

FORMATIVAS*

1/2024	LP
Business Strategy: design, coordination and power ⁽¹⁾	EE
The Behavior of Consumers and Markets ⁽¹⁾	Mkt
Organization and Management Theory ⁽¹⁾	EO
Technological Competitiveness in Operations ⁽¹⁾	GOS
Investments ⁽¹⁾	FIN
Key Aspects of the Information Systems Field ⁽¹⁾	AATI

ELETIVAS*

1/2024	LP
Consumer and Markets - A Cultural Perspective	MKT
Desafios Organizacionais no Antropoceno	EO
Ecossistema: uma visao integrativa	GOS
International Finance	FIN
Domínios Temáticos no Uso de Tecnologia da Informação	AATI

**Sujeito à alterações*

DEPARTMENT.....: General Management and Human Resources (ADM)
PROGRAM: Master and Doctorate Program in Business Administration (CMCD AE)
COURSE: Business Strategy: design, coordination and power
PROFESSOR: Jorge Carneiro / Maria Tereza Fleury
SEMESTER/YEAR: : 1st quarter / 2024
CLASS-HOURS:.....: 30 hours
DAYS/HOURS.....: Wednesday, 9:00am thru 12:50pm
ROOM.....:

COURSE DESCRIPTION

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

LEARNING GOALS

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

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

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

Other course learning goals:.....

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

PREVIOUS KNOWLEDGE REQUIRED, IF APPLICABLE

CONTENT/METHODOLOGY

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

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

STUDENT PERFORMANCE ASSESSMENT

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

COURSE CONTENT

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

COURSE SCHEDULE

	Dates	Topics	Readings <ul style="list-style-type: none"> • mandatory ○ complementary
1	21 Feb (8:00 – 10:00)	Theoretical streams of strategy: Industrial Organization (IO)	<u>External environment: five forces, complementors, macro-environment</u> <ul style="list-style-type: none"> ○ Brandenburger & Nalebuff (1995) ○ Barney & Hesterly (2011, cap.2) ○ Cummings & Doh (2000) • Day (1997) ○ Eggers & Kaplan (2013) ○ Hax & Wilde (2001, 2003) ○ Pickton & Wright (1998) ○ Porter (1980, cap. 1, 3 e 8) • Porter (2008) • Yoffie & Kwak (2006)
2	28 Feb	Theoretical streams of strategy: Industrial Organization (IO)	<u>Transaction costs</u> <ul style="list-style-type: none"> ○ Coase (1937) • Williamson (1979) ○ Williamson (1981) <u>Strategy conceptualization</u> <ul style="list-style-type: none"> • Mintzberg (1987) • Porter (1996) ○ Ronda-Pupo & Guerras-Martin (2012) <u>Content and process of planning</u> <ul style="list-style-type: none"> ○ Armstrong (1982) • Boyd and Reuning-Elliot (1998) ○ Hopkins and Hopkins (1997) ○ Jacometti & Bulgacov (2012) ○ Langley (1995) • Wolf & Floyd (2017)
3	06 Mar	Theoretical streams of strategy: Industrial Organization (IO) (cont.)	<u>Competitive strategies</u> <ul style="list-style-type: none"> • Chew (2000) ○ Kim & Mauborgne (1999a 1999b, 2005) ○ Kim & Mauborgne (2014, cap. 3, 4 e 5) ○ Miller & Dess (1993). • Mintzberg (1988) ○ Porter (1985, cap.3, 4 e 7) <u>Corporate strategies</u> <ul style="list-style-type: none"> • Barney (1999) ○ Harrigan (1986) ○ Hitt et al. (1994) • Leiblein & Miller (2003) ○ Purkayastha et al. (2012) ○ Whittington et al. (2020, chapter 8) <u>Value chain</u> <ul style="list-style-type: none"> ○ Barney & Hesterly (2011, cap.3) • Eisenmann et al. (2006) • Gereffi et al. (2005) ○ Gereffi (2023) ○ Normann & Ramirez (1993) • Pietrobelli et al. (2021) • Porter (1985, cap. 2) ○ Van Alstyne et a. (2016)

	Dates	Topics	Readings <ul style="list-style-type: none"> • mandatory ○ complementary
4	13 Mar	Formulation and execution of strategic planning	<u>Content and process of execution (the “O” of VRIO)</u> <ul style="list-style-type: none"> ○ Amoo et al. (2019) ○ Bourgeois & Brodwin (1984) ○ De Oliveira et al. (2019) • Hrebiniak, L. G. (2006) ○ Lee & Puranam (2016) • Okumus (2003) <u>Cognitive and strategic inertia</u> <ul style="list-style-type: none"> ○ Barr et al. (2013) ○ Helfat (2022) ○ Mallette & Hopkins (2013) ○ Miller (2021) ○ Narayanan et al. (2011) • Powell et al. (2011) ○ Tripsas & Gavetti (2015)
	20 Mar	No classes (MTF & JC at the AIB-LAC conference)	
	27 Mar	No classes (school recess)	
5	03 Apr	Theoretical streams of strategy: The Resource-Based View (RBV)	<u>Foundations of RBV</u> <ul style="list-style-type: none"> ○ Alvarez & Busenitz (2001) ○ Barney (1986a, 1986b) • Barney (1991, 2001b) ○ Collis & Anand (2021) ○ Collis & Montgomery (2008) • Conner (1991) ○ Dierickx & Cool (1989) • Eisenhardt & Martin (2000) ○ Helfat et al. (2023) ○ Hill & Deeds (1996) ○ Lippmann & Rumelt (1982) ○ Mahoney & Pandian (1992) • Peteraf (1993) ○ Reed & DeFillippi (1990) ○ Schulze & Brusoni (2022) ○ Stoelhorst (2023) ○ Teece et al. (1997) ○ Teece (2012) ○ Wilden et al. (2016) <u>Mimetism vs. heterogeneity</u> <ul style="list-style-type: none"> • DiMaggio & Powell (1983) ○ Hirsch & Lounsbury (1997) ○ Meyer & Rowan (1977) ○ Nelson (1991) ○ Peng et al. (2009) • Scott (2008) ○ Stinchcombe (1997) ○ Suchman (1995) <u>Criticisms to RBV</u> <ul style="list-style-type: none"> • Barney (2001a, 2018) ○ Kraaijenbrink et al. (2010) • Priem & Butler (2001a, 2001b)

	Dates	Topics	Readings
6	10 Apr	Strategy and organizational performance	<ul style="list-style-type: none"> • mandatory ○ complementary <p><u>Components of variance of organizational performance</u></p> <ul style="list-style-type: none"> ○ Bowman & Helfat (2001) ○ Brito & de Vasconcelos (2005) ○ Brush & Bromiley (1997) ○ Claver et al. (2002) ○ Guo (2017) ○ Hamman et al. (2022) ○ Hawawini et al. (2003, 2004, 2005) ○ Mauri & Michaels (1998) • McGahan & Porter (1997, 1999, 2002) ○ McNamara (2005) • Roquebert et al. (1996) • Rumelt (1991) • Schmalensee (1985) ○ Sohl et al. (2020) ○ Vanneste (2017) <p>Organizational performance measurement</p> <ul style="list-style-type: none"> ○ Souder et al. (2023)
7	17 Apr	Gaps and trends in strategy research (cont.)	<p><u>Content</u></p> <ul style="list-style-type: none"> ○ Acedo et al. (2006) ○ Agyres et al. (2019) • Durand et al. (2017) • Kenworthy & Verbeke (2015) ○ Mackay & Zundel (2017) • Mayer & Sparrowe (2013) ○ Panda & Gupta (2014) ○ Pitelis (2007) <p><u>Endogeneity in strategy research</u></p> <ul style="list-style-type: none"> • Chang et al. (2010) • Hamilton & Nickerson (2003) ○ Lindell & Whitney (2001) ○ Malhotra et al. (2006) • Podsakoff et al. (2003) ○ Reeb et al. (2012) ○ Rocha et al. (2019) • Shaver (1998) <p><u>Doing Impactful Strategic Management Research</u></p> <ul style="list-style-type: none"> • Balogun et al. (2003) • Delbecq (2007) • Van de Ven & Johnson (2006) • Wickert et al. (2021)
8	24 Apr	Discussions about the theoretical essays of each student	

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COURSE: The Behavior of Consumers and Markets
 DEPARTMENT: Marketing
 PROGRAM: CMCD AE
 SEMESTER AND YEAR: 2024
 CLASS-HOURS: 30 horas ou 15 horas
 PROFESSORS: Delane Botelho, Felipe Zambaldi, Tânia Veludo
 LANGUAGE: English

COURSE DESCRIPTION

The objective of the course is to promote understanding of the scholarly, research-based activity about the behavioral aspects of marketing. The course will enable participants: 1) to comprehend the structure of the area of marketing with focus on its behavioral aspects, therefore approaching the behavior of consumers and markets in terms of scientific inquiry and 2) to acknowledge conceptual and methodological contributions of consumer and market behavior from diverse perspectives, including the perspective of marketing, marketing models, psychology, anthropology, and society.

LEARNING GOALS

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

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

CMCDAE Objectives	Course learning goals	Level of Contribution *
Métodos qualitativos de pesquisa / Qualitative research methods	To approach specific and relevant <u>qualitative</u> research methods for scholarly research in the behavioral aspects of marketing.	●○○
Métodos quantitativos de pesquisa / Quantitative research methods	To approach specific and relevant <u>quantitative</u> research methods for scholarly research in the behavioral aspects of marketing.	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	To comprehend the structure of the area of marketing, specifically in relation to the behavior of individual consumers and markets, in terms of scientific inquiry.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	To discuss research procedures that are linked to the field of consumer behavior and the study of markets.	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	To acknowledge conceptual contributions in the behavioral aspects of marketing and generate research ideas that are meaningful to the field.	●○○
Elaboração de artigos / Development of academic papers		
Other course learning goals:.....		

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

CONTENT/METHODOLOGY

The course covers the following topics:

- a) Scientific Structure of the Marketing Discipline
- b) Marketing Models Perspective: Modeling the Behavior of Consumers
- c) Marketing Models Perspective: Modeling the Behavior of Organizations & Markets
- d) Marketing Perspective: Buyer Behavior
- e) Psychological Perspective: Consumer Psychology
- f) Societal Perspective: Consumer Welfare
- g) Cultural Perspective: Consumer Culture Theory

The course is totally centred on the student. The students should prepare pro-actively for all their classes. They should read the recommended material (articles and book chapters) and seek additional bibliography that will help them to understand the theories and methods presented in the reading material. It is expected that the students should be prepared to discuss the content of the recommended texts in class. We shall address various research methodologies during the course. These will be presented as part of the discussion of the conceptual themes addressed during the course.

ASSESSMENT

Grade	Activity	Weight
1.1	Individual summary essays	30%
1.2	Participation	30%
1.3	Research agenda and presentation	40%

1.1 Individual summary essays: In each class, students are assigned key readings (articles or book chapters). Prepare a text, chart, table, or map that organizes the key readings on the topic of the session in 1-2 pages.

1.2 Participation: students must participate constructively in the discussion in every class. The students shall hold responsible for leading the discussion of the assigned reading at the class.

1.3 Research agenda and presentation: The student must select a topic covered in the course and write a research agenda on that topic (in 5 – 8 pages, excluding references). S/he will present the agenda in the last class (10 min).

BIBLIOGRAPHICAL REFERENCES

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MODULE: Organization and Management Theory
 DEPARTMENT: ADM
 PROGRAM: CMCD AE
 SEMESTER AND YEAR: 2024/1
 CLASS-HOURS: ☒ 30 hours
 LECTURER: Dr. Amon Barros
 LANGUAGE: English

SYLLABUS

MODULE DESCRIPTION

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

LEARNING GOALS

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

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

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

CONTENT/METHODOLOGY

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

CONTENT/METHODOLOGY

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

ASSESSMENT

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

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MINI CV DO PROFESSOR

I am an associate professor of management and organization studies at FGV EAESP and a CNPq Researcher (PQ2). I have previously worked at the University of Essex (2019-2021). My research focuses on management

and organizational history and business and politics. I am currently past chair (2022-2023) at the AoM CMS division.

COURSE: Technological Competitiveness in Operations
 DEPARTMENT: POI
 PROGRAM: CMCD AE
 SEMESTER AND YEAR: 2024/1
 CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: Ely Paiva and Maciel Queiroz
 LANGUAGE: English

COURSE DESCRIPTION

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

LEARNING GOALS

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

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

Objetivos do CMCD AE CMCD AE Objectives	Objetivos da disciplina Course learning goals	Grau de contribuição / Level of Contribution *
Métodos qualitativos de pesquisa Qualitative research methods	Case studies with discussions of methodological procedures.	●○○
Métodos quantitativos de pesquisa Quantitative research methods	Experiments and surveys: methodological procedures for both are thoroughly discussed.	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	Technology-based competitiveness is in depth discussed.	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	Those aspects are present in qualitative and quantitative studies.	●○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	New topics and research opportunities are presented.	●○○
Elaboração de artigos Development of academic papers	Structure and basic elements are discussed in the classes.	●○○
Outros objetivos da disciplina / Other course learning goals:.....		

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

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

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

CONTEÚDO/METODOLOGIA / CONTENT/METHODOLOGY

Seminars
Lecture classes

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

Participation 20%
Presentations 20%
Final Assignment 60%

BIBLIOGRAPHICAL REFERENCES (BASIC)

COURSE SCHEDULE (OPTIONAL)

Class 01 - 22/02 – Theoretical Basis

- Paiva, E. L.; Roth, A. & Fensterseifer, J., (2008). Organizational Knowledge and Manufacturing Strategy: a Resource-based View. *Journal of Operations Management*,
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- Zhang, C., and Dhaliwal, J. (2009). An investigation of resource-based and institutional theoretic factors in technology adoption for operations and supply chain management. *International Journal of Production Economics*, 120(1), 252-269.

Class 02 - 29/02 – Capabilities

- Argote, L., & Hora, M. (2017). Organizational learning and management of technology. *Production and Operations Management*, 26(4), 579–590.
- Peng, D.X.; Schroeder, R.G.; Shah, R., Linking routines to operations capabilities: a new perspective. *Journal of Operations Management*, v.26, n.6, p.730-748, 2008.
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- Sirmon, D. G., Hitt, M. A., Ireland, R. D., & Gilbert, B. A. (2011). Resource orchestration to create competitive advantage: Breadth, depth, and life cycle effects. *Journal of management*, 37(5), 1390-1412.
- Wu, S. J.; Melnyk, S. A.; Flynn, B. B. Operational capabilities: A secret ingredient. *Decision Sciences*, v.41, n.4, p. 721-754, 2010.

Class 03 - 07/03 - Cross-functional Interfaces

- Finger, A.B., Flynn, B.B., Paiva, E.L. (2014), Anticipation of new technologies: supply chain antecedents and competitive performance, *International Journal of Operations & Production Management*, Vol. 34 No. 6, pp. 807-828.
- Hartley, J.L., Sawaya, W. and Dobrzykowski, D. (2022), Exploring blockchain adoption intentions in the supply chain: perspectives from innovation diffusion and institutional theory, *International Journal of Physical Distribution & Logistics Management*, Vol. 52 No. 2, pp. 190-211. <https://doi.org/10.1108/IJPDLM-05-2020-0163>

- Liu, Xiaojin, Yeung, Andy C.L., Lo, Chris K.Y., Cheng, T.C.E., The moderating effects of knowledge characteristics of firms on the financial value of innovative technology products, *Journal of Operations Management*, Volume 32, Issue 3, 2014, Pages 79-87.
- Setia, P., & Patel, P. C. (2013). How information systems help create OM capabilities: Consequents and antecedents of operational absorptive capacity. *Journal of Operations Management*, 31(6), 409-431.
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Class 04 - 14/03 - Digital Transformation

- Féres, Wandick Leão, Competing for the Future: Reconfiguring Operational Resources and Capabilities during the Digital Transformation Process, Ph.D. Dissertation, FGV EAESP 2022.
- Fernandez-Vidal, J., Gonzalez, R., Gasco, J., & Llopis, J. (2022). Digitalization and corporate transformation: The case of European oil & gas firms. *Technological Forecasting and Social Change*, 174, 121293.
- Li, F. (2020). Leading digital transformation: three emerging approaches for managing the transition. *International Journal of Operations & Production Management*.
- Marion, T. J., & Fixson, S. K. (2021). The transformation of the innovation process: How digital tools are changing work, collaboration, and organizations in new product development. *Journal of Product Innovation Management*, 38(1), 192-215.
- Sousa-Zomer, T. T., Neely, A., & Martinez, V. (2020). Digital transforming capability and performance: a microfoundational perspective. *International Journal of Operations & Production Management*, 40(7/8), 1095-1128.

Class 05 - 21/03 - Industry 4.0

- Bai, C., Li, H. A., & Xiao, Y. (2022). Industry 4.0 technologies: Empirical impacts and decision framework. *Production and Operations Management*.
- Choi, Tsan-Ming, Subodha Kumar, Xiaohang Yue, Hau-Ling Chan. (2022). Disruptive technologies and operations management in the Industry 4.0 era and beyond. *Production and Operations Management* 31, no. 1, 9-31.
- Koh, L., Orzes, G., & Jia, F. J. (2019). The fourth industrial revolution (Industry 4.0): technologies disruption on operations and supply chain management. *International Journal of Operations & Production Management*.
- Szalavetz, A. (2019). Industry 4.0 and capability development in manufacturing subsidiaries. *Technological Forecasting and Social Change*, 145, 384-395.
- Wamba, S. F., & Queiroz, M. M. (2022). Industry 4.0 and the supply chain digitalisation: a blockchain diffusion perspective. *Production Planning & Control*, 33(2-3), 193-210.

Class 06 - 04/04 - Service Operations

- Spring, M., Faulconbridge, J., & Sarwar, A. (2022). How information technology automates and augments processes: Insights from Artificial-Intelligence-based systems in professional service operations. *Journal of Operations Management*, 68(6-7), 592-618.
- Sampson, Scott E., and Chase, Richard B. (2020), "Customer Contact in a Digital World," *Journal of Service Management*, Vol. 31, No. 6, pp. 1061-1069
- Sampson, Scott E. (2021), "A Strategic Framework for Task Automation in Professional Services," *Journal of Service Research*, Vol. 24, No. 1, pp. 122-140.
- Zhang, Y., Gregory, M., Neely, A., (2016), Global engineering services: Shedding light on network capabilities, *Journal of Operations Management*, Vol. 42-43, Pages 80-94.

Class 07 - 11/04 - AI and OM

- Grover, P., Kar, A.K. & Dwivedi, Y.K. Understanding artificial intelligence adoption in operations management: insights from the review of academic literature and social media discussions. *Ann Oper Res* 308, 177-213 (2022) Fernando
- Mithas, S., Chen, Z. L., Saldanha, T. J., & De Oliveira Silveira, A. (2022). How will artificial intelligence and Industry 4.0 emerging technologies transform operations management? *Production and Operations Management*. Lucas
- Von Krogh, G. (2018). Artificial intelligence in organizations: New opportunities for phenomenon-based theorizing. *Academy of Management Discoveries*. Fabio
- Revilla, E., Saenz, M. & Seifert, M. (2023). Human-AI Collaboration in Prediction. A Field Experiment in the Retail Industry. *Journal of Management Information Systems* (forthcoming).

Wamba, S. F., Queiroz, M. M., Jabbour, C. J. C., & Shi, C. V. (2023). Are both generative AI and ChatGPT game changers for 21st-Century operations and supply chain excellence?. *International Journal of Production Economics*, 265, 109015.

Class 08 – 18/04 - Final Assignment Presentation

PROFESSOR MINI CV (OPTIONAL)

Ely Paiva: Full Professor at FGV-EAESP. He was Visiting Scholar at the University of North Carolina/Chapel Hill, and Visiting Professor at the University of Texas Pan American and at ISC Paris. He has published in journals like *Journal of Operations Management*, *International Journal of Operations and Production Management*, *Supply Chain Management*, *International Journal of Production Economics*, *International Journal of Logistics Management*, and the main Brazilian journals. He has worked as a consultant for Brazilian and international companies. Ely's research project is funded by the Brazilian Research National Agencies (CNPq and Capes). He is Regional Editor for Latin America of the *Journal of Supply Chain Management Journal*.

Maciel Queiroz: Associate Professor at FGV-EAESP, Visiting Professor at Toulouse Business School, and Latin/South America Regional Ambassador of the Academy of Management OSCM Division. Maciel is an Associate Editor in the *International Journal of Management Reviews* and the *International Journal of Logistics Management*. He has published papers in top-tier OSCM journals (IJOPM, IJPE, IJPR, ANOR, BJM, SCMIj, IJLM, TFSC). His current research focuses on the digital transformation of OSCM, including AI, Gen-AI, metaverse, digital supply chain, Industry 4.0, blockchain, and big data analytics.

ESSAY INSTRUCTIONS

10-12 PAGES

Additional information will be delivered in class 01

DEPARTAMENT : Accounting and Finance (CFC)
 PROGRAM..... : CMCD
 COURSE..... : Investments
 PROFESSOR..... : Antonio Gledson de Carvalho
 DAY/HOUR : Wednesdays and Thursdays – 9-10:50 Hs

1st semester / 2024

SYLLABUS

OBJECTIVES AND CONTENTS

This is the basic chair of the graduate program in finance. It aims to provide the student with the fundamentals of financial asset pricing theory. It covers consumption and investment (portfolio) decisions and their implication on asset pricing. The implications of the absence of arbitrage hypothesis on asset pricing are also explored. It is assumed that the student has knowledge of probability and statistics and familiarity with constrained optimization.

This course is taught in Portuguese

AOL program objectives	Course objectives	Degree of contribution
Qualitative research methods	None	○ ○ ○
Quantitative research methods	Understanding the basic models of asset pricing theory	● ● ●
Knowledge of research themes (M) & theory (D)	None	○ ○ ○
Design and Development research	None	○ ○ ○
Research relevance	This is a basic theory class	● ● ●
Academic writing	None	○ ○ ○

FORMAT

Lectures by the professor.

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

ASSESSMENT CRITERIA

Quizzes:	20%
Midterm Exam:	40%
Final Exam:	40%

DESIRED BACKGROUND

Calculus, constrained optimization, basic probability and statistics, and regression analysis.

CONTENT

- 1) Expected utility and risk aversion
- 2) Mean-variance analysis
- 3) CAPM, arbitrage, and linear factor models
- 4) Consumption-Saving decisions and state pricing

COURSE SCHEDULE AND READING LIST

Course schedule (tentative and subject to change)

Session	Date	Topics	Text [pre-class readings]	Chapters [post-class readings]
1	21/Fev	Expected utility	Pennacchi: chap. 1 & Laffont: chap. 1 e 2	Pennacchi: chap. 1 & Laffont: chap. 1 e 2
2	22/Fev	Expected utility and risk aversion	Pennacchi: chap. 1 & Laffont: chap. 1 e 2	Pennacchi: chap. 1 & Laffont: chap. 1 e 2
3	28/Fev	Expected utility and risk aversion	Pennacchi: chap. 1 & Laffont: chap. 1 e 2	Pennacchi: chap. 1 & Laffont: chap. 1 e 2
4	29/Fev	Expected utility and risk aversion	Pennacchi: chap. 1 & Laffont: chap. 1 e 2	Pennacchi: chap. 1 & Laffont: chap. 1 e 2
5	6/Mar	Mean-variance analysis	Pennacchi: chap. 2	Pennacchi: chap. 2
6	7/Mar	Mean-variance analysis	Pennacchi: chap. 2	Pennacchi: chap. 2
7	13/Mar	Mean-variance analysis	Pennacchi: chap. 2	Pennacchi: chap. 2
8	14/Mar	Mean-variance analysis	Pennacchi: chap. 2	Pennacchi: chap. 2
9	20/Mar	MIDTERM EXAM		
10	21/Mar	CAPM, arbitrage, and linear factor models	Pennacchi: chap. 3	Pennacchi: chap. 3
11	27/Mar	CAPM, arbitrage, and linear factor models	Pennacchi: chap. 3	Pennacchi: chap. 3
12	3/ Apr	CAPM, arbitrage, and linear factor models	Pennacchi: chap. 3	Pennacchi: chap. 3
13	4/ Apr	Consumption-Saving decisions and state pricing	Pennacchi: chap. 4	Pennacchi: chap. 4
14	10/Apr	Consumption-Saving decisions and state pricing	Pennacchi: chap. 4	Pennacchi: chap. 4
15	11/Apr	Consumption-Saving decisions and state pricing	Pennacchi: chap. 4	Pennacchi: chap. 4
16	17/Apr	FINAL EXAM		

TEXTBOOKS

Pennacchi, George, *Theory of Asset Pricing*, Pearson-Addson Wesley, 2007.

Laffont, Jean Jacques, *The Economics of Uncertainty and Information*, MIT Press, Cambridge, MA, 1990.

COURSE: KAISF - KEY ASPECTS OF THE BUSINESS INFORMATION SYSTEMS FIELD
DEPARTMENT: TDS - Technology & Data Science
PROGRAM: CMCD AE
SEMESTER and YEAR: 1st 2024 - 1st BIMESTER (Tuesdays, 15:00-18:40)
CLASS-HOURS: 30 hours 15 hours
PROFESSOR: Otavio Sanchez
LANGUAGE: English

COURSE DESCRIPTION

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

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

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

LEARNING GOALS

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

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

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

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

PREVIOUS KNOWLEDGE REQUIRED

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

CONTENT AND METHODS

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

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

ASSESSMENT

TEST	WEIGHT	DESCRIPTION
P1	30 %	Participation: Effective discussion of the class topic, which requires prior reading, interpretation, and consistent literature preparation. In addition to those indicated, identifying relevant materials to the topic is considered relevant.
P2	30 %	Intermediate deliveries: Completedness, adequacy, and consistency of the deliveries 1 to 4 (mean)
PF	40 %	Final delivery: Deliver a relevant and viable research proposal as specified ⁽¹⁾

(1): The research proposal has present the following items: (1) A One-page Title and Abstract, (2) an Introduction (max. 2 pages) which follow the specification and (3) an outlined literature review (max. 5 pages) consistent to the Red Thread procedure)

PROFESSOR MINI CV



Otavio Sanchez is an Associate Professor of Information Systems and Quantitative Methods at Ph.D. & Master Courses of Fundacao Getulio Vargas FGV-EAESP and Visiting Scholar at the University of Arizona. His research interests range from Strategy and Management of Information Systems, Information Economics, Behavioral Economics, Behavioral Information Systems, and Psychometrics. His research has appeared in high-impact journals like JAIS – Journal of the Association for Information Systems, CACM-Communications of the A.C.M., IJPM-International Journal of Project Management, and ISF-Information Systems Frontiers, among others. Member of INFORMS – Management, Services Operations Society, Information Management Society, and AIS – Association for Information Systems.

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

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Class 1

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10. Popovič, A., H.J. Smith, J.Y.L. Thong, and S. Wattal, Information Privacy: An MIS Quarterly Research Curation, in MIS Quarterly Research Curations, A. Bush and A. Rai, Editors. 2017, MIS Quarterly.
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13. AIS. Association for Information Systems webpage. 2021; Available from: <https://aisel.aisnet.org/>.
14. Lee, K. and S. Ram, Intention-based deep learning approach for detecting online fake news, in Forty-Second International Conference on Information Systems - ICIS 2021, AIS, Editor. 2021: Austin. p. 1-17.
15. Sun, C. and A. Ghose, The Economics of 5G and the Mobile Economy, in Forty-Second International Conference on Information Systems - ICIS 2021, AIS, Editor. 2021: Austin, TX. p. 1-17.
16. Safadi, H., J.P. Lalor, and N. Berente, The Effect of Bots on Human Interaction in Online Communities in Forty-Second International Conference on Information Systems - ICIS 2021, AIS, Editor. 2021: Austin. p. 1-17.

Class 2

17. Sanchez, O.P., Class Notes - Sources for Gap Articulation and Scientific Relevance. 2024, Escola de Administração de Empresas de São Paulo - EAESP-FGV: São Paulo. p. 1.
18. Sanchez, O.P., Class Notes - Boolean Search Samples. 2022, Escola de Administração de Empresas de São Paulo - EAESP-FGV: São Paulo. p. 1.
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21. Vial, G., Understanding digital transformation: A review and a research agenda. The Journal of Strategic Information Systems, 2019. 28(2): p. 118–144.
22. Trieu, V.-H., Getting value from Business Intelligence systems: A review and research agenda. Decision Support Systems, 2017. 93: p. 111-124.
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26. Scite - AI for building arguments 2024; Available from: <https://scite.ai/>.
27. Scholarcy - AI for summarizing papers. 2024; Available from: <https://www.scholarcy.com/>.
28. Lateral - AI for supporting literature reviews and arguments. 2024; Available from: <https://www.lateral.io/>.
29. Consensus - AI for finding insights in research papers. 2024; Available from: <https://consensus.app/>.
30. Litmaps - AI for discovering scientific literature 2024; Available from: <https://www.litmaps.com/>.
31. Jenni - AI for supporting the writing and citation process. 2024; Available from: <https://jenni.ai/>.

Class 3

32. Sanchez, O.P., Class Notes - IS Mainstream Research Cycle. 2023, Escola de Administração de Empresas de São Paulo - EAESP-FGV: São Paulo. p. 1.
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43. Sanchez, O.P., Class Notes - Practical relevance of sample papers. 2022, Escola de Administração de Empresas de São Paulo - EAESP-FGV: São Paulo. p. 1.

Class 4

44. Leidner, D.E., What's in a Contribution ? *Journal of the Association for Information Systems*, 2020. 21(1): p. 238-245.
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1_2024_key aspects of is field_syllabus_r01



COURSE: Consumer and Markets - A Cultural Perspective

DEPARTMENT: Marketing

PROGRAM: CMCD AE

SEMESTER AND YEAR: 1st 2024

CLASS-HOURS: 30 hours

PROFESSOR: Eliane Pereira Zamith Brito

Course Description

The course delves into the cultural perspective of consumption and markets. Several theoretical approaches are needed to dissect the interconnections between consumption, activities, market relations and dynamics, and cultural meanings. The role of technology in consumer relations will be discussed. Symbolic and emancipatory issues will also be addressed. Students will be critically exposed to different theories and methods to stimulate the critical thinking skills needed to ask pertinent research questions and critically evaluate established theories.

Learning Goals

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

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

CMCD AE Objectives	Course learning goals	Level of Contribution
Métodos qualitativos de pesquisa / Qualitative research methods	The course points out research methods associated with consumer culture studies, primarily qualitative.	●●○
Métodos quantitativos de pesquisa / Quantitative research methods		○○○
Conhecimento do tema (CMCD AE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	The course presents the main perspectives to cultural perspectives on consumer behavior.	●●○
Desenho e Desenvolvimento de Pesquisa / Design and Development Research	The course presents the methods applied in highly influential research papers in the field.	●●○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	The course discusses the search for innovation and relevance in building research proposals based on cultural perspectives on consumer behavior.	●○○
Elaboração de artigos / Development of academic papers	The course stimulates the structuration of research to develop an academic paper in the CCT field.	●○○

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

Content and Methodology

The course covers the following themes:

- a) Consumer Identity
- b) Consumer Practices and Experiences
- c) Subcultures and Communities of Consumption
- d) Materiality, Nature, Objects, and Technology
- e) Morality, Neoliberalism, and Responsibilization
- f) Race, Gender, Class
- g) Postcolonialism, Acculturation, Globalization
- h) Market Creation, Market System Dynamics

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

- a) Participative lectures presented by the lecturer.
- b) Discussion of a scientific article.
- c) Student seminars.

Within this context, my role as the lecturer is instigating and moderating the learning process. My attributions include coordinating the discussion of selected texts, commenting on the students' essays and presentations, and assessing the students.

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

Assessment

Activity	Weight
Class participation	20%
Papers presentation	30%
Final research paper	50%

Class participation will be evaluated by the student's reflections, comments, or questions and the opportunity that their interventions bring to the group to deepen and develop the ideas contained in the references under discussion in the session,

I shall use the following aspects to assess the oral presentations: clarity and objectivity of the ideas expressed, readiness to accept the contributions and comments of colleagues, and the ability to present and stimulate discussion.

For the final essay, each student must write a research proposal of up to 4 thousand words. The paper should identify a research question within the CCT field. The research proposal should be structured like a typical academic article, including an introduction (positioning, gap spotting or theorization, and potential impact), a preliminary theory review, and a detailed research design aligned with previous research in the theoretical bases. No actual empirical research is demanded.

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DISCIPLINA.....Desafios organizacionais no Antropoceno
 SEMESTRE/ANO.... 1º/2024 (1º. BIMESTRE)
 CURSO..... CMCD AE
 CARGA HORÁRIA... 30 horas ou 15 horas (selecionar)
 PROFESSOR..... Isleide Arruda Fontenelle
 LÍNGUA..... Português

DESCRIÇÃO DA DISCIPLINA

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

OBJETIVOS DA DISCIPLINA

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

Objetivos CMCD AE do	Objetivos da disciplina	Grau de contribuição
Métodos qualitativos de pesquisa		○ ○ ○
Métodos quantitativos de pesquisa		○ ○ ○
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 que é o Antropoceno e quais são alguns dos principais desafios e dilemas das organizações diante da crise climática resultante das ações humanas sobre o planeta.	● ● ●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		○ ○ ○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in	O aluno será capaz de identificar os assuntos mais relevantes para a temática e focos de pesquisa que possuem maior potencial no futuro.	● ● ●

research		
Elaboração de artigos	O aluno será capaz de desenvolver um artigo ou ensaio teórico utilizando o referencial teórico abordado no curso.	● ● ○

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

CONHECIMENTO PRÉVIO, SE HOUVER

CONTEÚDO/METODOLOGIA

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

CRITÉRIO DE AVALIAÇÃO

Trabalho Parcial 50%

Trabalho Final 50%

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

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

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

[HTTP://BUSCATEXTUAL.CNPQ.BR/BUSCATEXTUAL/VISUALIZACV.DO?ID=K4700689U5&TOKENAPTCHAR=03AOLTBLSWZTIUJU5GZIBTEMPAOG3WCGWK4-SKQLIICU_1JX6BO9-JT1HJNCAWGFU41HTWD1NZOVGWL3FNW8NFASF_EYDTEG9D2CRIORTUJICJ6WTPXPJKLBTZISTPZONP5HCRYHZG07BROTVTOHIKGYPLYHW4R0ECHFN1QIHAYSQXVV59O4CU-590ZAFGFHL8WO9YVHF7KI1LMZXBZPMMA4EUDIRHN642NNQRKRYI7K52JK1U-W_6OHLXHZNU9XOOR0RIJTF890MN2YVCPYA6S_-9F6YWRO74RHNAJTR4BQUTXRGVIIJCUPFSCA1-BPKVVQ7BI1C1P18YGOL7078QSYQSMYBCZYIQFGH84ZTAVAQU93A8U5C_-LGEJDCXLMMGDYSSXAWV80RKJEQVD380WY7GQC3H-PPCLQME9GI_-M8DQUNQOKIC-WC7MGGIJO7T_9_N4KZJMK3KIRKC2MJWD0PAVUTGI-8VJ96YS3KUDYB34HPZL2KXBMV461TKSTFWMK3QBWJBTTHOJZDXK846BGHCTNU_LIJTTA](http://buscatextual.cnpq.br/buscatextual/visualizacv.do?id=k4700689u5&tokenaptchar=03aoltblswztiuju5gzibtempaog3wcgwk4-skqliicu_1jx6bo9-jt1hjncawgfwu41htwd1nzovgwl3fnw8nfASF_EYDTEG9D2CRIORTUJICJ6WTPXPJKLBTZISTPZONP5HCRYHZG07BROTVTOHIKGYPLYHW4R0ECHFN1QIHAYSQXVV59O4CU-590ZAFGFHL8WO9YVHF7KI1LMZXBZPMMA4EUDIRHN642NNQRKRYI7K52JK1U-W_6OHLXHZNU9XOOR0RIJTF890MN2YVCPYA6S_-9F6YWRO74RHNAJTR4BQUTXRGVIIJCUPFSCA1-BPKVVQ7BI1C1P18YGOL7078QSYQSMYBCZYIQFGH84ZTAVAQU93A8U5C_-LGEJDCXLMMGDYSSXAWV80RKJEQVD380WY7GQC3H-PPCLQME9GI_-M8DQUNQOKIC-WC7MGGIJO7T_9_N4KZJMK3KIRKC2MJWD0PAVUTGI-8VJ96YS3KUDYB34HPZL2KXBMV461TKSTFWMK3QBWJBTTHOJZDXK846BGHCTNU_LIJTTA)

OUTRAS INFORMAÇÕES (OPCIONAL)

Special Issue Article

Ecologies of Sustainable Concerns: Organization Theorizing for the Anthropocene

[Seray Ergene](#), [Marta B. Calás](#), [Linda Smircich](#)

First published: 07 August 2017

Abstract

What if we imagine we have been leaving the *épistème* of the age of ‘Man at the center of knowledge’, the epoch which has brought us to the brink of ecological disaster through discourses and practices of advanced market capitalism, and move on to imagine that we are entering the age of the Anthropocene, positing the need for radically reconceptualizing the relationship between humanity and nature? What discourses and practices would carry this? What kind of knowledge would be possible? Who would be the subject of such knowledge? Inspired by Braidotti's definition of cartography as a method and Latour's articulation of matters of fact and matters of concern, we bring together a variety of feminist ecological perspectives, materialist and new materialist, to eventually assemble a cartographic lens we label *ecologies of sustainable concerns*. Such a lens would facilitate reclaiming ‘sustainability’ in organization studies discourses and practices for living well and living with others in the Anthropocene. It is our expectation that in reclaiming ‘sustainability’ through the feminist literatures we are using, and their discursive variations, it would become clearer that there are options for an economy and ecology beyond what is permissible to say and do as knowledge in organization studies under advanced market capitalism.

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: **1º/2024 – 1º 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).

CONTEÚDO/METODOLOGIA

- 1. Dimensões do Uso de Tecnologia de Informação e Dimensões de Transformação Digital**
- 2. Direcionadores do Uso de Tecnologia de Informação e de Transformação Digital**
 - 2.2. Contexto Externo e o Uso de Tecnologia de Informação
 - 2.3. Respostas Organizacionais com o uso de Tecnologia de Informação
 - 2.4. Tecnologia de Informação e Indivíduo
 - 2.5. Tecnologias Assimiladas: Processos, Sistemas de Informações e Sistemas de Informações Integrados
 - 2.6. Tecnologias Disponíveis: Internet das Coisas, computação em nuvem, computação cognitiva, big data, *blockchain*, *crowdsourcing*, *BYOD*, *machine learning*
- 3. Uso de Tecnologia de Informação, Negócios na Era Digital e Transformação Digital**
 - 3.2. Transformação Digital
 - 3.3. Negócios na Era Digital e Comércio Eletrônico
 - 3.4. Novos Modelos de Negócio
 - 3.5. Organizações e comunidades virtuais
 - 3.6. Educação e Tecnologia de Informação
- 4. Condições para Transformação Digital**
 - 4.2. Transformação Digital
 - 4.3. Negócios na Era Digital e Comércio Eletrônico
 - 4.4. Novos Modelos de Negócio
 - 4.5. Organizações e comunidades virtuais
 - 4.6. Educação e Tecnologia de Informação
- 5. Valor do uso de Tecnologia de Informação e Transformação Digital**
 - 5.2. Papel e Valor do Uso de Tecnologia de Informação para os Negócios
 - 5.3. Benefícios para o desempenho empresarial
 - 5.4. Desafios de investimento em Tecnologia de Informação
- 6. Governança e Administração de Tecnologia de Informação**
 - 6.2. Governança de Tecnologia de Informação
 - 6.3. 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 Transformação Digital, que analisará uma empresa real, deverá ser apresentado e entregue no final da disciplina.

CRITÉRIO DE AVALIAÇÃO

Participação e Trabalho de Tema: 30%
 Trabalhos Aplicado: 35%
 Avaliação Final: 35%

A Participação será avaliada com base na preparação para as aulas demonstrada na participação nas discussões e contribuições. O Trabalho de Tema será avaliado pela contribuição teórica e debate sobre o tema relacionado com o conteúdo da disciplina.

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 as Dimensões do Uso de Tecnologia de Informação e as Dimensões de Transformação Digital.

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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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. Bolsista Produtividade em Pesquisa, CNPq. 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.

DISCIPLINA / COURSE: Ecossistema: uma visao integrativa
 DEPARTMENT: .PRODUÇÃO E OPERAÇÕES (POI)
 CURSO / PROGRAM: CMCD AE
 SEMESTRE E ANO / SEMESTER AND YEAR: 1S2024
 CARGA HORÁRIA / CLASS-HOURS: 30 horas ou 15 horas (selecionar)
 PROFESSOR: JULIANA BONOMI SANTOS/PRISCILA LACZYNSKI DE SOUZA MIGUEL
 LÍNGUA / LANGUAGE: PORTUGUÊS

DESCRIÇÃO DA DISCIPLINA / COURSE DESCRIPTION

As pressões competitivas crescentemente forçam as empresas a buscarem novos modelos para acessar conhecimento e capacidades de clientes e parceiros de rede localizados em todo o mundo para aumentar sua competitividade. Nesse contexto, os ecossistemas ganham importância.

Ecossistemas são arranjos com várias organizações independentes e complementares que atuam com um objetivo comum, mas sem uma hierarquia pré-definida. Diferentemente de cadeias de suprimento onde o foco é em relacionamentos inter-organizacionais visando atendimento a clientes, o conceito de ecossistemas é dinâmico, emergindo e operando com finalidades específicas. Existem diferentes tipos de ecossistemas, como ecossistemas de negócios, inovação, empreendedorismo ou conhecimento. Estes ecossistemas diferem em seu foco de competitividade, escopo geográfico, escopo temporal, atores participantes, modelos de orquestração e criação e apropriação de valor.

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

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	- Compreender a utilização de métodos qualitativos para abordar problemas de investigação relacionados com os conceitos em análise	
Métodos quantitativos de pesquisa / Quantitative research methods	- Compreender a utilização de métodos quantitativos para resolver problemas de investigação relacionados com os conceitos em análise	●○○
Conhecimento do tema (CMAE) / teoria (CDAE) de pesquisa Knowledge of research themes (Master) and theory (Doctorate)	- Compreender diferentes correntes de pesquisa que geram conhecimento para entender o que são ecossistemas - Obter uma perspectiva dos diferentes usos do termo ecossistema e qual se aplica ao interesse de pesquisa do aluno - Entender a lógica de governança ligada a ecossistema	●●●
Desenho e Desenvolvimento de Pesquisa / Design and Development Research		○○○
Relevância (CMCD AE) e inovação (CDAE) em pesquisa / Relevance (Master and Doctorate) and innovation (Doctorate) in research	- Identificar temáticas que necessitam de maior aprofundamento nessa temática	●○○
Elaboração de artigos / Development of academic papers	- Aprender como refletir criticamente sobre um dos temas estudados	●○○
<u>Outros objetivos da disciplina / Other course learning goals:.....</u>		

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

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

- **DEFINIÇÃO E TIPOS DE ECOSSISTEMAS**
- **ECOSSISTEMAS INOVAÇÃO**
- **ECOSSISTEMAS DE EMPREENDEDORISMO**

- **ECOSSISTEMAS PARA SUSTENTABILIDADE**
- **VISÃO ESTRUTURALISTA E COEVOLUCIONÁRIA**
- **GOVERNANÇA DE ECOSISTEMAS**
- **MATURIDADE DE ECOSISTEMAS**

CRITÉRIO DE AVALIAÇÃO / ASSESSMENT

1. Participação semanal nas aulas (leituras e discussões) 40%
2. Seminário 20%
3. Exame final (Projeto final com uma questão de pesquisa significativa e conceitos) 40%

O projeto final deverá ser um ensaio com o objetivo de criar um quadro conceptual que possa orientar futuros trabalhos empíricos ou defender um argumento central. Embora o projeto final não seja um artigo completo, e sim um ensaio teórico, esse deve ser elaborado seguindo as normas de submissão do ENANPAD (Ver abaixo). Os artigos são limitados a 6 páginas, incluindo referências. Alternativamente, alunos desenvolvendo a dissertação ou tese no tema da disciplina podem enviar um pré-projeto de pesquisa dando ênfase na introdução e revisão de literatura.

Regras de formatação

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

BIBLIOGRAFIA (BÁSICA E COMPLEMENTAR) / BIBLIOGRAPHICAL REFERENCES

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- Ritala, P., Agouridas, V., Assimakopoulos, D., & Gies, O. (2013). Value creation and capture mechanisms in innovation ecosystems: A comparative case study. *International Journal of Technology Management*, 63(3/4), 244–267.
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AULA-A-AULA (OPCIONAL) / COURSE SCHEDULE (OPTIONAL)

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

OUTRAS INFORMAÇÕES (OPCIONAL) / OTHER INFORMATION (OPTIONAL)



DISCIPLINA : FINANÇAS INTERNACIONAIS
SEMESTRE/ANO:..... : 1º/2024
DEPARTAMENTO : CFC
CURSO : CMCD - MESTRADO E DOUTORADO EM ADMINISTRAÇÃO

SEMESTRE CURRICULAR : 3º semestre

CARGA HORÁRIA..... : 30 horas ou 15 horas (selecionar)

PROFESSOR..... : PAULO RENATO SOARES TERRA

COURSE DESCRIPTION

Why should you study International Finance? Because in the past decades the world has become increasingly globalized. The volume of international trade transactions has grown above the growth rate of world GDP. International investment and financing transactions have grown even more. The increase in the volume of these activities created a demand for more specialized professionals in areas such as currency trading, risk management, foreign equity analysis, and the overall international financial management of firms. Also, International Finance has become of key importance for many strategic decisions of the firms, meaning professionals of marketing, operations, and human resources also need to understand how the international financial environment can affect their roles. Besides, International Finance is one of the most interesting and challenging subjects in management!

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

OBJECTIVES OF THE COURSE

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

Objetives of CMCDAE	Objectives of the Course	Degree of Contribution
Qualitative research methods	– Nihil	○ ○ ○
Quantitative research methods	– Develop logical-mathematical reasoning skills for solving theoretical problems and their application to understand real business situations	● ○ ○
Knowledge of research themes (Master) and theory (Doctorate)	– Understand the relationships between the various agents and international economic variables, their interdependencies, and their impact on Brazilian companies – Master the concepts and application of risk, return, diversification and hedging as mechanisms of risk management at the international level	● ● ●
Design and Development Research	– Develop a research proposal on an international topic	● ● ○
Relevance (Master and Doctorate) and	– Grasp the theoretical foundations of international financial decisions	● ○ ○



innovation (Doctorate) in research		
Development of academic papers	– Develop a research proposal on an international topic	● ○ ○
Other objectives of the course	– Nihil	○ ○ ○

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).

REQUIRED BACKGROUND

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

TOPICS AND METHODOLOGY

1. Globalization and the Multinational Firm and Corporate Governance around the World
2. International Monetary System and Balance of Payments
3. The Market for Foreign Exchange, International Parity Relationships and Forecasting of Exchange Rates
4. Futures and Options on Foreign Exchange and Interest Rate and Currency Swaps
5. Management of Foreign Exchange Exposure

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

GRADING CRITERIA

Grading

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

See more details about grading criteria in Appendix I.



READINGS (BASIC AND COMPLEMENTARY)

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

- EUN, C. S. and RESNICK, B. G., *International Financial Management*, 8th ed., McGraw-Hill, 2017. (an earlier edition of the textbook can be also used in this course.)

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

- BERK, J. and DeMARZO, P. *Corporate Finance*, 4th ed., Pearson, 2017.
- BODIE, Z., KANE, A., and MARCUS, A. J. *Investments*, 11th ed., McGraw-Hill, 2018.
- BREALEY, R. A., MYERS, S., and ALLEN, F., *Principles of Corporate Finance*, 13th ed., McGraw-Hill, 2020.

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

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

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

Additional Readings: (to be updated)

1. ADLER, M. and B. DUMAS. 1984. "Exposure to Currency Risk: Definition and Measurement." FINANCIAL MANAGEMENT 13 (2): 41-51.
2. BORDO, M.D. 2003. "Exchange Rate Regime Choice in Historical Perspective." IMF WORKING PAPER No. WP/03/160, 27p. <https://www.imf.org/external/pubs/ft/wp/2003/wp03160.pdf>.
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4. KRUGMAN, P.R. 1993. "What Do Undergrads Need to Know About Trade?" THE AMERICAN ECONOMIC REVIEW 83 (2): 23-26.
5. NENOVA, T. 2003. "The Value of Corporate Voting Rights and Control: A Cross-Country Analysis." JOURNAL OF FINANCIAL ECONOMICS 68 (3): 325-351.
6. PARSLEY, D.C. and S. WEI. 2007. "A Prism into the PPP Puzzles: The Micro-Foundations of Big Mac Real Exchange Rates," ECONOMIC JOURNAL 117 (523): 1336-1356.
7. SOO, B.S. and L.G. SOO. 1994. "Accounting for the Multinational Firm: Is the Translation Process Valued by the Stock Market?" THE ACCOUNTING REVIEW 69 (4): 617-637.
8. WILLIAMSON, R. 2001. "Exchange Rate Exposure and Competition Evidence from the Automotive Industry." JOURNAL OF FINANCIAL ECONOMICS 59 (3): 441-475.



PROFESSOR'S CV

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

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

CV Lattes: <http://lattes.cnpq.br/6074785373968238>

CONTACT AND OFFICE HOURS

Professor	Contact	Office Hours
Paulo R. S. Terra	paulo.terra@fgv.br	Wednesdays from 7-8PM (upon scheduling)

USE OF MOBILE TECHNOLOGY POLICY

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

ATTENDANCE POLICY

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

OBSERVANCE OF RELIGIOUS HOLIDAYS POLICY

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



ACADEMIC INTEGRITY POLICY

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

DIVERSITY POLICY

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

MORAL AND SEXUAL HARASSMENT POLICY

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

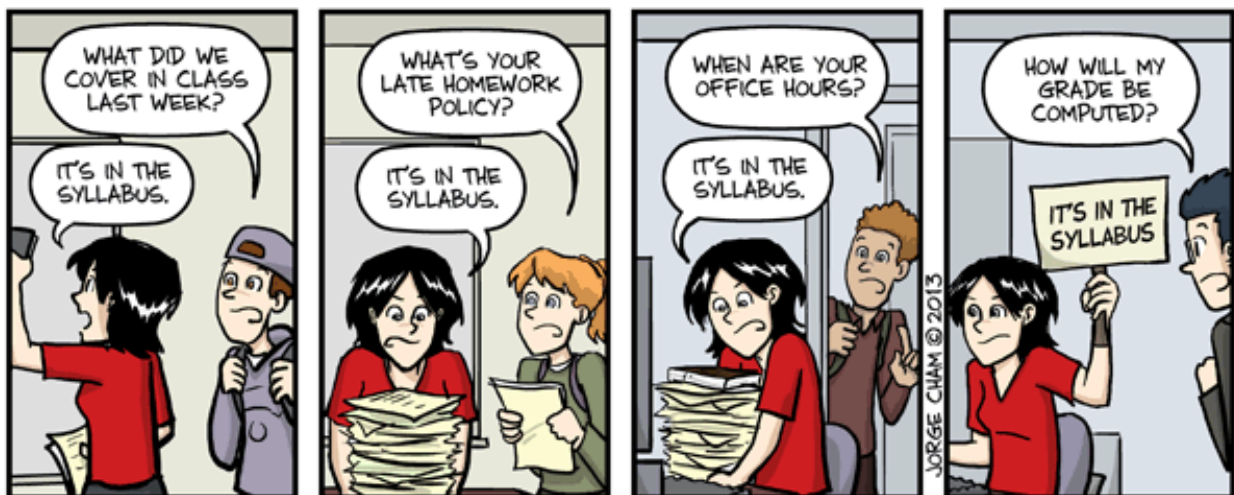
GUARANI LAND ACKNOWLEDGEMENT

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

SCHOOL’S LEARNING ENVIRONMENT

See Appendix II.

KEEP THIS SYLLABUS FOR FUTURE REFERENCE!





SCHEDULE

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

Classes	Date	Topic	Textbook Chapter	Additional Readings
1	21/02	Course Introduction Globalization and the Multinational Firm Corporate Governance around the World	1-4	Krugman (1993) Nenova (2003)
2	28/02	International Monetary System Balance of Payments FX Trading Game Transaction #1 Due	2-3	Bordo (2003)
3	07/03	The Market for Foreign Exchange International Parity Relationships and Forecasting of Exchange Rates	5-6	Parsley & Wei (2007)
4	14/03	Futures and Options on Foreign Exchange Interest Rate and Currency Swaps FX Trading Game Transaction #3 Due	7-14	Chernenko & Faulkender (2011)
5	21/03	Management of Transaction Exposure Management of Economic Exposure Case Study: Lufthansa	8-9	Adler & Dumas (1984) Williamson (2001)
6	28/03	Recess	10	
	04/04	No Class		
7	11/04	Management of Translation Exposure Case Study: FX Hedging Strategies at GM FX Trading Game Transaction #5 Due		Soo & Soo (1994)
8	18/04	Final Exam – Primeira Chamada FX Trading Game Transaction #6 Due (3:00PM)		
	24/04	Turn-in and presentation of the research proposal Final Exam (Makeup) – Segunda Chamada		



APPENDIX I. STUDENT EVALUATION CRITERIA

1. Final Exam

(30 points)

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

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

2. Assignments

(20 points)

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

3. FX Trading Game

(10 points)

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

https://fxtrade.oanda.com/your_account/fxtrade/register/gate

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

4. Case Studies

(20 points)

Effective managerial learning is only possible whenever theory meets practice. Students will be required to work case studies in groups of up to three students as a way to face real-life problems. Each group will be responsible for writing a report with a maximum of 5 pages (excluding tables and appendices) to



address the questions assigned to each case. Usually, the first page of the report will consist of an executive summary of the group's analysis and recommendations. The subsequent pages will document the analysis and reasoning. Any numerical analyses or graphical presentations that are referred to in the write-up should be provided as appendices.

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

The evaluation criteria will take the following in mind:

- a) Thoroughness of case preparation (as revealed in the written case report);
- b) Knowledge and application of relevant theory and techniques;
- c) Ability to formulate and present sound diagnosis and recommendations;
- d) Ability to clearly communicate the analysis and arguments in the report.

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

1. Adopt a managerial posture in analyzing cases: your resolution should highlight what a manager would see as the strengths or weaknesses in a given situation.
2. Familiarize yourself with the facts of the case: outline the market and competitive context and the core strategic tasks at which the firm should excel.
3. Support your analysis with facts from the case: most cases will not contain all the data you might like to have. Make sensible inferences and assumptions if necessary.

5. Research Proposal

(20 points)

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

Content

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

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

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



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

Format

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

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

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

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

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

Suggested Bibliography

COCHRANE, J. C. **Writing Tips for Ph. D. Students**. Unpublished manuscript, available at:

https://faculty.chicagobooth.edu/john.cochrane/research/papers/phd_paper_writing.pdf, 12 p., 2005.

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

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

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

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



APPENDIX II. LEARNING ENVIRONMENT

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

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

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

Expectations for Students

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

That includes:

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

Expectations for Faculty

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

That includes:

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

Adapted from the University of Chicago



APPENDIX III: OANDA FOREIGN EXCHANGE SIMULATION GAME INSTRUCTIONS

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

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

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



By November 27, 2019 (Wednesday, 6PM), the instructor will rank each student's account balance in US dollars. Grades in the game will be proportional to the student's portfolio performance. However, if you do not complete the required transactions above, you will not receive any credit for this game.



APPENDIX IV. PEER EVALUATION FORM

(Send by e-mail to paulo.terra@fgv.br)

Please evaluate each group member (except yourself) with regards to the case studies you had for this course. **Use a scale of 1-5 for each category**, with 5 representing the greatest contribution. Please complete this form on time as it will count as part of your case study participation grade.

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

You may add additional comments below. Please be thoughtful in your evaluations.