidade em Operações.
 DEPARTAMENTO / DEPARTMENT: POI
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 2023-2....
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: PRISCILA MIGUEL/LUCIANA VIEIRA
 LÍNGUA / LANGUAGE: PORTUGUÊS.

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

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

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

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

Objetivos do CMCDAE / CMCDAE Objectives	Objetivos da disciplina / Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods	Qualitative methods (case studies, action research, documentary analysis) are discussed as part of methodological procedures of papers	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	Quantitative methods (survey and experiments) are discussed as part of methodological procedures of papers	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	In-depth discussion of advanced topics in sustainability and responsibility in Operations	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	These topics are discussed as part of methodological procedures	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	Topics addressed through the in-depth discussion of papers	●○○
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

- Cadeias Sustentáveis e Responsáveis
- Upgrading Social e Ambiental em Cadeias Globais
- Iniciativas multi stakeholders
- Eco-inovação e Inovação Social
- Sustentabilidade social em cadeias de suprimentos
- Trabalho decente ou análogo a escravidão
- Compras sustentáveis e responsáveis.

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

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

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

- Participação em aula (30%)
- Apresentação de seminários (35%)
- Trabalho final (35%)

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

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- Touboulic, A., & Walker, H. (2015). Theories in sustainable supply chain management: a structured literature review. *International journal of physical distribution & logistics management*, 45(1/2), 16-42.
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Wilhelm, M. M., Blome, C., Bhakoo, V., & Paulraj, A. (2016). Sustainability in multi-tier supply chains: Understanding the double agency role of the first-tier supplier. *Journal of Operations Management*, 41, 42-60.

Yawar, S. A., & Seuring, S. (2017). Management of social issues in supply chains: a literature review exploring social issues, actions and performance outcomes. *Journal of Business Ethics*, 141(3), 621-643.

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Zorzini, M., Hendry, L. C., Huq, F. A., & Stevenson, M. (2015). Socially responsible sourcing: reviewing the literature and its use of theory. *International Journal of Operations & Production Management*.

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

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

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

DISCIPLINA / COURSE: **Finance & Sustainability**
 DEPARTAMENTO / DEPARTMENT: CFC
 CURSO / PROGRAM: **CMCD AE**
 SEMESTRE E ANO / SEMESTER AND YEAR: **2023.2**
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: **Wesley Mendes**
 LÍNGUA / LANGUAGE: Portuguese

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

Companies and investors are increasingly focused on generating a positive impact on people and planet in addition to delivering financial returns. This course is focused on the theoretical and applied aspects of what is known as sustainable and impact investing. We will cover how the industry works, the key players and investment strategies, as well as the ways in which sustainable and impact investing differs from traditional investing. In addition to key concepts such as ESG which are integrated into the entire course, this course also explores important concepts such as impact investing, the challenges of performance measurement, and portfolio construction. This class is intended for all students with an interest in the material, including those without previous finance experience. Please note that the course is mainly focused on institutional investing, though many of the concepts are applicable for individual investors as well.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

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

Objetivos do CMCD AE / CMCD AE Objectives	Objetivos da disciplina / Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods	--	○○○
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 (CMAE) / 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 sustainable finance, ESG reporting and materiality for corporate 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	. Grasp the theoretical foundations of financial decisions on sustainable finance context.	●○○

research		
Elaboração de artigos / Development of academic papers	. Develop a research proposal	●○○
<p><u>Outros objetivos da disciplina / Other course learning goals:</u> Articulate some of the most important environmental and social issues affecting the world today, and what companies are doing to address these issues (CSR); Identify and describe the differences between different terms and frameworks (e.g., CSR, ESG, GRI, SASB, TCFD), the UN SDGs, and how these map to different asset classes. Furthermore: evaluate asset managers' investment and impact performance for sustainability-aware portfolios and describe the most common sustainable investing strategies including screening, ESG integration, ESG engagement, and impact Investing. Identify value creation (and destruction) across financial, social and ecological capital; Establish risk and return profiles for all types of capital Identify the methods for long-term Investing; Know how fundamental equity valuation brings a deeper understanding of companies; Make capital structure calculations for all types of capital.</p>		

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

In a typical finance class (including *Finance & Sustainability*), every individual contribution to the class is an important part of every individual experience. I will reward outstanding classroom contribution that advances the learning goals of the class through generosity in close cases between final grades. I want to encourage you to attend fully to the classroom experience and to speak up and practice the communication skills that are critical to effective management. An outstanding contributor is always prepared, builds on others' comments, and makes insightful, relevant contributions. Experience has taught me (and lots of other professors) that students who use their laptops during class to multitask, e-mail, day trade, work on projects and so forth get less out of the course, are more dissatisfied with it, and perform less well than students who devote their full attention to the classroom experience. Please do not use your laptops or other internet or electronic devices (mobile as well) during class, unless I specifically ask you to do so (which I will). I will provide you with hard copy of lecture notes and slides for use in class to take notes. In addition, I will post slides after the weekend. You may take notes in class and then condense and organize them with the electronic versions of the notes if you wish to use this device to reinforce learning.

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

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences. All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence. Inappropriate conduct is taken seriously, according to the Policy and Ethics Code of FGV. Just in case, if you find it is necessary to find me outside of class time, I may not be available 24/7. Therefore, the service to students could be held on the rest of the week, provided it has been scheduled in advance | Email: wesley.mendes@fgv.br.

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

- Briefly describe what the paper does and its findings;
- Make your point about the assumptions and/or identification strategy;
- Suggest improvements;
- Identify eventual gaps or weaknesses. Be critical. You may use your own judgement or the literature related to the subject. In this case, you will be asked to make explicit the papers you referred to.

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Grading		%
Presentation/papers discussion	Presentation and discussion of papers, class participation	25%
Assignments	Written discussion about selected papers (each session)	5%
Exercises	Exercises assigned in class and/or as take-home	5%
Quizzes	Quizzes, in/before class and/or as take-home	15%
Final Exam		15%
Research paper	Prepare a proposal for a research paper (written report required)	35%
Total		100%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

Basic

[KW] Wendt, K. (2021). *Green and Social Economy Finance: A Review*. CRC Press.

[S&S1] Schoenmaker, D. & Schramade, W. (2019). *Principles of Sustainable Finance*. Oxford University Press.

[S&S2] Schoenmaker, D. & Schramade, W. (2023). *Corporate Finance for Long-Term Value*, Springer, Berlin, forthcoming. (Chapters will be made available in early June).

[BMA] Brealey, Richard A., Myers, Stewart C., Allen, F., Edmans, A. (2023). *Principles of Corporate Finance*. 14th edition, Mc Graw Hill.

PAPERS THAT WILL BE DISCUSSED ON TOPICS AROUND SUSTAINABLE FINANCE

Class #1: Theoretical support of Sustainable Finance

TBD

Class #2: Sustainable Corporate Finance

TBD

Class #3: Green and Social Finance

TBD

Class #4: Sustainable Finance and Capital Markets

TBD

Class #5: Corporate Reporting and Sustainable Finance

TBD

Class #6: Sustainable Finance in an international perspective

TBD

Class #7: Transition and Sustainable Finance

TBD

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

TBD

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



Wesley Mendes-Da-Silva, one of the founders of the Brazilian Society of Finance, obtained his Habilitation in the area of Finance in 2015, and holds a Doctorate in Business Administration (Finance track [2010]), both from FEA/USP. He is a Research Affiliate of the University of Illinois Center for Economic and Financial Education (since 2015), and of the Department of Electrical Engineering & Computer Science/University of California at Irvine (since 2016). He was Visiting Professor of Corporate Finance at the Marriott School of Management/Brigham Young University (2014-2015) in Utah/US, and at the University of Texas at Austin (2017-2018). Wesley is a professor, researcher, and supervisor of Master's and Doctorate in Finance at FGV/EAESP, he has published papers and awards (in academic and business circles) in Brazil and abroad, focusing on capital markets and corporate finance. More about: www.mendesdasilva.com

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)

- The course is face-to-face, therefore remote assistance will not be prioritized.
- The Syllabus is tentative, if necessary, the instructor can make adjustments and adaptations (such as inclusion/exclusion of support materials, changes in the schedule of activities, among others) for the smooth running of activities.

APPENDIX I. STUDENT EVALUATION CRITERIA

1. Quizzes and Assignments

(20 points)

Assignments have the goal of helping students absorb the contents discussed in class as well as serving as early signals for topics that have not been clearly understood. Over the term, you will be given in-class and take-home assignments. The assignments may include 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.

2. 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.

3. Research Proposal

(35 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).

4. Exercises (5 points)

Exercises assigned in class and/or as take-home

5. Final exam (15 points)

Suggested Bibliography

- Cochrane, J. C. 2005. *Writing Tips for Ph. D. Students*. Unpublished manuscript, available at: https://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf, 12 p.
- Colquitt, J. A. and George, G. 2011. Publishing in AMJ—Part 1: Topic Choice. *Academy of Management Journal*, 54(3), 432-435. <https://doi.org/10.5465/amj.2011.61965960>
- Cunha, F.A.F.D.S., Meira, E., Orsato, R.J. (2021). Sustainable finance and investment: Review and research agenda. *Business Strategy and the Environment*, 30(8), 3821-3838. <https://doi.org/10.1002/bse.2842>
- Faff, R. W. 2015. A Simple Template for Pitching Research. *Accounting & Finance*, v. 55, n. 2, p. 311-605.
- Grant, A.M. & Pollock, T.G. (2011). Publishing in AMJ—Part 3: Setting the Hook. *Academy of Management Journal*, 54(5), 873-879. <https://doi.org/10.5465/amj.2011.4000>
- Kumar, S., Sharma, D., Rao, S. et al. (2022). Past, present, and future of sustainable finance: insights from big data analytics through machine learning of scholarly research. *Annals of Operations Research*, Forthcoming. <https://doi.org/10.1007/s10479-021-04410-8>
- Poyser, A., Daugaard, D. (2023). Indigenous sustainable finance as a research field: A systematic literature review on indigenising ESG, sustainability and indigenous community practices. *Accounting and Finance*, 63(1), 47-76. <https://doi.org/10.1111/acfi.13062>
- Sparrowe, R.T. & Mayer, K.J. (2011). Publishing in AMJ—Part 4: Grounding Hypotheses. *Academy of Management Journal*, 54(6), 1098-1102. <https://doi.org/10.5465/amj.2011.4001>

DISCIPLINA.....Teoria Social e capitalismo: o debate contemporâneo
 SEMESTRE/ANO.... 2º/2023
 CURSO..... CMCD AE
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)
 PROFESSOR..... Isleide Arruda Fontenelle
 LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

Este curso propõe a leitura de alguns autores contemporâneos que discorrem sobre as transformações do capitalismo em suas dimensões econômicas, sociais, políticas e culturais e em interlocução com tópicos como afetos, tecnologias, ideologias e humanismos.

O objetivo é relacionar e entender como tais transformações têm impactos nas organizações e nos processos de organizar/organizing.

OBJETIVOS DA DISCIPLINA / LEARNING GOALS

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

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

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

Objetivos do CMCD AE / CMCD AE Objectives	Objetivos da disciplina / Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods		○○○
Métodos quantitativos de pesquisa / Quantitative research methods		○○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Ao final do curso o aluno será capaz de entender o papel do capitalismo contemporâneo nas organizações e em seus processos de organizar, analisando os impactos das transformações do capitalismo no debate que vem se dando no campo de organizações.	●●●
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	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 / Development of academic papers	O aluno será capaz de desenvolver um artigo ou ensaio teórico utilizando o referencial teórico abordado no curso.	●●●
<u>Outros objetivos da disciplina / Other course learning goals:</u> articular transformações macro do capitalismo a impactos meso		

e micro no contexto das organizações contemporâneas

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

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

CONHECIMENTO PRÉVIO, SE HOUVER

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

CONTEÚDO/METODOLOGIA

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

CRITÉRIO DE AVALIAÇÃO

Trabalho parcial 50%

Trabalho final 50%

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR)

Agamben, Giorgio. O que é o contemporâneo e outros ensaios. Santa Catarina: Argos, 2009.

Boltanski, L; Chiapello, E. O novo espírito do capitalismo. São Paulo: Martins Fontes, 2009.

Sennett, Richard. A cultura do novo capitalismo. Rio de Janeiro: Record, 2006.

Illouz, Eva. O amor nos tempos do capitalismo. Rio de Janeiro: Zahar, 2011.

Dufour, Dany-Robert. A cidade perversa. Rio de Janeiro: civilização brasileira, 2013.

Marazzi, Christian. *Capital and affects: The politics of the language economy*. Los Angeles CA:MIT Press Books 1, 2011.

Rifkin, Jeremy. Sociedade com custo marginal zero. São Paulo: M Books, 2016.

Zizek, Slavoj. Problemas no paraíso. Rio de Janeiro: Zahar, 2015.

Harvey, David. 17 contradições e o fim do capitalismo. São Paulo: Boitempo, 2016.

Crary, Jonathan. 24/7: capitalismo tardio e o fim dos sonhos. Cosac Naify, 2014.

Harari, Yuval. *Homo Deus: uma breve história do amanhã*. São Paulo: Companhia das Letras, 2016.

Delleuze, Gilles. *Conversações*. São Paulo: Editora 34, 1992.

Raunig, Gerald. *Dividum: machinic capitalism and molecular revolution*. California: Semiotext(e), 2016.

Virno, Paolo. *A Grammar of the multitude*. California: Semiotext(e), 2004.

Wallerstein, Immanuel. *O fim do mundo como o concebemos: ciência social para o século XXI*. Rio de Janeiro: Editora Revan, 2002

Livros e textos complementares serão disponibilizados na programação do curso a ser encaminhada aos alunos antes do início das aulas. Em especial, serão disponibilizados textos do campo de Estudos Organizacionais que se relacionam aos temas de cada aula (um texto, no mínimo, para cada tema debatido)

AULA-A-AULA (OPCIONAL)

MINI CV DO PROFESSOR (OPCIONAL)

OUTRAS INFORMAÇÕES (OPCIONAL)