

FULL TIME MBA – 2020 COHORT

Course Planning

Version subject to change
Updated on Sep 04th

1st Term (Feb 10th– Apr 24th)

Code	Course	Professor	Hours	Info
ADM749	Business Research Methods	Paula Chimenti	30	Mandatory
ADM773	Financial Management	Carlos Heitor Campani	15	
ADM760	Quantitative Methods I	Otávio Figueiredo	30	
ADM721	Marketing	Victor Almeida	30	
ADM767	Managerial and Financial Accounting	Rodrigo Leite	30	
ADM735	Career Development (module I)	Denise Fleck	15 (of 45)	
ADM727	Consumer Behavior	Letícia Casotti	30	

2nd Term (May 4th – Jul 10th)

Code	Course	Professor	Hours	Info
ADM791	Operations Management	Leonardo Marques	30	Mandatory
ADM775	Corporate Finance I	Rodrigo Leite	15	
ADM731	Organizational Behavior	Ana Luiza Szuchmacher	30	
ADM735	Career Development (module II)	Isabella Sacramento	8 (of 45)	
ADM730	Fundamentals of Strategic Thinking	Denise Fleck	30	
ADM717	Corporate Finance II	Carlos Heitor Campani	15	Elective
ADM772	Valuation	André Carvalhal	15	
ADM763	Econometrics	André Carvalhal	30	
ADM744	Strategy and Innovation	Roberto Nogueira	45	
ADM792	Service Operations Management	Claudia Araujo	15	

3rd Term (Jul 20th – Sep 25th)

Code	Course	Professor	Hours	Info
ADM735	Career Development (module III)	Denise Fleck	8 (of 45)	Mandatory
ADM738	Banking with Advanced Econometrics	Claudio de Moraes	30	Elective
ADM765	Platform Management	Paula Chimenti	30	
ADM723	International Marketing	Renato Cotta de Mello	15	
ADM770	Judgment and Decision Making	Luis Dib	30	
ADM741	Inf. Tecnology Development	Eduardo Diniz	15	
ADM790	International Business Management	Renato Cotta de Mello	15	
ADM746	Electronic Government	Marie Anne Macadar	15	
ADM795	Supply Chain Management	Leonardo Marques	30	
ADM729	Brand Management	Roberta Campos	15	

4th Term (Oct 5th – Dec 11th)

Code	Course	Professor	Hours	Info
ADM704	Research Seminar I	All Professors	45	Mandatory
ADM735	Career Development (module IV)	Denise Fleck	14 (of 45)	
ADM783	Business Ethics	Geert Demuijnck	15	Elective
ADM753	International Entrepreneurship	Renato Cotta de Mello	15	
ADM718	Global Economics	Claudio de Moraes	15	
ADM748	Qualitative Research in Marketing	Maribel Suarez	45	
ADM725	Management Consulting Skills	Luis Dib	30	
ADM743	Development and Economic Perspective in Latin America	Foreign Professors Team	45	
ADM752	Macrofinance applied to the Brazilian Economy (offered in Portuguese)	Margarida Gutierrez	30	

ADM780	Corporate Sustainability in Brazil (offered in Portuguese)	Celso Lemme	30
ADM751	Interpretations of Brazil (offered in Portuguese)	Ariane Roder	15

5th Term (Feb 8th – Apr 23th)

Code	Course	Professor	Hours	Info
ADM705	Research Seminar II	All Professors	45	Mandatory
ADM781	Sports Sponsorship	Victor Almeida	30	Elective

Full-Time MBA

CORE

1st Term 2020

Name of course:

ADM 721 – Marketing

Lecturer:

Prof. Victor Almeida, D.Sc

COURSE OUTLINE

1. GENERAL

The objective of this course is to familiarize the participants with the main concepts and techniques in marketing through an overview of its central themes, offering a fundamental introduction to the field and allowing better integration with other courses to come in the Full-Time MBA program.

Faculty:	Prof. Victor Almeida, D.Sc
Telephone:	(21) 3938-9808
E-mail:	valmeida@coppead.ufrj.br

2. COURSE DESCRIPTION

What would lead a company to build a marketing orientation? As markets become more competitive and consumers become more demanding, value-oriented and fragmented in their demands, companies that are more geared towards their customers are more likely to succeed. Marketing can then be seen as a "business philosophy" that aims to sustain long-term profitability and the belief that the best way to achieve this is through focusing on consumers and clients.

It should be emphasized, however, that this type of orientation or "business philosophy" does not intend to cherish or emphasize those areas of the company more directly related to marketing activities. Rather a consumer-driven orientation comes from a company as a whole, it is not exclusively function of the marketing department. The more the company is customer-oriented, the more it will be successful in its production decisions, innovation skills, financial strategies, cost of sales optimization and so on.

2.1. Required disciplines

This course is mandatory. There are no pre-requisites for enrollment.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Acknowledge the marketing orientation philosophy;
- Understand the seminal concepts of marketing such as segmentation, targeting, positioning; and marketing mix;
- Understand the concept, models and practices of branding and brand equity;
- Recognize the challenges associated to customer centricity and purpose-driven business;
- Know how to create value on multi-sided platform business;
- Critically analyze and discuss the main issues related to the marketing mix management;
- Comprehend the connection between conceptual knowledge and business-related situations;
- Evaluate the ethical issues that concern the marketing decisions;
- Design a marketing plan for a new product or service.

List of AMBA Criterion:

- The concepts, processes and institutions in the production and marketing of goods and/or services and the financing of business enterprise or other forms of organization;
- The concepts and applications of accounting, of quantitative methods and analytics, and management information systems including digital innovations;
- The processes and problems of general management at the operational and strategic level;
- The impact of environmental forces on organizations, including: legal systems; demographics; ethical, social, and technological change issues and risks;
- Business policy and strategy;
- An understanding of the impact of sustainability, ethics and risk management on business decisions and performance, and on society as a whole;
- Further contemporary and pervasive issues, such as creativity, enterprise, innovation, e-commerce, and knowledge management.

4. STUDY RESOURCES

4.1 Prescribed textbook

Kotler, P., & Keller, K. L. (2015). *Marketing Management*. Global Edition (15th ed.). Pearson-Prentice Hall.

4.2 Mandatory readings

- Gulati, R. (2007, May). Silo Busting: How to Execute on the Promise of Customer Focus. *Harvard Business Review*, pp 1-10.
- D'Aveni, R. A. (2007, November). Mapping Your Competitive Position. *Harvard Business Review*, pp 1-11.
- Kumar, N. (2003, December). Kill a Brand, Keep a Customer. *Harvard Business Review*, pp 1-11.
- Quinn & Thakor (2018, July-August). Creating a Purpose-Driven Organization. *Harvard Business Review*, pp 1-9.
- Day, G. S. (2007, December). Is It Real? Can We Win? Is It Worth Doing?: Managing Risk and Reward in an Innovation Portfolio. *Harvard Business Review*, pp 1-13.
- Altman, E. J. and Tushman, M. L. (2017, april). Platforms, Open/User Innovation, and Ecosystems: A Strategic Leadership Perspective. *Advances in Strategic Management*, v. 37.
- Zhu and Iansiti (2019, January-February). Why some platforms thrive and others don't. *Harvard Business Review*, pp 119-125.
- Zoltners, A. A., Sinha, P., & Lorimer, S. E. (2006, July). Match Your Sales Force Structure to Your Business Life Cycle. *Harvard Business Review*, pp 1-11.
- Gourville, J. T., Soman, D. (2002, September). Pricing and the Psychology of Consumption. *Harvard Business Review*, pp 1-8.
- Corstjens, M., Merrihue, J. (2003, October). Optimal Marketing. *Harvard Business Review*, pp 1-10.

4.3 Recommended (optional) readings

- The journey toward greater customer centricity. Ernst & Young, 2013c.
- Customer centricity: Embedding it into your organisation's DNA. Deloitte & Touche, 2014c.
- Customer First: How to create a customer-centric business and compete in the digital age. KPMG, 2017c.
- Future Consumer 2022. WGSN, 2020c.
- Best of BrandZ 2019. Kantar, 2020c.
- The What, The Why and The How of Purpose. CMI, 2018c.
- Purpose-driven leadership. EY, 2018c.
- Hair Jr., J. F.; Babin, B. J.; Anderson, R. E. Black, W. C.; Multivariate Data Analysis. 8th ed. Cengage Learning EMEA, 2018c.

5. ASSESSMENT CRITERIA

As this course is based mostly on case discussion, the educational value of the discipline will depend in large measure on students' willingness to engage in candid and respectful discussion and to probe the ideas presented in a rigorous and thoughtful manner. Active listening is as important as insightful comment. Through genuine appreciation of others' ideas, students will be able to understand their own views and learn from the experiences of their classmates.

Each course session will serve as a platform to develop a participant-centered learning, encompassing inductive learning (analysis of teaching cases) and deductive learning (discussion of articles). The analysis of the cases will require participants to deal with a variety of situations and decision contexts each with their own unique complexities and idiosyncrasies. It will be necessary to immerse oneself in the specifics and institutional details of each case in order to figure out the processes and frameworks that generalize across situations.

Participants should use their previous professional experience, the textbook chapters and articles as a tool to help structure their thinking when preparing the cases. The general frameworks in these readings will serve as a bridge between the specific situations in each case and the situations will be encountered in ones careers. It is expected from participants to explicitly draw on them as we discuss the cases in class.

Course materials include teaching cases, textbook chapters and articles. In-depth classroom discussion of these materials and their use to develop a final project (marketing plan) will be the primary tools for learning. In addition to conveying concepts, tools and frameworks, this course is designed to help students develop the personal skills and resources they will need to carry out their professional responsibilities.

This course assessment system seeks to guarantee a good balance between individual and group evaluation to maintain meritocratic results.

5.1 Pre-work assessment (Quizzes)

The pedagogical approach for this course is flipped learning. An approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and teachers. Therefore, previous preparation is paramount for class discussion.

To ensure that prescribed material is read and understood prior to the classes, students will answer 5 (five) quizzes throughout the course (sessions 2, 3, 5, 7, 9). The quizzes will be developed based on the readings scheduled for their respective sessions (textbook chapters, articles and cases). They will be applied at the beginning of each session and will last for ten minutes. Students absent or who arrive late will be graded zero. The individual grades will be calculated as the arithmetic mean of the scores obtained by the student.

5.2 Class participation

Due to the participant-centered learning methodology, presence is essential. Much of the learning in this course will occur in class as you share your ideas, thinking process, analyses, and questions. Therefore, attendance at all class sessions is expected. In case of an unforeseen emergency, I expect to be informed beforehand.

Absences will be penalized as follows:

1 absence (3 hours): no penalty.

2 absences (6 hours): maximum final grade = **B**

More than 2 absences: final grade = **D**

Attendance is a necessary condition, but it is by no means a sufficient one. Participants should be prepared to state and convincingly defend their analysis and recommendations in class. If one is not prepared for a particular class session, I expect to be informed before the class begins.

Participation will be evaluated on the basis of both quality and frequency. With regard to quality, good contributions have some of the following characteristics:

- (1) sound, rigorous and insightful diagnosis;
- (2) analyses that thoughtfully challenge traditional or safe positions and reasoning;
- (3) realistic and effective action recommendations;
- (4) so called “stupid questions” that no one else is willing to ask but open up productive paths of enquiry;
- (5) constructive critics of others contributions;
- (6) clarity and effectiveness of presentation, and
- (7) impact on peers’ thinking and section learning.

Class participation will be ranked based on the contribution that students bring to class, either spontaneously or responding to professor’s requests. So, participation grade also encompasses presentations in classes during the course.

5.3 Group work (Case Presentations)

Students will work in groups on the case presentations with the goal of bringing together diverse skills and backgrounds, thereby enabling students to draw on and learn from each other's strengths.

There will be two sessions (4 and 8) dedicated to the case presentations.

Session 4: this session will be dedicated to discuss “purpose-driven companies”. Each group of students will be in charge of a case presentation. For each group, the professor will suggest a case (company) to be presented.

Session 8: this session will be dedicated to discuss “innovative ways of pricing”. Each group of students will be in charge of a case presentation. For each group, the professor will suggest a case (company) to be presented.

The presentations must be objective and under no circumstances can the group exceed the 10-minute time limit for each presentation. The sequence of the presentations and their respective presenters will be randomly selected at the day of the presentations.

Grading of the case presentations will be based on the comparative quality of all the presentations and will take into account the students' evaluation of their colleagues' works. All groups must hand over a bound copy of their presentations' slides prior to the first presentation.

5.4 Final Project (Marketing Plan)

The Final project is a group task: a marketing plan for a new product or service. The presentations must be objective and under no circumstances can the groups exceed the 10-minute time limit for each presentation. The sequence of the presentations and their respective presenters will be randomly selected at the day of the presentations.

The grading of the projects will be based on the comparative quality of all the presentations and will take into account the students' evaluation of their colleagues' projects. All groups must hand over a bound copy of their presentations' slides prior to the first presentation.

5.6 Allocation of marks

The following will determine the final mark for this discipline:

Assessment	Allocation
5.1) Pre-work - Quizzes	20%
5.2) Class participation	10%
5.3) Group work – Case Presentations	30%
5.4) Final Project	40%
Total	100%

The grade point (X) will be converted into a final grade following the criteria below:

Grade Point	Final Grade
$X \geq 8.5$	A
$7 \leq X < 8.5$	B
$5 \leq X < 7$	C
$X < 5.0$	D

It is emphasized that obtaining **D** as a final grade means that the student failed the discipline.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

6.1 Preparing for a case discussion¹

On the very first day of the Full-time MBA program, students are exposed to an introductory seminar about the teaching case method, and to the teaching philosophy underlying the case method. I will therefore not repeat it here, but simply highlight the critical importance of (a) well-structured preparation of each day's assignment with deeply thought out analytical support as well as (b) rapid "on your feet" analysis, critique, and synthesis during the class discussion.

I would like to emphasize that "what actually happened" in a specific case is not important. Some cases may showcase a success story and others may highlight a marketing strategy gone wrong. We will learn from both. But, no case depicts a perfect strategy or one that is totally flawed. So, there isn't just one right recommendation though there are several wrong or ill-supported recommendations.

If one knows what happened in a particular case, one should try not to let that influence his or her analysis. Neither should one use any post-discussion information I give about what happened as an indicator of the quality of his or her own recommendation.

These are the benchmarks to evaluate an analysis:

How organized and careful is the thinking process? How well is analytical thinking combined with creativity in evaluating a situation and suggesting solutions? In what extent does the analysis draw on frameworks from assigned readings and from discussions of previous cases?

Please do not use notes from any other venues where the cases or readings in this course may have been discussed. Also, do not access outside information on the company, the product, or what actually happened in a given case. Doing so, not only is a violation of the academic code, but also the use of such information is often counter-productive in the learning process.

7. CLASSROOM PROTOCOL

Attendance Code: Students may not enter the classroom after the class has started. Nonetheless, students arriving after the beginning of the class will be allowed to join their groups in the group meeting rooms and enter the classroom with other classmates when returning from these group tasks.

¹ This section was based on an excerpt from one of the course syllabus of Professor Kusum L. Ailawadi from Tuck School of Business.

Tech Code: Mobile telephones must be turned off throughout the entire session (silent mode is not acceptable). Laptops and tablets are welcome in this course but their use should be limited to browsing the cases and articles assigned to the session. Other uses such as social media interaction and e-mailing will not be tolerated. Finally, in order to establish and keep a safe environment to allow free expression of ideas and opinions, sessions cannot be recorded or filmed.

Set-Up Code: Students may leave the room during a class only in cases of emergency. Students must be prepared to spend three hours in the classroom, after which there will either be a break or the session ends. No food will be allowed in the classroom or in the group meeting rooms throughout the entire session.

Academic Code: In any written or oral work or task, credit must be explicitly given for the ideas of other authors. Should this not occur, the text (or presentation) will suggest to the reader (or the audience) that the ideas presented therein are original concepts created by the writer (or presenter). Failure to explicitly credit authors serving as inspiration for the work/task constitutes improper expropriation of the work /task of others and is deemed to constitute a plagiarism.

8. PROFESSOR

valmeida@coppead.ufrj.br

Lattes: <http://lattes.cnpq.br/7006101733380261>

LinkedIn: <https://br.linkedin.com/in/victor-almeida-3b869>

Dr. Victor Almeida is a Marketing professor at COPPEAD Graduate School of Business of the Federal University of Rio de Janeiro, where he is also founder and director of the Center for Studies in Sports Marketing. Dr. Almeida's research and teaching interests lie in the area of Marketing, more specifically, Sports Sponsorship.

He has already published in a variety of the most relevant business academic journals. Since 2011, Dr. Almeida is the regional editor for Latin and Iberoamerica of the journal Sport, Business and Management: An International Journal (Emerald). He also serves as a reviewer for several Brazilian business journals; regularly coordinates academic events and leads research projects for both governmental and private institutions, currently leading one research project: "Motivation, Selection, Activation and Measurement of Sports Sponsorship".

Dr. Almeida is an enthusiastic of the teaching case method as his main didactic approach. He has attended the ECCH - Case Center - Using Cases to Teach and Writing Cases Workshop (2013), HBP Case Method Teaching Seminar - Art & Craft of Discussion Leadership at Universidad Torcuato di Tella (2012), Harvard Business School - Colloquium on Participant-Centered Learning (2000), and has published numerous teaching cases. Since 2017, Dr. Almeida has been the leader of the Teaching Case track of ANPAD EPQ Division. Since 2019, Dr. Almeida served as associate editor for Teaching Cases of RAC – Revista de Administração Contemporânea.

Dr. Almeida earned both his PhD and MSc in Business Administration from COPPEAD Graduate School of Business of the Federal University of Rio de Janeiro. He served as Research Scholar in Marketing and International Business at the Temple University (2003). Among his other qualifications are: Real Estate and Retailing, both at University of Shopping Centers, The Wharton School of the University of Pennsylvania (2014 and 2004); Building Ventures in Latin America, at Harvard Business School (2007); and Retail Management at Williamson College of Business Administration of the Youngstown State University (2002).

Finally, beyond his academic profile, Dr. Almeida is founding partner of Studio VS, a provider of management software solutions for Shopping Centers that currently has more than 300 clients in Brazil, Portugal and Africa. He also has been serving as board member of several Brazilian companies.

Full-Time MBA

COMPULSORY

2nd Term 2020

Name of course:

ADM 730 – Fundamentals of Strategic Thinking

Lecturer: Prof. Denise Fleck, PhD

COURSE OUTLINE

1. GENERAL

Thinking strategically is as much needed as it is challenging.

Sweeping changes that began during the XVIII century – and that are still under way – have been replacing family-centered social systems by organizations shaped and designed with defined purposes. Business organizations constitute a special class of these modern social systems, playing an increasingly important role all over the world.

The firm is thus a social system that is deliberately organized and formatted to attain defined economic goals. Firm strategies constitute an essential aspect of the management of the company, encompassing its operating design and countless adaptations an organization must go through when facing a dynamic environment.

As managers progress in their careers, they play increasingly more important roles in taking strategic decisions that trigger large-scale changes within the company as well as elsewhere. Some strategic changes are successful, while others are not. This gives rise to the question: “Why are some organizations successful while others fail?” which has provided inspiration for scholars studying the strategic management of firms. In order to help answer this question, researchers and consultants in the strategy area have proposed several analytical tools and concepts. In this course, we will explore some of these concepts and tools. In addition, we will focus on one change process that contributes valuable insights into business success and failure – the growth process of organizations.

Faculty:	Denise Fleck
Telephone:	3938 9850
E-mail:	denise@coppead.ufrj.br

2. COURSE DESCRIPTION

This course consists of seven, four hour-long sessions and one, two hour-long session.

2.1. Required disciplines:

All 1st Term compulsory courses.

2.2 Office hours: Fridays from 12.15 to 13.15.

3. LEARNING OUTCOMES

After successful completion of the course, the participants will:

- Have improved their reflective ability
- Be familiar with frameworks that may help them to elaborate strategic assessments
- Have applied the acquired knowledge to strategically assess organizational phenomena

4. STUDY RESOURCES

4.1 Mandatory readings

Refer to each session's assignment sheet.

4.2 Recommended readings

Refer to the each session's assignment sheet.

OBS: A reflective synthesis is due previously to each class, but the first one (refer to item 8 – Outline of Class Sessions)

5. ASSESSMENT ELEMENTS

It comprises three items:

1. **The set of written individual work**, i.e. **7 reflective syntheses** (refer to Appendix A).
2. **Group project** (refer to item 5.2).
3. **Peer Evaluation** (refer to item 5.3).

5.1 Pre-work assessment

Each reflective synthesis requires thorough reading of the assigned material, creative thinking and putting together clear, concatenated ideas You should upload into the AVA platform your reflective synthesis **on or before the due date** (refer to item 8 - Course Schedule) **no later than 11.59pm (23.59h)**.

5.2 Group project

In this project, the class is organized into seven groups. Each group will scrutinize a set of pre-assigned readings.

Project motivation: the strategic management field is vast and developing strategic thinking skills requires widening one's knowledge base. In view of time-related limitations, each group of students will scrutinize a topic and share their learning with their classmates. The shared knowledge is expected to enrich the reflective syntheses each student will write throughout the course.

Project deliverables: each group will write a document (refer to Appendix B); group components will present their work during the session indicated in the course schedule.

5.3 Peer evaluation

Each group member will rate him/herself and all other members of his/her group filling out a specific form.

- ✚ Students complete the peer evaluation form on an anonymous-basis.
- ✚ Students should send the peer evaluation form to Prof Fleck (denise@coppead.ufrj.br) at the end of the session during which they will present their project.

6. PREPARATION FOR CLASS

All students are expected to perform the assigned tasks for each class as set out in the outline of class sessions, share their viewpoints on the issues at stake, and consider the practical and/or managerial implications. The professor will act as a facilitator for learning and debate, to ensure complete exploration of the discussed topics. Adequate preparation and meaningful contribution to class discussions are essential elements in the learning process.

7. PROFESSOR

Denise Fleck holds a Ph.D. in Management from McGill University, Canada. She is Full Professor of Strategic Management and Organization Studies at COPPEAD Graduate School of Business, Federal University of Rio de Janeiro, Brazil, where she has previously served as Vice-Dean Academic overseeing the School's graduate programs. Her research on strategic management and conflict management issues has been published at journals such as *Management Decision*, *International Journal of Innovation Management*, *International Journal of Conflict Management*, *Negotiation Journal*, *Journal of Managerial Psychology*, *Brazilian Administration Review* and *Group Decision Negotiation*, among other academic outlets. She has been a visiting professor at EBS, Germany and Audencia, France, a visiting researcher at Harvard Business School's Baker Library, and a member of international research projects on cross-cultural negotiation and innovation management. She teaches courses on Strategic Management, Corporate Growth, Organizational Change, Negotiation, and Individual and Professional Development.

In the early 2000s, Denise launched a Research Program on Corporate Growth and Organizational Healthy Longevity, which has completed more than 50 history-based studies of diverse long-lived Brazilian as well as international organizations, tracking down their emergence, development and growth, as well as the declining processes and extinction of those problematic and defunct entities. The *Panoramic Approach to Strategic Management* she has created views growth as a central process in organizational success and failure, which requires proficient management of five growth challenges.

8. OUTLINE OF CLASS SESSIONS – COURSE SCHEDULE

Session #	Date	Topic	Session Cases	Individual work	Group Project
1	08May2020 08.00-12.15	Introduction to Strategic Thinking			
2	15May2020 08.00-12.15	What is Strategy about?	General Motors	Reflective Synthesis Due date: Sunday, May 10	#1 – On the Imperative of Economic Growth Due date(report): 14May2020 no later than 18h (6 pm)
3	22May2020 08.00-12.15	The Growth Imperative	Xerox Corporation	Reflective Synthesis Due date: Sunday, May 17	#2 – On Reasons for Growth Due date (report): 21May2020 no later than 18h (6 pm)
4	29June2020 08.00-12.15	The Peculiar Nature of the Growth Phenomenon	Encol Engenharia	Reflective Synthesis Due date: Sunday, May 25	#3 – On Growth Antecedents Due date(report): 28May2020 no later than 18h (6 pm)
5	05June2020 08.00-12.15	Entrepreneurship and Firm Growth	Starbucks	Reflective Synthesis Due date: Sunday, May 31	#4 – On Environmental Uncertainty Due date(report): 04 June2020 no later than 18h (6 pm)
6	12June2020 08.00-12.15	Navigating the Changing Environment	US Lamp Industry Wal-Mart	Reflective Synthesis Due date: Sunday, June 08	#5 – On the Nature of Organizations Due date(report): 11June2020 no later than 18h (6 pm)
7	19June2020 08.00-12.15	The Bermuda Triangle for Growing Organizations	Lincoln Electric	Reflective Synthesis Due date: Sunday, June 15	#6 – On Responsibility Towards the Future Due date(report): 18June2020 no later than 18h (6 pm)
8	26June2020 08.00-12.15	Responsible Growth, Entrepreneurship and Management in the Global Arena	Volkswagen Dieselgate	Reflective Synthesis Due date: Sunday, June 22	#7 – On the Nature of Individuals & Management Due date(report): 25June2020 no later than 18h (6 pm)

APPENDIX A: Reflective Synthesis

You are expected to write a 2 page text that addresses the session issue (refer to the bottom of each session's organizing page) in the light of the readings, cases and professional experience (should it fit). You should upload the document into the AVA platform no later than the deadline specified in the course schedule (Cinderella time). The file name should be:

Fundamentals-X session-Student name

where X refers to the session number, and Student name should contain your name.


You are expected to send a Word file, line spacing 1,15, justified, arial 11, footer information includes the student name and page number, all four margins 2,5cm, remove space after paragraphs. Do not zip.


What a reflective synthesis is NOT:

- A case analysis
- A summary of the readings
- A set of loosely associated ideas
- An internet search on the topic
- A bullet-points type of text

BE AWARE: this is an individual assignment that is expected to be original. Plagiarism of any kind is improper.

THINK ABOUT THESE TWO WORDS: synthesis & reflective

 **synthesis:** has to do with combining things and producing something new

 **reflective:** has to do with thinking, elaborating your thoughts

So, students are expected to do some thinking regarding the session issue, while creatively combining ideas included in the readings and inspired by the cases and professional experience (whenever applicable).

Appendix B: Group Project

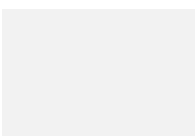
Written Document

The document comprises the following sections:

- ✚ **Introductory section:** provides an overview of the topic the papers cover, highlighting parallels, complementarities and contrasts among the papers [~1 page]
- ✚ **Central section:** encompasses 2 sub-sections
 - **Descriptive:** summarizes each paper's main ideas in an organized manner [~4-6 pages]
 - **Reflective:** reflects on the set of papers – identifies the contributions each paper offers to the topic; compares and contrasts the papers' ideas; establishes connections with other topics and notions the course addresses; considers implications for strategic management practice and research [~2-3 pages]
- ✚ **Final section:** synthesizes the group members' perspective on the topic [~1-2 pages]
- ✚ **References:** all items referred in the text must be listed (full bibliographic references).

OBS:

- ✚ **Document delivery:** email the full document to Prof Fleck and all classmates (denise@coppead.ufrj.br and mestrado2020@coppead.ufrj.br) by the date/time mentioned in the course schedule.



Full-Time MBA

MANDATORY

2nd Term 2020

Name of course:

Organizational Behavior

Lecturer:

Prof. Ana Luiza Szuchmacher Verissimo Lopes, D. Sc.

COURSE OUTLINE

1. GENERAL

Faculty:	Ana Luiza Szuchmacher Verissimo Lopes
E-mail:	analuiza.szuchmacher@coppead.ufrj.br

2. COURSE DESCRIPTION

This course was designed considering the challenges workers and managers will face in a post-pandemic and digital world. The challenges are examined as opportunities to grow as individuals, organizations and society. The course is anchored in fundamental theories and research as well as in realities of the participants (and their interpretation of these realities).

Assuming an optimistic view of the future, and considering the role leaders in shaping that future, we will focus on debating and developing a critical, yet practical, perspective of the human aspect in the workplace.

Students are required to read the topics selected for each class beforehand, and then, in the classroom, try to apply theoretical concepts to the activities that will serve as input for further discussion and debate.

2.1. Required disciplines:

N/A

3. LEARNING OUTCOMES

After successful completion of the course:

Students are expected to understand classical theories regarding the main aspects of human behavior in organizations. Additionally they should be able to have a critical approach to those theories and to the surround context, adapting and transforming the new organizational context.

Class discussions and different types of activities are employed to stimulate critical thinking, teamwork and self-awareness, among others.

The methodology allows for skills acquisition such as: analyze complex material, synthesize complex material, critically assess complex material, formulate &/or defend independent judgments, conceptualize, communicate, integrate core subjects, apply general concepts to practical situations, team work, interpersonal skills and managing under time pressure. Ethical issues are also included in the debates/discussions.

4. STUDY RESOURCES

4.1 Mandatory resources

A - Nelson, Debra & Quick, Campbell James –ORGB online Organizational Behavior – South Western, Cengage Learning - 2017/2015 - ISBN-13: 978-1305663916 ISBN10: 9781305663916 – Indicated Chapters

or

B - Nelson, Debra & Quick, Campbell James –Organizational Behavior – Science, the Real World and You – 8th edition — South Western, Cengage Learning – Feb 11 2012. ISBN-10: 1111825866 - ISBN-13: 978-1111825867 – Indicated Chapters

or

C - NELSON, Debra L; QUICK, James Campbell; Corg: Comportamento Organizacional , editora Cengage Learning. 2013.

Other classic books on OB:

ROBBINS Stephen. Comportamento Organizacional 11 edição São Paulo: Pearson Prentice Hall, 2005.

SOTO, Eduardo. Comportamento organizacional: o impacto das emoções. São Paulo: Pioneira Thomson Learn.

Any of the books listed above is appropriated for the study of Organizational Behavior in Business Management context.

4.2 Recommended reading

In addition to the mandatory material, recommended reading will be indicated and provide (when possible) during the course.

Future of work and its impact on the workforce

- <https://www2.deloitte.com/br/pt/pages/human-capital/articles/millennials-survey.html>
- <http://abet-trabalho.org.br/relatorio-da-comissao-global-sobre-o-futuro-do-trabalho-2019-oit>
- https://www2.deloitte.com/content/dam/Deloitte/global/Documents/gx-davos-DI_Success-personified-fourth-industrial-revolution.pdf
- https://www2.deloitte.com/content/dam/Deloitte/it/Documents/human-capital/Future%20of%20Work_Deloitte.pdf
- Movies: GIG – A uberização do Trabalho ; Você não estava aqui.

Do Fordismo ao Pós-Fordismo. Prof. Ana Luiza S V Lopes

Sennet, R.. **The Corrosion of Character**: The Personal. Consequences of Work in the New. Capitalism. London/New York: W. W. Norton & Company, 1998.

TESSARINI, Geraldo; SALTORATO, Patrícia. Impactos da indústria 4.0 na organização do trabalho: uma revisão sistemática da literatura. **Revista Produção Online**, v. 18, n. 2, p. 743-769, 2018.

Competence

ANDREWS, Jane; HIGSON, Helen. Graduate employability, 'soft skills' versus 'hard' business knowledge: A European study. **Higher education in Europe**, v. 33, n. 4, p. 411-422, 2008.

FERIGOTTI, C et al. Aprendizagem e Competência Criativa: Componentes de Estratégias Tecnológicas para Inovação. **Enanpad**, 2009.

NUSRAT, Mansura; SULTANA, Nafia. Soft skills for sustainable employment of business graduates of Bangladesh. **Higher Education, Skills and Work-Based Learning**, 2019.

RUAS, R. **Gestão por competências**: Uma contribuição à estratégia das organizações In: RUAS, Roberto et al. Gestão por competências: uma contribuição à estratégia das

organizações. Os novos horizontes da gestão: aprendizagem organizacional e competências. Porto Alegre: Bookman, p. 34-54,

RUAS, Roberto; COMINI, Graziella Maria. Aprendizagem e desenvolvimento de competências: articulando teoria e prática em programas de pós-graduação em formação gerencial. **Cadernos EBAPE**. br, v. 5, n. SPE, p. 01-14, 2007.

https://www.youtube.com/watch?v=9G5mS_OKT0A

Motivation and Frustration

FORNO, Lúcio Dall. Um novo espírito, sim! Uma revisão do debate sobre o "espírito do capitalismo". **Em Tese**, v. 11, n. 1, p. 45-62, 2014. (the author presents a good synthesis and revision of Boltanski and Chiapello thesis)

HECKHAUSEN, Jutta; HECKHAUSEN, Heinz (Ed.). **Motivation and action**. New York: Cambridge University Press, 2008.

LAPLANCHE, J; PONTALIS, J. B. Vocabulário da Psicanálise. São Paulo: Martins Fontes, 1996 (see verbetes: agressão, regressão, resistência, negação, projeção for a psychoanalytic view of some defensive behavior)

MASLOW, Abraham Harold. A theory of human motivation. **Psychological review**, v. 50, n. 4, p. 370, 1943.

SOTO, Eduardo. Comportamento organizacional: o impacto das emoções. São Paulo: Pioneira Thomson Learn. (Chapter 5. It is one of the few books in Administration that considers Frustration as well as Motivation).

TAMAYO, Alvaro; PASCHOAL, Tatiane. A relação da motivação para o trabalho com as metas do trabalhador. **Rev. adm. contemp.**, Curitiba,, v. 7, n. 4, p. 33-54, Dec. 2003.

WEBER, Max. A ética protestante e o "espírito" do capitalismo. São Paulo: Cia das Letras, 2004. (Chapter 2)

Leadership

CALAÇA, Pedro Alessandro; VIZEU, Fabio. Revisitando a perspectiva de James MacGregor Burns: qual é a ideia por trás do conceito de liderança transformacional?. **Cadernos Ebape**. BR, v. 13, n. 1, p. 121-135, 2015.

MARQUES and DHIMAN (Editors). **Leadership Today**. Springer. 2017

SOTO, Eduardo. **Comportamento organizacional**: o impacto das emoções. São Paulo: Pioneira Thomson Learn. (Chapter 7)

Group

FREUD, Sigmund et al. Psicologia de grupo e análise do ego. **Edição standard brasileira das obras psicológicas completas de Sigmund Freud**, v. 18, p. 89-179, 1921.

HBR_equipas_março 2017

Power and Control

VIEIRA, Marcelo Milano Falcão; CALDAS, Miguel P. Teoria crítica e pós-modernismo: principais alternativas à hegemonia funcionalista. **Revista de Administração de Empresas**, v. 46, n. 1, p. 59-70, 2006.

DE PAULA, Ana Paula Paes. **Teoria crítica nas organizações**. Thomson, 2008.

CARVALHO, Cristina Amélia; VIEIRA, Marcelo Milano Falcão. **O poder nas organizações**. Thomson, 2007

Organizational Culture

HILAL, A. V. (2002), «**Dimensões e clusters de cultura organizacional de uma empresa brasileira com atuação internacional**». Tese PhD não publicada, COPPEAD/UFRJ.

HOFSTEDE, G. (1991), **Cultures and Organizations**: Software of the Mind. McGraw-Hill, Londres.

HOFSTEDE, G., (1994), «**Business cultures**: every organization has its symbols, rituals and heroes». UNESCO Courier, pp. 12(5).

HOFSTEDE, G.; NEUJEN, B.; OHAYV, D. e SANDERS, G. (1990), «**Measuring organizational cultures**: a qualitative and quantitative study across 20 cases». Administrative Science Quarterly, vol. 35, pp. 286-316.

HOLLANDA, Sérgio Buarque **Raízes do Brasil**. Rio de Janeiro, José Olympio

LARAIA, **Cultura: um conceito antropológico** 14.ed. — Rio de Janeiro: Jorge. "Zahar Ed., 2001

MOTTA, Fernando C. Preste; CALDAS, Miguel P. **Cultura organizacional e cultura brasileira**. São Paulo: Atlas, 1997.

ROBBINS Stephen. **Comportamento Organizacional** 11 edição São Paulo: Pearson Prentice Hall, 2005. (Chapter 17)

SCHEIN, E. (1990), «**Organizational Culture**». American Psychologist, vol. 45(2), pp.109-119.

Managing Change

HBR_Abril 2017_A culpa não é da cultura

KOTTER, J. **Liderando a Mudança**. Rio de Janeiro: Campus, 1997

Dissertação Marcel de Souza e Silva Santos. **Gestão da Mudança Organizacional: Uma revisão Teórica**, 2014.

Livro **Gestão da mudança e cultura organizacional**, FGV, 2015.

Mental Model and Learning

HUTCHENS, David. **Sombras do homem de Neanderthal**. São Paulo: Ed. Best Seler, 2001.

SOTO, Eduardo. **Comportamento organizacional: o impacto das emoções**. São Paulo: Pioneira Thomson Learn. (Chapters 3 and 4)

HBR_março 2017_percepção e preconceito

HSM - Emoção e Aprendizagem

<https://www.youtube.com/watch?v=69F7GhASOdM>

Film: Janela da Alma

5. ASSESSMENT CRITERIA

Attendance: If students fail to attend at least 80% of the course-hours they will automatically fail the discipline according to UFRJ attendance rules. This means that students should attend at least 24 of the 30 scheduled course-hours.

Students must understand that punctuality is paramount for the appropriate development of class dynamics.

5.1 Allocation of marks

The following will determine the final mark for this course:

Assessment	Allocation
Class participation	10%
Group assignments	60%
Individual assignments	30%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and developing activities) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning

7. PROFESSOR

Ana Luiza Szuchmacher Verissimo Lopes is assistant professor of organizations, HR practices, and information systems management at the Federal University of the State of Rio de Janeiro (UNIRIO), guest professor at COPPEAD/UFRJ, and Psychoanalyst. She

holds a DSc. in Business Administration from the Federal University of Rio de Janeiro (COPPEAD/UFRJ). Master in Business Administration obtained at IAG – Instituto de Administração e Gerência – Pontifical Catholic University of Rio de Janeiro (PUC–Rio), Dr. Szuchmacher Verissimo Lopes also has a degree in Telecommunications Engineering from CEFET-RJ. She has more than 10 years of experience in the academic area, working in coordination, teaching (undergrads and graduates) and research activities. At Coppead, she coordinated the HR young professionals course (2008-2009) and the Halliburton In-company Executive-MBA (2013-2015), worked as a postgraduate researcher (2012-2019) and she still teaches, together with Prof. Maribel, the Multicultural Projects course (since 2014). Her research interests include autonomy, meaning of work, work relations, competences, and qualitative research methods. She has publication in themes such as psychological contract, mature professionals, meaning of work, autonomy, and organizational culture.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Course Introduction And the Future of Work (the continuity of flexibilization)	Course Introduction + Future of work and its impacts on the workforce Instructions: Group Assignment 1		See item 4.2
2	Competence	Presentation and discussion: Group Assignment 1 The concept of Competence and the digital mind-set Instructions: Group Assignment 2	Self-study: Please, read Nelson & Quick chapter 04 and talk to me if you have questions. I will not discuss the topics of this chapter during the classes	See item 4.2
3	Motivation	Presentation and discussion: Group Assignment 2 Motivation and Frustration The spirits of capitalism in organizational discourse	Nelson & Quick chapter 05	See item 4.2

		Instructions: Group Assignment 3 + Individual Assignment 1		
4	Leadership	Presentation and discussion: Group Assignment 3 Leadership Instructions: Group Assignment 4	Nelson & Quick chapter 12	See item 4.2
5	Group Behavior	Presentation and discussion: Group Assignment 4 Group Psychology	Nelson & Quick chapter 09	See item 4.2
6	Power and Control	Activity in the classroom From direct control to Invisible control	Self-study: Please, read Nelson & Quick chapter 11 and talk to me if you have questions (the book address the topic of Power, but I will focus on the topic of control. I consider it more relevant nowadays).	See item 4.2
7	Organizational Culture	Organizational Culture Activity in the classroom	Nelson & Quick chapter 16 Self-study: Please, read Nelson & Quick chapter 03 and talk to me if you have questions. I will not discuss the topics of this chapter during the classes	See item 4.2
8	Managing Change	Managing Change Activity in the classroom	Self-study: Please, read Nelson & Quick chapter 08 and talk to me if you have questions. I will not discuss the topics of this chapter during the classes Nelson & Quick chapter 18	See item 4.2
9	Mental Models and Learning Processes	Instructions: Group Assignment 5 (Final) Instructions: Individual Assignment 2	Nelson & Quick chapter 06	See item 4.2

10	Final Presentation and Final Considerations	Presentation and discussion: Group Assignment 5 Final Considerations		See item 4.2
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Appendix A: Group and Individual Assignments

Criteria	Total	Mark	Level descriptors
Analysis, synthesis and critical assessment of material and topic	5		5 – excellent / beyond expectation 4 – very good 3 – good/average, 2 - weak 1 – poor/ difficult to gauge the learning experience 0 –no evidence documented
Formulate &/or defend independent judgments / apply general concepts to practical situations	5		5 – excellent / beyond expectation 4 – very good 3 – good/average, 2 - weak 1 – poor/ difficult to gauge the learning experience 0 –no evidence documented
Communication skills	5		5 – excellent / beyond expectation 4 – very good 3 – good/average, 2 - weak 1 – poor/ difficult to gauge the learning experience 0 –no evidence documented
Originality	5		5 – excellent / beyond expectation 4 – very good 3 – good/average, 2 - weak 1 – poor/ difficult to gauge the learning experience 0 –no evidence documented
	20		

Appendix B: Table of Content Book A

Nelson, Debra & Quick, Campbell James –ORGB online Organizational Behavior – South Western, Cengage Learning - 2017/2015 - ISBN-13: 978-1305663916 ISBN10: 9781305663916

Table of Contents

Part I: INTRODUCTION.

1. Organizational Behavior and Opportunity.
2. Challenges for Managers.

Part II: INDIVIDUAL PROCESSES AND BEHAVIOR.

3. Personality, Perception, and Attribution.
4. Attitudes, Emotions, and Ethics.
5. Motivation at Work.
6. Learning and Performance Management.
7. Stress and Well-Being at Work.

Part III: INTERPERSONAL PROCESSES AND BEHAVIOR.

8. Communication.
9. Work Teams and Groups.
10. Decision Making by Individuals and Groups.
11. Power and Political Behavior.
12. Leadership and Followership.
13. Conflict and Negotiation.

Part IV: ORGANIZATIONAL PROCESSES AND STRUCTURE.

14. Jobs and the Design of Work.
15. Organizational Design and Structure.
16. Organizational Culture.
17. Career Management.
18. Managing Change.

Appendix A: A Brief Historical Perspective.

Appendix B: How Do We Know What We Know about Organizational Behavior?

Full-Time MBA

COMPULSORY Courses

2020

Name of course:

ADM 735 – Career Development

Lecturer:

Prof. Denise Fleck, Ph.D

COURSE OUTLINE

1. GENERAL

This course addresses the career development process from a strategic viewpoint.

Faculty:	Denise Fleck
Telephone:	3938 9850
E-mail:	denise@coppead.ufrj.br

2. COURSE DESCRIPTION

The 45h course spans over the four terms, as shown in the diagram below.

	TERM 1	TERM 2	TERM 3	TERM 4
TOPICS	Career-related issues, doubts, strategic pillars and processes	Communication Seminar	Career development helping tools Negotiation Seminar	Revisiting issues, doubts, personal characteristics Strategizing the career path Individual Meetings
In-class work load	15h	8h	15h	7h

2.1. Required disciplines:

None.

3. LEARNING

After successful completion of the course, the participants will:

- Have improved their self-awareness
- Be familiar with tools that may help them proactively approach the job market
- Have used tools that may help them to strategically manage their careers

4. STUDY RESOURCES

4.1 Recommended reading

- Antoniu, E. (2010) **Career Planning Process and its Role in Human Resource Management**. Annals of the University of Rstrosani, 10(2): 13-22.

- Cappellen, T. & Janssens, M. (2010) **Enacting Global Careers: Organizational Career Scripts and the Global Economy as Co-existing Career Referents**. Journal of Organizational Behavior, 31: 687-706.
- Clark, T. (2009) **Networking: A Key to Career Communication and Management Consulting Success**. Business Communication Quarterly, 72: 344-348.
- Hamori, M (2010). **Job-Hopping to the Top and other Career Fallacies**. Harvard Business Review, July-August, p. 154-157.
- Hamori, M. (2010) **Who Gets Headhunted – and Who Gets Ahead?** Academy of Management Perspectives, November 2010, p. 46-59.
- Hill, L. (2004) **New 28. Manager Development for the 21st Century**. Academy of Management Executive, vol. 18(3): 121-1
- Kahnweiler, W. (2006) **Sustaining Success in Human Resources: Key Career Self-Management Strategies**. Human Resource Planning, 29(4): 24-31.
- Manyika, J. (2017) **Technology, Jobs, and the Future of Work**. McKinsey Global Institute.
- Wagner, C. (2011) **70 Jobs for 2030: Emerging Careers and How to Create Them**. The Futurist, Jan-Feb 2011: 30-33.

5. ASSESSMENT CRITERIA

All classes include some individual pre-class assignment. Participants are expected to complete and make them available to Prof Fleck no later than the specified deadline. The assignments include writing one's life history, one's CV, and one's career plan; identifying career-related issues and doubts; completing self-assessment questionnaires; and stating one's value equation, among others. The purpose of the pre-class assignments is twofold: it gets participants involved ex-ante with the issues that will be discussed in class; and it enables Prof Fleck to plan the class accordingly. In addition, participants will conduct several in-class individual and group activities.

All assignments and activities enable participants to highlight a number of aspects that are vital for improving participants' self-awareness, embracing a strategic perspective about their careers, and getting familiar with useful tools that enable one to approach the job market in a proactive way.

Schedule of Pre-class assignments regarding Term 1:

Session Date	Pre-Class Assessment	Due Ddate
Friday, February 21	Pre-Class Assessment I	Sunday, February 16, no later than 23.59h
Friday, February 28	Pre-Class Assessment II	TBA
Wednesday, April 01	Pre-Class Assessment III	TBA

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

5.6 Allocation of marks

The following distribution determines the final mark for this course:

Assessment	Allocation
Performing self-assessments	50%
Applying strategic tools to assess one's previous career	25%
Planning a proactive approach to the job market	25%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to perform the assigned tasks for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the discussed topics. Adequate preparation and meaningful contribution to class discussions are essential elements in the learning process.

7. PROFESSOR

Denise Fleck holds a Ph.D in Management from McGill University, Canada. She is Full Professor of Strategic Management and Organization Studies at COPPEAD Graduate School of Business, Federal University of Rio de Janeiro, Brazil, where she has previously served as Vice-Dean Academic overseeing the School's graduate programs. Her research on strategic management and conflict management issues has been published at journals such as Management Decision, International Journal of innovation Management, International Journal of Conflict Management, Negotiation Journal, Journal of Managerial Psychology, Brazilian Administration Review and Group Decision Negotiation, among other academic outlets. She has been a visiting professor at EBS, Germany and Audencia, France, a visiting researcher at Harvard Business School's Baker Library, and a member of international research projects on cross-cultural negotiation and innovation management. She teaches courses on Strategic Management, Corporate Growth, Organizational Change, Individual Development, Negotiation, and Career Development.

In the early 2000s, Denise launched a Research Program on Corporate Growth and Organizational Healthy Longevity, which has completed more than 50 history-based studies of diverse long-lived Brazilian as well as international organizations, tracking down their emergence, development and growth, as well as the declining processes and extinction of those problematic and defunct entities. The *Panoramic Approach to Strategic Management* she has created views growth as a central process in organizational success and failure, which requires proficient management in order to foster responsible growth.

Full-Time MBA

CORE

1st Term 2020

Name of course:
Research Methods

Lecturer:
Paula Chimenti

COURSE OUTLINE

1. GENERAL

This course discusses frameworks, processes and compositional approaches for designing qualitative, quantitative, and mixed methods research in social sciences.

Faculty:	Paula Chimenti
Telephone:	+55 21 3938-9888
E-mail:	paula.chimenti@coppead.ufrj.br

2. COURSE DESCRIPTION

The course objective is to enable participants to understand the research process and to articulate elements that will help their future thesis preparation.

The main topics are:

- Research design
- Research process
- Knowledge claims, strategies of inquiry and research methods
- Qualitative methods
- Quantitative methods
- Mixed methods

2.1. Required disciplines:

There are no pre-requisites for enrollment

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Know the research process he will go through during the FT MBA program.
- Understand the process of theoretical knowledge creation.
- Comprise the connection between conceptual knowledge and business-related situations.
- Understand the main aspects of research, including design alternatives and method choices.
- Evaluate the ethical issues that concern the research process.

- Design a research, choosing the best research method for a specific research problem.
- Critically analyze academic papers and researches in terms of methodological choices within a specific context and current theoretical development.

4. STUDY RESOURCES

4.1 Prescribed textbook

Creswell, J.W. Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Sage, 2013a.

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- Belk, R.; Fisher, E.; Kozinets, R. Qualitative consumer and marketing research. London: Sage, 2013.
- Creswell, J. W. Qualitative Inquiry & Research Design: Choosing among five approaches. Thousand Oaks, Calif.: Sage, 2013b.
- Creswell, J.; Miller, D. (2000) Determining Validity in Qualitative Inquiry. Theory Into Practice, Volume 39, Number 3, Summer 124 College of Education, The Ohio State University.
- Hair Jr, J. F; Black, W. C; Babin, B. J; Anderson, R. E. Multivariate Data Analysis. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2010.
- Locke, L.F.; Silverman, S.J.; Spirduso, W.W. Reading and Understanding Research. Thousand Oaks, Calif.: Sage, 1998. Cap 7.
- Luckesi, C.C. et al (1986), Fazer Universidade. São Paulo: Cortez, p. 136-153

Mandatory materials originally in Portuguese are also available in English.

For the 1st day of class, students **must read the first chapter of the textbook.**

4.3 Recommended reading

In addition to the mandatory material, supplementary readings are available online.

5. ASSESSMENT CRITERIA

The course is based on paper discussions and exercises. Each participant is expected to read the texts and prepare for class discussions in accordance with the guidelines provided.

In addition to conveying concepts, tools and frameworks, the course is also designed to help students develop the personal skills and resources they will need to carry out their responsibilities.

The educational value of the discipline will depend in large measure on students' willingness to engage in candid and respectful discussion and to probe the ideas presented in a rigorous and thoughtful manner. Careful listening is as important as insightful comment. Through genuine appreciation of others' ideas, students will be able to understand their own views and learn from the experiences of their classmates.

5.1 Pre-work assessment

Previous preparation is fundamental for class discussion. To stimulate that, at the beginning of each class, students will answer quizzes based on preparatory reading. The purpose of the pre-work assessment is to ensure that prescribed material is read and understood prior to the lectures.

In some classes, the quiz may be replaced by classroom exercises, which will be explained by the professor when appropriate.

5.2 Individual Assignment

The final test will happen on the last session of the discipline and comprises the content of all classes and mandatory materials.

This assignment is an individual test that presents a problem or research question for which students must design a research, making decisions about approach, design and data collection, among others. The test may have between 2 and 4 questions. Assignments are graded via a detailed rubric presented in Appendix A.

5.3 Allocation of marks

The following will determine the grade point for this discipline:

Assessment	Allocation
Pre-work	50%
Individual assignment	50%
Total	100%

The grade point will be converted into a final grade following the criteria below:

Grade Point	Final Grade
Bigger or Equal 8.5	A
Between 7 and 8.4	B
Between 5 and 6.9	C
Smaller than 5	D

It is emphasized that obtaining D as a final grade means that the student failed the discipline.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing exercises) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

PAULA CHIMENTI holds a PhD in Administration from the Coppead Institute of Administration (COPPEAD) of the Federal University of Rio de Janeiro (UFRJ) and a Master's degree in Business Administration from the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), where she also concluded IAG Master in Marketing specialization and graduated in Communication. She participated in the Global Colloquium on Participant Centered Learning, from Harvard Business School.

She teaches the courses Management Networked Businesses, Digital Marketing and Research Methodology in the Executive MBA, Master's and Doctorate programs at COPPEAD / UFRJ. She taught at the Global Partners MBA program with Georgia State University, IAE / Sorbonne and COPPEAD. She coordinated the Master program, Executive MBA and Coppead Marketing programs at COPPEAD. She is currently a member at the University council for Graduates (CEPG).

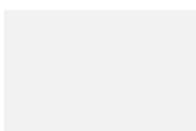
Paula is an associate editor of RAC (Revista de Administração Contemporânea) and coordinator of the Strategy and Innovation Research Center, where she develops research about the impact of disruptive innovations on business ecosystems. She has several works published in Brazil and abroad and acts as a reviewer of national and international journals and congresses. Her article on Business Ecosystems received the first prize in the most important academic conference of Marketing in Brazil. She has worked in companies from different sectors, in the areas of marketing and communication. She acts as consultant for public and private organizations in the area of strategy and innovation.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1	A Framework for Design (4h)	Key concepts to understand research: approaches, design and methods	
2	The Research Process (4h)	Key steps of research, and literature review	Textbook: Chapter 2 Locke et al, 1998 Luckesi, 1986
3	Research Methods (4h)	Qualitative and Quantitative approaches	Textbook: Chapter 1
4	Research Questions and Hypotheses (4h)	Problem formulation, questions and hypotheses	Textbook: Chapter 7
5	Qualitative Methods (4h)	Grounded theory, Ethnography, Case study, Narrative, Phenomenology	Creswell, 2013b – chapter 4 Belk et al, 2012 – chapter 1
6	Quantitative Methods (4h)	Surveys and Experiments	Textbook: Chapter(s) 8 Hair et al, 2010 – chapter 1
7	Validity and Reliability (4h)	Key criteria for validity and reliability	Creswell and Miller, 2000
8	Final Assessment (2h)		

Appendix A: Individual assignment grading schema

Criterion	Application	Total	Mark	Comments
Application of the theory	<p>Was the relevant theory, applicable to the assignment, correctly presented?</p> <p>Does the student understand the theory and was it applied to the context provided (adequacy between the chosen method with current context and theory)</p>	50		
Logical flow and structure	<p>Does the assignment flow well from the problem definition, to the theoretical framework and application, into the conclusion?</p> <p>Is the document well-structured and written?</p>	20		
Viability	Are the ideas and proposals presented parsimonious and viable ?	10		
Credibility of the work.	Could the assignment be presented in the method section of an actual paper?	20		
Test Total		100		
Additional comments: 				



Full-Time MBA

CORE

1st Term 2020

Name of course:

Quantitative Methods I

Lecturer:

Professor Otavio Figueiredo

COURSE OUTLINE

1. GENERAL

Faculty:	COPPEAD building, office 428, 4 th floor
Telephone:	3938-9842
E-mail:	otavio@coppead.ufrj.br
Course code:	ADM760
Office hours:	Tuesdays and Thursdays 13:00-14:00 (request your appointment via email)

2. COURSE DESCRIPTION

This course provides an underpinning and understanding of numerical techniques used in the business world to aid decision making. The analysis of data in accounting, finance, marketing, operations and human resources is based on the same underlying principles, and this course exposes students to data from each of these disciplines and methods for their application. Students will get immediate exposure to graphing and describing the data with summary measures, including measures of variability and association. Probability and distributions are then introduced to formalize the story behind the data, and the concept of an estimator is introduced as a means of making inferences about the broader population. Confidence intervals and hypothesis tests follow and, with the last weeks spent on the topic of Simple Linear Regression.

2.1. Required disciplines:

Basic math and the knowledge of how to use Microsoft office package are mandatory, and the knowledge of some statistical software (SPSS, R, STATA, MATLAB) is desirable.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Illustrate the applications of calculus in business and economics;
- Discuss the concepts of samples and populations;
- Explain and demonstrate the use of different distributions and statistical inference;
- Identify a range of analytical and diagnostic quantitative methods tools to support the decision making;
- Interpret quantitative data;
- Locate the main information from a large data set, produce summaries, and report them effectively;
- Demonstrate problem solving skills;
- Demonstrate the ability to use spreadsheets;
- Develop confidence and self-belief in the ability to apply the skills and knowledge learnt in the course;
- Demonstrate an ethical approach to work.

4. STUDY RESOURCES

4.1 Prescribed textbook

Berenson M. L., Levine, D. M. and Szabat, K. A. (2015). *Basic Business Statistics: Concepts and Applications*. Pearson Ed.

5. ASSESSMENT CRITERIA

5.1 Assignment

Two objective individual examinations will take place at 6th and 15th classes as the assessment of the course. The average grade will be rounded to one decimal. The table below shows the final course grade and its corresponding relevant letter grade.

Average Grade	Letter Grade
Grade <5,0	D
$5,0 \leq \text{Grade} < 7,0$	C
$7,0 \leq \text{Grade} < 9,0$	B
Grade $\geq 9,0$	A

Note: The course is based on readings and discussions. Participation will be evaluated on the basis of both quality and frequency. Unexcused absences and lack of participation will count against a student's grade.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing the case studies when requested) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on the different point of views and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

I am a bachelor and master in statistics and my doctoral studies were in business administration. I am currently an associate professor at the COPPEAD Graduate School of Business at the Federal University of Rio de Janeiro and associate dean of Executive MBA programs. My current teaching duties include Quantitative Methods, Econometrics, Quantitative Marketing Research, and doctoral level seminars. I have experience in the supervision of master and doctoral students. During 2015, I had a post-doc experience at Department of Economics, Birmingham Business School, University of Birmingham, UK, funded by a Brazilian Ministry of Education scholarship. My main research interests are Applied Econometrics and Energy Consumer Forecasting Models. I am working on two projects related to wind and solar energy. The wind project studies the economic feasibility of wind power plants in the Açu port, Rio de Janeiro, using an alternative metric to Cost-Benefit Index. The solar energy project analyses the generation systems feasibility of distributed photovoltaic solar energy in Brazil. I am a researcher associated to the Brazilian National Research Council, awarded a research scholarship based on research productivity on a national contest.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1	Introduction Exploratory Data Analysis I	Organizing data Visualizing data	Chapter 1 and 2
2	Exploratory Data Analysis II Probability	Central tendency Variation and shape Exploring numerical data Basic probability concepts	Chapter 3 and 4
3	Binomial and Poisson distributions	Binomial distribution Poisson distribution	Chapter 5
4	Normal distribution	Continuous probability distribution Normal distribution	Chapter 6
5	Content review		
6	1 st Exam		
7	Sampling distributions	Sampling distribution of the mean	Chapter 7
8	Confidence intervals I	CI estimate for the mean Sample size determination for the mean	Chapter 8
9	Confidence intervals II	CI estimate for the proportion Sample size determination for the proportion	Chapter 8
10	Hypothesis testing I	Z test of hypotheses for the mean	Chapter 9

	Topic	Session Details	Mandatory resources
11	Hypothesis testing II	Z test of hypotheses for the proportion	Chapter 9
12	Hypothesis testing III	t test of hypotheses for the mean	Chapter 9
13	Simple Linear Regression	Linear correlation Simple linear regression equation	Chapter 13
14	Content review		
15	2 nd Exam		

Full-Time MBA

CORE

1st Term 2020

Name of course:

ADM767 – Managerial & Financial Accounting

Lecturer:

Prof. Rodrigo de Oliveira Leite, D.Sc.

COURSE OUTLINE

1. GENERAL

Faculty:	Prof. Rodrigo de Oliveira Leite, D.Sc.
Office Hours:	Tuesdays, from 1 to 2 PM at Office 423.
E-mail:	rodrigo.oliveira@coppead.ufrj.br

2. COURSE DESCRIPTION

This course will cover the basics of accounting for managerial and financial purposes. We will discuss the most important financial statements: the balance sheet, the income statement and the cash flows reports. We will also talk about financial and cost analysis, the most common financial ratios, and their meanings. Finally, we will analyze its importance and limitation in financial and managerial decisions.

2.1. Required disciplines:

There are no required disciplines for this course.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Understand the basics and how to use information available on the most important financial statements: the balance sheet, the income statement and the statement of cash-flow.
- Use financial statement analysis and financial ratios to analyze the fundamentals of companies
- Differentiate financial and managerial accounting.
- Know how to apply managerial accounting concepts for decision making inside the company.
- Recognize the usefulness and limitations of accounting-based analyses.

4. STUDY RESOURCES

4.1 Prescribed textbook

In this course, we will use materials from different sources, including articles, cases, chapters of books, etc. (see Section 8 – “Outline of class sessions” for details). Even though there is not a prescribed textbook we will strictly follow, I recommend the following references that cover financial and/or management/managerial accounting:

- Jiambalvo, J. (2007). **Managerial Accounting**. John Wiley & Sons. 3rd edition.
- Pratt, J.; Peters, M. F. (2016). **Financial Accounting in an Economic Context**. Wiley Global Education, 10th ed.

- Warren, C. S.; Reeve, J. M.; Duchac, J. E. (2018). **Financial and Managerial Accounting**. Cengage Learning, 14th ed.
- Weil, R. L.; Schipper, K.; Francis, J. (2014). **Financial Accounting: an Introduction to Concepts, Methods, and Uses**. South-Western Cengage Learning, 14th ed.
- Weygandt, Jerry J.; Kimmel, Paul D.; Kieso, Donald E. (2012). **Managerial Accounting: Tools for Business Making**. John Wiley & Sons, 6th edition.

4.2 Recommended reading

There is a list of suggested readings for this course – see Appendix – but students can find many other texts, articles and books covering the same concepts. I will upload all additional materials in AVA on a topic-by-topic basis.

5. ASSESSMENT CRITERIA

The final grade will be assessed according to the following criteria:

Assessment	Weight
Case studies	20%
Individual Quizzes and Other Group Assignments	20%
Final exam	50%
Individual participation in the sessions	10%
Total	100%

Please not that:

- Without previous advice, Professor may submit the students to small tests (quizzes) about all the content covered until that session, including the readings and cases assign for (prior or after the discussion). The quizzes will be composed by direct and objective questions, and the grade will be calculated as the percentage of right answers in all quizzes.
- I will not consider individual participation as only being present in classes, but also the effective participation through pertinent questions and general comments. The goal here is to incentive participation that leads to a better understanding and learning of the topic under discussion. Otherwise, try to be helpful for your classmates. Be competitive in collaboration.
- Case studies are graded via a detailed rubric shown in the Appendix.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. It is expected participation and direct involvement by the course participants, sharing their

experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Prof. Rodrigo Leite is Assistant Professor of Finance at COPPEAD/UFRJ. He was previously Assistant professor of Accounting, with tenure, at the Rio de Janeiro State University. He holds a BA in Accounting from the State University of Rio de Janeiro and MSc/PhD in Business from the Brazilian School of Public and Business Administration of the Getulio Vargas Foundation, where he is currently Post-Doctoral Fellow. Author of several papers in finance journals published in Brazil and abroad, such as in the "Accounting, Auditing and Accountability Journal", "International Journal of Finance and Economics", "Economics Bulletin" and "Revista Contabilidade e Finanças". Presented several papers in leading conferences in Brazil and abroad, including the AAA Annual Meeting, JAAF Conference, EBFIn and ENANPAD. Received the Best Accounting Paper Award from ENANPAD (2016) and the Best Plenary Section Paper from the USP Conference (2018). He is a former consultant to the World Bank.

Website: <http://www.roleite.com>

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1 & 2	Introduction and the Balance Sheet	<ul style="list-style-type: none"> Course overview Introduction to management and financial accounting The balance sheet 	<p>Article: Peñalva, F.; Badia. Introduction to Financial Accounting. Technical note, 2016.</p> <p>Peñalva, F.; Badia, M. The Balance Sheet. Technical note, 2016.</p>	<p>Article: Bruns, William J. Jr. The Accounting Framework, Financial Statements, and Some Accounting Concepts. Harvard Business School, Sept. 2004.</p> <p>Textbook: Weil, Schipper and Francis – Chapters 1 and 4.</p>
3 & 4	Accrual Accounting and the Income Statement	<ul style="list-style-type: none"> Importance of corporate financial reports The income statement 	<p>Article: Peñalva, F.; Badia. The Income Statement. Technical note, 2016.</p> <p>Case study: VALE S.A. and the dam failure in Brumadinho/MG. Elaborated by the Professor.</p>	<p>Textbook: Weil, Schipper and Francis – Chapter 5.</p>
5 & 6	Cash-flows and the Statement of Cash-flows	<ul style="list-style-type: none"> Classification of cash flows The statement of cash flows 	<p>Article: Peñalva, F.; Badia. The Statement of Cash Flows. Technical note, 2016.</p> <p>Case study: Accounting at MacCloud Winery (Hawkins, D. F.; Kaplan, R. S.; and MILLER, G. S. Harvard Business School, 2005, code 9-105-081)</p>	<p>Article: Young, D. W. Note on the statement of cash flows. Technical note. HBSP Product Number TCG310.</p> <p>Textbook: Weil, Schipper and Francis – Chapter 6.</p>
7 & 8	Financial Statement and Ratio Analyses	<ul style="list-style-type: none"> Analysis of financial statements. Financial ratios: what do they mean and why are they important? 	<p>Article: Bruns, W. Introduction to Financial Ratios and Financial Statement Analysis. Technical note, 2004.</p> <p>Mimick, R. H. Financial Ratio Analysis. Technical note, 1995.</p>	<p>Miscellaneous: Bruns, W. Introduction to Financial Ratios and Financial Statement Analysis – Spreadsheet (2004).</p> <p>Textbook: Weil, Schipper and Francis – Chapter 7.</p>
9 & 10	Managerial Accounting, Working capital, cash, and cost analysis for decision making	<ul style="list-style-type: none"> Introduction to Managerial Accounting The role of working capital for companies to succeed Why cost analysis matter 	<p>Article: Ormazabal, G.; Soler, E. Introduction to Managerial Accounting.</p> <p>Case: The Financial Detective, 2016. University of Virginia, 2016 – UV7201. Available through HBSP.</p>	<p>Article: Kaiser, K.; Young, D. S. Need cash? Look Inside Your Company. Harvard Business Review, 2009.</p> <p>Textbook: Weygandt, Kimmel, and Kieso – Chapter 1</p>

	Topic	Session Details	Mandatory resources	Additional resources
11 & 12	Cost Behavior and Cost-Volume-Profit Analysis	<ul style="list-style-type: none"> Brief talking about cost-accounting systems Cost behavior Cost-Volume-Profit (CVP) analysis 	<p>Book: Marburger, D.; Peterson, R. What Matters and What Doesn't: Relevant Revenues and Costs. In: Economic Decision Making Using Cost Data: A Manager's Guide. Chapter 2.</p> <p>Article: Sack, R. J.. Key Cost Management Principles Every Executive Must Know. University of Virginia, 2008.</p> <p>Case: "Company "Spikeball, Inc.". Presented in Shark Tank® Season 06 Ep. 29. Link to the episode: https://www.dailymotion.com/video/x2wxrtp (30m29s to 43m05s)</p>	<p>Article: Spotlight on Managing for the Long Term. Article Collection. Harvard Business Review, 2017.</p> <p>Chung, D. J.; Narayandas, D. Study: More frequent sales quotas help volume but hurt profits. HBR, 2017.</p> <p>Book: Preparing a Budget. Harvard Business Press, 2009.</p> <p>Textbook: Weygandt, Kimmel, and Kieso – Chapters 5 and 6</p>
13 & 14	Ending topics And Final Presentations	<ul style="list-style-type: none"> Summarizing financial and managerial accounting through analyzing real companies Responsibility Accounting Ending topics 	<p>Group Assignment: Final Group's Presentation: Evaluation of two B3 (Brazilian Stock Exchange) listed companies.</p>	<p>Article: Young, D. W. Note on Responsibility Accounting. The Crimson Group, Inc, 2012.</p> <p>Mullins, J.; Komisar, R. Getting to Plan B: Breaking Through to a Better Business Model. Chapter 6 – Cash is king.</p> <p>Textbook: Weygandt, Kimmel, and Kieso – Chapter 10</p>
15	Final Exam	<ul style="list-style-type: none"> Final exam 	All previous readings reviewed	All previous readings reviewed

Appendix: Case study assignment grading schema

Criteria	Total	Mark	Level descriptors
Approach followed	3		3 – correct approach 2 – correct approach with minor faults 1 – correct approach with major faults 0 – incorrect approach
Evidence of the group's learning experience	2		2 – learning experience as expected 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Theoretical concepts used correctly	3		3 – perfect, no mistakes 2 – minor mistakes 1 – major mistakes 0 – serious and unacceptable mistakes
Interaction and collaboration within the team	2		2 – very interactive and great effort level 1 – some interaction but could be better 0 – almost no interaction and low effort level
Assignment total	10		
Additional comments:			

1.

COPPEAD
UFRJ

Instituto COPPEAD de Administração

Full-Time MBA

CORE COURSES

1st Term 2020

Name of course:

ADM773 – Financial Management (15 hours)

Lecturer:

Prof. Carlos Heitor Campani, Ph.D.



COURSE OUTLINE

1. GENERAL

Faculty:	Prof. Carlos Heitor Campani, Ph.D.
Telephone:	+55 21 3938-9860
E-mail:	carlos.heitor@coppead.ufrj.br

2. COURSE DESCRIPTION

This 15-hour course is designed for students to gain basic financial concepts. It will cover the foundations for investment analysis, risk analysis, bond and stock valuation. Capital investment decisions will be also discussed, with many financial concepts used on a daily basis by professionals of the area.

2.1. Required disciplines:

In the first day of the course, there will be an individual exam. The exam will cover the basic mathematical concepts which are mandatory to this course. This exam will be part of the student's grade in the course, as explained later on this document. Students must prepare themselves for it. The concepts that will be covered by this exam are:

- Interests Rates,
- Time Value of Money,
- Effective Rates,
- Annuities and Perpetuities (Constant and Growth Cases),
- Inflation (Fischer Effect),
- Equivalence and Analysis of Cash Flows (NPV, IRR, MIRR and Payback)

There are several good books covering the topics above, but as an indication, it can be cited the HP12C Manual (Sections 3 and 4) and the book "Corporate Finance" by Ross, Westerfield and Jaffe (Chapters 4 and 5).

Students are allowed to use a financial calculator or a laptop at *airplane mode* with unique access to a blank excel spreadsheet for calculation purposes.

3. LEARNING OUTCOMES

By the end of this course, successful students are expected to have a very good knowledge of the concepts behind financial investments and project analyses. They will be able to deal with the mathematics used to price contracts and assets as well as to analyze projects and take investment decisions.

4. STUDY RESOURCES

4.1 Prescribed textbook

Ross, Westerfield and Jaffe, Corporate Finance, 10th or 11th editions (2013 or 2016), Irwin McGraw-Hill Publishers.

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- HP12C Manual (Sections 3 and 4)
- Prescribed Textbook (Chapters 4, 5, 6, 7, 8 and 9)
- Campani, Carlos Heitor. On the Rate of Return and Valuation of Non-Conventional Projects”, at *Business and Management Review*, Vol. 3, No. 12, 1-6, November 2014.

5. ASSESSMENT CRITERIA

The final grade will be built according to the following criteria:

Assessment	Allocation
First day's exam	20%
Case studies	20%
Final exam	50%
Individual participation in the sessions	10%
Total	100%

The first day's exam was explained in detail above. The participation of students in the sessions will be evaluated by the course lecturer as according (but not necessarily limited) to: questions raised, answers provided aloud and participation on (team and class) discussions. Notice that if you do not participate, you will not have any grade here. The case study will be a team work that aims to analyze a real situation that obliges students to make full use of the concepts discussed in the sessions – please see the **Appendix** for more details on the grading criteria. The final exam will be individual, and it takes place on the last day of the course. It will cover all contents discussed in the sessions and students are allowed to use a financial calculator or a laptop at *airplane mode* with unique access to a blank excel spreadsheet for calculation purposes.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Carlos Heitor Campani holds a Ph.D. degree from EDHEC Business School (France) and an M.Sc. degree from COPPEAD Graduate School of Business at the Federal University of Rio de Janeiro (Brazil), both in Finance. He completed in 2014 a Post-Doc position at Princeton University (USA). He is currently Professor of Finance at COPPEAD Graduate School of Business, from the Federal University of Rio de Janeiro and a Research Associate of EDHEC-Risk Institute (France). His research interests are in areas such as optimal portfolio and consumption strategies, asset pricing, project valuation, derivatives and risk analysis, real options, empirical and behavioral finance, personal & family finance, and Brazilian public and private pension plans. He has taught for several international institutions such as EDHEC Business School in France, London, and Singapore, the International University of Monaco and Pittsburgh University. He has made presentations to industry members and academics in Brazil, London, Monaco and Princeton. He also acts as a financial consultant, having already worked for many important companies located in Brazil such as Vale, PetroRio, TIM, Leggio, Zayd Group, Light Corp., Investidor Profissional, SENAC, Dufry, Riotur, Laep Investments, Racional Empreendimentos, Bocater Lawyers, Concer, Souza Cruz, Rio Quality, Soltec, Reit Securitization Company, Fenaprevi, Transportes Carvalho, Gaudio & Nasser Lawyers Society, Iguá Saneamento, Fapes and BNDES, among others that required confidentiality. Carlos Heitor Campani has authored more than 50 academic articles.

More Information: www.carlosheitorcampani.com

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1 (2h)	Preliminary Exam and Course Introduction	<ul style="list-style-type: none"> First day's exam (1h) Discussion of the exam (40 min) Introduction to the course (20 min) 	Textbook: Chapters 4 and 5 HP12C Manual (Sections 3 and 4)
2 (2h)	Investment Analysis	<ul style="list-style-type: none"> Investment analysis criteria Project analysis Non-conventional projects 	Textbook: Chapter 5 (and Exercises) Paper (Campani, 2014)
3 (2h)	Capital Investment Decisions	<ul style="list-style-type: none"> Different horizons Sinergy and cannibalism Sunk and opportunity costs Working capital Salvage value Depreciation and taxes 	Textbook: Chapter 6 (and Exercises) End of Chapter Mini Case: Goodweek Tires, Inc.
4 (2h)	Risk Analysis	<ul style="list-style-type: none"> Sensitivity & scenario analyses Break-even analysis Monte-Carlo simulation analysis 	Textbook: Chapter 7 (and Exercises)
5 (3h)	Interest Rates and Bond Valuation	<ul style="list-style-type: none"> Bond features Interest rate term structure Bond pricing Brazilian bonds and term structure 	Textbook: Chapter 8 (and Exercises)
6 (2h)	Stock Valuation	<ul style="list-style-type: none"> Types of stocks Dividends and equity interest Stock pricing 	Textbook: Chapter 9 (and Exercises)
7 (2h)	Final Exam	<ul style="list-style-type: none"> Final exam (1h30) Discussion of the exam (30 min) 	All previous readings reviewed

Appendix: Case study grading schema

Criteria	Total	Mark	Level descriptors
Approach followed	3		3 – correct approach 2 – correct approach with minor faults 1 – correct approach with major faults 0 – incorrect approach
Evidence of the group's learning experience	2		2 – learning experience as expected 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Theoretical concepts used correctly	3		3 – perfect, no mistakes 2 – minor mistakes 1 – major mistakes 0 – serious and unacceptable mistakes
Interaction and collaboration within the team	2		2 – very interactive and great effort level 1 – some interaction but could be better 0 – almost no interaction and low effort level
Assignment total	10		
Additional comments:			

Full-Time MBA

CORE
2nd Term 2020

Name of course:

Corporate Finance I

Lecturer:

Prof. Rodrigo de Oliveira Leite, D.Sc.

COURSE OUTLINE

1. GENERAL

Faculty:	Prof. Rodrigo de Oliveira Leite, D.Sc.
E-mail:	rodrigo.oliveira@coppead.ufrj.br

2. COURSE DESCRIPTION

This course is the first part of a two-part course on Corporate Finance. The main objectives of the first half are i) to define concepts and to discuss the intrinsic relationship between risk, return, and cost of capital; ii) to review pricing models that represents the core of the modern finance theory. As such, we begin studying risk and return for bonds and stocks, the Capital Asset Pricing Model (CAPM), the Arbitrage Pricing Theory (APT), and the Weighted Average Cost of Capital (WACC). We'll also discuss how risk is related to the cost of capital and the notion of efficient capital markets.

2.1. Required disciplines:

- ADM773 - Financial Management
- ADM767 - Managerial & Financial Accounting

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Understand the intrinsic relationship between risk and return, and how it builds the fundamentals of modern portfolio theory.
- Differentiate and explain the implications and the rationale behind the core models of an asset's expected return given its degree of risk – the Capital Asset Pricing Model (CAPM) and the Arbitrage Pricing Theory (APT).
- Recognize the usefulness and limitations of the CAPM and APT models, as well as the Weighted Average Cost of Capital (WACC).
- Critically analyze how corporate finance core concepts (like risk, return, and cost of capital) shape the decision process in firms both in the financing and the investing sides.

4. STUDY RESOURCES

4.1 Prescribed textbook

- Ross, S., Westerfield, R., Jaffe, J., & Jordan, B. **Corporate Finance**. 10th or 11th editions (2013 or 2016), Irwin McGraw-Hill Publishers.

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- Prescribed Textbook (Chapters 10, 11, 12, 13 and 14)

Attention: For the 1st day of class, reading of Chapters 10 and 11 of the prescribed textbook is mandatory. Please see “8 – Outline of Class Sessions” for detailed information on a session-by-session basis.

5. ASSESSMENT CRITERIA

The final grade will be built according to the following criteria:

Assessment	Allocation
Case studies / Group Assignments**	50%
Final exam	50%
Total	100%

** See Section 8 – “Outline of Class Sections” for details on the case studies.

Please not that:

- Without previous advice, Professor may submit the students to small tests (quizzes) about all the content covered until that session, including the readings and cases assign for (prior or after the discussion). The quizzes will be composed by direct and objective questions, and the grade will be calculated as the percentage of right answers in all quizzes.
- I will not consider individual participation as only being present in classes, but also the effective participation through pertinent questions and general comments. The goal here is to incentive participation that leads to a better understanding and learning of the topic under discussion. Otherwise, try to be helpful for your classmates. Be competitive in collaboration.
- Case studies are graded via a detailed rubric shown in the **Appendix**.
- The final exam will be individual, and it takes place on the last day of the course. It will cover all contents discussed in the sessions and students are allowed to use a financial calculator or a laptop at *airplane mode* with unique access to a blank excel spreadsheet for calculation purposes.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Prof. Rodrigo Leite is Assistant Professor of Finance at COPPEAD/UFRJ. He was previously Assistant professor of Accounting, with tenure, at the Rio de Janeiro State University. He holds a BA in Accounting from the State University of Rio de Janeiro and MSc/PhD in Business from the Brazilian School of Public and Business Administration of the Getulio Vargas Foundation, where he is currently Post-Doctoral Fellow. Author of several papers in finance journals published in Brazil and abroad, such as in the “Accounting, Auditing and Accountability Journal”, “International Journal of Finance and Economics”, “Research in Economics”, “Economics Bulletin” and “Revista Contabilidade e Finanças”. Presented several papers in leading conferences in Brazil and abroad, including the AAA Annual Meeting, JAAF Conference, EBFIn and ENANPAD. Received the Best Accounting Paper Award from ENANPAD (2016) and the Best Plenary Section Paper from the USP Conference (2018). He is a former consultant to the World Bank and consultant to several listed and non-listed companies.

Website: <http://www.roleite.com>

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1	Risk and Return, and introduction to the CAPM	<ul style="list-style-type: none"> • Risk and Return: core concepts • Risk and Return: Lessons from Market History • The Capital Asset Pricing Model (CAPM) – Part I 	Textbook: <ul style="list-style-type: none"> - Chapter 10 - Chapter 11
2	The CAPM and the APT	<ul style="list-style-type: none"> • The Capital Asset Pricing Model (CAPM) – Part II • Empirical evidence on the CAPM • The Arbitrage Pricing Theory (APT) 	Textbook: <ul style="list-style-type: none"> - Chapter 11 - Chapter 12 Case: <ul style="list-style-type: none"> - <i>Beta Management Company</i>. Harvard Business School, 5-294-113, May 31, 1994.
3	Risk, Cost of Capital, and Valuation	<ul style="list-style-type: none"> • Risk and the discount rate for risky projects • Cost of capital <ul style="list-style-type: none"> ◦ Cost of Equity ◦ Cost of Debt ◦ The Weighted Average Cost of Capital (WACC) • When to use and when not to use the WACC 	Textbook: <ul style="list-style-type: none"> - Chapter 13 Case: <ul style="list-style-type: none"> - <i>Nike, Inc.: Cost of Capital</i>. University of Virginia. UV0035, Rev. Mar. 8, 2018.
4	Efficient Capital Markets and Behavioral Challenge	<ul style="list-style-type: none"> • Foundations of Market Efficiency • The different types of efficiency • The Behavioral Challenge to Market Efficiency 	Textbook: <ul style="list-style-type: none"> - Chapter 14 Case: <ul style="list-style-type: none"> - H. J. Heinz: <i>Estimating the Cost of Capital in Uncertain Times</i>. UV5147. Rev. Jan 6, 2016.
5 (Final Exam	<ul style="list-style-type: none"> • The Final Exam covers all topics. 	All previous readings reviewed

Appendix: Case study assignment grading schema

Criteria	Total	Mark	Level descriptors
Approach followed	3		3 – correct approach 2 – correct approach with minor faults 1 – correct approach with major faults 0 – incorrect approach
Evidence of the group's learning experience	2		2 – learning experience as expected 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Theoretical concepts used correctly	3		3 – perfect, no mistakes 2 – minor mistakes 1 – major mistakes 0 – serious and unacceptable mistakes
Interaction and collaboration within the team	2		2 – very interactive and great effort level 1 – some interaction but could be better 0 – almost no interaction and low effort level
Assignment total	10		
Additional comments:			

Full-Time MBA

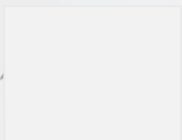
Mandatory
2ND Term 2020

Name of course:

OPERATIONS MANAGEMENT

Lecturer:

LEONARDO MARQUES



COURSE OUTLINE

1. GENERAL

The course aims to provide the foundations and key frameworks of Operations Management for Full-Time MBA students. The course covers key terminology, concepts and management tools that are part of Operations Management as a Management discipline. The course explores interconnections with other areas of management, such as marketing, strategy and finance. Therefore, the issues addressed in this module are relevant not only for those who wish to specialize in Operations Management, but also for those who intend to follow other areas of expertise within the Management discipline.

Faculty:	LEONARDO MARQUES
Telephone:	(21) 3928-9816
E-mail:	LEO.MARQUES@COPPEAD.UFRJ.BR

2. COURSE DESCRIPTION

The Operations Management course discusses examples from manufacturing, services and retail sectors to show the transversal nature of concepts and tools in Operations Management. This course is also a preparation for all the electives offered by the Operations, Technology & Logistics department at COPPEAD. Discussions cover:

- ✓ Understand the systemic nature of decisions in Operations and learn how to map, analyse and assess processes
- ✓ Understand the four key dimensions of Operations: Volume, Variety, Variability and Visibility; as well as the match between process typology, technology and layout
- ✓ Understand the five performance objectives: cost, speed, reliability, flexibility and quality; as well as their impact to Operations Strategy and its relationship with the sustainability imperative
- ✓ Learn the basic tools for planning and controlling capacity and quality issues
- ✓ Understand the development of the Lean System in Operations
- ✓ Reflect on the impact of current trends, such as digital technology, sustainability and transparency to Operations Management

The module has **30 hours** organised in **ten three-hour sessions**. Each session is organised in four parts, except for Sessions 1 and 6 (see Course Outline for details):

1. Individual Quiz, followed by a debrief (30 min)
2. Case/Exercise/Report discussion in small groups (30 min)
(10-min break)
3. Case/Exercise/Report discussion at the plenary (50 min)
(10-min break)
4. Closing lecture (50 min)

3. LEARNING OUTCOMES

In accordance with FT-MBA ILOs, after successful completion of the course the student will be able to:

KNOW

- Business related vocabulary & main concepts: Operations management specific vocabulary and concepts, key to a degree in Business Management
- Analytical tools: Strategic tools, such as the 5PO's and the 4V's, as well as more tactical/operational tools such as capacity management and statistical process control (SPC)
- Main theoretical perspectives: Resource-based view, Institutional theory, Stakeholder theory and how they apply within the Operations Management field
- Global issues: Sustainability, disruptive technologies and other global trends

DO

- Issue analysis and critical thinking: Critical analysis of cases, 'what-if' scenarios, and jointly produce process transitions from 'as-is' state to 'to-be' state. In addition, reflect on the relationships between Operations and other fields of the Business Management domain

BEHAVE

- Ethically: By understanding the need to embed sustainability and ethical issues across all case situations

BE

- Both short- and long-term oriented: By discussing operational, tactical and strategic consequences of decisions
- A responsible world citizen: By understanding the need to embed sustainability and ethical issues across all case situations

4. STUDY RESOURCES

4.1 Prescribed textbook

SLACK, Nigel; BRANDON-JONES, Alistair; JOHNSTON, Robert. **Operations Management**. 7th Edition. Pearson Education Limited, 2013.

(The main textbook 7th Edition can be bought either as hardcopy or eBook format¹. The book is also available at the Coppead Library)

4.2 Mandatory readings and resources

Mandatory readings (articles and cases) and exercises not in the textbook will be available electronically at the COPPEAD AVA platform.

4.3 Complementary reading

In addition to the mandatory material, the following textbooks are recommended for students with no background on Operations/ Production Management:

BRANDON-JONES, Alistair; SLACK, Nigel. **Quantitative Analysis in Operations Management**. Pearson Education Limited, 2008.

SLACK, Nigel; CHAMBERS, Stuart; JOHNSTON, Robert; BETTS, Alan. **Operations and Process Management: Principles and Practice for Strategic Impact**. 3rd Ed. Pearson Education Limited, 2012.

¹ Students can buy the eBook at Pearson Education – just follow the link below:

<http://www.pearsoned.co.uk/bookshop/detail.asp?item=100000000464166>

5. ASSESSMENT CRITERIA

5.1 Weekly Quiz

There are **8 (eight) quizzes** during the module (see course outline) where students will have **5-10 minutes** to answer questions (multiple choice and/or short open-ended questions). **During the quiz**, students cannot access any kind of material or communicate with other students. Please be aware that the content of the quiz refers to the readings assigned (both book chapters and articles) to the **current session**, and not any previous sessions. Note that **the best and the worse quiz are discarded** before calculating the grade.

5.2 Case Preparation/Discussion (Appendix A)

There are **six cases** during the module (see course outline) that the students must read and prepare in advance to the respective session. Preparation should follow the COPPEAD case preparation method. Each case will also be assigned to one **student group** that will take the lead of **case discussion**. **Each student** of the assigned student group must upload his/her own case preparation on the AVA platform **by 23:55h the day before the class**.

Note 1: Students from other groups should still prepare the cases, but no uploaded needed.

Note 2: Exercises should be prepared but they are not assessed, and there is no upload.

5.3 Class participation

Participation in class is highly encouraged. Yet, some best practices must be observed. Students' interventions must be pertinent, relevant, and concise. The student should avoid over-specific questions that can be addressed outside the classroom. Relevant contribution should move the discussion forward by raising alternatives, offering examples, and developing critical perspectives to help the flow of the discussion. Over-participation from one single student will be restrained. Conversely, quiet students will be subject of a "*cold call*". Students must not only prepare and discuss the readings and the cases, but also reflect on how the issues would apply to other contexts in real life situations. Top students will provide specific examples of firms that could benefit from the adoption of the tools and methods discussed in the case.

5.4 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Quiz	60%
Case preparation/discussion (Appendix A)	10%
Participation	30%
Total	100%

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.
- Note that the Lecturer may normalize results [enforcing A-C grade range]. This decision lies within the Lecturer's discretion.

6. PREPARATION FOR CLASS

This course relies on the participative method, hence students are expected to read book chapters, selected papers and prepare business cases (if indicated) **prior to the lecture, for every session**. The participative method implies that meaningful dialogue among participants is essential to the effectiveness of class meetings. The method assumes engagement and participation of all students during all sessions. Hence, it is strictly necessary that all students read and prepare selected reading in advance for the sessions. The Lecturer will facilitate the discussions, but significant interaction is expected from students. Regarding individual preparation, it is suggested that the student allocates **at least 3 (three) hours of preparation prior to each session**.

7. PROFESSOR

Dr. Leonardo Marques holds a PhD in Business & Management from University of Manchester (2016), an MSc in Business & Management from COPPEAD, UFRJ (2004) and a BSc in Production Engineering from POLI, UFRJ (2000) with Cum Laude honour. Leonardo has over 19 years of professional experience that includes managerial positions, consultancy and executive training, in areas such as fashion retail, consumer goods, oil & gas, technology and media. Between 2005 and 2014, he has collaborated with COPPEAD as a part-time lecturer, and since 2015, as a full-time Assistant Professor teaching at BSc, MSc, MBA and PhD levels topics such as Operations Management, Supply Chain Management and Sustainability topics. In March 2018, Leonardo has been elected for the Executive Committee of *IPSERA, the International Purchasing and Supply Education and Research Association*. His research interests include sustainability, collaboration and culture in supply networks and social network analysis. He has published in international outlets such as the *Supply Chain Management: An International Journal*, the *Production Planning & Control journal*, *Benchmarking: An International Journal*, *International of Productivity and Performance Management*, *Latin American Business Review* and *Journal of Supply Chain Management*, where his paper with colleagues has received the honorary mention to the *Harold E. Fearon Best Conceptual Paper* in 2016. Leonardo is currently the coordinator of the Transparency & Sustainability Network and his research is sponsored by: C&A Foundation, Instituto-e and FAPERJ (Young Scientist of Our State with the programme).

8. CLASS OUTLINE

#	Topic	Session Details	Mandatory resources	
			Readings (via Quiz)	Case preparation (via Participation)
1	The Operations function	<ul style="list-style-type: none"> Basic concepts Process analysis 	Book: Chap 1 (p04-22), Chap 4 (p109-116) Manual: Harvard Glossary	Exercise: Uni-Snack
2	Process Typology	<ul style="list-style-type: none"> The 4V's Process layout Operations transparency 	Book: Chap 1 (p23-27), Chap 4 (p96-108), Chap 7 (p193-215) Article1: Buell (2019)	Case1: Shimizu
3	Operations Strategy	<ul style="list-style-type: none"> Performance Objectives (The 5PO's) Sustainability as a PO? 	Book: Chap 2 (p46-62), Chap 3 (p77-81) Article2: Elkington (2018)	Exercise: Restaurant Matrix Case2: Henkel
4	Capacity Management	<ul style="list-style-type: none"> Capacity management Competitive advantage in Operations 	Book: Chap 6 (p168-175), Chap 11 (p324-352) Article3: Gagnon (1999)	Case3: Lab Analysis Argentina
5	Quality Management	<ul style="list-style-type: none"> What is quality? Isomorphism & performance objectives 	Article4: DiMaggio & Powell (1983)	Case4: Delamere Vineyard
6	Quality Control	<ul style="list-style-type: none"> Statistical Process Control 	Book: Chap 17 (p536-574)	Exercise: Lab Analysis Argentina B
7	Lean Operations	<ul style="list-style-type: none"> Just-in-time Value stream mapping (VSM) 	Book: Chap 15 (p464-489), Chap 18 (p580-602) Article5: Erthal & Marques (2018)	Case5: WMI Industries
8	Make or Buy Decision	<ul style="list-style-type: none"> Transaction costs Outsourcing 	Book: Chap 13 (p406-422) Article6: McIvor (2009)	Case6: Queal Food
9	Servitization	<ul style="list-style-type: none"> Servitization in manufacturing 	Article7: Moreno etal (2020)	Report: 'Digital transformation success'
10	Sustainable Operations	<ul style="list-style-type: none"> The path to sustainability: Lean? Innovation? Digitalization? Low touch economy 	Article8: Bansal (2019)	Reports: 'Next frontiers for lean' 'Low Touch Economy'

Note: Red means assessed reading/case.

Appendix A: Case Preparation / Discussion Guideline

Criterion	Application	Total	Mark	Comments
Problem identification	What is the real problem in the case? Is this question the fundamental issue of the case?	3		
Analytical approach	What are the available alternatives ? That are the most adequate criteria to evaluate them (compare and contrast)? Are they grounded in theory, tools and frameworks?	3		
Level of management thinking	Is the student “ in the shoes of ” the manager facing the challenge? Is the final choice based on critical and managerial thinking?	3		
Work ethics & group activity	Is there work balance within the group activity and respect for the opinion of others?	1		
Total Mark		10		
Additional comments:				

Full-Time MBA

ELECTIVES

2nd Term 2020

Name of course:

ADM717 – Corporate Finance II (15 hours)

Lecturer:

Prof. Carlos Heitor Campani, Ph.D.

COURSE OUTLINE

1. GENERAL

Faculty:	Prof. Carlos Heitor Campani, Ph.D.
Telephone:	+55 21 3938-9860
E-mail:	carlos.heitor@coppead.ufrj.br

2. COURSE DESCRIPTION

This 15-hour course is the continuation of Corporate Finance I. The main objective of the course is to discuss long-term financing of firms. As such, capital structure will be discussed on the perspective of Modigliani and Miller seminal approach. The valuation and capital budgeting of levered firms and projects will also be discussed as well as how the dividend policy might impact the valuation of firms.

2.1. Required disciplines:

- Finance Management
- Managerial and Financial Accounting
- Corporate Finance I

3. LEARNING OUTCOMES

By the end of this course, successful students are expected to have a very good knowledge of the concepts behind financing decisions on companies and projects. To decide about the capital structure of a company is to decide how to finance the company's assets and, as such, all concepts can be taken to projects, acquisitions, mergers and other financial decisions. Students will also get very familiar with state-of-the-art valuation techniques.

4. STUDY RESOURCES

4.1 Prescribed textbook

Ross, Westerfield and Jaffe, Corporate Finance, 10th or 11th editions (2013 or 2016), Irwin McGraw-Hill Publishers.

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- Prescribed Textbook (Chapters 15, 16, 17, 18, and 19)

- Campani, Carlos Heitor. “On the Correct Evaluation of Cost of Capital for Project Valuation”, at *Applied Mathematical Sciences*, Vol. 9, No. 132, 6583 – 6604, 2015.

5. ASSESSMENT CRITERIA

The final grade will be built according to the following criteria:

Assessment	Allocation
Case studies	40%
Final exam	50%
Individual participation in the sessions	10%
Total	100%

The participation of students in the sessions will be evaluated by the course lecturer as according (but not necessarily limited) to: questions raised, answers provided aloud and participation on (team and class) discussions. Notice that if you do not participate, you will not have any grade here. The case studies will be team works that aim to analyze a real situation that obliges students to make full use of the concepts discussed in the sessions – please see the **Appendix** for more details on the grading criteria. The final exam will be individual, and it takes place on the last day of the course. It will cover all contents discussed in the sessions and students are allowed to use a financial calculator or a laptop at *airplane mode* with unique access to a blank excel spreadsheet for calculation purposes.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Carlos Heitor Campani holds a Ph.D. degree from EDHEC Business School (France) and an M.Sc. degree from COPPEAD Graduate School of Business at the Federal University of Rio de Janeiro (Brazil), both in Finance. He completed in 2014 a Post-Doc position at Princeton University (USA). He is currently Professor of Finance at COPPEAD Graduate School of Business, from the Federal University of Rio de

Janeiro and a Research Associate of EDHEC-Risk Institute (France). His research interests are in areas such as optimal portfolio and consumption strategies, asset pricing, project valuation, derivatives and risk analysis, real options, empirical and behavioral finance, personal & family finance, and Brazilian public and private pension plans. He has taught for several international institutions such as EDHEC Business School in France, London, and Singapore, the International University of Monaco and Pittsburgh University. He has made presentations to industry members and academics in Brazil, London, Monaco and Princeton. He also acts as a financial consultant, having already worked for many important companies located in Brazil such as Vale, PetroRio, TIM, Leggio, Zayd Group, Light Corp., Investidor Profissional, SENAC, Dufry, Riotur, Laep Investments, Racional Empreendimentos, Bocater Lawyers, Concer, Souza Cruz, Rio Quality, Soltec, Reit Securitization Company, Fenaprevi, Transportes Carvalho, Gaudio & Nasser Lawyers Society, Iguá Saneamento, Fapes and BNDES, among others that required confidentiality. Carlos Heitor Campani has authored more than 50 academic articles. He is also partner at Murano Investimentos.

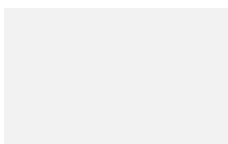
More Information: www.carlosheitorcampani.com

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1 (4h)	Long-Term Financing	<ul style="list-style-type: none"> Long-term financing Capital structure Dividends, equity interests and other payouts 	Textbook: Chapters 15 and 19. Case: Financing Decisions (to be distributed in class).
2 (4h)	Capital Structure (Part I)	<ul style="list-style-type: none"> Modigliani and Miller approach 	Textbook: Chapter 16. Case: Stephenson Real Estate Recapitalization (End of Chapter).
3 (2h)	Capital Structure (Part II)	<ul style="list-style-type: none"> Modern approach Financial distress costs Optimal capital structure discussion 	Textbook: Chapter 17. Case: McKenzie Corp.'s Capital Budgeting (End of Chapter).
4 (3h)	Valuation and Capital Budgeting for the Levered Firms and Projects	<ul style="list-style-type: none"> The WACC approach The APV approach The FTE approach 	Textbook: Chapter 18. Paper (Campani, 2015).
5 (2h)	Final Exam	<ul style="list-style-type: none"> Final exam (1h30) Discussion of the exam (30 min) 	All previous readings, cases and exercises reviewed.

Appendix: Case study grading schema

Criteria	Total	Mark	Level descriptors
Approach followed	3		3 – correct approach 2 – correct approach with minor faults 1 – correct approach with major faults 0 – incorrect approach
Evidence of the group's learning experience	2		2 – learning experience as expected 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Theoretical concepts used correctly	3		3 – perfect, no mistakes 2 – minor mistakes 1 – major mistakes 0 – serious and unacceptable mistakes
Interaction and collaboration within the team	2		2 – very interactive and great effort level 1 – some interaction but could be better 0 – almost no interaction and low effort level
Assignment total	10		
Additional comments:			



Full-Time MBA

ELECTIVES

4th Term 2020

Name of course:

Global Economics

Lecturer:

Claudio de Moraes

1. GENERAL

This course covers global economic analysis, aiming to provide students with practical tools and methods to analyze countries' economic characteristics from the International Monetary Fund (IMF) and World Bank databases.

Faculty:	Claudio de Moraes
Telephone:	(+5521) 99500-6468
E-mail:	Claudio.moraes@coppead.ufrj.br

2. COURSE DESCRIPTION

This course aims at providing students, through econometric techniques, tools to analyze the economic impact of macroeconomic, institutional and governance variables on Low-income countries (LIC), Emerging Markets (EM) and Advanced Economies (AD). More specifically, the econometric analysis of global panel data will be used in order to study empirical works of financial development and credit market.

Eviews (Econometric software packages), will be used as tools of quantitative and statistical analysis.¹

The topics of the course are:

- Macroeconomic, Institutional and governance of LIC, EM and AD.
- Global Economic Prospects
- World Bank Data
- Global database analyses
- Fixed Effect Panel Analysis
- Financial Development
- International Monetary Fund Data
- Credit Markets and information effect

2.1. Required disciplines:

This course assumes you have undertaken courses in Econometrics. Working knowledge of Microsoft Excel and Eviews (Econometric software packages) is also necessary. The eviews student version (Free version) can be downloaded from <https://www.eviews.com/home.html>.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Perform econometric analysis in the fields of macrofinance;
- Perform econometric analysis of panel data analyzes;
- Develop critical thinking about global economic;

¹ The eviews student version (Free version) can be downloaded from <https://www.eviews.com/home.html>

4. STUDY RESOURCES

4.1 Prescribed textbook

Introductory econometric for finance (4th Edition) Chris Brooks – Chapters 5 and 11

4.2 Mandatory reading

Applied paper:

- 1) Altunbaş, Y., Thornton, J. (2019) "The impact of financial development on income inequality: A quantile regression approach," *Economics Letters*, Elsevier, vol. 175(C), pages 51-56.
- 2) Seven, U. Coskun, Y. (2016). "Does financial development reduce inequality and poverty? Evidence from emerging countries, *Emerging Markets Review*, 26, 34-63, 2016.
- 3) De Moraes, C O.; Costa, A. (2020) "Credit growth and financial stability in an emerging economy " In: 48o Encontro Nacional de Economia, 2020, Brasília. 48o Encontro Nacional de Economia, 2020. v. 47. p. 1-20.
- 4) Sahay, R. Et al. (2015). "Rethinking Financial Deepening: stability and growth in emerging markets", IMF Staff Discussion Note, 2015.
- 5) Seven, U., Yetkiner, H. (2016). "Financial intermediation and economic growth: does income matter?" *Economic Systems*, vol.40, pages 39-58.
- 6) De Moraes, C O.; Nascimento, R. F.; Duarte, G. F. S (2020). "Credit Information and Financial Development." *International Journal of Finance & Economics*. Forthcoming (on line version).
- 7) De Moraes, C.O., Tiberto, B.; Correa, P. (2020) "Does transparency of central banks communication affect credit market? Empirical evidence for advanced and emerging markets." *North American Journal of Economics and Finance*.
- 8) Horváth, R.; Vasko. D. (2016). "Central bank transparency and financial stability". *Journal of Financial Stability*, 22, 45-56.
- 9) De Moraes, C.O., Nicolay, R., Barroso, G.N. (2018), "Monetary Policy and Credit Spread: a new risk-taking channel" *The Empirical Economics Letters*

4.3 Recommended reading

International Monetary Fund Publications:

- .World Economic Outlook Reports
- .Global Financial Stability Reports
- . Fiscal Monitor Reports

World Bank Publications:

- . Global Economic Prospects
- . Doing Business

5. ASSESSMENT CRITERIA

The students will be evaluated through the delivery of two paper presentations throughout the course:

5.1 Applied paper presentation (30 minutes):

On the first day of the class, students will have to choose one of the mandatory readings to present in front of the class. The paper can be presented by two – each student will be graded separately; the presentation should be in sections: introduction, data and methodology, results, and conclusion. At the end of the presentation, each student needs to summarize the paper with his paper's opinion. It is expected that the audience brings questions and doubts about each presentation.

5.2 Short paper presentation (15 minutes):

On the last day of the course, the students must deliver and present an original short paper or a case study. The case study can analyze the financial development and transparency of one country or a group of countries. The students will have to develop their paper – the individual report is written on a short essay, a maximum of 5 pages. The presentation and article deliver (physical document) will be due to the course's last day. Requirements: introduction, data and methodology section, table of results, analyses of results, conclusion, and references. The assignment should be compiled professionally and structured in an academic manner (like the applied papers studied throughout the course).

These assignments will allow the students to use analytical tools to perform econometric analyses or simple statics analyzes. The complexity of analyzes will be considered for the grades. Plagiarism will not be tolerated.

5.3 Allocation of marks

Assessment	Allocation
Applied paper presentation	20%
Opinion of applied paper	20%
Short paper presentation	30%
Short paper document	30%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material) for each class as set out in the detailed schedule. It is expected from every participant to prepare for presentation and discussions since first day of class.

7. PROFESSOR

Ph.D. in Economics with a focus on macroeconomics and finance. Master's degree in finance – Coppead. Currently develops researches in the areas of Financial Development and Banking Economics. Has articles published on international journals and perform presentations in economic congresses. The Professor has over five years of experience as a supervisor of theses (more than 20) and Professor of Master Business Economics, where he teaches courses in Financial Stability and Banking Economics. He has over 20 years of experience in the financial market, 15 years on Central Bank of Brazil in regulation, and bank supervision. Additionally, the Professor has received two awards of applied banking by FEBRABAN.

<http://lattes.cnpq.br/4353709341393006>

<https://www.mendeley.com/impact/claudio-de-moraes>

https://www.researchgate.net/profile/Claudio_Moraes3

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Global Economic Prospects	<ul style="list-style-type: none"> LIC, EM and AD Macroeconomic variables Institutional characteristics Global database analyses 	.World Bank Data .Applied Paper 1 and 2.	World Bank Publications
2	Financial Development	<ul style="list-style-type: none"> Financial Development Fixed Effect Panel Analysis 	.Chris Brooks (4th Ed.) Chapter 11 .Applied Paper 3, 4, and 5	IMF Publications
3	Information and Credit Markets	<ul style="list-style-type: none"> Information issues Credit Spread Transparency of central banks 	Chris Brooks (4th Ed.) Chapter 5 . Applied Paper 6, 7, 8, and 9	
4	Individual assignment	<ul style="list-style-type: none"> the students will have to develop their own paper – individual analysis written on a short paper – maximum of 5 pages, with their findings, followed by a presentation in front of the class. 		

*Each section corresponds to 4 hours class. ** Special section – 3 hours

Full-Time MBA

ELECTIVES

3rd Term 2020

Name of course:

International Marketing

Lecturer:

Prof. Renato Dourado Cotta de Mello

Profa. Clarice Secches Kogut

COURSE OUTLINE

1. GENERAL

International Marketing is an elective discipline designed for students with interests in Marketing strategy and International Business.

Faculty:	Renato Dourado Cotta de Mello and Clarice Secches Kogut
Telephone:	55 213938-9858
E-mail:	renato@coppead.ufrj.br ; clarice.kogut@coppead.ufrj.br

2. COURSE DESCRIPTION

The objective of this course is to provide an understanding of how the global environment (mainly cultural differences, but also political, legal and other issues) affect the marketing strategy and international expansion of a company.

The course is designed to stimulate curiosity about management practices of companies seeking international opportunities and to raise the reader's consciousness about the importance of viewing marketing management strategies from an international perspective.

In line with other disciplines in the masters' program, this course makes extensive use of participatory teaching methods, such as article in-class discussions, students' presentations and the case method. In addition, as part of an academic master program, the reading, understanding and discussion of scientific articles to allow deepening of the analysis and discussion of theoretical issues will also be demanded.

2.1. Required disciplines:

The course assumes students have already learned basic marketing principles in other disciplines.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- (i) Be aware of the importance of the international markets, with the risks and rewards involved in establishing an international operation;
- (ii) Be able to formulate a strategic marketing view from a global perspective;
- (iii) Recognize the main contemporary theoretical proposals and discussions in the field of international marketing.

4. STUDY RESOURCES

4.1 Mandatory resources

The following mandatory readings form part of the course material:

- Aaker, D.A; Joachimsthaler, E. (1999) The lure of global branding. **Harvard Business Review**; Boston 77.6 . 137-144.

- Aichner, T. Country-of-origin marketing: A list of typical strategies with examples. **Journal of Brand Management** 21, 81–93 (2014). <https://doi.org/10.1057/bm.2013.24>
- Bilimoria, K. (2018). Cobra's Chairman on Turning an Indian Beer into a Global Brand. **Harvard Business Review**. <https://hbr.org/2018/11/cobras-chairman-on-turning-an-indian-beer-into-a-global-brand>
- De Mooji, M (2010). Tailoring your strategy to fit the culture. **IESEInsight**; issue 5, 26-30
- Deshpandé, R.(2010) Why You Aren't Buying Venezuelan Chocolate? **Harvard Business Review**; Boston, December 2010 issue. <http://hbr.org/2010/12/why-you-arent-buying-venezuelan-chocolate/ar/1>)
- Ghemawat, P. (2007): Managing Differences – The central challenge of global strategy, **Harvard Business Review**; Boston, March 2007 issue
- Ghemawat, P.; Altman, S.A. (2019). The State of Globalization in 2019, and What It Means for Strategists. **Harvard Business Review**. https://hbr.org/2019/02/the-state-of-globalization-in-2019-and-what-it-means-for-strategists?referral=03759&cm_vc=rr_item_page.bottom
- Gupta, S.; Wright, O. (2019). How Global Brands Can Respond to Local Competitors. **Harvard Business Review**. <https://hbr.org/2019/02/how-global-brands-can-respond-to-local-competitors>
- Griffith, D.A; Hoppner, J.J. (2013) Global marketing managers Improving global marketing strategy through soft skill development . **International Marketing Review** Vol. 30 No. 1
- Holt, D.B.; Quelch, J.A.; Taylor, E.L. (2004) How global brands compete. **Harvard Business Review**. September 2004 issue, 1-9
- Hutchinsonson, R. et al.(2017). A pricing playbook for emerging markets. **BCG Perspectives**, by The Boston Consulting Group.
- Hyun, J.; Conant, D. (2019). 3 Ways to Improve Your Cultural Fluency. **Harvard Business Review**. <https://hbr.org/2019/04/3-ways-to-improve-your-cultural-fluency>
- Joel Backaler, J. (2018). To Grow Your Business Abroad, Partner with Local Influencers. **Harvard Business Review**. <https://hbr.org/2018/09/to-grow-your-business-abroad-partner-with-local-influencers>
- Kelly, N. (2015) The Most common mistakes companies do with global marketing. **Harvard Business Review**. September 2015 issue
- Khanna, Song & Lee (2011). The Paradox of Samsung rise. **Harvard Business Review**, July-August 2011 issue.
- Kumar & Steenkamp (2013). Diaspora Marketing. **Harvard Business Review**, October 2013 issue.
- Levitt, Theodore. (1983). The globalization of markets. **Harvard Business Review**. May/Jun83, Vol. 61 Issue 3, p92-102. 10p
- Li, F. (2018). Why Western Digital Firms Have Failed in China. **Harvard Business Review**. <https://hbr.org/2018/08/why-western-digital-firms-have-failed-in-china>

- Quelch, J.A.; Hoff, E.J. (1986). Customizing Global Marketing. **Harvard Business Review**, May-June 1986, 12 p
- **Waguspak, Birnir & Dunford (2019)**. Where the founder is from affects how they structure their company. **Harvard Business Review**, September 2019

Business Cases

- Felicia, L.; Mello, R.D.C.; Kogut, C.S. (2017). Brazilian Secret Hair. **European International Business Academy Conference 2017**, Milan, Italy – best paper track.
- Menzies, J; Alon, I; Dugosh, J. (2013). Marks & Spencer enter China. **Richard Ivey School of Business**. University of Western Ontario. Case W12512
- Ofek, E; Kim, S; Norris, M. (2015). CJ E&M: Creating a K-culture in the U.S. **Harvard Business School**, Case 9-515-015
- Quelch, J. (1998). Heineken N.V.: Global Branding and Advertizing. **Harvard Business School**, Case 5-598-080
- Quelch, J.A.; Labbat-Randle, J. (2007). Colgate Max Fresh: Global Brand roll-out. **Harvard Business School**, Case 5-508-009.

4.2 Recommended reading

In addition to the mandatory material the following supplementary readings are recommended:

- Bahadir, S.C; Bharadwaj, S.G.; Srivastava, R.K. (2015). Marketing mix and brand sales in global markets: Examining the contingent role of country-market characteristics, **Journal of International Business Studies** 46, 596–619.
- Bartlett, C; Ghoshal, S. (1986). Tap your subsidiaries for global reach. **Harvard Business Review**, n.86602
- Chabowski, B.R.; Samiee, S. ; Hult, G.T.M.; (2013) A bibliometric analysis of the global branding literature and a research agenda. **Journal of International Business Studies** 44, 622–634. doi:10.1057/jibs.2013.20
- Chung, H.F.L; Wang, C.L; Huang, P. (2012). A contingency approach to international marketing strategy and decision-making structure among exporting firms. **International Marketing Review**. Vol. 29 No. 1, 2012 pp. 54-87
- Cleveland, M.; Papadopoulos, N.; Laroche, M. (2011). Identity, demographics, and consumer behaviors. **International Marketing Review**; London 28.3 244-266.
- Dalmoro , M; Pinto, D.C.; Borges, A.; Nique, W.M.; (2015) Global brands in emerging markets: The cultural antecedents of global brand preference. **Journal of Brand Management** 22, 721–736.

- Demangeot, C.; Broderick, A.; Craig, C. S. (2015) Multicultural marketplaces: New territory for international marketing and consumer research. **International Marketing Review**. London 32.2 118-140.
- De Mooji, M (2015). Cross-cultural research in international marketing: clearing up some of the confusion. **International Marketing Review**; London 32.6 : 646-662
- Hada, M.; Grewall, R.; Chandrashekar, M. (2013). MNC subsidiary channel relationships as extended links: Implications of global strategies. **Journal of International Business Studies** (2013) 44, 787–81
- Hassan, S.; Husić-Mehmedović, M.; Duverger, P. (2015). Retaining the allure of luxury brands during an economic downturn Can brand globalness influence consumer perception? **Journal of Fashion Marketing and Management** Vol. 19 No. 4 pp. 416-429
- Johnsson, A; Fos, N.J. (2011): International expansion through flexible replication: Learning from the internationalization experience of IKEA. **Journal of International Business Studies**. 42, 1079–1102
- LIM, L.K.S; Acito, F. Rusetski, A. (2006), Development of archetypes of international marketing strategy. **Journal of International Business Studies** 37, 499–524.
- Winit, W.; Gregory, G.; Cleveland, M.; Verlegh, P. (2014) Global vs local brands: how home country bias and price differences impact brand evaluations. **International Marketing Review** Vol. 31 No. 2, 2014
- Yaprak, A.(2008). Culture study in international marketing: a critical review and suggestions for future research. **International Marketing Review**; London 25.2 215-229.

5. ASSESSMENT CRITERIA

5.1 Individual Assignments

Each student will be asked to hand out a brief case report, to ensure preparation and class participation.

Criteria

- This is an individual assignment and it should be the student's own work. Plagiarism will not be tolerated in the program.
- **Referencing** throughout the assignment is mandatory and should be according to the APA method.
- Length: the body of the assignment should be about one A4 page long.
- The assignment should be compiled professionally and structured in an appropriate manner.
- Grading: According to Appendix A

Assignments must be handed in at the beginning of each class.

5.2 Class participation

Attendance is mandatory. Participation will be graded according to contributions to the class discussions. Students are expected to be active participant in class, with clear and relevant comments based upon your pre-reading and thoughtful consideration of the assigned material. The success of in-class case and article discussions depend to a great degree on the thoroughness and quality of preparation.

Also, cells phones are expected to be off at all times and students should not use his or her computer for purposes other than assisting in class discussion. Those who violate this rule will be penalized in class participation.

5.2 Group work

In groups of 4 or 5 students (no more than that), students should choose a company with or without existent multinational presence to:

- (i) Analyze its current marketing strategy (domestic and international, if any);
- (ii) Propose a global marketing plan for expansion (or further expansion) into a different country or region. This plan should contain all issues learned during the course, including how to address cultural differences and the marketing mix.

Grading: According to Appendix B.

5.4 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Group work	40%
Class participation	30%
Individual assignments (case reports)	30%
Total	100%

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Prof. Renato Dourado Cotta de Mello

Post-Doctorate degree from Ohio University (2010), PhD in Production Engineering from COPPE/UFRJ (2009) and Masters in Business from COPPEAD / UFRJ (1981). He is currently an Associate Professor at the Federal University of Rio de Janeiro , where he has held positions at the Coppead Institute of Administration and the coordinator of CENI (Center of International Business Studies) since 2009. He has experience in conducting projects and studies in the areas of strategic planning, with emphasis in international business, covering especially the following topics: business strategy, internationalization of Brazilian companies and international entrepreneurship. He also has several works published in national and foreign journals.

Prof. Clarice Secches Kogut

Post-doc. Candidate at IAG/ PUC-RIO (2018-2020), PhD in Management from the Federal University of Rio de Janeiro / COPPEAD (2018), master's in business administration from Columbia University (2006), CFA (2004), and bachelor in Business from Fundação Getulio Vargas (EAESP-FGV) (2001). Works as a researcher at IAG/PUC-RIO and at COPPEAD; as a collaborating professor at COPPEAD/ Alumni COPPEAD and at ESPM; and as a post-MBA course co-coordinator at COPPEAD. Research interests in the areas of International Business and Strategy, and executive experience of over 15 years in Strategic Planning, Marketing and Management.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources (readings)	Additional resources (case)
1	Introduction to course 06/08	<ul style="list-style-type: none"> - What is International Marketing? - Functions of a global marketer - International Market environment and Globalization 	<ol style="list-style-type: none"> 1. International Marketing Syllabus 2. Griffith, D.A; Hoppner, J.J. (2013) Global marketing managers Improving global marketing strategy through soft skill development 3. Ghemawat, P.; Altman, S.A. (2019). The State of Globalization in 2019, and What It Means for Strategists. 	
2	Culture (13/08)	The impact of culture on Global Marketing	<ol style="list-style-type: none"> 1. De Mooji, M (2010). Tailoring your strategy to fit the culture. 2. Khanna, Song & Lee (2011). The Paradox of Samsung rise 3. Kumar & Steenkamp (2013) Diaspora Marketing 4. Hyun, J.; Conant, D. (2019). 3 Ways to Improve Your Cultural Fluency 	CJ E&M: CREATING A K-CULTURE IN THE U.S.
3	Country Image (20/08)	Country of Origin (provenance Paradox and Made-in effect)	<ol style="list-style-type: none"> 1. Deshpandé, R.(2010) Why You Aren't Buying Venezuelan Chocolate? 2. Waguspach, Birnir & Dunford (2019). Where the founder is from affects(...) 3. Aichter (2014). Country of Origin marketing 	BRAZILIAN SECRET HAIR
4	International Marketing Strategy (27/08)	Global strategy or adapting to local culture / tastes?	<ol style="list-style-type: none"> 1. Levitt, Theodore (1983). The globalization of markets. 2. Ghemawat, P. (2007): Managing Differences – The central challenge of global strategy 3. Joel Backaler, J. (2018). To Grow Your Business Abroad, Partner with Local Influencers. 	COLGATE
5	Marketing Mix (03/09)	Adapting (or not) de 4Ps to local differences	<ol style="list-style-type: none"> 1. Quelch, J.A.; Hoff, E.J. (1986). Customizing Global Marketing. 2. Hutchingson, R. et al. (2017). A pricing playbook for emerging markets 3. Li, F. (2018). Why Western Digital Firms Have Failed in China. 	MARKS & SPENCER
6	Global Brand Management (10/09)	How to develop and manage a global brand	<ol style="list-style-type: none"> 1. Aaker, D.A; Joachimsthaler, E. (1999) The lure of global branding. 2. Holt, D.B.; Quelch, J.A.; Taylor, E.L. (2004) How global brands compete 3. Gupta, S.; Wright, O. (2019). How Global Brands Can Respond to Local Competitors. 	HEINEKEN

	Topic	Session Details	Mandatory resources (readings)	Additional resources (case)
			4. Karan Bilimoria, K. (2018). Cobra's Chairman on Turning an Indian Beer into a Global Brand.	
	17/09	No class (preparation for final presentation)		
7	Final project presentation (23/09)	Final project presentations (3hs)	1. Kelly, N. (2015) The Most common mistakes companies do with global marketing.	

Appendix A: Individual assignment grading schema (for each report)

Criterion	Application	Total	Comments
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case to the assigned readings or prior discussions.
Logical flow and structure	Does the Introduction provide a lucid background and problem statement, and does it describe the objectives of the assignment, and the proposed layout of the analysis? Is the document well structured ?	10%	The assessment should show that the student read, understood and thought about the case's business problem, without just repeating the facts.
Level of management thinking	Is the assignment in line with the expectations of a post-graduate student?	30%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

Appendix B: Group assignment grading schema

Criterion	Application	Total	Comments
Prior to presentation meeting	Did the group come prepared to the meeting?	10%	It must show that the group put effort and dedicated time to the group assignment up to that meeting.
Logical flow and structure	Is the presentation well- structured and presented ?	10%	Again, it must show that the group put effort and dedicated time to the group assignment.
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case under analysis to theory learned in class
Level of management thinking	Is the assignment is in line with the expectations of a post-graduate student?	20%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

MBA

ELECTIVES

4th Term 2020

Name of module:

Management Consulting Skills

Lecturer:

Luis Antonio Dib, D.Sc.

COURSE OUTLINE

1. GENERAL

Management consulting is the practice of helping organizations to improve their performance operating primarily through the analysis of existing organizational problems and the development of plans for improvement. Organizations may draw upon the services of management consultants for a number of reasons.

As a result of their exposure to, and relationships with numerous organizations, consulting firms are typically aware of industry “best practices”. However, the specific nature of situations under consideration may limit the ability to transfer such practices from one organization to another.

Consultancies may also provide organizational change management assistance, process analysis, strategy development, operational improvement, among other services. Management consultants often bring their firm’s own proprietary methods or frameworks, and a **well-crafted skill set** -- quantitative and qualitative -- to guide the identification of problems, and to serve as the basis for recommendations for more effective or efficient ways of performing work tasks.

Faculty:	Luis Antonio Dib, D.Sc.
E-mail:	dib@coppead.ufrj.br

2. MODULE DESCRIPTION

This course draws on the latest relevant research and practice to pursue two primary objectives:

- Introduce students to the skills needed to be good at consulting as an external management consultant or as an employee working inside a company or as an entrepreneur; and
- Allow students to explore consulting as an industry and a career choice (pros and cons).

The course will present opportunities for the students to practice some of the most important management consulting skills by themselves and also to interact with senior consultants from the industry. It will provide a forum for students to discuss the challenges and best practices in management consulting (including the admission process to top management consulting firms), allowing the students to explore diverse approaches to consulting and types of firms in the field of management consulting.

3. LEARNING OUTCOMES

After successful completion of the module the students will be able to:

- Understand the phases of the consulting cycle;
- Tailor consulting approaches to various situations;
- Use effective approaches for data gathering and problem solving;
- Apply, in a pragmatic manner, quantitative skills for everyday use at consulting activities;
- Conduct meetings and work better in teams;
- Write and present proposals and project reports in a structured way; and
- Be better prepared to the admission process of top management consulting firms.

4. STUDY RESOURCES

Check AVA for study resources.

4.1 Prescribed textbook

Rasiel, Ethan M.; Friga, Paul N. (2002) *The McKinsey Mind: understanding and implementing the problem-solving tools and management techniques of the world's top strategic consulting firm*. New York: McGraw-Hill.

4.2 Readings

The following readings form part of the course material:

- Canback, Staffan (1998/1999) The Logic of Management Consulting. *Journal of Management Consulting* 10, N. 2 (November 1998), p. 3-11, and N. 3 (May 1999), p. 3-12.
- Christensen, C.; Barton, D. (2013) Clay Christensen and Dominic Barton on Consulting's Disruption, *HBR IdeaCast* (September 19, 2013).
- Christensen, C.; Wang, D.; van Bever, D. (2013) Consulting on the Cusp of Disruption. *Harvard Business Review* 91, no. 10 (October 2013), p. 106-114.
- Harvard Business Review. (2010) *Guide to Persuasive Presentations*.
- International Labour Organization (ILO) (2002) *Management Consulting: a guide to the profession* (4th Edition): The consulting process, p. 21-24.
- Kador, John. (2005) *How to Ace the Brain the Brain Teaser Interview*. New York: McGraw-Hill.
- Maister, David H. (1997) *True Professionalism: the courage to care about your people, your clients and your career*. New York: The Free Press.
- Maister, David H. (2005) The Consultant's Role. www.davidmaister.com.
- Minto, Barbara (1998) Think Your Way to Clear Writing. *Journal of Management Consulting* 10, N. 1 (May 1998), p. 33-40, and N. 2 (November 1998), p. 45-53.
- Perlow, L.; Porter, J. (2009) Making Time Off Predictable— and Required, *Harvard Business Review* 87, no. 10 (October 2009), p. 102-109.
- Quartz Strategy Consultants (2007) *Demystifying Case Interviews*.
- The Economist (Intelligence Unit) (2018) Rethinking Professional Services in an Age of Disruption.
- Toppin, G; Czerniawska, F. (2005) *Business Consulting: a guide to how it works and how to make it work*. London: Profile Books.

PLUS: all materials from Professor Dib, and other cases studies will be available at AVA during the course. Handouts with some presentations may be posted after the corresponding session.

5. ASSESSMENT CRITERIA

The assessment of MCS course considers the real world: consulting is mainly a team work (the consultant and her clients, the consultant and his team). In this way, emphasis will be placed on group projects. Nonetheless, individual student performance will also be assessed and key for the final grade.

The students will be assessed by 5 criteria during the course: (1) attendance and punctuality; (2) preparation and participation; (3) essay; (4) Project I; and (5) Project II.

5.1 Attendance and punctuality

Will be noted both in the beginning and the end of each session – the maximum grade is **for perfect punctual attendance**.

5.2 Preparation and Participation

Will be noted accordingly the student contribution to case and other class discussions, responses to the class exercises, and individual participation during group presentations. The maximum grade is **for exceptional participation**.

5.3 Essay about Management Consulting

- This is an individual assignment and it should be the student's own work. Plagiarism will not be tolerated in the program.
- Read carefully: Canback, Staffan (1998/1999) The Logic of Management Consulting, *Journal of Management Consulting* 10, N. 2 (November 1998), p. 3-11, and N. 3 (May 1999), p. 3-12.
- With your own words and a maximum of **1-page** length...
- ... Write an essay answering the question "Why do large companies hire top management consulting firms?"
- Try to use bullet points whenever possible!
- Submit it in pdf format at AVA, by the start of MCS **second** session (8 am).

5.4 Project I

Please see Appendix A for the evaluation criteria

Write a competitive analysis of one major management consulting firm, describing demographics, consulting expertise, hiring and interviewing practices, revenue, what kind of image the consultancy is trying to portray, reputation, and anything else the group think is relevant. State your view of the future of the consulting business and the relative position of the target consulting company in this scenario.

- The professor will make a draw among the groups to define the target company for each one during the first class of MCS course;
- The groups should use PowerPoint or KeyNote to prepare this assignment;
- Your group **MUST** use structured communications (horizontal & vertical logic, etc) as in a real top management consulting firm's report (you will learn how to do this during MCS course);
- Project I must be submitted as a ".pdf" through AVA by **November 23rd 2020**.

5.5 Project II

Please see Appendix B for the evaluation criteria.

Write and present (in the last session) a team proposal to conduct a consulting project for the client of 2020's cohort. Also:

- Ask the professor for the duration of each group's presentation (depends on the number of groups);
- The groups should use PowerPoint or KeyNote to prepare this assignment;
- The proposal should be client-centered and be persuasive enough to "get the job";
- Consider the audience for the presentation to be the client;
- Your group **MUST** use structured communications (horizontal & vertical logic, etc) as in a real top management consulting firm's report (you will learn how to do this during MCS course);
- The proposal should include the following:
 - an analysis of the **topic or topics** that will bring the client's audience to the state of the practice and the major probable future developments;
 - a clear statement of **needs and benefits** of the client in relation with the topic;
 - a description of how your team would help the client to better address the **issues** that you presented to them about the topic(s);
 - how much you would **charge** to complete the project and **how long** it would take; and
 - a section explaining why the client should hire your team to perform the work
- More details will be discussed during first and second session of the course.
- Project II must be submitted as a ".pdf" through AVA by **December 8th 2020**.

5.7 Allocation of marks and final grade

Assessment	Points
(1) Attendance and punctuality	100
(2) Preparation and participation	200
(3) Essay	100
(4) Final Project – Part A (in groups ; see Appendix A)	200
(5) Final Project – Part B (in groups ; see Appendix B)	400
Total	1,000

Note: Assignments must be submitted on or before the due date. One day will be provided, as extended deadline, but a maximum grade of 50% will be recorded. Thereafter, a zero mark will be recorded.

Final Grade:

< 700 points	$\geq 700 \cap < 800$ points	$\geq 800 \cap < 900$ points	≥ 900 points
D	C	B	A

BUT if you fail attending the minimum amount of session hours accordingly with COPPEAD's rules you will get an automatic "D" and fail the course (check with the academic secretary).

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed material. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience and points of view with their peers – one of the cornerstones of learning.

Case studies and assignments will enable participants to further explore a particular topic, expanding on the material covered in the textbook and readings. The lecturer will act as a facilitator to ensure full participation and complete exploration of the particular topic. It will thus be expected from every participant to prepare for these discussions.

As the course has the participation of external speakers – senior industry consultants – the proposed agenda to be followed for the sessions may change in order to accommodate last minute situations. Students will be warned whenever an unforeseen situation occurs.

7. OUTLINE OF CLASS SESSIONS

Session	Topics	Preparation
1 Oct 6 th 8 – 11 am	<ul style="list-style-type: none"> • Introduction to Management Consulting Skills • Being a consultant • Background of the Industry 	<ul style="list-style-type: none"> • Dib – MCS syllabus • Video BBC • ILO – The Consulting Process • Maister – The Consultant's Role
2 Oct 13 th 8 – 11 am	<ul style="list-style-type: none"> • Debate about the logic of management consulting • Client's presentation (kick-off for proposal) 	<ul style="list-style-type: none"> • Canback – The Logic of Management Consulting (1 & 2) • Submit essay (AVA)
3 Oct 20 th 8 – 11 am	<ul style="list-style-type: none"> • Consulting career and skills • Structuring and frameworking • Hypothesis and data gathering • Research strategies and tools 	<ul style="list-style-type: none"> • Rasiel & Friga – Chapters 1, 2 & 3 + Appendix A
4 Oct 27 th 8 – 11 am	Interactions with senior consultants <ul style="list-style-type: none"> • Assessing consulting as a career • Recognizing different types of consulting and firms • Appreciating consulting as a profession and an industry 	<u>Optional:</u> <ul style="list-style-type: none"> • Christensen et al – Consulting on the Cusp of Disruption + interview • CB Insights – Killing Strategy • The Economist – Rethinking professional services • Toppin & Czerniawska – Business consulting
5 Nov 3 rd 8 – 11 am	Quantitative Consulting Skills <ul style="list-style-type: none"> • Describing and summarizing data • Cases and exercises – quantitative problem structuring and solving 	<ul style="list-style-type: none"> • Quantitative Methods Workbook • Assignment – Hawaii Palace Resort+ worksheets (Kauai & Scuba Diving)
6 Nov 10 th 8 – 11 am	Structured Communication Workshop <ul style="list-style-type: none"> • Preparation & Structuring • Formatting, Writing and Style & Finalization 	<ul style="list-style-type: none"> • Minto (1 & 2)
7 Nov 17 th 8 – 11 am	<ul style="list-style-type: none"> • Horizontal and Vertical logic • Storytelling & format, Reports • Writing a resumé • Ethics in Consulting • Using experts 	<ul style="list-style-type: none"> • Case: The Sadhu • Rasiel & Friga – Chapters 4 & 5 • Maister – True professionalism (p1-11)
8 Nov 24 th 8 – 11 am	<ul style="list-style-type: none"> • Principles of interviewing • Knowledge management • Workplanning • Appraisals and mentoring • Lifestyle issues 	<ul style="list-style-type: none"> • Submit Project I (AVA) • Case: Rob Lewis • Rasiel & Friga – Chapters 6, 7 & 8 • Perlow & Porter – Making Time Off
9 Dec 1 st 8 – 11 am	<ul style="list-style-type: none"> • “Crack the Case Interview” Workshop [by Bain & Co.] 	<ul style="list-style-type: none"> • Kador – How to ace the brain teaser interview • Quartz – Demystifying case interview
10 Dec 8 th 8 – 11 am	<ul style="list-style-type: none"> • The grand finale! Present a killer proposal for your client! • Course conclusion 	<ul style="list-style-type: none"> • Submit Project II (AVA) <u>Optional:</u> <ul style="list-style-type: none"> • Harvard Business Review Guide to Persuasive Presentations

Appendix A: Project I (group assignment) grading schema

Criteria	Total	Mark	Level descriptors
Quality of the report	100		100 – exceptional quality, can be used in future as is 85 – very high quality exceeding expectations 50 – fair quality, “got the job done” 25 – not really acceptable for submission 0 – extremely poor
Structure of the report	100		100 – very well structured, following the guidelines for a management consulting report (horizontal e vertical logic, pyramid structure) 75 – some structure missteps 50 – good clarity but didn’t follow a management consulting structure 25 – not really acceptable for submission 0 – extremely poor
Assignment total	200		
Additional comments: The students are encourage to interview members of the target management consulting firm. Don’t trust only the available online information!			

Appendix B: Project II (group assignment) grading schema

Criteria	Total	Mark	Level descriptors
Quality of the report	150		150 – exceptional quality, can be used in future as is 125 – very high quality exceeding expectations 100 – fair quality, “got the job done” 50 – not really acceptable for submission 0 – extremely poor
Structure of the report	100		100 – very well structured, following the guidelines for a management consulting report (horizontal e vertical logic, pyramid structure) 75 – some structure missteps 50 – good clarity but didn’t follow a management consulting structure 25 – not really acceptable for submission 0 – extremely poor
Presentation	150		150 – very interactive and effort is far beyond the norm / clearly group work, exceptional quality 120 – lots of interaction evident / very likely a group work 100 – some interaction / more individual efforts than group 0 – no interaction or excitement / clearly the work of a single team member
Assignment total	400		
Additional comments: Each member of the group should have a role during presentation and might be individually asked about aspects of the chosen biases at the end. The professor's perception of differences in the students' individual involvement with the presentation may affect the individual preparation and participation grade (5.2).			

Full-Time MBA

ELECTIVE

1st Term 2020

Name of module:

Consumer Behavior Projects

(30 hours)

Lecturer:

Prof. Leticia Casotti

COURSE OUTLINE

1. GENERAL

Faculty:	Professor Leticia Casotti
Telephone:	+5521 3938 9861
E-mail:	leticia@coppead.ufrj.br

2. MODULE DESCRIPTION

The base for marketing thinking is that consumers should be at the center of everything in the organization. We need there to understand consumption process. This course is organized in a way that the students will build a consumer behavior project. This project will be presented to a managerial committee in the final day of the course.

The course structure was planned in a pragmatic way, involving current environment faced by companies. It also takes into account the agility in gathering the necessary information for companies to approach consumer behavior.

This committee will comprise professors and representatives of sponsoring companies of the Coppead's Center of Consumption Studies such as L'Oréal Brasil, FIAT and Coca Cola. For this reason, I am going to select the general theme that should meet actual challenges and interests in consumer behavior. The course reviews theoretical contributions from anthropology, psychology and sociology, and it also includes labs, readings, lectures and discussions.

To encourage an active and practical engaging environment, please bring laptops to every class. If you have any questions about the course, contact me by e-mail (leticia@coppead.ufrj.br). To meet in person, please email to schedule a mutually convenient time.

3. LEARNING OUTCOMES

After successful completion of the module the student will be able to:

- Deal with challenges to understand the consumer behavior environment.
- Improve the ability to understand and analyze consumer behavior.
- Deal with time pressure to get consumer behavior data and insights to support companies' activities.
- Become familiar with different theoretical contributions in consumer behavior studies.

4. STUDY RESOURCES

4.1 Prescribed textbook

MICHAEL SOLOMON, GARY BAMOSSSY, SOREN ASKEGAARD, MARGARET HOGG.
Consumer Behavior: A European Perspective (sixty editions - 2016) Prentice Hall.

4.2 Mandatory resources

All the readings indicated for the sessions will be to support the LAB analyses and presentation - **except readings for the first class when you will prepare an individual summary - see in the session program below.**

5. ASSESSMENT CRITERIA

The evaluation will be based on **four labs** oral presentations and the **final project** presentation. Teamwork and field experience are essential components of the course. Teams will be assigned at the end of the first class and will remain fixed throughout the course. The members will evaluate one another's performance after each laboratory.

All ppt presentations and collected data (including recorded data) should be forwarded to camila.teixeira@coppead.ufrj.br.

Due to the importance of the group in an active learning process, presence is essential. Much of the learning in this course will occur inside the group's meetings in or out of class, and during each day presentation when you are going to share your creativity, ideas, analyses, questions and doubts. Attendance at all class sessions is expected and absences will be penalized: **1 absence (4 hours): no penalty; 2 absences (8 hours): maximum final grade = B; More than 2 absences: final grade = D**

5.1 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
LAB 1 - Cultural Texts	10%
LAB 2 - Urban communities (group)	10%
LAB 3 -Meeting the consumer	10%
LAB 4 -Using the eyes	10%
Final Project	50%
Individual Evaluation (no absence and group participation)	10%
Total	100%

6. OUTLINE OF CLASS SESSIONS

The course is divided into labs as its main structure. We have also learning discussions in class and in small groups. The whole structure will be integrated in the project presentation in the final day.

	Topic	Session Details	Mandatory resources and Activities
1 04/03 4 hours	The challenge to understand the market	<ul style="list-style-type: none"> Explain the project structure. Split the group and the topics. Provide an explanation about LAB 1 of Cultural Texts. 	<ol style="list-style-type: none"> Watch the film Parasite (2019). Husemann and Eckhardt (2019) – Consumer Deceleration – Journal of Consumer Research, V.45. Hirshman (2000) - Consumers Use of Intertextuality and Archetypes – Advances of Consumer Research <p>Answer the question: What are the connections between the film and the two readings? (no more than one page, time 12, simple space) -TO BE PREPARED AND SEND BEFORE CLASS TO camila.teixeira@coppead.ufrj.br.</p> <p>Task for the following week:</p> <ul style="list-style-type: none"> To choose a cultural text. To initiate the analysis and presentation of LAB
2 11/03 4hours	Lab 1: Cultural Texts	<ul style="list-style-type: none"> The anthropological contribution 	<ol style="list-style-type: none"> McCracken (2004) Culture and Consumption Textbook: Chapter 14 <p>Brief oral discussion of cultural texts papers.</p> <p>Group's meeting to close the analysis and the presentation of LAB 1</p> <p>PRESENTATION OF LAB 1</p> <p>Task for the following week:</p> <ol style="list-style-type: none"> Select an online community that deals with the group topic or a correlated one. Begin the analysis and presentation of LAB 2.
3 18/03 4 hours	Lab 2: Online communities	<ul style="list-style-type: none"> The sociological contribution 	<ol style="list-style-type: none"> Mardona, Molesworth and Grigoreb (2018) Textbook – chapter 10 <p>Brief oral discussion of communities.</p> <p>Group's meeting to close the analysis and the presentation of LAB 2</p> <p>PRESENTATION LAB 2</p>

	Topic	Session Details	Mandatory resources and Activities
			Task for the following week: Reading: Belk – Quantitative versus Qualitative Extra: to prepare a script for
4 25/03 4 hours	Lab 3: Meeting the consumer	<ul style="list-style-type: none"> • Interview analysis and debate 	<p>Group meeting to gather all individual interviews and prepare the analysis and presentation.</p> <p>To present LAB 3</p> <p>Task for the following week: 1- Prepare the script for the participant observation.</p>
5 12 01/04 4 hours Afternoon	Field activity	<ul style="list-style-type: none"> • Retail observation in a retail environment chosen accordingly to project's topic 	<p>1- Phipps and Ozanne (2017) Routines Disrupted 2- Textbook Chapter 2</p> <p>Quiz and brief discussion</p> <p>Task for the following week: 1- Write what you saw. No more than one page, times 12, simple space</p>
6 08/08 4 hours	Lab 4: Using the eyes	<ul style="list-style-type: none"> • Lab4: sharing the field experience (oral stories and ppt presentation) 	<p>PREPARATION AND PRELIMINARY PRESENTATION OF THE FINAL PROJECT INCLUDING ALL THE LABS.</p> <p>1- Task for the following week: Finish the final project presentation</p>
2 hours		Extra meeting: Training the presentation	
7 15/04 2 hours	Final Presentation to a committee		

Graduate School of Business
The Federal University of Rio de Janeiro

Full-Time MBA

ELECTIVE

3rd Term 2020

Name of course:

ADM 729 - Brand Management

(15 hours)

Lecturer:

Roberta Campos, D.Sc.

COURSE OUTLINE

1. GENERAL

Faculty:	Roberta Dias Campos
Telephone:	+5521 3938 9878
E-mail:	roberta.campos@coppead.ufrj.br

2. COURSE DESCRIPTION

Brands are an intriguing and complex phenomenon. A pervasive presence in consumer lives. A fundamental asset to marketers and stakeholders. Something to be protected and consistently built with the right managerial tools, to obtain long-term sustainable value.

An important part of the literature on branding reflected a managerial perspective, and it focused on the understanding of the right strategies to measure, build, maintain or maximize brand value to the company. This effort gave birth to important concepts - e.g. brand equity, brand identity, brand architecture - that constitute the fundamental axes of brand management.

Nevertheless, the last twenty years saw a different turn in the research on branding. The rise of a cultural perspective on consumer behavior research inspired several theorists to develop a critical approach to branding as a cultural, social and historical phenomenon. This group shed light into the action of consumers, society and even the popular culture on brands, fostering a more complex approach to the concept.

Brands consist of a negotiated set of shared meanings, between companies and consumers, consumers and society, companies and society. This new recent wave of branding literature, based on a cultural perspective, claims that companies detain a limited control over their brands, and the process of building brand value has a complex political profile, for its constant implied negotiation of brand meaning with society.

2.1. Required disciplines:

Students should have successfully completed Marketing Fundamentals course in order to enroll for Brand Management.

3. LEARNING OUTCOMES

The course has a twofold objective. On one hand, students will experience the role of brand managers, through specific assignments that exercise the use of brand management tools on applied case studies. On another hand, the course will foster a critical perspective of branding as a contemporary phenomenon, through the discussion of concepts proposed by

iconic authors, who changed the direction of research and practice of contemporary branding.

After successful completion of the course the student will be able to:

- Identify the main authors and ideas on branding
- Apply the key managerial tools of brand management
- Develop a critical position on branding phenomena
- Improve brand assessment and management skills

4. STUDY RESOURCES

4.1 Prescribed textbook

Beverland, M. (2018). *Brand management: co-creating meaningful brands*. London: Sage.

4.2 Mandatory resources

The following mandatory readings form part of the course material:

Session 1:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 1). London: Sage.

Session 2:

- *Case Dove: evolution of a brand*. [Harvard Business School, Case 9-508-047]. Boston: Harvard Business School.
- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 5). London: Sage.

Session 3:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 3 and 4). London: Sage.

Session 4:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 6). London: Sage.
- Group A: For Kapferer's Diamond.
(<https://woven.agency/blog/what-is-the-brand-identity-prism/>)
- Group B: For Aaker's model.
(<https://boss-digital.co.uk/blog/brilliant-david-aaker-strategic-brand-planning-model-overview/>)
- Group C: Keller, K. L. (2009):

(http://ava.coppead.ufrj.br/pluginfile.php/23833/mod_resource/content/1/2009%20KELLER%20IDENTITY%20%281%29.pdf)

Session 5:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 6). London: Sage.
- Case: Does Mattel's iconic Barbie doll need a makeover? [Beddie School of Business, Case W16090].

Session 6:

- Fournier, S., & Lee, L. (2009). Getting brand communities right. *Harvard Business Review*, 87(4), 105-111.
- Cova, B., & White, T. (2010). Counter-brand and alter-brand communities: the impact of Web 2.0 on tribal marketing approaches. *Journal of Marketing Management*, 26(3-4), 256-270.
- Holt, D. B. (2016). Branding in the Age of Social Media. *Harvard Business Review*. <https://hbr.org/2016/03/branding-in-the-age-of-social-media> .
- Case Lego [Harvard Business School, Case W93C22]. Boston: Harvard Business School.

Session 7:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 7). London: Sage.

Session 8:

- Fournier, S. (1998). Consumers and their brands: developing relationship theory in consumer research. *Journal of Consumer Research*, 24(4), 343-373.

4.3 Recommended reading

In addition to the mandatory material, the following supplementary readings are recommended:

Session 1:

- Holt, D. B. (2002). Why do brands cause trouble? A dialectical theory of consumer culture and branding. *Journal of Consumer Research*, 29(1), 70–90.
- Chernatony, L., & Riley, F. D. (1998). Defining a “brand”: beyond the literature with experts` interpretations. *Journal of Marketing Management*, 14, 417-443.

Session 2:

- Holt, D. B. (2003a). What Becomes an Icon most? *Harvard Business Review*, 81(3), 43-49.

Session 3:

- Christodoulides, G., & Chernatony, L. (2009). Consumer based brand equity conceptualization & measurement: a literature review. *International Journal of Market research*, 1-38.
- Keller, K. L. (1993). Conceptualizing, measuring, and managing customer-based brand equity. *Journal of Marketing*, 57(1), 1-22.

Session 6:

- Arvidsson, A., Caliandro, A. (2015). Brand public. *Journal of Consumer Research*, 42 (5), 727-748.

Session 7:

- Aaker, David; Joachimsthaler, Erich A. The Brand Relationship Spectrum: The Key to the Brand Architecture Challenge. *California Management Review*, 42 (4), Summer 2000, 8-23.
- Aaker, David. Prioritize Brands in the Portfolio. IN: Aaker, David. *Spanning Silos: The New CMO Imperative*. Cambridge: HBS Publishing Corporation, 2008.

Session 8:

- Beverland, M. (2018). *Brand management: co-creating meaningful brands*. (Chap. 2). London: Sage.

5. ASSESSMENT CRITERIA

The course will be mainly based on lectures, case discussions and teamwork, as detailed below.

5.1 Pre-work assessment

The purpose of the pre-work assessment is to ensure that prescribed material is well-read and understood prior to the lectures, and that concepts are applied in the particular business situations we will debate or work on during the sessions.

5.2 Individual Assignment

Written quiz: In the beginning of each session, students will answer an open question on AVA, based on mandatory readings for the day, including text book chapters, articles, and cases. I expect students to present a good discussion of the case employing the concepts provided by MANDATORY readings for the session. Each writing quiz will account for 25% of the total individual grade. If a student misses class and cannot deliver the writing quiz in the beginning of the class, the grade will be made with the remaining quizzes.

5.3 Group Assignment

The class must divide itself into groups of four to five students. All deliverables for group assignments should be presented at the beginning of the designated session and emailed to me until the previous day of the indicated sessions. Documents must be emailed to roberta.campos@coppead.ufrj.br.

Session 3: Brand equity methodologies: Each group has to analyse the methodology of measuring and assigning value to brands by major research / consultancy companies. The reports to be analysed are: Interbrands ranking, Brandz by Kantar and Future Brands Index. All of them are indicated on AVA. Each group has to prepare a ppt document with the following elements: a) presentation and key facts of the company / report, b) methodology, c) main results, d) pros and cons. I recommend reading the mandatory readings before performing the analysis. *Deliverables: Slides covering the four topics. Try to prepare one or two slides per topic. Be ready to discuss with the class.*

Session 4: Identity models will be assigned to each group on Session 1. Each group has to prepare a **5-minute training** on its identity model to share with colleagues. The objective is to offer an overview of the identity model, also discussing pros and cons of the model under analysis. *Deliverables: Training slides + Slides with pros and cons of the model.*

Session 7: Each group will bring to class the full structure of brand extensions of a chosen company, including sub-brands, corporate brands and brand lines. Fully describe the brands and products associated to it. Explain sub brands positioning. Also provide visual material on logos, packaging or communication. If there is only one brand, explore opportunities for brand extension to leverage brand value. In class, the group will perform an assessment of the current brand architecture, based on the guidelines provided by the teacher and using the conceptual tools from the readings. *Deliverables: Word document (2 to 3 pages minimum) with the result of the research on the brand architecture. You will not present this document.*

Session 8: You will interview a consumer to identify the different forms of relationships this person carries with the main brands he / she consumes daily. Prepare a interview guide with a set of questions to support the interview. Build the interview guide based on the paper by Susan Fournier, assigned to be read for the class. *Deliverables: Word document with the interview guide to support the interview.*

Each assignment will account for 25% of the total grade. All assignments are mandatory.

5.6 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual Assignments	50%
Group Assignments	50%
Total	100%

Please note:

- Assignments must be submitted on due date. No extension will be given.

7. PROFESSOR

Roberta Campos holds a Doctoral dual-degree on Business Management (COPPEAD/UFRJ) and Social Sciences (Paris Descartes – Sorbonne). Former vice-dean for the Full-Time MBA at COPPEAD, she is professor in marketing, anthropology and consumer behavior. Roberta has previous experience as brand manager in Coca-Cola and SCJ, and works as consultant on branding and consumer research. Roberta researches cultural branding and consumer behavior, with the support of the L'Oréal Chair of Consumer Behavior and Coca-Cola Chair of cultural branding.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1 07/8	Introduction to branding	<ul style="list-style-type: none"> Course presentation What is branding History of Branding as a 20th Century phenomenon 	Textbook: Chapter 1	Article: Holt, 2002 Chernatony and Riley, 1998
2 14/8	Brand Positioning	The mindshare model The cultural positioning model	Textbook: Chapter 5 Case study: Dove Quiz 1	Article: Holt, 2003
3 21/8	Brand Equity	<ul style="list-style-type: none"> What is brand equity Brand Equity Measurement 	Textbook: Chapter(s) 3 and 4 <i>Special Guest: Mariana Coelho - Kantar (To be confirmed)</i>	Article: Christodoulides e Chernatony, 2009 Keller, 1993
4 28/8	Brand Identity (Part 1)	<ul style="list-style-type: none"> Brand Identity Models Differentiating Brand Positioning and Brand Identity 	Textbook: Chapter 6 Group A: Kapferer's Diamond Group B: Aaker's model Group C: Keller, 2009 <i>Watch the Video on the Golden Circle.</i> <i>Group Project: Brand Identity model</i>	
5 04/9	Brand Identity (Part 2)	Brand identity definition	Textbook: Chapter 6 Case study: Does Iconic Barbie Doll needs a makeover? Quiz 2	
6 11/9	Brand Community	<ul style="list-style-type: none"> What's a brand community Cultural context influence on brand Managing brands through culture 	Article: Fournier, Lee, 2009 Holt, 2016 Cova, White, 2010 Case study: Lego Quiz 3	Article: Arvidsson e Caliendo, 2015
7 18/9	Brand Architecture	<ul style="list-style-type: none"> Portfolio brand strategy 	Textbook: Chapter 7 Group Project: Brand Architecture X-Ray	Article: Aaker, Joachimsthaler, 2000 Aaker, 2008 - Chapter 6

8 24/9	Consumer- Brand Relationship	<ul style="list-style-type: none"> • Revisiting Brand Loyalty • Consumer-Brand relationship framework 	Article: Fournier, 1998 Quiz 4 Group Project: Brand Lover interview	Textbook: Chapter 2
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6. Additional Resources and Information:

Sites of Brand Consultancies:

Global Rep Trak: <https://www.reptrak.com/global-reptrak-100/>

Simon Sinek: <https://simonsinek.com/>

Interbrand: <https://www.interbrand.com/>

Edelman: <https://www.edelman.com/about-us>

FutureBrand: <https://www.futurebrand.com/br/> /

<https://www.futurebrand.com/futurebrand-index-2018/tools>

Lab Brand: <http://www.labbrand.com/about>

Full-Time MBA

ELECTIVES

3th Term 2020

Name of course:

Banking with advanced
econometrics

Lecturer:

Claudio de Moraes

COURSE OUTLINE

1. GENERAL

After the subprime crisis, companies have been facing a challenging environment. Traditional macroeconomics is not being able to provide accurate analysis in this new environment, where financial risks are becoming increasingly relevant. On the other hand, traditional finance still lacks a systemic approach that enables better risk management. In this sense, this course's objective is to analyze, through econometric analysis, the effect of banking risk on the macroeconomic environment and vice versa, allowing the development of new tools for decision making in this new complex environment.

Faculty:	Claudio de Moraes
Telephone:	(+5521) 99500-6468
E-mail:	Claudio.moraes@coppead.ufrj.br

2. COURSE DESCRIPTION

Banking with advanced econometrics is an applied course that covers the main topics of banking literature. The objective is to analyze the empirical evidence of the relationship between bank behavior and macroeconomic variables through time series analysis and panel data analysis. Such econometric tools will be used to analyze the behavior of banks and their effect on the economy. The main financial risks – from a macroeconomics perspective, will be analyzed. Econometric software packages - like Eviews, will be used as tools of quantitative and statistical analysis. The topics of the course are:

- . Bank Behavior
- . Financial stability, financial crises, and bank behavior
- . Liquidity risk and financial intermediation
- . Credit risk
- . Credit risk in the macroeconomic perspective
- . Risk-Taking Channel and Procyclicality of Banks
- . Banking Market Structure
- . Solvency Risk, Capital Buffer and Macroprudential policy
- . Applied Econometric Time series
- . Applied Panel data analysis

2.1. Required:

This course assumes you have undertaken courses in Econometrics. Therefore, it is needed knowledge about basic econometrics. Working knowledge of Microsoft Excel and econometric software packages, like Eviews, is also necessary.

3. LEARNING OUTCOMES

After successful completion of the course, the student will be able to:

- Perform econometric analysis in the fields of banking;
- Perform econometric analysis of time series data analyzes;
- Perform econometric analysis of panel data analyzes;

4. STUDY RESOURCES

4.1 Prescribed textbook

Introductory econometric for finance (4th Edition) Chris Brooks

4.2 Mandatory reading

Applied paper:

- 1) Akhter, S., Daly, K. (2009). "Bank health in varying macroeconomic conditions: A panel study." International Review of Financial Analysis, vol. 18(5), pages 285-293.
- 2) De Moraes, C.O., Montes, G., Antunes, J. (2016). "How does capital regulation react to monetary policy? New evidence on the risk-taking channel". Economic Modelling, Vol. 56, August 2016, Pages 177-186.
- 3) De Moraes, C.O., De Mendonça, H.F. (2019). "Bank risk measures and monetary police: evidence from a large emerging economy". North American Journal of Economics and Finance. 49 (2019) 121–132.
- 4) De Moraes, C.O., DE Mendonça, H.F (2018). "Central bank's disclosure as a macroprudential tool on financial stability ". Economic Systems, v. 42, p. 625-636.
- 5) De Moraes, C.O.; Gutierrez, M.; Barbosa, R. (2015) "The Aggregate Behavior of Banks: A Proposal for Prudential Supervision." Latin American Business Review (Binghamton, N.Y.), v. 16, p. 87-101
- 6) De Mendonça H.F., Barcelos V. I. (2015). Securitization and credit risk: Empirical evidence from an emerging economy. The North American Journal of Economics and Finance, Vol. 32, Pages 12-28.
- 7) De Moraes, C. O.; Antunes, J. A. P.; Rodrigues, A. (2017) "How financial intermediation impacts on financial stability?" Applied Economic Letter, v. 26, p. 1-5
- 8) De Moraes, C O.; Antunes, J. A. P.; COUTINHO, M. (2019) "What is the importance of a country's banking market structure for financial development?" In: 47o Encontro Nacional de Economia, 2019, São Paulo. 47o Encontro Nacional de Economia, 2019. v. 47. p. 1-20.
- 9) Erlend N., Heedo K. (2016). "Monetary and macroprudential policies – exploring interactions." BIS Papers chapters, in: Bank for International Settlements (ed.), Macroprudential policy, volume 86, pages 27-38 Bank for International Settlements.
- 10) Stolz, S, e Wedow, M. (2011). "Banks' regulatory capital buffer and the business cycle: Evidence for Germany." Journal of Financial Stability, 7(2), 98-110.

Central Bank Brazil Publication

1) Banking Report

(https://www.bcb.gov.br/content/publications/bankingreport/BAR_2017.pdf)

2) Financial Stability Report

(<https://www.bcb.gov.br/content/publications/financialstabilityreport/202004/fsrFullRep.pdf>)

5. ASSESSMENT CRITERIA

5.1 Applied paper presentation (30 minutes):

Students will have to choose, on the first day of the class, one of the mandatory readings to present in front of the class. Two students can present the paper – each student will be graded separately; the presentation should be in sections: introduction, data, methodology, results, and conclusion. At the end of the presentation, each student needs to summarize the paper with his opinion of the paper.

5.2 Short paper presentation (15 minutes):

The students will have to develop their paper – individual analysis is written on a short paper – maximum of 5 pages, with their findings, followed by a presentation in front of the class from the database provided by the professor. The presentation and paper deliver (physical document) will be due to the last day of the course. Requirements: introduction, data and methodology section, table of results, analyses of results, conclusion, and references. The assignment should be compiled professionally and structured in an academic manner (like the applied papers studied throughout the course).

These assignments will allow the students to use analytical tools to perform econometric analysis;

The delivery of the mentioned assignments should reflect the results of the student's work. Plagiarism will not be tolerated.

5.6 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Applied paper presentation	20%
Opinion of applied paper	20%
Short paper presentation	30%
Short paper document	30%
Total	100%

6. PROFESSOR

Ph.D. in Economics with a focus on macroeconomics and finance. Master's degree in finance – Coppead. Currently develops researches in the areas of Financial Development and Banking Economics. Has articles published on international journals and perform presentations in economic congresses. The Professor has over five years of experience as a supervisor of theses (more than 20) and Professor of Master Business Economics, where he teaches courses in Financial Stability and Banking Economics. He has over 20 years of experience in the financial market, 15 years on Central Bank of Brazil in regulation, and bank supervision. Additionally, the Professor has received two awards of applied banking by FEBRABAN.

<http://lattes.cnpq.br/4353709341393006>

<https://www.mendeley.com/impact/claudio-de-moraes>

https://www.researchgate.net/profile/Claudio_Moraes3

7. OUTLINE OF CLASS SESSIONS*

	Topic	Session Details	Mandatory resources	Additional resources
1	Bank Behavior	<ul style="list-style-type: none"> Stylized facts Financial intermediation Financial Crisis Financial Stability 	Central Bank Data Applied Paper 1	Central Bank Publications
2	Liquidity risk	<ul style="list-style-type: none"> Measures of Banking Liquidity Financial Intermediation Analyses Vector Autoregression Granger Test 	Chris Brooks (4th Ed.) Chapter 7 Applied Paper 5	Central Bank Data Base – Time Series
3	Credit Cycle	<ul style="list-style-type: none"> Credit risk in the macroeconomic perspective Financial Cycle Business Cycle OLS Estimation 	Chris Brooks (4th Ed.) Chapter 5 Applied Paper 7	Central Bank Data Base – Time Series
4	Credit Risk	<ul style="list-style-type: none"> Monetary Policy and Credit Risk-Taking Channel GMM Estimation 	Applied Paper 2 and 9	Central Bank Data Base – Time Series
5	Credit Risk	<ul style="list-style-type: none"> Securitization and credit risk Credit Risk and Procyclicality Panel Data Estimation 	Applied Paper 3 and 6 Chris Brooks (4th Ed.) Chapter 11 and EViews User Guide 2, chapter 41,42,43	Central Bank Data Base – Panel Data
6	Banking Concentration and Competition	<ul style="list-style-type: none"> Banking market Structure Banking Concentration and Banking Competition Measures Payment system and Fintechs strategies Dynamic Panel Data Estimation 	Applied Paper 8 Chris Brooks (4th Ed.) Chapter 11.5	Central Bank Data Base – Panel Data
7	Solvency Risk	<ul style="list-style-type: none"> Macroprudential Policy Capital Buffer Dynamic Panel Data Estimation 	Applied Paper 4 e 10	Central Bank Data Base – Panel Data
8	Individual assignment**	<ul style="list-style-type: none"> Each student will have to develop their paper – individual analysis is written on a short paper – a maximum of 5 pages, with their findings, followed by a presentation in front of the class. 		

*Each section corresponds to 4 hours class. ** Special section – 2 hours

Full-Time MBA

ELECTIVES

2nd Term 2020

Name of course:

Strategy and Innovation

Lecturer:

Roberto Nogueira

COURSE OUTLINE

1. GENERAL

Faculty:	Roberto Nogueira
Telephone:	+55(21) 991421202
E-mail:	nogueira@coppead.ufrj.br

2. COURSE DESCRIPTION

The objective of this elective course is to provide COPPEAD's Full Time MBA students a comprehensive introduction to strategy in today's networked economy.

The course will cover three major topics: i) Emerging technologies - coming from fields as diverse as biotech, nanotech, artificial intelligence and energy, they have the potential to change current industry boundaries and disrupt business models and leading companies; ii) Business ecosystems - a broader view of the business landscape, encompassing several industries; iii) Scenario planning - preparing companies to deal with major uncertainties and multiple futures.

Emerging technologies are dramatically changing our everyday life, disrupting established industries while giving rise to radically new ways of value creation. Many industries have been forever impacted by these forces while some other important ones - energy, life sciences, education - are on verge of major changes.

During the last fifty years we have experienced technologies, such as microchips, that in every 18 months doubles its performance and have their price tag cut in half. This pattern was first identified by Dr. Gordon Moore, co-founder of Fairchild Semiconductors and Intel, and became known as Moore's Law. Later the same behaviour was identified for telecommunications, with the rise in bandwidth and decline in price. This became true for all information and communication technologies. In the end of last century, the Human Genome project produced a similar case. Nowadays gene sequencing can be done for less than US\$ 200.

Companies based on those technologies experience exponential growth, both in customer base and revenues, beating incumbents in several different industries. Examples are Waze

and Uber in mobility; AirBNB in lodging, Google in advertisement, Netflix in electronic entertainment and Human Longevity in Healthcare.

This affects industries, businesses, companies, workers, consumers, citizens, countries and the entire world. An adequate comprehension of these phenomena is critical to managers and practitioners alike, as well as the development of methods and techniques to guide companies, markets and governments throughout this transformation processes.

This course will provide a step-by-step, case based process that will introduce and use the key concepts for innovation based strategy: Emerging technologies, business ecosystems and scenario planning.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Learn about the management of emerging (and often disruptive) technologies;
- Understand the basic strategy concepts, from the industry and ecosystem perspectives;
- Chart and Analyze Business Ecosystems;
- Understand the dynamics of multi-sided markets, platforms and business ecosystems;
- Learn strategic planning techniques based upon scenario planning and uncertainty management;
- Develop Scenario Plans for Business Ecosystems, analyze its impacts on new and existing companies and craft corresponding strategies.

Matching with the overall ILOs of the Full Time MBA program:

The course focus on Strategy and Innovation, addressing from three perspectives - the Ecosystem, the Industry and the Organizations, with an emphasis on emerging technologies and their impact upon the new and incumbent companies. Learning and applying the key strategy concepts in recent business cases, we contribute directly for the main program goals.

Specifically, the course will contribute for the following Full Time MBA goals:

- Develop a solid foundation in business fundamentals with a global perspective and confidence in managerial decision-making and people management skills

- Analyze the strategic positioning of global enterprises and their sources of competitive advantages
- Analyse ethical issues that impact business decisions from economic, political, legal, environmental, and social perspectives.

Matching with the UN sustainable development goals:

The course develops a systemic and global perspective of the current and also long term problems and opportunities that impacts world's population. Emerging technologies and their correct management can have a direct positive impact on those issues. Our sessions addresses several of the UN Development Goals and discuss key enablers and barriers for their implementation. The following table relates sessions with the goals.

#	Tonic	UN Development Goals Addressed
1	Emerging Technologies	Goal 9: Industr. Innovation and Infrastructure
2	Business Ecosvstems	Goal 9: Industr. Innovation and Infrastructure
3	Innovation in Business Ecosystems	Goal 3: Good Health and Well-Being for People; Goal 9: Industry, Innovation and Infrastructure; Goal 10: Reducing Inequalities; Goal 17: Partnerships for the Goals
4	Market Assessment for New Tech	Goal 2:Zero Hunger Goal 3: Good Health and Well-Being for People; Goal 9: Industry, Innovation and Infrastructure; Goal 11: Sustainable Cities and Communities Goal 13: Climate Action
5	Scenario Planning	Goal 7: Affordable and Clean Energy; Goal 9: Industry, Innovation and Infrastructure; Goal 13: Climate Action
6	Innovation in Multiple Industries	Goal 9: Industry, Innovation and Infrastructure; Goal 11: Sustainable Cities and Communities; Goal 13: Climate Action
7	Problems can turn into Opportunities	Goal 1: No poverty; Goal 3: Good Health and Well-Being for People; Goal 10: Reducing Inequalities; Goal 11: Sustainable Cities and Communities Goal 17: Partnerships for the Goals
8	Mega Platforms	Goal 9: Industr. Innovation and Infrastructure
9	The AI Factor	Goal 9: Industr. Innovation and Infrastructure
10	The World is Not Enough	Goal 9: Industry, Innovation and Infrastructure; Goal 17: Partnerships for the Goals

4. STUDY RESOURCES

4.1 Prescribed textbook

The prescribed textbook is a classic on Strategy, Innovation and Scenario Planning, from Wharton School. We will use several chapters of it.

- Day, G.S.; Schoemaker, P.J.; Gunther, R.E. **Wharton on Emerging Technologies**, Wiley, New Jersey, 2000

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- Hax, A.C.; Wilde II, D.L.: **The Delta Model**: adaptive management for a changing world. Sloan Management Review, v. 40, n. 2, p. 11-28. Winter, 1999
- GARVIN, D.A.; Levesque, L.C. **A Note on Scenario Planning**. Harvard business school note 9-306-003. November 17, 2005
- Jacobides, M.G.; Cennamo, C.; Gawer, A. **Towards a Theory of Ecosystems**. Strategic Management Journal, v. 39, p. 2255-2276, August 2018.
- Tsujimoto M. et al. **A Review of the Ecosystem Concept**: towards coherent ecosystem design. Technological Forecasting & Social Change, v. 136, p. 49-58. November 2018
- Wadovski, R.; Nogueira, R.; Chimenti, P. **Charting Ecosystems of Complex Phenomena**: the precision medicine case. Biomedical Journal of Scientific & Technical Research, v. 9, n. 2, p. 1-10. September 2018.
- Orlova, A.; Nogueira, R.; Chimenti, P. The Present and Future of the Space Sector: A business ecosystem approach. Space Policy, 2020 (in press).
<https://doi.org/10.1016/j.spacepol.2020.101374>

The following cases will be discussed in the sessions:

- Alcácer, J.; Khana, T.; Snively, C. **The Rise and Fall of Nokia**. Harvard Business School Case # 9-714-428. February 21, 2014
- Shih, W.; Chai, S. **BGI: Data-driven Research**. Harvard Business School Case # 9-614-056. February 28, 2014
- Alvarez, J.B.; Preble, M.G. **Disrupting the Meat Industry**: Tissue Culture Beef. Harvard Business School Case # 9.515-001. March 4, 2015

- Schiffrin, D.; Kennedy, D. **BrightSource**: Challenges and Prospects for a Concentrated Solar Power Plant. Stanford Graduate School of Business Case P84, December 9, 2013
- Rothaermel, F.T. **Tesla, Inc.**. McGraw Hill Case # MH0067, March 7, 2020.
- Markovich, S. **M-Pesa and Mobile Money in Kenya**: Pricing for Success. Kellogg School of Management Case KEL762. 2013
- Wells, J.R.; ELLSWORTH, G. **Tencent**. Harvard Business School Case # 9-718-426. September 13, 2017.
- Davis, J.; Vo, M.H; Yang, A. **ByteDance Beyond China: Leveraging consumer Artificial Intelligence from Toutiao to [musical.ly](https://www.musical.ly) and TikTok**. Insead Case #IN1587. 2019.
- Weinzierl, M.; Acocella, A. **Blue Origin, NASA, and New Space (A)**. Harvard Business School Case # 9-716-012. May 31, 2016.

4.3 Recommended readings

In addition to the mandatory material the following supplementary readings are recommended:

In addition to the course, I can recommend the further readings for students wishing to increase their knowledge on the topics:

Innovation and Disruption

- Ismail, S.; Malone, M.S.; Van Geest, I. **Exponential Organizations**: Why new organizations are ten times better, faster, and cheaper than yours. New York, Diversion, 2014
- Diamandis, P. H.; Kotler, S. **The Future is Faster Than you Think**: How converging technologies are transforming business, industries and our lives. New York, Simon and Schuster, 2020.

Strategy and Business Ecosystems

- Hax, A.C.; Wilde II, D.L. **The Delta Project**: discovering new sources of profitability in a networked economy. New York, Palgrave, 2001
- Gawer, A.; Cusumano, M.A. **Platform Leadership**: how intel, microsoft and cisco drive industry innovation. Boston, HBS Press, 2002.

Strategy and Scenario Planning

- Schoemaker, P.J. **Profiting from Uncertainty**. New York, NY, Free Press, 2002.
- Krupp, S.; Schoemaker, P.J. **Winning the Long Game**: how strategic leaders shape the future. New York, Public Affairs, 2014.

5. ASSESSMENT CRITERIA

5.1 Participation

Engagement in class activities: your opinions are highly welcomed; in fact, they're expected. You should discuss the theoretical assignments and present your conclusions regarding the case analysis to the class, in order to start a good debate. You'll receive a grade covering your overall performance, which comprises the quantity and quality (depth, theoretical base, etc.) of your comments.

In each of the eleven sessions the participation of each student will be assessed. The final grade will be computed from the average of those grades. The values goes from 0 to 10.

5.2 Case analysis

You must read and prepare each case. An individual assignment (no longer than 3 pages) is expected for **two cases of your choice** – they must be send by email to the professor before the class in which it will be discussed starts. You should connect the main concepts read during the course to the proper case analysis. Analytical rigour is expected, as well as some creativity and 'out-of-the-box' thinking. You'll receive a grade accordingly to your success in supporting your point of view through the analysis.

The grading is based upon the following rule: You must answer the questions proposed for each case (you can see them on this syllabus). Doing this you get 3 points. If you provide a careful and deep analysis in the answers you get more 3 points. If you use the theory and the readings you get up to 4 additional points. The maximum for each case is 10.

5.3 Group assignment:

Choose one Business Ecosystem. Chart it, identifying actors, links, hubs and gaps. Establish an adequate time frame for the strategy cycle and then identify trends and uncertainties for the Ecosystem. All those driving forces must be supported by references. Using the scenario planning method, select two key uncertainties and justify the used criteria. From those uncertainties, generate four scenarios - describe them and assign early warning signs for each dimension.

Select and describe one incumbent firm from this Ecosystem. Analyze the impact of each scenario on that company and prepare the correspondent business strategies.

Important requirements of assignment

- Length: the body of the assignment should not exceed 2 500 words.
- The assignment should be compiled professionally and laid out professionally.
- Evaluation of students' work will focus on content, logical structure, relevancy, references used, professional layout and presentation.

Grading for this assignment will follow this rule: The broader the ecosystem, the better. Scope will add up to 3 points to the grade. The driving forces identification will also add 3 points - support in the literature and references for those and also the clearer criteria to select the two key-uncertainties will be taken into account for this. Scenario generation and analysis will add 3 points - deep and insightful impact analysis and strategy proposal will be the most important criteria for this grading. The last point, in the total of 10 will come from your use of this new knowledge in your professional life.

5.4 Allocation of marks

The final grade will be determined by the following weighed sum:

Assessment	Allocation
Participation	20%
Individual Case Analysis (2 cases)	30%
Group Assignment (see annex 1)	50%
Total	100%

Relative Grading	Final Mark
Two Standard Deviations Above Class Mean	A
From Class Mean Up to One Standard Deviation	B
From Class Mean Down to One Standard Deviation	C
Final Grade below 5,0	D

The final result will come from grade normalization, according to the following criteria:

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

ROBERTO NOGUEIRA is Globo Full Professor of Strategy and Digital Media at COPPEAD Graduate School of Business, The Federal University of Rio de Janeiro, where he is also executive director of the Strategy and Innovation Research Center. Nogueira taught the course on “Technology and Global Competition” for the Global Partners MBA program, a full-time international MBA in partnership with the Georgia State University and IAE/Sorbonne and “Industry Transformation” in the Harvard Business School course Building Ventures in Latin America. He was visiting professor at the University of San Diego (USA), San Jose State University (USA), Alma Business School (Italy), Audencia (France) and Stellenbosch (South Africa). He is co-founder and board member of the Executive MBA Consortium for Global Business Innovation, encompassing Business Schools from five continents - Alma Business School (Italy), Cranfield (UK), Coppead (Brazil), ESAN (Peru), FIU (USA), Keio Business School (Japan), MIR (Russia), San Jose State (Silicon Valley - USA), Stellenbosch (South Africa), Sabanci (Turkey) promoting the exchange of Executive MBA students.

His research focuses on Emerging Technologies Management, Innovation in Business Ecosystems, Business and Industry Reconfigurations and the Information Economy. He holds a D.Sc. in Business Administration from the University of São Paulo, a M.Sc. from the Federal University of Rio de Janeiro and B.Sc. in Economics and Information Systems from the Catholic University of Rio de Janeiro, as well as a CPCL and BVLA from Harvard Business School and EP from Singularity University. He has published two books and several articles on Strategy, Innovation, Strategic IT Management and Digital Transformation. Nogueira has worked as consultant for organizations in the private and public sectors on the issues of strategic planning, business innovation and business process redesign.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Emerging Technologies	<ul style="list-style-type: none"> Information Economy Principles Introduction to Emerging Technologies 	Textbook: Chapter 1 Article: Towards a Theory of Ecosystems; Article: A Review of the Ecosystem Concept	
2	Business Ecosystems	<ul style="list-style-type: none"> Business Ecosystems Ecosystem Analysis The Delta Model 	Article: The Delta Model; Case study: The Rise and Fall of Nokia	
3	Innovation in Business Ecosystems	<ul style="list-style-type: none"> Emerging Technologies Impact on Incumbents Strategic Partnerships Strategic Options 	Textbook: Chapter 2; Article: Charting Ecosystems of Complex Phenomena Case study: BGI Data Driven Research	Textbook: Chaps 15-16
4	Market Assessment for New Tech	<ul style="list-style-type: none"> Ecosystem Analysis Emerging Tech Assessment Business Sustainability 	Textbook: Chapter 6 Case study: Disrupting the Meat Industry	
5	Scenario Planning	<ul style="list-style-type: none"> Driving Forces Identification Trends and Uncertainties Scenario Creation 	Textbook: Chapter 10 Article: A Note on Scenario Planning Case study: Brightsource	Articles: Shaping the Future of Solar Power (A and B)
6	Innovation in Multiple Industries	<ul style="list-style-type: none"> Ecosystem vs Industry Analysis Multi Industry Externalities Scenario Planning 	Case study: Tesla, Inc	Article: The Global Electric Automotive Industry in 2013
7	Problems can turn into Opportunities	<ul style="list-style-type: none"> Ecosystem Analysis Market Failure Assessment Incumbent and Disruptor's Strategies 	Case study: M-Pesa and Mobile Money in Kenya	
8	Mega Platforms	<ul style="list-style-type: none"> Chinese Startups and its Ecosystem Expanding to the World Global Regulation 	Case study: Tencent	
9	The AI Factor	<ul style="list-style-type: none"> The AI Evolution Leveraging on AI Global Regulation 	Case study: ByteDance	
10	The World is not Enough	<ul style="list-style-type: none"> The "New Space" Disrupting Aerospace, Defense, Telecomm... Space Regulation 	Article: The Present and Future of the Space Sector Case study: Blue Origin, Nasa, and New Space	
11	Final Session	Group Presentations		

8.1 DETAILED PREPARATION INSTRUCTIONS FOR EACH SESSION:

SESSION 1: EMERGING TECHNOLOGIES

Objectives: The aim of this introductory session is to getting attendees acquainted with the subject of the Information Economy and Emerging Technologies. This lecture, based on several mini cases, encompasses several industries during the last sixty years of business history.

This session will focus on:

- Introduction: Information Economy, Emerging Technologies and Their Impact Upon Industries
- Characteristics of Emerging Technologies
 - Day and Schoemaker's comparison between established and emerging technologies in business
 - Opportunities for Start-Ups and Threats for Incumbent Companies
- Performance Assessment for Companies in the Networked Economy

Prescribed reading:

- Day, G.S. and Schoemaker, P.J. A different game. Chap. 1, p. 1-23. In: **Wharton on Managing Emerging Technologies**. New York, John Wiley, 2000.
- Jacobides, M.G.; Cennamo, C.; Gawer, A. Towards a Theory of Ecosystems. **Strategic Management Journal**, v. 39, p. 2255-2276, August 2018.
- Tsujimoto M. et al. A Review of the Ecosystem Concept: towards coherent ecosystem design. **Technological Forecasting & Social Change**, v. 136, p. 49-58. November 2018.

SESSION 2: BUSINESS ECOSYSTEMS

Objectives: In today's networked economy, manufacturing a high quality product at a low cost is not enough to guarantee success. This session uses Nokia's case to discuss the concept of business ecosystem and strategic positioning.

The session will cover:

- The importance of a Business Ecosystem approach, instead of the usual value chain
- How to perform Ecosystem analysis
- The three Strategic Positioning options: Best Product, Total Customer Solution and System Lock-In
- How to analyse Nokia's strategy in contrast to Apple's and Google's

Prescribed reading:

- Hax, A.C.; Wilde II, D.L.: The delta model: adaptive management for a changing world. **Sloan Management Review**, v. 40, n. 2, p. 11-28. Winter, 1999

Case for Preparation:

- Alcácer, J.; Khanna, T.; Snively, C. **The Rise and Fall of Nokia**. Harvard Business School Case # 9-714-428. February 21, 2014

Case Discussion Questions:

- In which business was Nokia at?
- Which was its Strategic Positioning? Was it adequate? What would you suggest?
- Back in 2008, which were the most important competitors? What was their strategic positioning?
- Why did Microsoft acquired Nokia? Was the price paid fair?

SESSION 3: INNOVATION IN BUSINESS ECOSYSTEMS

Objectives: In this session we will look into the introduction of new technologies in an existing business ecosystem. We will also address Healthcare.

The session will cover:

- The evaluation of the impact of an emerging technology upon established firms
- The identification of possible partners in the ecosystem
- The creation of a business strategy and strategic options

Prescribed reading:

- Day, G.; Schoemaker, P.J. Avoiding the Pitfalls of Emerging Technologies. Chap. 2, p.24-52. In: **Wharton on managing emerging technologies**. New York, John Wiley, 2000
- Wadovski, R.; Nogueira, R.; Chimenti, P. Charting Ecosystems of Complex Phenomena: the precision medicine case. **Biomedical Journal of Scientific & Technical Research**, v. 9, n. 2, p. 1-10. September 2018.

Case for Preparation:

- Shih, W.; Chai, S. **BGI: Data-driven Research**. Harvard Business School Case # 9-614-056. February 28, 2014.

Case Discussion Questions:

- In which business was BGI at?
- Who are the key actors in BGI s ecosystem?
- Which ones could become allies? What can you gain from the alliance?

Suggested Additional readings:

- Rosenkopf, L. Managing Dynamic Knowledge Networks. Cap. 15, p. 337-57. In: **Wharton on Managing Emerging Technologies**. New York, John Wiley, 2000
- Dyer, J.; Singh, H. Using Alliances to Build Competitive Advantage in Emerging Technologies. Chap. 16, p. 358-75. In: **Wharton on Managing Emerging Technologies**. New York, John Wiley, 2000

SESSION 4: MARKET ASSESSMENT FOR NEW TECHNOLOGIES

Objective: New technologies, such as Cultured Beef have the potential to impact several different businesses. This session will provide the context for ecosystem analysis, market assessment for new technologies, new patterns of consumer behavior and the issue of sustainability.

This session will focus on:

- Ecosystem Analysis
- Emerging Technology Assessment
- Dealing with incumbent companies
- Business sustainability and open source policy

Prescribed reading:

- Day, G.S. Assessing future markets for new technologies. Chap. 6, p. 125-149. In: **Wharton on managing emerging technologies**. New York, John Wiley, 2000.

Case for Preparation:

- Alvarez, J.B.; Preble, M.G. **Disrupting the Meat Industry**: Tissue Culture Beef. Harvard Business School Case # 9.515-001. March 4, 2015

]Case Questions:

- In which business is Post at? Draw the Ecosystem in which it is located.
- What was their Vision?
- What are the critical issues to be addressed in order to go to market? How would you deal with them?
- Which partners would you choose to start and scale the business? Why?
- If you were an incumbent such as Tyson Foods or JBS, how would you proceed?

SESSION 5: SCENARIO PLANNING

Objective: This session will focus on complex business ecosystems and uncertainty management. The scenario planning method will be presented and used in the case analysis. How can a company manage this complex and competitive environment? Issues like subsidies, taxes, newer and more efficient technologies, customer acceptance are sources of uncertainty that have to be dealt with in the planning process.

The covered topics will be:

- Driving forces identification
- Trends and uncertainties
- Scenario creation and description

Prescribed reading:

- GARVIN, D.A.; LEVESQUE, L.C. **A Note on Scenario Planning**. Harvard business school note 9-306-003. November 17, 2005

Case for Preparation:

- Schiffrin, D.; Kennedy, D. **BrightSource**: Challenges and Prospects for a Concentrated Solar Power Plant. Stanford Graduate School of Business Case P84, December 9, 2013

Case Questions:

- In which ecosystem is Brightsource located?
- What are the emerging technologies in this ecosystem?
- What are the trends and uncertainties for this business? Based upon your list, select two key uncertainties and create four scenarios for Brightsource
- Analyse each scenario impact upon Brightsource and create strategies for each of them

Suggested Additional reading:

- DATLA, A.; LAWRENCE, R. **Shaping the Future of Solar Power: Climate Change, Industrial Policy and Free Trade (Part A)**. Harvard - John F. Kennedy School of Government Case # 1992.0, 2013.
- DATLA, A.; LAWRENCE, R. **Shaping the Future of Solar Power: Climate Change, Industrial Policy and Free Trade (Part B)**. Harvard - John F. Kennedy School of Government Case # 2008.0, 2013.
- Schoemaker, P.J.; Mavaddat, V.M. Scenario Planning for Disruptive Technologies. Chap 10 p. 206-41 In: **Wharton on managing emerging technologies**. New York, John Wiley, 2000.

SESSION 6: INNOVATION IN MULTIPLE INDUSTRIES

Objectives: This session focus on potential disruption in a traditional value chain based business. We will study the Tesla Inc. case, taking two perspectives: the incumbents and the new company.

The session will focus on:

- Ecosystems Analysis vs Industry Analysis
- Positioning, Assets and Strategies for incumbents and entrants
- Multi Industry externalities
- Key uncertainty sources and how to manage them
- Scenario planning

Case for Preparation:

- Rothaermel, F.T. **Tesla, Inc.** McGraw Hill Case # MH0067, March 7, 2020.

Case Questions:

- In what business is Tesla at?
- What is Elon Musk's Vision?
- What are the main trends and the two key uncertainties for the their business ecosystem?
- How should Tesla prepare for the four generated scenarios?

Suggested Additional reading:

- Bhandari, R.; Martins, A.; Meyer, Y.;Beikler, S.A.; Burgelman, R.A. **The Global Electric Automotive Industry in 2013**. Stanford Graduate School of Business Case SM-217. July 23, 2013

SESSION 7: PROBLEMS CAN TURN INTO OPPORTUNITIES

Objectives: Nowadays innovative companies find great opportunities at unserved markets, usually addressing the poor. Using our models we will analyse the financial services ecosystem and the mobile banking innovation.

The session will focus on:

- Ecosystem analysis
- Cross Industry analysis
- Emerging technology introduction and acceptance
- Scenario Planning
- Incumbent's and Disruptor's strategies

Case for Preparation:

- Markovich, S. **M-Pesa and Mobile Money in Kenya**: Pricing for Success. Kellogg School of Management Case KEL762. 2013

Case Questions:

- In which business was M-Pesa at? Draw the Business Ecosystem
- Identify the Trends and Uncertainties for this Ecosystems in a 5 year horizon
- Create and analyse four scenarios, being M-Pesa and a major incumbent
- As the major incumbent, how would you move

SESSION 8: MEGA PLATFORMS

Objectives: In this session, we move our eyes towards China. What is like to start up a tech based business in the Chinese environment. Comparisons between western companies and the Chinese approach to business platforms will be made - their key issues about escalation and expansion to the rest of the world will also be addressed.

The session will focus on:

- Exponential Growth Companies
- China x West
- The role of regulators, countries, multilateral organizations

Case for Preparation:

- Wells, J.R.; ELLSWORTH, G. **Tencent**. Harvard Business School Case # 9-718-426. September 13, 2017.

Case Questions:

- In which business or businesses is Tencent at?
- Chart the Ecosystem and analyze Tencent's footprint.
- How could Tencent compete in a global scale?
- How could those platforms be regulated? Should they?

SESSION 9: THE AI FACTOR

Objectives: We will focus on Artificial Intelligence in Business Ecosystems. The ByteDance Case allow us to discuss also digital entrepreneurship, digital strategy, network effects and globalization of consumer apps, emerging markets, cross-border M&A, and government regulation of technology.

The session will focus on:

- Platform Based Businesses
- Artificial Intelligence and the Strategic Importance of Data
- Convenience vs Privacy
- The role of regulators, countries, multilateral organizations

Case for Preparation:

- Davis, J.; Vo, M.H; Yang, A. **ByteDance Beyond China**: Leveraging consumer Artificial Intelligence from Toutiao to musical.ly and TikTok. Insead Case #IN1587. 2019.

Case Questions:

- What role does AI play in ByteDance's Toutiao and TikTok products? Is it different? How does AI create value for consumers of these products?
- How difficult is it for competitors to imitate the success of Toutiao and TikTok? Which companies are likely to compete, and how?
- What new application should ByteDance build using its AI capabilities? What value does AI provide there?
- What should ByteDance/TikTok do in response to government fines/bans? Can ByteDance find a way to censor its content to the satisfaction of government? What other solutions are possible?

SESSION 10: THE WORLD IS NOT ENOUGH

Objectives: New entrepreneurs move into established industries bringing new approaches, assumptions and ecosystem based business models. These initiatives potentially impacts multiple industries and defies regulations. The so called “New Space” put in check concepts such as national security, defense, aerospace, with consequences in telecomm, space exploration, multiplanetary exploration, asteroid mining and so on.

This last session provides an opportunity for our last scenario planning exercise and discussion about ethics, sustainability, regulation and enforcement in a very broad sense.

The session will focus on:

- Disrupting Multiple Industries and State-Defense Industry partnerships
- Multi Level Externalities of Industry Disruption
- The role of regulators, countries, multilateral organizations
- Course wrap-up: models, tools, what comes next, ...

Prescribed reading:

- Orlova, A.; Nogueira, R.; Chimenti, P. The Present and Future of the Space Sector: A business ecosystem approach. Space Policy, 2020 (in press).
<https://doi.org/10.1016/j.spacepol.2020.101374>

Case for Preparation:

- Weinzierl, M.; Acocella, A. **Blue Origin, NASA, and New Space (A)**. Harvard Business School Case # 9-716-012. May 31, 2016.

Case Questions:

- What market failures is American space policy intended to address? What are the problems with that policy that CCDev is intended to address?
- Should Blue participate in CCIcap?
- Compare Blue strategy with SpaceX's
- What's really at stake here?

Appendix A: Final assignment grading schema

Criterion	Application	Total	Mark	Comments
Application of the theory	Was the relevant theory, applicable to the assignment, correctly presented? Does the group understand the theory and was it applied to the context provided?	10		
Logical flow and structure	Does the assignment flow well from the problem definition, to the theoretical framework and application, into the conclusion? Does the Introduction provide a lucid background and problem statement, and does it describe the objectives of the assignment, and the proposed layout of the analysis? Is the document well structured ?	10		
Level of management thinking	Is the assignment is in line with the expectations of a post-graduate student?	10		
Creativity	Are creative ideas and proposals presented that are based on the content?	10		
Credibility of the work.	Could the assignment be given, as is, to the management of a company to establish a business (option A) or improve trade (option B).	10		
Report Total		50		
Additional comments:				



UFRJ – Universidade Federal do Rio de Janeiro

Instituto COPPEAD de Administração

Full-time MBA Program

ADM748 — Qualitative Marketing Research - 4o. term 2020

Prof. Maribel Suarez

email: maribels@coppead.ufrj.br

Meeting time:

Thursdays, 8 a.m. – 12h30 a.m.

Course Overview

A sensitive analysis and organized approach to consumer behavior, preferences and lifestyles offers innovative solutions that reorganize the market, create new ways to target consumers and establish sustainable advantages.

Marketing research becomes a core technology for business competitiveness, since without the daily inspiration from the consumer's everyday world, the creative and commercial efforts can become myopic, because they are unaware of the final destination. Qualitative research, by virtue of its' flexible character and closer look into consumer life, offers fertile ground for generating insights.

Consuming research should not be an activity restricted to research and marketing departments. Nor should it be a passive relationship, placing the contracting company at the mercy of the technical recommendation of the research "expert". A more proactive attitude requires managers with a deeper understanding of marketing research specificities and processes.

The course provide students with an introduction to the principles and use of qualitative methods used in Marketing research. Participants will undertake a entire Qualitative research project – including the initial briefing, preparing and conducting data collection, interviews, analysis and presentation of the final results.

Course Objectives

The course aims to:

- Present similarities, as well as the differences, of main qualitative methods, such as in-depth interview, focus group, ethnography and netnography;
- Present the research process, covering different stages from the research problem to the briefing and research plan, including methods and the presentation of the final results;

- Develop students' research skills based on field experience and an applied project.
- Offer basic guidelines for effective Qualitative Marketing Research;

Course Structure/Pedagogy/Method

The course is based on readings, discussions and presentations in the classroom. Students will undertake a entire Qualitative research project.

Participants Evaluation

This course moves at a fast pace and much of the learning will take place during in-class exercises and discussion. Students are expected to attend all class sessions and complete assigned tasks prior to class. Course assessment consists of individual and group tasks. Individual tasks evaluation represents 60% of the grade and group activities account for the remaining 40% of the grade.

Individual tasks - a) Three reading summaries; b) one Interview protocol + interview transcription+mp3; c) Two analysis report; d) Active participation in debates and other exploratory activities.

Group tasks – The group project evaluation includes both the process and the final result. Group tasks include: a) Two oral presentations; b) Data organization in the project folder; c) Final written paper. Oral Presentations should last about 20 minutes. Final paper should not exceed 20 pages (double-spaced, in 12-point font, with 1-inch margin). Final Paper due December, 19th.

Readings

- Belk, R., Fischer, E., & Kozinets, R. V. (2013). *Qualitative Consumer & Marketing Research*. London: Sage.
- Caliandro, Alessandro and Gandini, Alessandro (2017) *Qualitative research in digital environments: a research toolkit*. Taylor & Francis (Routledge). – Cap. 1 e 2.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE Publications, Incorporated.
- Perry, C. and Gummesson, E. (2004), "Action research in marketing", *European Journal of Marketing*, Vol. 38 No. 3/4, pp. 310-320.
<https://doi.org/10.1108/03090560410518567>
- Saldana, J. (2009). *An introduction to codes and coding. The coding manual for qualitative researchers*, 1-31.
- Spradley, J.P. 1979. *The ethnographic interview*. Holt, Rinehart and Winston, New York., pp. 45-68. (CP)

Course Calendar

Class	Topic	Reading	Tasks
Class 1 Oct., 08	Introduction What is Briefing	Belk, Fischer, & Kozinets, 2013 – chap. 1 e 2 (p. 1-20, until exercise 2.1)	Individual task: Chapters summary
Class 2 Oct., 15	Action Research Presentation Research Project	1) Perry, C. and Gummesson, E. (2004) 2) Dees (1998). The Meaning of Social Entrepreneurship. Watch the videos: https://www.youtube.com/watch?v=96aM9OgSauM	Individual task: Papers (1 and 2) summary
Class 3 Oct., 22	Etnography Netnography	Chap. 4 and 5 Caliandro, Alessandro and Gandini, Alessandro (2017) – Cap. 1 e 2.	Individual task: Chapters summary
Class 4 Oct., 29	In-depth interview	Belk, Fischer, & Kozinets, 2013 – cap. 3 Spradley (1979) – p. 44-53 In class interviewing	Individual task: Based on the readings, elaborate a interview protocol
Class 5 Individual schedule	In-depth interview	Outside Activity	Individual interview
Class 6 Nov., 05	Focus Group	Watch the video: https://www.youtube.com/watch?v=6MubunsD-7g&feature=youtu.be	
Class 7 Nov., 12	Analysis	Miles, M. & Huberman, M. 1994. Early steps in data analysis. (Chapter 4) Saldana, J. (2009). An introduction to codes and coding. The coding manual for qualitative researchers, 1-31.	Individual task: interview transcription and mp3 file

Class 8 Nov., 19	Analysis Coding		Individual task: analysis report (coding) – Interview summary (1)
Class 9 Nov., 26	Data Analysis		Individual task: analysis report (coding) – Interview summary (2)
Class 10 Dec., 03	Internal Comitte	Internal Comittee Group presentation (20 minutes+20 minutes commite comments each group)	
Class 11 Dec., 10	Final Presentation	Group presentation (20 minutes+20 minutes commite comments each group)	

Full-Time MBA

ELECTIVES

4th Term 2020

Name of course:

Interpretations of Brazil

Lecturer:

Ariane Roder Figueira

COURSE OUTLINE

1. GENERAL

Faculty:	Ariane Roder Figueira
Telephone:	55 21 3938 9889
E-mail:	Ariane.roder@coppead.ufrj.br

2. COURSE DESCRIPTION

The Brazil has experienced recently a lot of challenges in the political area, leading instability for all of society that, unprepared, try to understand the current events and possible developments. In this context, this course proposes to think about Brazilian reality, providing analytic tools and different perspectives that propitiate deep reflections and “a look out of the box”.

The focus is to understand Brazil from three analytical axes: 1) political institutions, 2) cultural characteristics, 3) economic approaches

2.1. Required disciplines:

This Discipline required previous notions about Brazilian history, political system and Brazilian political culture

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- To understand the main concepts operation of Brazilian political system
- To think critically about Brazilian culture characteristics
- To realize the debate between different Brazilian economic perspectives
- To analyze the Brazilian conjecture based on analytic tools

4. STUDY RESOURCES

4.1 Mandatory resources

The following mandatory readings form part of the course material:

- DAMATTA, Roberto. (1983). Carnavais, malandros e heróis: Para uma sociologia do dilema brasileiro. 4 ed. Rio de Janeiro: Zahar Editores. (Cap IV)
- FAORO, R. (2000). Os Donos do Poder: Formação do Patronato Político Brasileiro. São Paulo, Globo/Publicolha. (361-382)
- FREYRE, Gilberto. (2006). Casa Grande e Senzala. São Paulo: Global. (PREFÁCIO)
- HOLANDA, S. B. (1995). Raízes do Brasil. São Paulo, Cia das Letras. (cap.5- o Homem Cordial)
- LEAL, Victor Nunes. (1978). Coronelismo, Enxada e Voto (cap. Indicações sobre a estrutura e o processo do coronelismo)
- LIMONGI, F.; FIGUEIREDO, A. (1998). Bases Institucionais para o presidencialismo de coalizão. Lua Nova, São Paulo: Cedec, nº 44, pp. 81-106.

4.2 Recommended reading

In addition to the mandatory material the following supplementary readings are recommended:

- BRESSER PEREIRA. (2005) "Do ISEB e da CEPAL à teoria da dependência". In: TOLEDO, C. N. de. (Org.) *Intelectuais e política no Brasil: a experiência do Iseb*. Rio de Janeiro: Revan, p.201-32.
- NICOLAU, Jairo e Schmitt, Rogério. (1995). "Sistema Eleitoral e Sistema Partidário", in: *Lua Nova*, n. 36, págs. 129-147.
- RICÚPERO, Bernardo. (2000). Caio Prado Júnior e a nacionalização do marxismo no Brasil. Ed. 34/FAPESP/Depto. Ciência Política FFLCH/USP, São Paulo
- SANTOS, M.; CUNHA, M. S. (2015). *Propostas de regulamentação do lobby no Brasil: uma análise comparada*. Brasília: IPEA.

5. ASSESSMENT CRITERIA

• Presence and participation in the classroom

The professor will check students' participation in the classroom discussions, reading checks, critical reflections on the suggested readings and the questions raised on the different topics.

• Seminars

The seminars will be performed with based in the texts suggested for reading. The aim of this evaluation is verify the clarity of the arguments besides the analytical and critical capacity to promote the debate. This activity will be done in group. The time for presentation is 20 min.

• Review

The student will should produce a critical review about subjects suggested in this course. The review should be up to 10 pages and it will be delivered on the last day of the course in printed form. Plagiarism will not be tolerated in the program. Referencing throughout the assignment is mandatory and should be according to the APA method. In the last class, the results of this review should be presented in the classroom in the time stipulated by professor

5.6 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Group work	40%
Class participation	20%
Individual assignment (see Appendix A)	40%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

D.Sc. and M.Sc. in Political Sciences (majors in International Relations) from University of São Paulo (USP). She is professor of COPPEAD at Federal University of Rio de Janeiro (UFRJ), where she teaches undergraduate, master's and doctoral degrees. Her presentations in conferences, papers published in academic journals and the researches conducted are related to the fields of international relations, internationalization of companies, corporate sustainability, foreign policy, smart city, public management and international business. Before joining UFRJ, she was professor in the International Relations and Foreign Trade program at Anhembi Morumbi University, where she was also associate coordinator. She was also professor at the Economics Faculty of Armando Alvares Penteado Foundation (FAAP), professor of International Relations of FACAMP and consultant at the Center of Technology, International Relations and Security (CeTRIS). She is author of books "Introdução à Análise de Política Externa" Ed. Saraiva) and "International Business: Brazilian perspectives" (Ed. Campus)

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1-2 07/10/20 14/10/20	Lecture Political system	The Brazilian presidential, federative and multiparty system	<ul style="list-style-type: none"> NICOLAU, Jairo e Schmitt, Rogério. LIMONGI, F.; FIGUEIREDO, A. 	Conjecture videos and notices
3 21/10/20	Lecture Relationship between companies and government	Political representation, interest groups and the debate on the regulation of the lobby in Brazil	<ul style="list-style-type: none"> SANTOS, M.; CUNHA, M. 	Article
4 04/10/20	Seminars and debate Culture characteristics	<ul style="list-style-type: none"> Cordiality miscegenation “racial democracy” Inequity Social contradictions 	<ul style="list-style-type: none"> DAMATTA,. FREYRE, Gilberto HOLANDA, S. B 	Videos and notices
5 11/11/20	Seminars and debate State and society	<ul style="list-style-type: none"> institutional architecture of the Brazilian state the owners of power 	<ul style="list-style-type: none"> FAORO, R. LEAL, Victor Nunes. 	Article and videos
6 18/11/19	Seminars and debate Approaches to economic development in Brazil	<ul style="list-style-type: none"> Marxism liberalism Keynesianism 	<ul style="list-style-type: none"> BRESSER PEREIRA RICÚPERO E BIBLIOGRAFIAS SELECIONADAS 	Article
8 25/11/20	Students presentation		Presentation of reviews	

Appendix A: Individual assignment grading schema

Criterion	Application	Total	Mark	Comments
Application of the theory	Were the main concepts presented? Was the theory correctly applied in the conjuncture analyzed?	1.0		
Logical flow and structure	Does the assignment flow well from the problem definition, to the theoretical framework and application, into the conclusion? Is the document well structured?	1.0		
Level of critical thinking	Were the contents presented critically?	2.0		
Report Total		4.0		

Appendix B: Group assignment grading schema

Criteria	Total	Mark	Level descriptors
appropriation of the concepts	2.0		2 – learning experience well documented 1 – difficult to gauge the learning experience 0 – no evidence of learning
Quality of presentation	1.0		1 – very high quality exceeding expectations 0 – not really acceptable for submission
Interaction / promoted the debate	1.0		1 – lots of interaction evident 0 – some interaction
Assignment total	4.0		

Programa de Macrofinanças Aplicada à Economia Brasileira
Prof. Margarida Gutierrez
2020
Mestrado/Coppead/UFRJ

Objetivos

Os objetivos deste curso são analisar a evolução recente da economia brasileira e as perspectivas que se apresentam para o futuro.

Estruturamos nosso curso em 3 partes:

1. Conceitos Básicos em Macroeconomia

1. Políticas macroeconômicas: principais instrumentos e efeitos esperados

2. Desafios do Crescimento Econômico Brasileiro: a inflação, as contas públicas, as contas externas e a evolução do ritmo de crescimento da economia brasileira (PIB).

Metodologia

As sessões previstas neste curso servirão para analisar e aprofundar as leituras previamente recomendadas. Por isso, é imprescindível que os participantes leiam o material indicado e preparem antecipadamente suas dúvidas/questões para que estas possam guiar as discussões feitas em sala de aula.

É importante ressaltar, que quanto mais os participantes tiverem se preparado previamente para a sessão, mais as discussões em sala de aula ganharão profundidade, contribuindo para formar um pensamento crítico e consistente

Avaliação

Haverá uma única avaliação, individual, em sala de aula, na última sessão

A frequência será considerada conforme o Regulamento do COPPEAD.

Bibliografia

Básica:

- Schmidt, C. A.J. e Giambiagi, F.: *Macroeconomia para Executivos Teoria e Prática no Brasil*, Ed. Elsevier, 1 edição (a ser fornecido pelo COPPEAD).

Complementar:

- Krugman P.R., Obstfeld M., *Economia Internacional, Teoria e Política*, Ed. Makron Books;
- Cardim F. C. e alli, *Economia Monetária e Financeira, Teoria e Política*, Ed. Campus.

- Blanchard O. Macroeconomia, Ed Prentice Hall

SESSÃO	ASSUNTO	LEITURA / PREPARAÇÃO
1	O Brasil em Grandes Números (pré pandemia)	Cap. 1 pág. 1 a 11 (exclusive item 1.5), item 1.8 -
2	O Brasil em Grandes Números (pré pandemia)	Cap. 3 - item 3.1, item 3.2 (pág. 90 a 93) Cap. 5 - item 5.1 (pág. 181 a 185)
3	Panorama Mundial (pré pandemia)	
4	Conceitos Básicos em Macroeconomia	Cap. 1 - item 1.9 (pág. 24 a 26) Cap. 4 - item 4.2 (pág. 116 a 118) e item 4.6.2
5	Nível de Atividade	Cap. 1 - item 1.9 (pág. 24 a 26) Cap. 4 - item 4.2 (pág. 116 a 118) e item 4.6.2
6	Política Monetária x Inflação.	Cap. 1 - item 1.9 (pág. 24 a 26) Cap. 4 - item 4.2 (pág. 116 a 118) e item 4.6.2 Cap. 5 - item 5.4 (pág. 195 a 204), item 5.6 (pág. 206 a 209) Cap. 2 - item 2.2 (pág. 48 a 62)

7	Política Fiscal e Contas Públicas	Cap. 5 - item 5.4 (pág. 195 a 204), item 5.6 (pág. 206 a 209) Cap. 2 - item 2.2 (pág. 48 a 62)
8	Política cambial e Contas externas	Cap. 5 - item 5.4 (pág. 195 a 204), item 5.6 (pág. 206 a 209) Cap. 2 - item 2.2 (pág. 48 a 62)
9	Perspectivas	
10	Avaliação individual	

Full-Time MBA

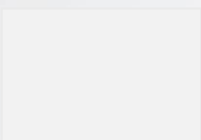
ELECTIVES

4th Term 2020

Name of course:

International Entrepreneurship

Lecturer: Professor Renato Cotta de Mello



COURSE OUTLINE

1. GENERAL

International Entrepreneurship is an elective discipline designed for students with interests in specificities of international business.

Faculty:	Renato Cotta de Mello
Telephone:	+55 21 39389858
E-mail:	renato@coppead.ufrj.br

2. COURSE DESCRIPTION

The course aims to present the main theories that deal with the phenomenon of international entrepreneurship of companies and discuss cases of small and medium-sized enterprises operating in international markets. Thus, participants will have the opportunity to link theoretical view to the practical application of the subject.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able:

- (i) To familiarize with the main theoretical currents that deal with the phenomenon of international entrepreneurship;
- (ii) To show how these theories can be useful for understanding this specific theme;
- (iii) To allow the use of these theories as basis for managerial decisions in several aspects on internationalization of small and medium-sized enterprises.

4. STUDY RESOURCES

4.2 Mandatory resources

The following mandatory readings form part of the course material:

ANDERSSON, S. (2011) International entrepreneurship, born globals and the theory of effectuation. **Journal of Small Business and Enterprise Development**. V. 18, Iss 3, p. 627-643.

AUTIO, E. (2005) Creative tension: the significance of Ben Oviatt's and Patricia McDougall's article 'toward a theory of international new ventures'. **Journal of International Business Studies**, v. 36, n. 1, p. 9-19.

BHATTI, W.A.; LARIMO, J.; SERVAIS, P. (2020) Relationship learning: a conduit for internationalization. **International Business Review**. individual <https://doi.org/10.1016/j.ibusrev.2020.101694>.

CAI, L.; GUO, R.; FEI, Y.; LIU, Z. (2017) Effectuation, Exploratory Learning and New Venture Performance: evidence from China. **Journal of Small Business Management**, n. 55, v.3, pp. 388–403.

CHETTY, S.K.; STANGL, L.M. (2010) Internationalization and innovation in a network relationship context. **European Journal of Marketing**, v. 11/12, p. 1725-1743.

COVIELLO, N. – (2006) The network dynamics of international new ventures. **Journal of International Business Studies**, v. 37, n. 5, p. 713-731.

CRICK, C.; CRICK, J. (2014) The internationalization strategies of rapidly internationalizing high-tech UK SMEs - planned and unplanned activities. **European Business Review**. v. 26, n 5, p. 421-448

FLIESS, B.; BUSQUETS, C. (2006) The role of trade barriers in SME internationalization. **OECD Trade Policy Working Paper**, n. 45.

GHANNAD, N.; ANDERSSON, S. (2012) The influence of the entrepreneur's background on the behaviour and development of born globals' internationalisation processes. **International Journal of Entrepreneurship and Small Business**, v.15, n.2, p. 136-153.

HORNBY, G.; GOULDING, P.; POON, S. (2002) Perceptions of export barriers and cultural issues: the SME ecommerce experience. **Journal of Electronic Commerce Research**, v. 3, N. 4, p. 213-216.

JOHANSON, J.; MATTSON, L.G. (1993) Internationalization in industrial systems: a network approach. In: BUCKLEY, P.J.; GHOURI, P. (Ed.). **The internationalization of the firm: a reader**. London: Academic Press, p. 303-321.

LENIDOU, L.C. (2004) An Analysis of the Barriers Hindering Small Business Export Development. **Journal of Small Business Management**. 42(3), p. 279–302.

OEHME, M.; BORT, S. (2015) SME internationalization modes in the German biotechnology industry: The influence of imitation, network position, and international experience. **Journal of International Business Studies**, n 46, p. 629–655.

OVIATT, B. M.; MCDOUGALL, P.P. (2005) Toward a theory of international new ventures. **Journal of International Business Studies**, v. 36, n. 1, p. 29-41.

RENNIE, M. (1993) Born Global. **The McKinsey Quarterly**, n.4.

ROCHA, A.M.; SIMÕES, V.C.; MELLO, R.C.; CARNEIRO, J. (2017) From global start-ups to the borderless firm: Why and how to build a worldwide value system. **Journal of International Business Studies**, V. 15, p.121–144.

SARASVATHY, S. (2001) Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency. **The Academy of Management Review**. 26-2, p. 243-269.

SARASVATHY, S.; KUMAR, K., YORK, J.G.; BHAGAVATULA, S. (2014) An effectual approach to international entrepreneurship: overlaps, challenges, and provocative possibilities. **Entrepreneurship Theory and Practice**. January, p.71-93. OK

SUÁRES-ORTEGA, S. (2003) Export Barriers: Insights from Small and Medium-sized Firms, **International Small Business Journal**. Vol 21(4): 403–419.

Additional Resource

JOHANSON, J.; VAHLNE, J. (1977) The internationalization process of the firm – a model of knowledge development and increasing foreign market commitments. **Journal of International Business Studies**. V. 8, n. 1, p. 23-32.

Business Cases

- Ninho da Águia
- Indigo Tactile
- Leblon Cachaça

5. ASSESSMENT CRITERIA

5.1 Individual Assignments

Each student will be asked to hand out a brief case report, to ensure preparation and class participation.

Criteria

- This is an individual assignment and it should be the student's own work. Plagiarism will not be tolerated in the program.
- **Referencing** throughout the assignment is mandatory and should be according to the APA method.
- Length: the body of the assignment should be about one A4 page long.
- The assignment should be compiled professionally and structured in an appropriate manner.
- Grading: According to Appendix A
- Each student has to present at least one text designated for the classes.

Assignments must be handed in at the beginning of each class.

5.2 Group Assignments

- Organized by themselves into groups of participants, the students will present the strategic plan for Bazaar company, according to Appendix C.

5.3 Class participation

Attendance is mandatory. Participation will be graded according to contributions to the class discussions. Students are expected to be active participant in class, with clear and relevant comments based upon your pre-reading and thoughtful consideration of the assigned material. The success of in-class case and article discussions depend to a great degree on the thoroughness and quality of preparation.

Also, cells phones are expected to be off at all times and students should not use his or her computer for purposes other than assisting in class discussion. Those who violate this rule will be penalized in class participation.

5.4 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual assignments (case reports)	20%
Text presentation	20%
Class participation	10%
Quizzes (at any class about any text)	10%
Strategic Plan presentation	40%
Total	100%

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Prof. Renato Cotta de Mello

Post-Doctorate degree from Ohio University (2010), PhD in Production Engineering from COPPE/UFRJ (2009) and Masters in Business from COPPEAD / UFRJ (1981). He is currently an Associate Professor at the Federal University of Rio de Janeiro, where he has held positions at the Coppead Institute of Administration and the coordinator of CENI (Center of International Business Studies) since 2009. He has experience in conducting projects and studies in the areas of strategic planning, with emphasis in international business, covering especially the following topics: business strategy, internationalization of Brazilian companies and international entrepreneurship. He also has several works published in national and foreign journals.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Introduction to the course	Course Presentation. Lecture – Entrepreneur environment in Brazil		
2	IE theoretical propose	International Entrepreneurship Concept	Oviatt & McDougal - Toward a theory of international new ventures. Autio - Creative tension: the significance of Ben Oviatt's and Patricia McDougall's article 'toward a theory of international new ventures.	2
3	Behavioral Theories	Born Global	Rennie – Born Global. Rocha - From global start-ups to the borderless firm: Why and how to build a worldwide value system. Ghannad & Andersson - The influence of the entrepreneur's background on the behaviour and development of born globals' internationalisation processes.	Leblon Cachaça (case) 3
4	Behavioral Theories	Networks	Johanson & Mattson – Internationalization in industrial systems – a network approach. Chetty & Stangl – Internationalization and innovation in a network relationship context. Coviello- The network dynamics of international new ventures. Bhatti, et al. - Relationship learning: A conduit for internationalization Oehme & Bort - SME internationalization modes in the German biotechnology industry.	Indigo Taqtile (case) 5
5	Behavioral Theories	Effectuation	Sarasvathy – Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency.	Ninho da Águia (case) 4

	Topic	Session Details	Mandatory resources	Additional resources
			<p>Sarasvathy et al. – An effectual approach to international entrepreneurship.</p> <p>Andersson – International entrepreneurship, born globals and the theory of effectuation.</p> <p>Cai, Fei, Lui - Effectuation, Exploratory Learning and New Venture Performance.</p> <p>Crick & Crick - The internationalization strategies of rapidly internationalizing high-tech UK SMEs</p>	
6	Behavioral Theories	Export Barriers	<p>Suárez-Ortega - Export Barriers: Insights from Small and Medium-sized Firms</p> <p>Leonidou - An Analysis of the Barriers Hindering Small Business Export Development</p> <p>Hornby – Perceptions of export barriers and cultural issues: the SME ecommerce experience.</p> <p>Fliess & Busquets – The role of trade barriers in SME internationalization.</p>	4
7	International Business Plan	Groups Presentations		

Appendix A: Individual assignment grading schema

Criterion	Application	Total	Comments
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case to the assigned readings or prior discussions.
Logical flow and structure	Does the Introduction provide a lucid background and problem statement, and does it describe the objectives of the assignment, and the proposed layout of the analysis? Is the document well structured ?	10%	The assessment should show that the student read, understood and thought about the case's business problem, without just repeating the facts.
Level of management thinking	Is the assignment in line with the expectations of a post-graduate student?	30%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

Appendix B: Group assignment grading schema

Criterion	Application	Total	Comments
Prior to presentation meeting	Did the group come prepared to the meeting?	10%	It must show that the group put effort and dedicated time to the group assignment up to that meeting.
Logical flow and structure	Is the presentation well- structured and well presented ?	10%	Again, it must show that the group put effort and dedicated time to the group assignment.
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case under analysis to theory learned in class
Level of management thinking	Is the assignment in line with the expectations of a post-graduate student?	20%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

Appendix C: Instructions for the final work

EXPLORING THE INTERNATIONALIZATION OF BAZZAR (7th SESSION)

Bazzar's leadership has asked you to prepare a brief presentation on the best strategy the company could adopt to grow its exports to Europe and the United States while at the same time not missing opportunities that could arise in other markets abroad.

Instructions for presenting the challenge

The presentation will be given to a select group representing Bazzar's Board of Directors. The presentation should take approximately 30 minutes and it is not possible to extend it beyond this time because the members of the Board will not have more time available as they want to hear listen to other presentations, so make the proper adjustments to your presentation so that it takes up exactly the time available.

The presentation of each group will be evaluated taking into account the following criteria:

- Content suitability - The presentation should be to-the-point, objective, but dense. It should contain only what is considered to be relevant for the company to make its decision. Historical, cultural, artistic, and tourist curiosities should not be included in the presentation.
- Quality of the recommendations - The recommendations made will be evaluated as to their consistency and the basis of the arguments put forward.
- Quality of the presentation - This includes the professionalism and impact of the presentation itself. Keep in mind that this is a formal presentation to the Board of Directors.

The PowerPoint presentation should be sent to the teacher by 2PM on the day before the presentation to the class so that it can be made available to the group selected to represent Bazzar's Board of Directors.

Suggested Content

Below are a few topics that could be included in the analysis. The decision of what to include or exclude is solely the responsibility of the group.

1. Macro-Environment

Economic Environment

- The main macroeconomic indicators
- Exports and imports; evolution
- Direct investment inward and outward; evolution
- The extent the market is open
- Infrastructure, etc.

Cultural & Social Environment

- Cultural values
- Relevant aspects of social organization
- Workforce
- Similarities and differences in relation to Brazil

Political & Regulatory Environment

- Dominant political ideologies
- Political and regulatory stability
- Legal system applicable to foreign companies and investors
- Governmental controls, including exchange rates and quotas
- Restrictions to exports, imports, and licensing
- Restrictions on external investment, including the remittance of profits
- Restrictions and controls on competition
- Protection of intellectual property, etc.

Business Environment

- How to do business in the country
- Peculiarities of negotiation processes
- Impact of corruption, etc.

2. Industry and Market of Gourmet Products

Analysis of the Competition

- Characteristics of the industry/business
- Main competitors and their market shares
- Main competitive movements; new entrants
- Exports/imports of gourmet products
- Availability of partners (sales reps, distributors, sales promoters, etc.)

Market Analysis

- Market size
- Peculiarities of consumer behavior

3. Recommendations



UFRJ – Universidade Federal do Rio de Janeiro

Instituto COPPEAD de Administração

Full-time MBA Program

ADM756 — Multicultural Projects - 5o. term 2021

January, 11th- 22th

Prof. Maribel Suarez

email: maribels@coppead.ufrj.br

Meeting time: 12:30-17:30

Course Overview:

Students work in teams in an international setting to design and develop solutions to a business problem or strategic initiative for an organization abroad. The international professional project delivers hands-on experience of the people, markets, economic policies, and business practices of the country in which the company operates. The consulting project will require students to apply creativity and analytical tools to complete the project and communicate the results to clients.

Course Objectives:

By the end of the consulting project, participants will have enhanced their:

- a) Problem/situation formulation and framing
- b) Ability to design solutions as a team that bring effective results
- c) Ability to manage uncertainty and complexity
- d) Design capabilities to produce solutions and/or recommendations
- e) Cross-cultural consulting and communication skills
- f) Knowledge of a specific economy and industry

The consulting project experience will provide participants with the opportunity to participate in management decision-making in a corporate environment while carrying out intensive strategic business projects. Though the primary objective of the international consulting course is to serve as a vehicle for learning, it is expected that the results of the consulting projects will be of considerable value and use to the sponsoring organizations.

Course Requirements:

Each student, as a member of a team, will be responsible for undertaking and completing a consulting project for an organization. The team will plan and manage its time and work together to complete a final power point presentation and written executive summary to be delivered to the organization on the day of the presentation. Both the PPT and the written report will be in English. In addition the team will deliver a one-paragraph, ex-post description of the project that will be shared to external constituents about the practicum.

Course evaluation:

Final project and presentation: 50% - group grade

Submit a written Executive Report of approximately 5-8 pages and make a Presentation to company representatives. Please submit the Executive Report and all power point slides. Please hand company representatives a copy of the written Executive Report and PPT slides at the end of your presentation to them. Report and slides should be in English.

Criteria: Use of concepts, effectiveness of presentation, final research findings and recommendations. Regular and effective interaction with the professors as well as professional interaction with company executives will also be considered.

The one paragraph ex-post summary of the project should be submitted via email to both Professors within three days after the presentation. Consider that this summary will be widely distributed to general audiences about the work you completed.

Evaluation by the company representatives: 30% - group grade

This includes relevance of results, conclusiveness of your analysis, and rapport with company executives. Company representatives will be asked to evaluate your executive report and presentation as well.

Peer evaluation: 20% - individual grade

Each student will receive a confidential peer rating from his or her teammates. Distinctions regarding team members' contributions, dependability, quality of work, etc., will be required on your part. Therefore, it is important that you document your experiences so that you will have a valid basis for rating your teammates. Peer evaluations will be done immediately following final presentations. Be prepared to compliment strengths as well as address weaknesses. Your feedback is an important part of the learning experience.

our interpretation on quotations from both interviews.

Full-Time MBA

ELECTIVES

2nd Term 2020

Name of course:

Econometrics

Lecturer:

Prof. André Luiz Carvalho da Silva

COURSE OUTLINE

1. GENERAL

This course provides students with econometric techniques and methods applied in the fields of finance, and management.

Faculty:	Prof. André Luiz Carvalhal da Silva
Telephone:	(+5521) 3938-9808
E-mail:	andrec@coppead.ufrj.br

2. COURSE DESCRIPTION

This course aims to provide students with econometric techniques and methods, enabling them to understand and analyze empirical work in the areas of finance, and management. We will cover a variety of topics within this course and make extensive use of econometric software packages as tools of quantitative and statistical analysis. The topics of the course are:

- Simple linear regression model
- Multiple linear regression model
- Multicollinearity
- Incorrect functional form and structural change
- Non-linear regression functions
- Regression with binary variables
- Heteroskedasticity
- Autocorrelation
- Regression with panel data

2.1. Required disciplines:

This course assumes you have undertaken courses of statistics. Working knowledge of Microsoft Excel is also important.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Know analytical tools to estimate and forecast econometric models;
- Do econometric analysis in the fields of finance and management;
- Do strategic and critical thinking about the assumptions on econometric modelling;
- Be short- and long-term oriented when doing econometric analysis and forecast.

4. STUDY RESOURCES

4.1 Prescribed textbook

Wooldridge, J. (2019). *Introductory econometrics: a modern approach* (7thed.). Cengage Learning.

4.2 Recommended reading

In addition to the mandatory material the following supplementary readings are recommended:

- Stock, J., & Watson, M. (2018). *Introduction to econometrics* (4thed.). Pearson;
- Gujarati, D., & Porter, D. (2009). *Essentials of econometrics* (4thed.). McGraw-Hill Education.

5. ASSESSMENT CRITERIA

5.1 Assignment

- This is an individual assignment composed of exercises covering econometric models;
- The assignment will allow students to use analytical tools to do econometric analysis;
- The assignment should be the student's own work. Plagiarism is not tolerated;
- The assignment should be compiled professionally and structured in an appropriate manner;
- Evaluation of students' work will be done via a detail grading rubric (Appendix A);

5.2 Group work

- The group work will cover the econometric analysis of prices of a publicly traded corporation. The name of the publicly traded corporation will be disclosed on the first day of the course;
- The group work will allow students to use analytical tools to perform econometric modelling, do strategic and critical thinking and be short- and long-term oriented when doing econometric analysis and forecast;
- This is a group assignment and it should be the group's own work. Plagiarism is not tolerated;
- The assignment should be compiled professionally and structured in an appropriate manner;
- Evaluation of groups' work will be done via a detail grading rubric (Appendix B);

5.3 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual assignment (see Appendix A)	75%
Group work (see Appendix B)	25%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Professor of Finance at COPPEAD. Post-doctor in Finance from University of California Los Angeles (UCLA) and CPCL from Harvard Business School. Doctor of Business Administration from University of Manchester. Master of Management from McGill University. Doctor and Master in Management from COPPEAD. Engineer degree from Federal University of Rio de Janeiro and Law degree from State University of Rio de Janeiro. Professional experience in companies and financial institutions in Brazil, in the USA, and in the United Kingdom. Founding member of the Brazilian Society of Finance. He has published many papers in international journals and conferences. Author of the following books: "Corporate Governance: Empirical Evidence in Brazil", "The Private Fixed Income Securities Market in Brazil", "Applied Financial Mathematics", "Corporate Governance and Corporate Success", "Corporate Governance and Financial Decisions in Brazil", "Risk Management and Derivatives: Applications in Brazil" and "Corporate Governance in Brazil and the World".

8. OUTLINE OF CLASS SESSIONS

Week	Topic	Session Details	Mandatory resources	Additional resources
1	Simple linear regression model	<ul style="list-style-type: none"> • Estimation of simple linear regression model • Hypothesis testing • Measures of fit 	Wooldridge, J. (2019): Chapters 1,2	Gujarati, Porter (2009): Chapters 2,3 Stock, Watson (2018): Chapters 4,5
2	Multiple linear regression model	<ul style="list-style-type: none"> • Estimation of multiple linear regression model • Hypothesis testing • Measures of fit • Multicollinearity 	Wooldridge, J. (2019): Chapters 3,4,5	Gujarati, Porter (2009): Chapters 4,7 Stock, Watson (2018): Chapters 6,7
3	Multiple linear regression model	<ul style="list-style-type: none"> • Incorrect functional form and structural change • Non-linear regression functions • Regression with binary variables 	Wooldridge, J. (2019): Chapters 6,7	Gujarati, Porter (2009): Chapters 5,6,8 Stock, Watson (2018): Chapters 8,9
4	Heteroskedasticity	<ul style="list-style-type: none"> • Testing heteroskedasticity • Correcting heteroskedasticity 	Wooldridge, J. (2019): Chapter 8	Gujarati, Porter (2009): Chapter 9 Stock, Watson (2018): Chapter 15
5	Autocorrelation	<ul style="list-style-type: none"> • Testing autocorrelation • Correcting autocorrelation 	Wooldridge, J. (2019): Chapter 12	Gujarati, Porter (2009): Chapter 10 Stock, Watson (2018): Chapter 17
6	Regression with panel data	<ul style="list-style-type: none"> • Estimating panel regressions • Fixed-effects models • Random-effects models 	Wooldridge, J. (2019): Chapters 13,14	Gujarati, Porter (2009): Chapter 12 Stock, Watson (2018): Chapter 10
7	Groups assignment	<ul style="list-style-type: none"> • Group presentation of econometric analysis of stock prices 		
8	Individual assignment	<ul style="list-style-type: none"> • Exercises covering tools of econometric analysis 		

Appendix A: Individual Assignment Grading Schema

Criterion	Application	Total	Mark	Level descriptors
Application of the theory to solve the exercises	Was the relevant theory, applicable to the assignment, correctly presented? Does the document present the correct answers?	35		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Logical flow and structure	Does the assignment flow well from the problem definition to the final answer and conclusion? Is the document well structured?	35		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Level of management thinking	Is the assignment in line with the Coppead's expectations of a post-graduate student?	5		3 – excellent approach 2 – correct approach evident 1 – not evident from the submission 0 – approach highly questionable
Report Total		75		

Appendix B: Group Assignment Grading Schema

Criterion	Total	Mark	Level descriptors
Approach followed	10		3 – excellent / innovative approach beyond expectation 2 – correct approach evident 1 – possibly, not clearly evident from the submission 0 – approach highly questionable / no evidence
Quality of report	10		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Evidence of the group's learning experience	5		3 – learning experience exceptionally well documented 2 – learning experience well documented 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Assignment total	25		

Full-Time MBA

ELECTIVES

3st Term 2020

Name of course:

Platform Management

Lecturer:

Paula Chimenti

COURSE OUTLINE

1. GENERAL

Faculty:	Paula Chimenti
Telephone:	+55 21 3938-9888
E-mail:	paula.chimenti@coppead.ufrj.br

2. COURSE DESCRIPTION

The course examines the challenges faced by companies in digital networks, where common rules fail to explain its dynamics, requiring a new set of frameworks. Furthermore, network effects led few companies to thrive, leading to a “winner-takes-all” environment. Contemporary “winners”, like Google or Facebook, remind us that there is not much left for losers in platform-mediated markets.

The advent of digital markets entails significant changes in business, companies and industries to reach consumers, suppliers, professionals and citizens as a whole. For example, traditional rules such as value-based pricing and barriers to entry may no longer hold.

This issue has been the subject of several recent studies and represents a large and growing share of the world economy. Understanding the dynamics of platforms is fundamental, not only for digital companies. For business managers, it is essential to understand this phenomenon, to develop tools and techniques to avoid strategic mistakes and to drive business during this period of transformation.

The main topics are:

- . Platform-mediated markets and networked businesses
- . Marketing dynamics and challenges for networked markets
- . Winner-takes-all dynamics and platform envelopment
- . Digital Offers
- . New paradigms in Communication
- . Distribution opportunities and challenges
- . Pricing in digital markets

2.1. Required disciplines:

There are no pre-requisites for enrollment

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Critically analyze the impacts of the digital revolution, with emphasis on innovation, business models and competition.
- Understand platform-mediated markets and networked businesses and how the impact an organization strategy.
- Understand the main aspects of Digital Marketing, comprising the transformation on products, pricing, distribution and communication strategy.

4. STUDY RESOURCES

Session 1

Text:

TIWANA, A. Platform Ecosystems: Aligning Architecture, Governance, and Strategy. Chapter 1 and 2. Waltham, MA: Elsevier, 2014.

Case:

TEIXEIRA, T.; KORNFIELD, L. YouTube for Brands. Boston, MA: Harvard Business Publishing, 2015.

Session 2

Text:

EISENMANN, T. R. Platform Mediated Networks: definitions and core concepts. Boston, MA: Harvard Business School, 2007(a).

Case:

KUMAR, V. et al. The New York Times Paywall. Boston, MA: Harvard Business Publishing, 2013.

Session 3

Texts:

EISENMANN, T.; PARKER, G.; VAN ALSTYNE, M. Strategies for two-sided markets: Harvard Business Review, 2006.

ANDERSON, C. Free! why \$0.00 is the future of business. Wired magazine, 25.02.2008. Disponível em: <http://www.wired.com/techbiz/it/magazine/16-03/ff_free?currentPage=all>.

Case:

ELBERSE, E.; PFYFFER, A. Spotify. Boston, MA: Harvard Business Publishing, 2016.

Session 4

Text:

EISENMANN, T. R. Winner-Take-All in Networked Markets. Boston, MA: Harvard Business School, 2007(b).

Case:

The Coca-Cola case (Multimedia)

Session 5

Text:

RODRIGUES, M., CHIMENTI, P.; NOGUEIRA, A.R.; An exploration of eLearning adoption in the educational ecosystem. Education and Information Technologies, 2020.

Case:

CASADESUS-MASANELL, R.; KIM, H.; Coursera. Boston, MA. Harvard Business Publishing, 2013.

Session 6

Text:

CHIMENTI, P.; GUEDES, M.; RODRIGUES, M.; CAMPOS, R. From the Campfire to the Coliseum, Working Paper.

Case:

WELLS, J.; WINCKLER, C. Facebook Fake News in the Post-Truth World. Boston, MA: Harvard Business Publishing, 2017.

Session 8

Text:

ALTMAN, E.; TUSHMAN, M. Platforms, Open/User Innovation, and Ecosystems: A Strategic Leadership Perspective. Advances in Strategic Management, Volume 37, 2017

Case:

LAKHANI, K. et al. Netflix: Designing the Netflix Prize (A). Boston, MA: Harvard Business Publishing, 2014.

Session 9

Text:

SCHOEMAKER, P.; HEATIN, S.; TEECE, D. Innovation, Dynamic Capabilities, and Leadership. California Management Review, 1–28, 2018.

Case:

ROTHAERMEL, F. et al. The Walt Disney Company. Mc Graw Hill, 2020.

5. ASSESSMENT CRITERIA

The course is based on case and paper discussions. It is expected that each participant, for each session, reads the texts and prepares the cases stated in accordance with the guidelines provided.

In addition to conveying concepts, tools and frameworks, the course is also designed to help students develop the personal skills and resources they will need to carry out their responsibilities in organizations.

The educational value of the discipline will depend in large measure on students' willingness to engage in candid and respectful discussion of the cases and to probe the ideas presented in a rigorous and thoughtful manner. Careful listening is as important as insightful comment. Through genuine appreciation of others' ideas, students will be able to understand their own views and learn from the experiences of their classmates.

5.1 Pre-work assessment

Previous preparation is fundamental for class discussion. To stimulate that, at the beginning of each class, students will answer quizzes based on preparatory reading.

The purpose of the pre-work assessment is to ensure that prescribed material is read and understood prior to the lectures.

5.2 Final Project

The final work is an opportunity to practice the concepts, models and tools presented in the discipline. It will allow the group to understand a networked business and address its strategic challenges.

Students will form 6 groups of 7 people each. Each group will choose a platform that is facing challenges. The week before the final presentation, the group will send a report to the class describing the company, the platform and its challenges.

On the last session of the course, each group will present their solution and the strategy for the company in a 20 minutes' presentation. The work should address the theoretical concepts discussed during the discipline.

5.3 Allocation of marks

The following will determine the grade point for this discipline:

Assessment	Allocation
Pre-work	50%
Final Project	50%
Total	100%

The grade point will be converted into a final grade following the criteria below:

Grade Point	Final Grade
Bigger or Equal 8.5	A
Between 7 and 8.4	B
Between 5 and 6.9	C
Smaller than 5	D

It is emphasized that obtaining D as a final grade means that the student failed the discipline.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing exercises) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

PAULA CHIMENTI holds a PhD in Administration from the Coppead Institute of Administration (COPPEAD) of the Federal University of Rio de Janeiro (UFRJ) and a Master's degree in Business Administration from the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), where she also concluded IAG Master in Marketing specialization and graduated in Communication. She participated in the Global Colloquium on Participant Centered Learning, from Harvard Business School.

She teaches the courses Management Networked Businesses, Digital Marketing and Research Methodology in the Executive MBA, Master's and Doctorate programs at COPPEAD / UFRJ. She taught at the Global Partners MBA program with Georgia State University, IAE / Sorbonne and COPPEAD. She coordinated the Master program, Executive MBA and Coppead Marketing programs at COPPEAD. She is currently a member at the University council for Graduates (CEPG).

Paula is the coordinator of the Center of Studies in Strategy and Innovation, where she develops research about the impact of disruptive innovations on business ecosystems. She has several works published in Brazil and abroad and acts as a reviewer of national and international journals and congresses. Her article on Business Ecosystems received the first prize in the most important academic conference of Marketing in Brazil. She has worked in companies from different sectors, in the areas of marketing and communication. She acts as consultant for public and private organizations in the area of strategy and innovation.

8. OUTLINE OF CLASS SESSIONS

Sessi on	Topic	Papers	Cases
1	Network Effects and New Communication paradigms	Tiwana, 2014, chap. 1,2	YouTube for Brands
2	Properties of Platforms and Digital Offers	Eisenmann, 2007a	The New York Times Paywall
3	Pricing and Business Models in Platforms	Eisenmann, 2006 Anderson, 2008	Spotify
4	Communication and Platforms	Eisenmann, 2007b	Coca-Cola Case (Multimedia)
5	Network Mobilization and Distribution Challenges	Rodrigues et al., 2020	Coursera
6	Coopetition, Winner-Take-All Dynamics, Convergence and Envelopment	Chimenti et al., 2020	Facebook Fake News
7	Final Project Design		
8	Networks and the Creation of an Innovation Culture	Altman e Tushman, 2017	Netflix
9	Leadership and platform innovation	Schoemaker et al., 2018	The Walt Disney Company
10	Final Project Presentation		

MBA

ELECTIVES

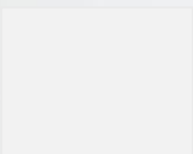
3rd Term 2020

Name of module:

Judgment and Decision-Making

Lecturer:

Luis Antonio Dib, D.Sc.



COURSE OUTLINE

1. GENERAL

The field of Judgment and Decision Making (JDM) is largely a formal one (similar to mathematics). Its principles and findings are applicable to a wide range of disciplines, including psychology, medicine, social policy, law, economics, and accounting among others. During this course, we are going to focus on management and business situations.

Pre-requisites: Students must have taken any prior **basic course in statistics and probability**.

Faculty:	Luis Antonio Dib, D.Sc.
E-mail:	dib@coppead.ufrj.br

2. MODULE DESCRIPTION

The study of JDM usually has two main approaches: **normative** and **descriptive**. The first is about how decisions **should be** made. The second seeks to understand how decisions **are effectively made**.

Although we will discuss **both** approaches, the latter one will be the main focus of our course, since the former is also addressed in, probably, all the other courses of COPPEAD's full-time MBA.

We will learn tools to improve our normative decision process and then discuss many situations where the decision-makers don't follow it. It is important to understand in which contexts those situations can happen, but also why the decision-makers act in that way, and the consequences, **good or bad**, for the individual and for the organizations.

3. LEARNING OUTCOMES

After successful completion of the module the students will be able to:

- Understand the two primary systems for thinking: System 1 (operates quickly with no sense of voluntary control), and System 2 (deals with effortful mental activity of any kind).
- Help System 2 engagement by developing a working knowledge of the basic concepts and tools of decision analysis: Decision Trees, Uncertainty and Probability, Expected Monetary Value, Relevant Costs, Time Horizons, Sensitivity Analysis, Conditional Probabilities, Value of Information. and Risk Analysis.
- Understand and become more aware of System 1 operations;
 - Identifying the most common judgment heuristics and relate them to subsequent biases in decision making, and
 - Understanding how the mental structuring of information (framing effect) assumes critical importance in the way we make decisions in uncertain situations.
- Hopefully, improve the consistency and quality of their decision process.

4. STUDY RESOURCES

Check AVA for study resources. Some teaching resources will be shared during classes.

4.1. Prescribed textbook

Kahneman, D. (2013) *Thinking Fast and Slow* [reprint]. Farrar, Strauss and Giroux: New York.

4.2. Mandatory resources (the following readings form part of the course material)

Buchanan, L.; & O Connell, A. (2006). A brief history of decision-making. *Harvard business review*, 84(1), 32

Feng, B.; Oyunsuren, J.; Tymko, M.; Kim, M.; & Soman, D. (2018), How Should Organizations Best Embed and Harness Behavioural Insights? A Playbook, Toronto, Canada: Behavioural Economics in Action at Rotman (BEAR) Report series, available at <http://www.rotman.utoronto.ca/bear>.

Hansson, S. (2005) *Decision Theory: A Brief Introduction*. Department of Philosophy and the History of Technology, Royal Institute of Technology, Stockholm. <http://www.infra.kth.se/~soh/decisiontheory.pdf>.

PLUS: workbooks, cases studies & exercises that will be made available in specific classes.

JDM Book List

(A non-exhaustive and somewhat diverse list of readings on our subject. *We must read them all!* Well, we may need to set aside a few years for this.)

Adams, J. (2019) *Conceptual Blockbusting: A guide to better ideas*. 5th Ed. Basic Books: New York.

Adams, S. (2017) *Win BIGLY: Persuasion in a world where facts don't matter*. Penguin: New York.

Akerlof, G.; & Shiller, R. (2009) *Animal Spirits: How human psychology drives the economy, and why it matters for global capitalism*. Princeton University Press: Princeton and Oxford.

Ariely, D. (2008) *Predictably Irrational: The hidden forces that shape our decisions*. HarperCollins: New York.

Ariely, D. (2012) *The (Honest) Truth About Dishonest: How we lie to everyone — specially ourselves*. HarperCollins: New York.

Ariely, D.; & Kreisler, J. (2017) *Dollars and Sense: How we miscalculate money and how to spend smarter*. HarperCollins: New York.

Berdik, C. (2012) *Mind Over Mind: The surprising power of expectations*. Penguin: New York.

Cialdini, R. (2009) *Influence: Science and Practice*. 5th Ed. Pearson: Boston.

Cialdini, R. (2016) *Pre-suasion: A revolutionary way to influence and persuade*. Simon & Schuster: New York.

Dolan, P. (2014) *Happiness by Design: Change what you do, not how you think*. Hudson Street Press: New York.

Gigerenzer, G. (2002) *Calculated Risks: How to know when numbers deceive you*. Simon & Schuster: New York.

Gigerenzer, G. (2007) *Gut Feelings: The intelligence of the unconscious*. Penguin: New York.

Gigerenzer, G. (2014) *Risk Savvy: How to make good decisions*. Viking (Penguin): New York.

- Gilbert, D. (2006) *Stumbling on Happiness*. Alfred Knopf: New York.
- Gladwell, M. (2005) *Blink: the power of thinking without thinking*. Little, Brown and Co: New York.
- Gneezy, U.; & List, J. (2013) *The Why Axis: Hidden motives and the undiscovered economics of everyday life*. PublicAffairs: New York.
- Heath, C.; & Heath, D. (2013) *Decisive: How to make better choices in life and work*. Crown Business: New York.
- Iyengar, S. (2010) *The Art of Choosing*. Twelve: New York.
- Klein, G. (1999) *Sources of Power: How people make decisions*. The MIT Press: Cambridge, Massachusetts.
- Mlodinow, L. (2008) *The Drunkard's Walk: How randomness rules our lives*. Pantheon Books: New York.
- Russo, J.; & Schoemaker, P. (2002) *Winning Decisions: Getting it right the first time*. Currency doubleday: New York.
- Shermer, M. (2009) *The Mind of the Market: How biology and psychology shape our economic lives*. Henry Holt: New York.
- Silver, N. (2012) *The Signal and the Noise: Why so many predictions fail — but some don't*. The Penguin Press: New York.
- Simon, C. (2016) *Impossible to Ignore: Creating memorable content to influence decisions*. McGraw-Hill: New York.
- Surowieck, J. (2004) *The Wisdom of Crowds: Why the many are smarter than the few and how collective wisdom shapes business, economies, societies, and nations*. Anchor Books: New York.
- Taleb, N. (2010) *The Black Swan: The impact of the highly improbable* (2nd Edition). Random House: New York.
- Tetlock, P.; & Gardner, D. (2015) *Superforecasting: the art and science of prediction*. Crown Publishing Group: New York.
- Thaler, R. (2015) *Misbehaving: The making of Behavioral Economics*. W. W. Norton & Co: New York.
- Thaler, R.; & Sunstein, C. (2008) *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Yale University Press: New Haven & London.
- Tsipursky, G. (2020) *The Blind Spots Between Us: How to overcome unconscious cognitive bias & build better relationships*. New Harbinger Publications: Oakland, CA.

5. ASSESSMENT CRITERIA

The students will be assessed by six criteria during the course: (1) attendance and punctuality; (2) preparation and participation; (3) Decision Analysis test; (4) Book report; (5) “All the biases in the world” report; and (6) a special theme presentation (in groups).

So, similarly to the emphasis of this course on individual aspects of judgment and decision making, the final composition of the students' assessment will be 70% individual and 30% group work.

5.1. Attendance and Punctuality

Will be noted both in the beginning and the end of each session and is worth a maximum of **100 points for perfect punctual attendance**.

5.2. Preparation and Participation

Will be noted accordingly the student contribution to case and other class discussions, responses to the class exercises, and individual participation during group presentation. It is worth a maximum of **150 points for exceptional participation**.

5.3. Decision Analysis Test

Will occur at the fourth session and is worth a maximum of **150 points**.

5.4. Book Report

The Book Report is worth a maximum of **150 points**. Please see **Appendix A** for the evaluation criteria.

Each student must write a report (using Word or Pages) for any book of their choice in the “JDM Book List”.

Contents of the report (guidelines):

- i. Cover with book's title and the name of the student;
- ii. One-page outline with the essence of the book (the author's main ideas and how they were developed);
- iii. One-paragraph (maximum of half a page each) with the essence of each chapter;
- iv. Up to two-pages critical review of the book (what do you like or dislike; its relevance etc.);
- v. One-page biography of the author.

The book report must be submitted as a “.pdf” through AVA by **August 31st, 2020**.

In the file name, be sure to put: “JDM-BookName-YourName.pdf” (as in, for example, “JDM-BlackSwan-LuisDib.pdf”).

5.5. “All the Biases in the World” (ABW) Report

The ABW report is worth a maximum of **150 points**. Please see **Appendix B** for the evaluation criteria.

Each student should write a report (using Word or Pages) for three (3) biases of choice from the wikipedia list (https://en.wikipedia.org/wiki/List_of_cognitive_biases)“.

Contents of the report (guidelines for each one of the biases):

- i. A brief description of the bias using not only what is written in wikipedia but one to three other sources, preferably academic ones (you can use wikipedia indications for those sources, but don't rely 100% in what is written in wikipedia, do your own research! And cite your sources!);
- ii. In the description, be sure to write: (1) what is the bias and its origin; (2) discuss the positive or negative effects of the bias in our day-to-day lives; and (3) possible explanations for the occurrence of the bias;
- iii. Also, include at the end some examples of that bias in the real world (in a business situation, if possible).

I've prepared a mock-up of a report to help in this assignment. Take a look at it before you start! (Dib-ABW-Rep mock-up.docx).

The ABW report must be submitted as a “.pdf” through AVA by **September 14th, 2020**.

In the file name, be sure to put: “JDM-ABW-YourName.pdf” (as in, for example, “JDM-ABW-LuisDib.pdf”).

5.6. Special Theme Presentation

The presentation will occur at the tenth and last session of the course and is worth a maximum of **300 points**. Please see **Appendix C** for the evaluation criteria.

For the year of **2020** the possible themes are:

- **The covid-19 pandemic from the perspective of Judgment and Decision Making**
- **Priming effects** (for example, in Marketing, but you can choose other areas)
- **The use of nudges by governments instead of laws**
- **Soccer, heuristics and biases**

Your group must prepare a 20 minutes presentation. Be sure to make it exciting!

Contents of the presentation (guidelines):

- i. An overview of your theme;
- ii. A brief literature review (cite authors that have studied the theme before, or have proposed theories that your group will use to study the theme);
- iii. Some rich examples of real life cases and/or, if possible, an experiment that your group has carried out to prove the effects of any bias studied in the theme;
- iv. Analyze the consequences on people's lives, for society, for the economy, etc.
- v. Your group will not have time to present your whole work. Make sure to include in appendices everything that is relevant for understanding what you did and discovered about the subject.

The presentation and any appendices must be submitted through AVA by September 22nd, 2020.

In the file names, be sure to put: “JDM-Final-YourNames” (as in, for example, “JDM-Final-Dib,Messi&Porter”).

5.7. Allocation of marks and final grade

The following resume the final mark for this elective:

Assessment	Points
(1) Attendance and Punctuality	100
(2) Preparation and Participation	150
(3) Decision Analysis Test	150
(4) Book Report (see Appendix A)	150
(5) ABW Report (see Appendix B)	150
(6) Special Theme Presentation (in groups ; see Appendix C)	300
Total	1,000

Please note:

- Assignments must be submitted on or before the due date.
- One day will be provided, as extended deadline, but a maximum grade of 50% will be recorded. Thereafter, a zero mark will be recorded.

Final Grade:

< 700 points	$\geq 700 \cap < 800$ points	$\geq 800 \cap < 900$ points	≥ 900 points
D	C	B	A

BUT if you fail attending the minimum amount of session hours accordingly with COPPEAD's rules you will get an automatic "D" and fail the course (check with the Academic Office).

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies and assignments) for each session as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience and points of view with their peers - one of the cornerstones of learning. The lecturer will act as a facilitator to ensure full participation and complete exploration of the particular topic. It will thus be expected from every participant to prepare for these discussions.

To be able to ace the Decision Analysis Test (at the beginning of session 4) is fundamental to master the Decision Analysis Workbook (DAW) contents.

Case studies and assignments (like the Book Report, the ABW Report and the Special Theme Presentation) will enable participants to further explore a particular topic, expanding on the material covered in the textbook and readings.

OUTLINE OF CLASS SESSIONS

Session	Topic	Session Details	Readings / Cases / Suggestions
1 21 st July 8:00-11:00 AM	Introduction to Judgment and Decision-Making	<ul style="list-style-type: none"> • Introductions • Brief history of Decision-Making • Introduction to Decision Theory • System 1 vs System 2 • Course overview 	<ul style="list-style-type: none"> • Dib - Course syllabus (this document) • Hansson (2005) [excerpts] • Kahneman (2013) - Introduction and chapters 1, 2, & 3 OPTIONAL: • Buchanan & O'Connell (2006)
2 28 th July 8:00-11:00 AM	Decision Analysis I	<ul style="list-style-type: none"> • Introducing Decision Analysis • Decision Trees • Uncertainty and Probability • Expected Monetary Value • Relevant Costs • Time Horizons 	<ul style="list-style-type: none"> • Case study: Big Decision at HPR (A) AFTER SESSION: • Dib - Decision Analysis Workbook (DAW) – Unit #1 Suggestion: • Kahneman (2013) - chapters 4, 5, & 6
3 4 th Aug 8:00-11:00 AM	Decision Analysis II	<ul style="list-style-type: none"> • Sensitivity Analysis • Conditional Probabilities • The Value of Information • Risk Analysis 	<ul style="list-style-type: none"> • Case study: Big Decision at HPR (B) AFTER SESSION: • Dib - DAW – Unit #2 Suggestion: • Kahneman (2013) - ch. 7, 8, & 9
4 11 th Aug 8:00-11:00 AM	Decision Analysis (conclusion)	<ul style="list-style-type: none"> • Decision Analysis Test • Decision Analysis Practice 	<ul style="list-style-type: none"> • Dib - DAW – Units #1 & 2 (for the Test) • Case study: Giamatti Vinicola
5 18 th Aug 8:00-11:00 AM	Heuristics & Biases I	<ul style="list-style-type: none"> • System 1 vs System 2 (priming, cognitive ease etc.) • Availability 	<ul style="list-style-type: none"> • Kahneman (2013) - chapters 4 up to 13 • Kahneman (2013) - Appendix A • You should have started reading your book from JDM list
6 25 th Aug 8:00-11:00 AM	Heuristics & Biases II	<ul style="list-style-type: none"> • Representativeness • Confirmation / Overconfidence 	<ul style="list-style-type: none"> • Kahneman (2013) - chapters 14 up to 24 • Finish reading your book from JDM list (report submission: August 31st, 2020)
7 1 st Sep 8:00-11:00 AM	Choices I	<ul style="list-style-type: none"> • Uncertainty • Prospect Theory • Bounded Awareness • Framing 	<ul style="list-style-type: none"> • Kahneman (2013) - chapters 25, & 26 • Kahneman (2013) - Appendix B • You should have already started preparing your biases from the list: https://en.wikipedia.org/wiki/List_of_cognitive_biases • Dib-ABW-Rep mock-up
8 8 th Sep 8:00-11:00 AM	Choices II	<ul style="list-style-type: none"> • Motivational and Emotional influences • Escalation of Commitment • Fairness and Ethics 	<ul style="list-style-type: none"> • Kahneman (2013) - chapters 27 up to 34 • Finish your ABW report (report submission: September 14th, 2020)
9 15 th Sep 8:00-11:00 AM	Individual and Group Decisions	<ul style="list-style-type: none"> • Decision Making Practice • Improving Decision Making 	<ul style="list-style-type: none"> • Case study: East Speed Team • Kahneman (2013) - chapters 35 up to 38 OPTIONAL: • Feng et al. (2018)
10 22 nd Sep 8:00-11:00 AM	Special Theme Presentation	<ul style="list-style-type: none"> • Final Project presentations • Debate • Course conclusion 	<ul style="list-style-type: none"> • Kahneman (2013) - conclusions

Appendix A: Book report (individual assignment) grading schema

Criteria	Total	Mark	Level descriptors
Quality of the report	120		120 – exceptional quality, can be used in future as is 90 – very high quality exceeding expectations 60 – fair quality, “got the job done” 30 – not really acceptable for submission 0 – extremely poor
Clarity of the report	30		30 – very well structured, following the guidelines (5.4) 15 – didn’t follow at least one of the guidelines 0 – extremely poor
Assignment total	150		
Additional comments: This is an individual assignment and it should be the student’s own work. Plagiarism will not be tolerated in the program.			

Appendix B: All the Biases in the World Individual reports grading schema

Criteria	Total	Mark	Level descriptors
Application of the theory	50		50 – exceptional quality, can be used in future as is 40 – very high quality exceeding expectations 25 – fair quality, “got the job done” 10 – not really acceptable for submission 0 – extremely poor
Clarity of the report	30		30 – very well structured, following the guidelines (mockup), very clear logical flow 20 – follow the guidelines, but some issues with the logical flow 10 – didn’t follow at least one of the guidelines / issues with the logical flow of the paragraphs 0 – extremely poor
Management thinking	35		35 – exceptional quality, can be used in future as is to management audiences 30 – very high quality exceeding expectations 20 – fair quality, “got the job done” 10 – not really acceptable for submission 0 – extremely poor
Creativity	35		35 – exceptional creativity, source of new ideas for research 30 – very high quality exceeding expectations 20 – fair quality, “got the job done” 10 – not really acceptable for submission 0 – extremely poor
Assignment total	150		
Additional comments: This is an individual assignment and it should be the student’s own work. Plagiarism will not be tolerated in the program. Referencing throughout the assignment is mandatory and should be according to the APA method. The assignment should be compiled professionally and structured in an appropriate manner (see the mockup).			

Appendix C: Special Theme presentation (group assignment) grading schema

Criteria	Total	Mark	Level descriptors
Use of theoretical concepts available in the given literature to support the analysis	75		75 – exceptional quality, can be used in future as is 65 – very high quality exceeding expectations 40 – fair quality, “got the job done” 20 – some theoretical misconceptions 0 – extremely poor
Quality of the underlying analysis on the cases and/or development of the experiment or any other field work	75		75 – exceptional quality, can be used in future as is 65 – very high quality exceeding expectations 50 – fair quality, “got the job done” 30 – some misconceptions 0 – extremely poor
Conclusion with practical implications for people's lives, for society, for the economy, etc.	50		50 – exceptional quality, can be used in a scientific paper 40 – fair developed 20 – poorly developed 0 – extremely poor
Quality of the Presentation	100		100 – very interactive and effort is far beyond the norm / clearly group work, exceptional quality 70 – lots of interaction evident / very likely a group work 40 – some interaction / more individual efforts than group 0 – no interaction or excitement / clearly the work of a single team member
Assignment total	300		
<p>Additional comments:</p> <p>Each member of the group should have a role during presentation and might be individually asked about aspects of the presentation at the end. The professor's perception of differences in the students' individual involvement with the presentation may affect the individual preparation and participation grade (5.2).</p> <p>The students are encouraged to participate in discussions after each other group's presentation, respecting the time limits.</p>			

Full-Time MBA

ELECTIVES

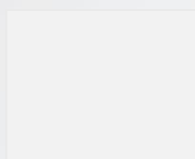
2nd Term 2020

Name of course:

Valuation

Lecturer:

Prof. André Luiz Carvalho da Silva



COURSE OUTLINE

1. GENERAL

This course covers business and equity valuation. The goal of the course is to provide students with practical tools and methods to analyze and evaluate publicly and privately-traded companies.

Faculty:	Prof. André Luiz Carvalhal da Silva
Telephone:	(+5521) 3938-9808
E-mail:	andrec@coppead.ufrj.br

2. COURSE DESCRIPTION

This course aims to provide students with valuation tools and techniques, enabling them to value a broad range of assets, such as business and equity valuation. The topics of the course are:

- Free cash flow basics (net present value, internal rate of return, payback)
- Measuring and forecasting free cash flow
- Cost of capital (equity, debt and weighted average cost of capital)
- Market multiples

2.1. Required disciplines:

This course assumes you have undertaken courses of financial mathematics, accounting, and statistics. Working knowledge of Microsoft Excel is also important.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Know analytical tools to measure and forecast cash flows and cost of capital;
- Do business and equity valuation analysis;
- Do strategic and critical thinking about the assumptions on valuation analysis;
- Be short- and long-term oriented when doing a business valuation.

4. STUDY RESOURCES

4.1 Prescribed textbook

McKinsey & Company Inc, Koller, T., Goedhart, M., & Wessels, D. (2015). *Valuation: measuring and managing the value of companies* (6th ed.). John Wiley & Sons.

4.2 Recommended reading

In addition to the mandatory material the following supplementary readings are recommended:

- Damodaran, A. (2006). *Damodaran on valuation: security analysis for investment and corporate finance* (2nded.). John Wiley & Sons;
- Titman, S., & Martin, J. (2015). *Valuation: the art and science of corporate investment decisions* (3rded.). Prentice Hall.

5. ASSESSMENT CRITERIA

5.1 Assignment

- This is an individual assignment composed of exercises covering tools to measure cash flows, cost of capital and do business valuation analysis;
- The assignment will allow students to use analytical tools to perform business valuation;
- The assignment should be the student's own work. Plagiarism is not tolerated;
- The assignment should be compiled professionally and structured in an appropriate manner;
- Evaluation of students' work will be done via a detail grading rubric (Appendix A);

5.2 Group work

- The group work will cover the analysis and valuation of a publicly traded corporation, similar in essence to the report of an equity analyst. The name of the publicly traded corporation will be disclosed on the first day of the course;
- The group work will allow students to use analytical tools to perform business valuation, do strategic and critical thinking and be short- and long-term oriented when doing a business valuation;
- This is a group assignment and it should be the group's own work. Plagiarism is not tolerated;
- The assignment should be compiled professionally and structured in an appropriate manner;
- Evaluation of groups' work will be done via a detail grading rubric (Appendix B);
- The assignment must be emailed to andrec@coppead.ufrj.br before 23:59 on 31 July 2020.

5.3 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual assignment (see Appendix A)	75%
Group work (see Appendix B)	25%
Total	100%

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Professor of Finance at COPPEAD. Post-doctor in Finance from University of California Los Angeles (UCLA) and CPCL from Harvard Business School. Doctor of Business Administration from University of Manchester. Master of Management from McGill University. Doctor and Master in Management from COPPEAD. Engineer degree from Federal University of Rio de Janeiro and Law degree from State University of Rio de Janeiro. Professional experience in companies and financial institutions in Brazil, in the USA, and in the United Kingdom. Founding member of the Brazilian Society of Finance. He has published many papers in international journals and conferences. Author of the following books: "Corporate Governance: Empirical Evidence in Brazil", "The Private Fixed Income Securities Market in Brazil", "Applied Financial Mathematics", "Corporate Governance and Corporate Success", "Corporate Governance and Financial Decisions in Brazil", "Risk Management and Derivatives: Applications in Brazil" and "Corporate Governance in Brazil and the World".

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Free Cash Flow Basics	<ul style="list-style-type: none"> Financial accounting Net present value Internal rate of return Payback 	Textbook: Chapters 1,2, 7	Damodaran (2006): Chapters 1,3, 4 Titman, Martin (2015): Chapters 1,2
2	Measuring and forecasting cash flow	<ul style="list-style-type: none"> Measuring cash flow Forecasting cash flow Discounted cash flow method (DCF) 	Textbook: Chapters 8, 10, 11	Damodaran (2006): Chapters 5,6 Titman, Martin (2015): Chapters 6,9
3	Cost of capital and market multiples	<ul style="list-style-type: none"> Cost of equity Cost of debt Weighted average cost of capital (WACC) Relative valuation 	Textbook: Chapters 13, 14, 16	Damodaran (2006): Chapters 2,7, 8 Titman, Martin (2015): Chapters 4,5,8
4	Individual assignment	<ul style="list-style-type: none"> Exercises covering tools to measure cash flows, cost of capital and business valuation 		

Appendix A: Individual Assignment Grading Schema

Criterion	Application	Total	Mark	Level descriptors
Application of the theory to solve the exercises	Was the relevant theory, applicable to the assignment, correctly presented? Does the document present the correct answers?	35		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Logical flow and structure	Does the assignment flow well from the problem definition to the final answer and conclusion? Is the document well structured?	35		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Level of management thinking	Is the assignment in line with the Coppead's expectations of a post-graduate student?	5		3 – excellent approach 2 – correct approach evident 1 – not evident from the submission 0 – approach highly questionable
Report Total		75		

Appendix B: Group Assignment Grading Schema

Criterion	Total	Mark	Level descriptors
Approach followed	10		3 – excellent / innovative approach beyond expectation 2 – correct approach evident 1 – possibly, not clearly evident from the submission 0 – approach highly questionable / no evidence
Quality of report	10		3 – exceptional quality 2 – very high quality 1 – not really acceptable for submission 0 – extremely poor
Evidence of the group's learning experience	5		3 – learning experience exceptionally well documented 2 – learning experience well documented 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Assignment total	25		

ADM 780 – Sustentabilidade Corporativa - 30 horas (versão online - 2020)

Prof: Celso Funcia Lemme

email:celso@coppead.ufrj.br

Apresentação

O curso discute fundamentos e procedimentos para inserção dos aspectos socioambientais na gestão das organizações, associando-os ao desempenho de longo prazo e contribuindo para a identificação de riscos e oportunidades. Sendo uma disciplina eletiva e para turma heterogênea, adota abordagem de ampliação de horizontes e não de especialização técnica. Atenção especial é dedicada ao ambiente brasileiro e à inserção do país nas questões socioambientais internacionais, examinando a atuação de organizações brasileiras.

Objetivo

O objetivo principal é o aperfeiçoamento do processo decisório, situando a sustentabilidade na gestão corporativa. Espera-se que ao final do curso o participante tenha adquirido compreensão dos aspectos fundamentais da sustentabilidade, de forma a incorporá-los nas suas atividades pessoais, acadêmicas e profissionais.

Metodologia

O programa é desenvolvido através de aulas expositivas, discussões de exemplos reais, exame de artigos acadêmicos e elaboração de trabalhos práticos aplicados ao ambiente brasileiro. São pré-requisitos o domínio dos fundamentos de finanças e métodos quantitativos, bem como a habilidade na utilização de planilhas financeiras.

Ementa

1) Fundamentos de sustentabilidade corporativa, modelos de negócios sustentáveis e geração de valor.

- Chouinard, Y.; Ellison, J.; Ridgeway, R. (2011)
- Elkington, J. (2018)
- Lemme, C.F. In: Araújo; Chueri (org), capítulo 12 (2017)

2) Avaliação social de projetos.

- Boardman, A.E; Greenberg D.H.; Vining, A.R.; Weimer, D.L., capítulo 2 (2011)
- Contador, C.R., capítulo 1 (2014)

3) Finanças sustentáveis e análise ESG de investimentos.

- Fink, L. (2020)
- Ktsantonis, S. et al (2016)
- Lemme, C.F. In: May, P.H. (org.), capítulo 15. (2018)
- World Economic Forum (2020)

4) Relacionamento com *stakeholders*

- Oliveira, J.A.P., capítulo 7 (2008)
- Winston, A. (2019)

5) Valoração ambiental e de serviços ecossistêmicos.

- Bertram, C.; Larondelle, N. (2017)
- Itaú Asset Management (2017)
- Lemme, C.F. In: Gardetti, M. A. (compilador), capítulo IV (2005)
- Subroy, V.; Rogers, A.; Kragt, M. (2018)

6) Relatórios de sustentabilidade:

- GRI; USB; UNEP (2020)

7) Consumo sustentável e tratamento dos animais nos sistemas produtivos.

- Hoag, T.M.; Lemme, C.F. (2018)
- Lemme, C.F. In: Costa, M.J.R.P; Sant'Anna, A.C. (org.), capítulo 1 (2016)
- Souza, M.C.G.; Casotti, L.M.; Lemme, C.F. (2013)

Bibliografia

1) Livros

- a) Boardman, A.E.; Greenberg, D.H.; Vining, A.R.; Weimer, D.L. Cost-Benefit Analysis: Concepts and Practice. Boston: Prentice Hall, 2011.
- b) Contador, C. R. Projetos Sociais. - 5ª edição - São Paulo : Atlas, 2014.
- c) Lemme, C.F. Bem-estar Animal e Sustentabilidade Corporativa: uma Agenda para a Liderança Empresarial Brasileira. In: Costa, M.J.R.P; Sant'Anna, A.C. (org.) – Bem-estar Animal como Valor Agregado nas Cadeias Produtivas das Carnes, capítulo 1, pág. 4-11, Jaboticabal: Funep, 2016.

- d) Lemme, C.F. Setor Financeiro e Sustentabilidade. In: May, P.H. (organizador) – Economia do Meio Ambiente, capítulo 15, pág. 367-382, Rio de Janeiro: Elsevier, 2018.
- e) Lemme, C.F. Sustentabilidade e Finanças. In: Gardetti, M. A. (compilador) - Textos en Sustentabilidad Empresarial: Integrando las Consideraciones Sociales, Ambientales y Económicas con el Corto y Largo Plazo, capítulo IV, pág. 129-169, Buenos Aires: Latin American-Business, Environment, Leadership and Learning - World Resources Institute, 2005.
- f) Lemme, C.F. Sustentabilidade, Inovação e Liderança. In: Araujo, R.M.; Chueri, L.O.V. (org) – Pesquisa e Inovação: Visões e Interseções, capítulo 12, pág. 243-265, Rio de Janeiro: PUBLIT Soluções Editoriais, 2017.
- g) Oliveira, J. A. P. Empresas na Sociedade: Sustentabilidade e Responsabilidade Social. Rio de Janeiro: Elsevier, 2008.

2) Artigos e relatórios técnicos

- a) Bertram, C.; Larondelle, N. Going to the Woods is Going Home: Recreational Benefits of a Larger Urban Forest Site – A Travel Cost Analysis for Berlin, Germany. Ecological Economics, 132, p. 255-263, 2017.
- b) Chouinard, Y.; Ellison, J.; Ridgeway, R. The Sustainable Economy. Harvard Business Review, p.52-62, October 2011.
- c) Elkington, J. 25 Years Ago I Coined the Phrase “Triple Bottom Line”. Here’s Why It’s Time to Rethink It. Harvard Business Review, June 25, 2018.
- d) Fink, L. A Fundamental Reshaping of Finance. BlackRock, 2020. Disponível em (<https://www.blackrock.com/corporate/investor-relations/larry-fink-ceo-letter>).
- e) GRI; USB; UNEP Carrots & Sticks Sustainability Reporting Policy: Global Trends in Disclosure as the ESG Agenda Goes Mainstream, 2020.
- f) Hoag, T.M.; Lemme, C.F. Animal-Derived Food Industry: Risks and Opportunities due to Farm Animal Welfare. RAE – Revista de Administração de Empresas (Journal of Business Management), v.58, n.3, p. 244-253, 2018.
- g) Itaú Asset Management Mudanças Climáticas e Seus Impactos, 2017
- h) Kotsantonis, S.; Pinney, C.; Serafeim, G. ESG integration and investment management: myths and realities. Journal of Applied Corporate Finance, v.28, n.2, Spring 2016.
- i) Souza, M.C.G.; Casotti, L.M.; Lemme, C.F. Consumo Consciente como Determinante da Sustentabilidade Empresarial: Respeitar os Animais Pode Ser um Bom Negócio ? Revista de Administração da UFSM, v.6, p.861-877, 2013.
- j) Subroy, V.; Rogers, A.; Kragt, M. To Bait or Not to Bait: A Discrete Choice Experiment on Public Preferences for Native Wildlife and Conservation Management in Western Australia. Ecological Economics, 147, p. 114-122, 2018.
- k) Winston, A. What 1,000 CEOs really think about climate change and inequality. Harvard Business Review, April 19, 2019.
- l) World Economic Forum. Nature Risk Rising: Why the Crisis Engulfing Nature Matters for Business and the Economy. New Nature Economy Series, January 2020.

Setembro de 2020

Full-Time MBA

ELECTIVES

4th Term 2020

Name of course:

Business Ethics

Lecturer:

Geert Demuijnck

COURSE OUTLINE

1. GENERAL

Faculty:	Geert Demuijnck
Telephone:	
E-mail:	geert.demuijnck@edhec.edu

2. COURSE DESCRIPTION

This course consists of two parts. The first part is a more theoretical discussion of the relevance of fundamental ethical issues for business, like e.g. moral universalism versus relativism, or the scope of the moral responsibility of corporations. The background literature of these discussions will be made available and is mentioned below. We will avoid esoteric philosophical jargon, but not rigor and precision in spelling out arguments. The second part consists in the discussion of some specific issues (like, e.g. ethical aspects of marketing, or HR, or whether or not a CEO should be Machiavellian, etc.) and some complex cases. Attention will be paid to the geographical and cultural diversity of these cases (that is: we will not only discuss the typical U.S. cases). We will equally spend some time on managerial aspects of ethics (i.e. how to implement ethics and compliance in a corporation).

2.1. Required disciplines:

The only important prerequisite is intellectual honesty, i.e. the willingness to be led where the arguments lead you, even if you feel uncomfortable with the conclusions. Discomfort should sharpen our critical reflection, but not prevent us from thinking.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Better frame ethical issues related to business and the economy.
- Be more aware of the ethical questions which underlie individual and collective decisions.
- Treat an ethical issue in a discussion without feeling embarrassed, and have some tools to do so.
- Read management literature from a more critical perspective.

4. STUDY RESOURCES

4.1 Prescribed textbook

none

4.2 Mandatory resources

The following mandatory readings form part of the course material:

- Demuijnck, G. (2014) Universal Values and Virtues in Management versus Cross-Cultural Moral Relativism. *Journal of Business Ethics*, 128: 817–835.

- Demuijnck, G. (2009). Non-Discrimination in Human Resources Management as a Moral Obligation'. *Journal of Business Ethics*, 88:83–101
- Demuijnck, G. (2020). What are Ethicists Doing in Corporations?. LUMEN Proceedings, 11, 04-13. <https://doi.org/10.18662/lumproc/gekos2020/02>.

4.3 Recommended reading

In addition to the mandatory material the following supplementary readings are recommended:

- Freeman, Edward, Kirsten Martin and Bidhan Parmar 2007, 'Stakeholder capitalism'. *Journal of Business Ethics* 74 (4): 303-314.
- Stout, Lynn 2002. 'Bad and Not-So-Bad Arguments for Shareholder Primacy', *Southern California Law Review*, vol. 75
- Porter, Michael and Mark Kramer. 2011. 'Creating Shared Value', *Harvard Business Review*, January 2011 Issue
- Heath, J. 2006. Business Ethics Without Stakeholders," *Business Ethics Quarterly*, 16: 533-557
- Bazerman, M & A. Tenbrunsel (2011), *Blind Spots. Why We Fail to Do What's Right and What to Do about it*. Princeton: Princeton University Press.

5. ASSESSMENT CRITERIA

- The capacity to apply the basic conceptual distinctions developed during the classes at a case study.
- To present an overview of the main ethical arguments that are relevant to a case, based on the perspectives that have been presented (consequentialism, deontology, virtue ethics)
- To argue in favor of a decision that seems the most ethical one based on these arguments.
- (Group presentation) to explain clearly to the audience what an ethical case is about and how you should manage the discussion of it.

5.1 Pre-work assessment

The purpose of the pre-work assessment is to ensure that prescribed material is read and understood prior to the lectures.

5.2 Assignment

The individual assignment: students have to write a short essay of a length between 600 and 800 words (in between one and two pages). The essay is supposed to be an answer to a question about a case that the students must read beforehand. They are not supposed to recall the facts, nor to write a

long introduction. They should argue in favor of a management decision related to the case. The exercise consists of demonstrating that the student has acquired a good mastery of some essential ethical distinctions and is able to analyze the case from different ethical perspectives. This should allow to lead to a well-balanced and reflected position based on an appropriate set of reasons.

Criteria:

- This is an individual assignment and it should be the student's own work. Plagiarism will not be tolerated in the program.
- Length: the body of the assignment should be one page (minimum)
- The assignment should be compiled professionally and structured in an appropriate manner.
- Evaluation of students' work will be done via a detail grading rubric (Appendix A)

The assignment must be submitted on or before **(to be fixed)**. This must be done via the Learning Hub.

5.5 Group work instructions

You should (in a group of 4 or 5 people) critically assess the normative (ethical) framework of a corporation. Your target is to give us an idea about the moral core of the company (its values and norms) or at least the way it wants to be perceived, since there can be quite a difference between the way the company presents itself and the actions it takes or the controversies in which it is involved.

You can find the moral core of the company in many different places, in its code of conduct, its CSR policy, its mission statement, HR demands, Corporate governance policy; CSR reporting, Client approach etc.

Keep in mind that you have only 10 minutes presentation time (plus 5 minutes questions and feedback) so you will never be able to present all the policies and documents that the company uses. Rather than superficially mentioning all the different domains in which value statements can be found, it is better to concentrate on one part--e.g. the corporate governance or CSR policy--and to analyze this in terms of what it reveals about the moral core of the company.

Limit the number of slides and avoid copying long texts from your company's website.

And be critical, look at controversies that the company is involved in, at issues appearing in media etc since the tension between moral aspirations and company reality is unavoidable (in this respect personal working experience with a company can also be very helpful).

5.6 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Pre-work	
Group work	30 %
Class participation	

Individual assignment (see Appendix A)	70 %
Total	100%

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and reading case studies) for each class as set out in the detailed schedule. The **cases** will first be discussed in small groups before we will have a plenary discussion.

Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

Cases to be read

The rise and fall of Petrobras (Harvard Business)

Sovereign Bancorp and Relational Investors. The Role of the Activist Hedge Fund. (Harvard Business)

Corruption in Germany (Siemens) (Harvard Business)

7. PROFESSOR

Geert Demuijnck is professor of business ethics and political philosophy at EDHEC Business School (Lille, France) and at the Catholic University of Louvain (Belgium). His research focuses on ethical questions related to business and the economy. He published widely in academic journals and is on the editorial board of the *Journal of Business Ethics*. He is a member of the advisory board of KBC Bank (Belgium) and of the ethics committee of Auchan (France). He is currently the president of the European Business Ethics Network (EBEN).

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Lecture Ethics Basics and some frequent confusions	<ul style="list-style-type: none"> What is ethics? Basic approaches and theories Moral relativism 	Article: Demuijnck (2015) Case study: Indigenous people in Brazil	Video: An interview with Peter Singer (two parts, on Youtube)
2	Lecture Ethics in business	<ul style="list-style-type: none"> Ethics in an competitive environment The scope of the moral responsibility of a corporation 	Articles: Demuijnck 2009a, Demuijnck 2009b	Article: Heath (2006), Porter and Kramer (2011), Freeman e.a. (2007)
3	Lecture How to evaluate corporations And business practices from an ethical perspective? Case studies	<ul style="list-style-type: none"> How to apply the conceptual framework on real business cases How to evaluate corporations and business practices from an ethical perspective 	Case studies: Petrobras, Siemens, + case to be determined.	Supplementary documents to be found on the Internet
4	Lecture Presentations of ethical policies/ controversies	<ul style="list-style-type: none"> Presentations and discussions of the group works about companies in Brazil 		
5	Lecture A management perspective on ethics	<ul style="list-style-type: none"> Social and psychological triggers of (non) ethical behavior How to foster an ethical corporate culture 	Video: several videos (Migram experiment, Stanford prison experiment, Wells Fargo case on Youtube etc.	Book: Bazerman & Tenbrunsel (2011)

Appendix A: Individual assignment grading schema
(Mandatory) update in line with requirements and with intended learning objectives.
 The text below is an illustration. Adjust according to your course)

Criterion	Application	Total	Mark	Comments
Application of the theory	Was the relevant theory, applicable to the assignment, correctly presented? Does the student understand the theory and was it applied to the context provided?	10		
Logical flow and structure	Does the assignment flow well from the problem definition, to the theoretical framework and application, into the conclusion? Is the document well structured ?	5		
Level of management thinking	Is the assignment is in line with the USB's expectations of a post-graduate student?	5		
Creativity	Are creative ideas and proposals presented that are based on the content? Does the student add elements of comparison (other companies, personal experience)?	5		
Credibility of the work.	Could the assignment be given, as is, to the management of a company to establish a business (option A) or improve trade (option B).	5		
Report Total		30		
Additional comments: 				

Appendix B: Group assignment grading schema

Criteria	Total	Mark	Level descriptors
Approach followed (as described in submission)	3		3 – excellent / innovative approach beyond expectation 2 – correct approach evident and elements of innovation 1 – possibly, not clearly evident from the submission 0 – approach highly questionable / no evidence
Evidence of the group's learning experience (as described in submission)	3		3 – learning experience exceptionally well documented 2 – learning experience well documented 1 – difficult to gauge the learning experience 0 – no evidence of learning documented
Quality of powerpoint presentation (can it be used again?)	3		3 – exceptional quality, can be used in future as is 2 – very high quality exceeding expectations 1 – not really acceptable for submission 0 – extremely poor
Contribution to a body of knowledge (the world is a better place!)	3		3 – the world is a better place because of this! 2 – solid contribution useful to other students or practitioners 1 – made a small contribution to the group only 0 – difficult to argue a contribution
Interaction / Collaboration (interest received / professional interaction / group discussion / interviews)	3		3 – very interactive and effort is far beyond the norm 2 – lots of interaction evident 1 – some interaction 0 - no evidence of interaction / excitement
Was this a group activity? (work of a group or a single student?)	5		5 – It could not have been done by any individual, the quality / extent shows this 4 – clearly group work, exceptional quality 3 – difficult to tell, but <u>very</u> likely due to good quality 2 – difficult to tell, probably 1 – difficult to tell, but highly unlikely 0 – this is clearly not a group effort but the work of a single team member
Assignment total	20		
Additional comments:			

Full-Time MBA

ELECTIVES

3rd Term 2020

Name of course:

International Business Management

Lecturer: Professor Renato Cotta de Mello

COURSE OUTLINE

GENERAL

International Business Management is an elective discipline designed for students with interests in specificities of international business.

Faculty:	Renato Cotta de Mello
Telephone:	+55 21 39389858
E-mail:	renato@coppead.ufrj.br

1. COURSE DESCRIPTION

The course aims to present the main theories that deal with the phenomenon of the internationalization of companies and discuss cases of firms operating in international markets. Thus, participants will have the opportunity to link theoretical view to the practical application of the subject.

2. LEARNING OUTCOMES

After successful completion of the course the student will be able:

- (i) To familiarize with the main theoretical currents that deal with the phenomenon of internationalization of companies;
- (ii) To show how these theories can be useful for understanding the phenomenon of internationalization;
- (iii) To allow the use of these theories as basis for managerial decisions in several aspects of internationalization strategies.

3. STUDY RESOURCES

3.1 Mandatory resources

The following mandatory readings form part of the course material:

AHSAN, M.; MUSTEEN, M. (2011) Multinational enterprises' Entry Mode Strategies and Uncertainty: A Review and Extension. **International Journal of Management Review**. V. 13, P. 376–392.

BENMAMOUN, M.; KALLINY, M.; CHUN, W.; KIM, S. H. (2018) The impact of manager's animosity and ethnocentrism on multinational enterprise (MNE) international entry-mode decision. **Thunderbird International Business Review**. DOI: 10.1002/tie.22024.

BHATTIA, W.A.; LARIMOA, J.; SERVAIS, P. (2020) Relationship learning: A conduit for internationalization. **International Business Review**. v. 29, n. 3.

CUERVO-CAZURRA, A.; Un, C.A. (2004) Firm-specific and non-firm-specific sources of advantage in international competition. In: Ariño, A.; Ghemawat, P.; Ricart, J.E. **Creating value through international strategy**. London, Palgrave Macmillan.

DUNNING, J.H. (2001) The eclectic (OLI) paradigm of international production: past, present and future. **International Journal of the Economics of Business**, v. 8, n. 2, p. 173-190.

Fernandes et al – Exploring Modes of Entry into International Markets: direct investment or contractual relations.

FERNANDES, R.; GOUVEIA, B.; PINHO, C. (2014) Exploring Modes of Entry into International Markets: direct investment or contractual relations. **Journal of Business Economics and Management**. Volume 15, n.1, p. 56–73.

GIACHETTI, C.; MANZI, G.; COLAPINTO, C. (2019) Entry Mode Degree of Control, Firm Performance and Host Country Institutional Development: A Meta-Analysis. **Management International Review**. <https://doi.org/10.1007/s11575-018-0365-z>.

IETTO-GILLES, G. (2005) The product life cycle and international production. In:_____. Transnational corporations and international production. Cheltenham: Edward Elgar.

JOHANSON, J.; MATTSON, L.G. (1993) Internationalization in industrial systems: a network approach. In: BUCKLEY, P.J.; GHOURI, P. (Ed.). **The internationalization of the firm: a reader**. London: Academic Press, p. 303-321.

JOHANSON, J.; VAHLNE, J. E. (1977) The internationalization process of the firm: a model of knowledge development and increasing foreign market commitments. **Journal of International Business Studies**, v. 8, n. 1, p. 25-34.

LEMOES, F.L.; JOHANSON, J.; VAHLNE, J.E. (2011) Risk management in the internationalization process of the firm: a note on the Uppsala model. **Journal of World Business**, v. 46, p. 143-153.

RUGMAN, A. (2006) Internalization as a general theory of foreign direct investment. In:_____. **Inside the multinationals: the economics of internal markets**. Houndmills, Basingstoke; New York: Palgrave Macmillan.

TAMAR, A.; NIRON, H.; HIRSCH, S. (2006) The product cycle revisited: knowledge intensity and firm internationalization. **Management International Review**, n. 46, v. 5, p. 507-528.

VERNON, R. (1993) International investment and international trade in the product cycle. In: BUCKLEY, P. J.; GHOURI, P. **The internationalization of the firm: a reader**. London: Academic Press.

YEGANEH, K.H. (2016) An examination of the conditions, characteristics and strategies pertaining to the rise of emerging markets multinationals. **European Business Review**, n. 5, v. 28, p. 600-626.

3.2 Business Cases

- Azaleia
- Yara International
- Ivia

4. ASSESSMENT CRITERIA

4.1 Individual Assignments

Each student will be asked to hand out a brief case report, to ensure preparation and class participation.

Criteria

- This is an individual assignment and it should be the student's own work. Plagiarism will not be tolerated in the program.
- **Referencing** throughout the assignment is mandatory and should be according to the APA method.
- Length: the body of the assignment should be about one A4 page long.
- The assignment should be compiled professionally and structured in an appropriate manner.
- Grading: According to Appendix A

Assignments must be handed in at the beginning of each class.

- **Group Assignments** Organized by themselves in groups of 2 participants, the students will present the texts designated for each class.

4.3 Class participation

Attendance is mandatory. Participation will be graded according to contributions to the class discussions. Students are expected to be active participant in class, with clear and relevant comments based upon your pre-reading and thoughtful consideration of the assigned material. The success of in-class case and article discussions depend to a great degree on the thoroughness and quality of preparation.

Also, cells phones are expected to be off at all times and students should not use his or her computer for purposes other than assisting in class discussion. Those who violate this rule will be penalized in class participation.

4.4 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual assignments (case reports)	20%
Text presentation	40%
Class participation	20%
Quizzes (at any class about any text)	20%
Total	100%

Please note:

- Assignments must be submitted on or before the due date. No extension will be given.

5. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

6. PROFESSOR

Prof. Renato Cotta de Mello

Post-Doctorate degree from Ohio University (2010), PhD in Production Engineering from COPPE/UFRJ (2009) and Masters in Business from COPPEAD / UFRJ (1981). He is currently an Associate Professor at the Federal University of Rio de Janeiro, where he has held positions at the Coppead Institute of Administration and the coordinator of CENI (Center of International Business Studies) since 2009. He has experience in conducting projects and studies in the areas of strategic planning, with emphasis in international business, covering especially the following topics: business strategy, internationalization of Brazilian companies and international entrepreneurship. He also has several works published in national and foreign journals.

7. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources	Additional resources
1	Introduction to the course	Presentation. International business environment: a vision.		
2	Economic Theories	International Entry Mode	Ahsan e Musteen - Multinational enterprises' Entry Mode Strategies and Uncertainty: A Review and Extension. Giachetti et al – Entry Mode Degree of Control, Firm Performance and Host Country Institutional Development: A Meta-Analysis. Fernandes et al – Exploring Modes of Entry into International Markets: direct investment or contractual relations. Benmamoun et al – The impact of manager's animosity and ethnocentrism on multinational enterprise (MNE) international entry-mode decision.	
3	Economic Theories	Internalization Theory. Eclectic Paradigm.	Rugman – Internalization as a general theory of foreign direct investment. Dunning – The eclectic (OLI) paradigm of international production.	Yara International (case)
4	Economic Theories	Product Cycle Theory	Vernon – International investment and international trade in the product cycle. Ietto-Gillies – The product life cycle and international production. Tamar <i>et al.</i> – The product cycle revisited: knowledge intensity and firm internationalization.	

	Topic	Session Details	Mandatory resources	Additional resources
5	Behavioral Theories	The Nordic School	Johanson & Vahlne – The internationalization process of the firm – a model of knowledge development and increasing foreign market commitments. Figueira de Lemos, Johanson & Vahlne – Risk management in the internationalization process of the firm: A note on the Uppsala model.	Azaleia (case)
6	Behavioral Theories	Networks	Johanson & Mattson – Internationalization in industrial systems – a network approach. Waheed Akbar Bhattia, Jorma Larimoa, Per Servais - Relationship learning: A conduit for internationalization.	Ivia (case)
7	Strategy	International Strategy	Cuervo-Cazurra e Un – Firm-specific and non-firm-specific sources of advantage in international competition. Yeganeh - An examination of the conditions, characteristics and strategies pertaining to the rise of emerging markets multinationals.	

Appendix A: Individual assignment grading schema

Criterion	Application	Total	Comments
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case to the assigned readings or prior discussions.
Logical flow and structure	Does the Introduction provide a lucid background and problem statement, and does it describe the objectives of the assignment, and the proposed layout of the analysis? Is the document well structured ?	10%	The assessment should show that the student read, understood and thought about the case's business problem, without just repeating the facts.
Level of management thinking	Is the assignment in line with the expectations of a post-graduate student?	30%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

Appendix B: Group assignment grading schema

Criterion	Application	Total	Comments
Prior to presentation meeting	Did the group come prepared to the meeting?	10%	It must show that the group put effort and dedicated time to the group assignment up to that meeting.
Logical flow and structure	Is the presentation well- structured and well presented ?	10%	Again, it must show that the group put effort and dedicated time to the group assignment.
Application of the theory	Was the relevant theory, applied to the assignment and correctly presented?	20%	Points given for those relating the case under analysis to theory learned in class
Level of management thinking	Is the assignment in line with the expectations of a post-graduate student?	20%	
Creativity	Are creative ideas and proposals presented that are based on the content?	20%	
Credibility of the work.	Could the assignment be given, as is, to the management of a company?	20%	
Report Total		100%	

Full-Time MBA

ELECTIVES

3st Term 2020

Name of course:

SERVICE OPERATIONS MANAGEMENT

Lecturer:

Profa. Claudia Araujo

COURSE OUTLINE

1. GENERAL

Service Operations Management addresses the design and management of systems for services. This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. In other words, it takes an operations point of view to look at companies in the service sector.

Faculty:	Claudia Araujo
Telephone:	55-21-3938-9856
E-mail:	claraujo@coppead.ufrj.br

2. COURSE DESCRIPTION

The objective of this course is to increase students' abilities in solving problems that service manager's face. To do so, this course will combine operations, marketing, and human resources aspects of services using both readings and cases. The course is focused on preparing students to identify and apply appropriate management processes to ensure quality oriented service operations, value creation to the customer and operational excellence.

The course combines discussion of articles, cases studies and student presentations. The teaching method is student-centered and for the success of the course, it is essential that students *read* and *prepare* all the materials for each scheduled session. Also, participation in class is highly encouraged and is a component of student assessment.

From the second session onwards, each class will be structured as follows: case discussion in small groups (30 min); full group discussion (60 min); coffee break (15 min); students' presentation on the current class topic (30 min); final discussion (45 min).

Individual students may be asked to come forward to present his/her/their solution to the case.

2.1. Required disciplines:

There are no pre-requisites for enrollment.

3. LEARNING OUTCOMES

After successful completion of the course the student will be able to:

- Understand the principles of service operations management.
- Develop a critical and strategic thinking on the management of service operations.
- Assess and solve service operations challenges.
- Understand the interface of Service Operations Management with Marketing and Human Resources.
- Work as a team in the search for ethical and effective decisions for service organizations.

4. STUDY RESOURCES -- Mandatory resources

The following mandatory readings form part of the course material:

- Berry, L. L. (2009). Competing with quality services in good times and bad times. *Business Horizons*, 52(4), 309-317.
- Berry, L. L. (2017). How service companies can earn customer trust and keep it. *Harvard Business Review*. Retrieved from <https://hbr.org/2017/04/how-service-companies-can-earn-customer-trust-and-keep-it>.
- Botsman, R. (2014). Sharing's not just for startups. *Harvard Business Review*, 92(9), 23-25.
- Buell, R. W. (2018). The parts of customer service that should never be automated. *Harvard Business Review*. Retrieved from <https://hbr.org/2018/02/the-parts-of-customer-service-that-should-never-be-automated>.
- Frei, F. (2006). Breaking the trade-off between efficiency and service. *Harvard Business Review*, 84(11), 93-101.
- Frei, F. (2008). The four things a service business must get right. *Harvard Business Review*, 86(4), 70-80.
- Frei, F. X., Ely, R. J., Winig, L. (2011). Zappos.com 2009: clothing, customer service, and company culture. *Harvard Business School*, Case Study 610-015.
- Harvard Business Review. (2018). "Sorry" is not Enough. *Harvard Business Review*, January-February 2018 Issue, pp. 20-22.
- Harvard Business School. (2018). Case Flash Forward: Zappos.
- Hemp, P. (2008). Put your customers to work. *Harvard Business Review*.
- Heskett, J. L., Jones T. O., Loveman, G. W., Sasser, W. E., & Schlesinger, L. A. (1994). Putting the service-profit chain to work. *Harvard Business Review*, 72(2), 164-174.
- Huang, M., Rust, R. T. (2014). Should your business be less productive? *MIT Sloan management review*, 55(3), 67-72.
- Huang, W., Mitchell, J., Dibner, C., Rutenberg, A., & Tripp, A. (2018). How customer service can turn angry customers into loyal ones. *Harvard Business Review*.
- Puri, S., Kashyap, K. D., & Singh G. (2018). United airlines' service-recovery challenge after reputation meltdown. *Harvard Business Review*.
- Samuel, A. (2014). Established companies, get ready for the collaborative economy. *Harvard Business Review*, *HBR Blog Network*.
- Sasser, W. E. (1972). Benihana of Tokyo. *Harvard Business School*, Case 673-057.
- Taylor, B. (2014). Why Amazon is copying Zappos and paying employees to quit?. *Harvard Business Review*.
- Thomke, S. H. (2012). Mumbai's models of service excellence. *Harvard Business Review*, 90(11), 121-126.

5. ASSESSMENT CRITERIA

The course is based on paper and case discussions. Each participant is expected to read the texts and prepare the cases for class discussions in accordance with the guidelines provided.

5.1 Pre-work assessment

Previous preparation is fundamental for class discussion. Before each class, students are supposed to send to the professor a synthesis of the text assigned (no more than one page). This synthesis is individual and will be used to assess you. The synthesis should be sent until the day before the class (Tuesday up to 11:59pm).

The purpose of the pre-work assessment is to ensure that prescribed material is read and understood prior to the lectures. Also, the purpose is to verify if the participants understood the principles of Service Operations Management and are able to assess and solve service operations challenges.

5.2 Class participation

The course is based on readings and discussions. Class participation will be determined based on your attendance, punctuality, team work, and contribution to class discussions. Class participation will be ranked based on the contribution that students bring to class, either spontaneously or responding to professor's requests.

5.3 Paper presentation

Each meeting will focus on particular readings that will serve as the **starting point** for an individual ***presentation*** on the theme. Themes for presentation:

1. Value creation in service companies (sessions 3/4)
2. Quality in services (sessions 5/6)
3. Service project (sessions 7/8)
4. Service recovery (sessions 9/10)

The assessment will be done considering four dimensions: (1) respect to the established time, (2) clarity in the exhibition, (3) reflections brought to discuss with the class, and (4) ethical, critical and strategic thinking brought on the management of service companies. A detailed rubric is presented in Appendix A.

5.5 Allocation of marks

The following will determine the grade point for this discipline:

Assessment	Allocation
Pre-work – individual (synthesis)	50%
Class participation	10%
Paper presentation	40%
Total	100%

The grade point will be converted into a final grade following the criteria below:

Grade Point	Final Grade
Bigger or Equal 9.0	A
Between 7 and 8.9	B
Between 5 and 6.9	C
Smaller than 5	D

It is emphasized that obtaining D as a final grade means that the student failed the discipline.

6. PREPARATION FOR CLASS

All students are expected to be fully prepared (reading all material and preparing case studies) for each class as set out in the detailed schedule. Content presented will not be limited to the content covered in the prescribed text. Emphasis will be placed on different viewpoints and the practical and/or managerial implications. The emphasis will be on participation and direct involvement by the course participants, sharing their experience with the group. The lecturer will act as a facilitator for learning and debate, to ensure complete exploration of the topic. It is expected from every participant to prepare for these discussions and contribute to the quality of the group learning.

7. PROFESSOR

Claudia Araujo is Associate Professor of the COPPEAD Graduate School of Business of the Federal University of Rio de Janeiro - COPPEAD / UFRJ, where she is the Coordinator of the Centre for Health Care Studies - CESS/COPPEAD/UFRJ. She is Fellow of the Brazilian College of Health Executives - CBEX-S. Graduated in Economics from Pontifical Catholic University of Rio de Janeiro PUC / RJ (1993), she holds a PhD (2005) and a Master's degree (1996) in Administration from COPPEAD/UFRJ. She was a Visiting Researcher at Maryland University - Robert Smith School of Business (USA) in 2004. She researches innovation in health care, the organ donation and transplantation process - focusing on people (attitudes and behaviors) and procedures (process mapping and waste reduction), adherence to medical treatment, and measurement of efficiency and quality in health. She is a member of the Scientific Editorial Board of the Journal of Business Administration (RAE), Journal of Operations and Supply Chain Management (JOSCM) and ANAHP Observatory - Private Hospitals. She has articles published in national and international journals, among which stand out: Health Care Management Science; Transplantation Proceedings; Revista Panamericana de Salud Publica; Service Industries Journal; Cadernos de Saúde Pública; Cadernos EBAPE.BR; Leadership in Health Services, among others.

8. OUTLINE OF CLASS SESSIONS

	Topic	Session Details	Mandatory resources
1	The service characteristics and their managerial implications (3h)	<ul style="list-style-type: none"> • The service characteristics. • Service as a process. • The service experience. • Efficiency in service companies. 	<ul style="list-style-type: none"> • Breaking the trade-off between Efficiency and Services. • Should your Business be Less Productive? <p>Case:</p> <ul style="list-style-type: none"> • Benihana.
2	Value creation in Service Companies (3h)	<ul style="list-style-type: none"> • What is value? • How to create value in a service company? • The importance of people, processes and systems. 	<ul style="list-style-type: none"> • The four things a service business must get right. • The parts of Customer Service that should Never be Automated. <p>Cases:</p> <ul style="list-style-type: none"> • Zappos.com • Zappos - Case Flash Forward
3	Service Quality (3h)	<ul style="list-style-type: none"> • What is service quality? • How to measure service quality? • The importance of people in service delivery and excellence. 	<ul style="list-style-type: none"> • Competing with quality services in good times and bad. • Putting the service profit chain to work. <p>Case:</p> <ul style="list-style-type: none"> • Mumbai's Model of Service Excellence
4	Service project (3h)	<ul style="list-style-type: none"> • Service Delivery Design. • Service project. • The collaborative economy. 	<ul style="list-style-type: none"> • Put Customers to work. • Established Companies, Get ready for the Collaborative Economy. <p>Case:</p> <ul style="list-style-type: none"> • When the customer is stressed.
5	Service Recovery (3h)	<ul style="list-style-type: none"> • How to deal with a service failure. • How to recovery a service failure. • The relationship between a good recovery and customer loyalty. 	<ul style="list-style-type: none"> • How customer service can turn angry customers into loyal ones. • What Unhappy Customers Want. <p>Case:</p> <ul style="list-style-type: none"> • United Airlines' Service-Recovery Challenge After Reputation Meltdown

Appendix A: Group assignment grading schema

Criteria	Total	Mark	Level descriptors
Approach followed	3		3 – excellent / innovative approach beyond expectation 2 – correct approach 1 – fair presentation, but limited in scope 0 – approach highly questionable / no evidence
Quality of group discussion	3		3 – exceptional quality, exceeding expectations 2 – very high quality 1 – not really acceptable 0 – extremely poor
Contribution to a body of knowledge	3		3 – the world is a better place because of this! 2 – solid contribution useful to other students or practitioners 1 – made a small contribution to the group only 0 – difficult to argue a contribution
Was this a group activity? (work of a group or a single student?)	3		3 – clearly group work, exceptional quality 2 – difficult to tell, but <u>very</u> likely due to good quality 1 – difficult to tell, but highly unlikely 0 – this is clearly not a group effort but the work of a single team member
Assignment total	12		
Additional comments:			

Appendix B: Assignment questions for each session

Session 1 – CASE BENIHANA

- 1) What does Benihana sell?
- 2) What are the variabilities faced by a restaurant manager?
- 3) How Benihana managers deal with these variabilities?
- 4) How Benihana managers deal with the trade-off between productivity and customer satisfaction?
- 5) What are the most relevant aspects of service operations management at Benihana?

Session 2 – CASE ZAPPOS.COM

- 1) If you purchase a pair of shoes *online*, what are the benefits and negative aspects *versus* a physical shoe store? If you haven't purchased shoes *online*, what is the reason?
- 2) How does Zappos create value to its customers?
- 3) "It never makes sense to outsource your core competency" – What is the core competence of Zappos?
- 4) Analyze Zappos' "service model" considering the four elements discussed by Francis Frei: the offering; the funding mechanism; the employee management system; and the customer management system.

Session 3 – CASE MUMBAI'S MODEL OF SERVICE EXCELLENCE

- 1) How do *dabbawallas* create value to their customers?
- 2) Considering the categories *process*, *organization*, *management* and *culture/people*, what are the main elements of their system in each of these categories?
- 3) In your opinion, what is the X-factor (secret ingredient) that helps explain the *dabbawalas*' success?
- 4) FedEx and other companies have visited them. Why? What do they expect to learn?

Session 4 – CASE ZIPCAR

- 1) What are the main challenges faced by a service operations management when designing a service?
- 2) How to ensure a good experience for customers?

Session 5 – CASE UNITED AIRLINES' SERVICE-RECOVERY

- 1) What happened on United flight 3411?
- 2) Considering what we have seen in SOM, how do you analyze the episode that occurred on the flight 3411?
- 3) What steps can United take to rebuild its tarnished brand image?

Full-Time MBA

Elective

3rd Term 2020

Name of course:

SUPPLY CHAIN MANAGEMENT

Lecturer:

LEONARDO MARQUES

COURSE OUTLINE

1. GENERAL

The Supply Chain Management (SCM) field covers the management of the flow of products, information, people and finance between the diverse members of a Supply Chain. The supply chain perspective provides the framework for businesses and their business partners to jointly plan and execute the delivery of goods and services and organize the flow of information efficiently and effectively in an ethical and sustainable manner to customers.

Faculty:	LEONARDO MARQUES
Telephone:	3928-9816
E-mail:	LEO.MARQUES@COPPEAD.UFRJ.BR

2. COURSE DESCRIPTION

The world has been observing an increase in international trade and worldwide sourcing volumes since the 1990's at a steadily rate. The global flow of goods, services, and finance accounted for 36% of the world's GDP in 2012, and the value will triple by 2025 (McKinsey Global Institute, 2014). As world trade grows, more firms consider globally distributed suppliers and production/distribution facilities. However, recent years have witnessed a backlash in globalism from multiple fronts: increasing nationalism in politics, anti-globalism movements, sustainability as a pressure for reduction in long distance flow of goods, and sadly and recently the covid-19 pandemic that challenges the flow of goods and people among other pressing challenges. This scenario certainly affects supply chain management.

The SCM module addresses the flow of goods, services and finance between firms and discusses the changing environmental characteristics such as the ever-increasing pressure of competition, new technology, the global versus local production debate, sustainability pressures and the recent movements of reshoring. The module establishes the foundations of SCM, to present the most prominent frameworks and tools available to support decision making in SCM, and to discuss in which ways these tools have been/ can be applied in real life examples. The learning outcomes of this module are:

- ✓ Critically discuss the strategic and systemic nature of decision making in SCM as well as its relationship with current trends such as the imperatives of sustainability and transparency;
- ✓ Understand the key decisions that are part of the SCM framework, i.e. demand forecasting, inventory management, trade-offs between transportation and warehousing;
- ✓ Apply the SCM toolset to real life situations aiming to improve performance, manage performance trade-offs and manage expectations from multiple stakeholders in any sector, be it manufacturing, service or retailing;

- ✓ Understand how SCM decisions interconnect with the other management functions such as marketing, finance and information technology;
- ✓ Critically discuss the impact of global supply chains and the challenges of ethically manage the relationships with suppliers and other business partners.

The module has **30 hours** organised in **10 three-hour sessions** (please see details in the course outline). The basic structure of a session is:

- (i) Academic seminar (30 min + 10 min Q&A)
- (ii) Case discussion in small rooms (30 min)
Break (10 min)
- (iii) Case discussion at the plenary (50 min)
Break (10 min)
- (iv) Closing lecture (40 min)

2.1. Required disciplines:

ADM 791 OPERATIONS MANAGEMENT (Mandatory)

3. LEARNING OUTCOMES

In accordance with FT-MBA ILOs, after successful completion of the course the student will be able to:

KNOW

- ✓ Business related vocabulary & main concepts: SCM specific vocabulary and concepts, key to a degree in Business Management;
- ✓ Main theoretical perspectives: Transaction Cost Economics, Resource-based view, Institutional theory, Stakeholder theory, Social Network Theory and how all these theoretical lens can be applied to better understand the SCM domain;
- ✓ Analytical tools: Tools that help analysing the interlinks between management of information, physical goods and finance;
- ✓ Global issues: Sustainability's impact on supply chains and the reorganisation of supply chain as a result of sustainability, risk management, regulation and disruptive technologies in recent years

DO

- ✓ Issue analysis and critical thinking: Critical analysis of cases, 'what-if' scenarios, mixing qualitative and quantitative information to support strategic decision making

BEHAVE

- ✓ Ethically: By understanding the need to embed sustainability and ethical issues across all case situations

BE

- ✓ Both short- and long-term oriented: By discussing operational, tactical and strategic consequences of decisions
- ✓ Responsible world citizen: By understanding the need to embed sustainability and ethical issues across all case situations

4. STUDY RESOURCES

4.1 Mandatory resources

The mandatory readings (articles and cases) will be available electronically at the COPPEAD AVA platform.

4.2 Additional references

SLACK, Nigel; BRANDON-JONES, Alistair; JOHNSTON, Robert. (2013). **Operations Management**. 7th Edition. UK: Pearson Education Limited.

DORNIER, P.-P.; ERNST, R.; FENDER, M.; & KOUVELIS, P. (2006). **Global Operations and Logistics**. New York (NY), USA: John Wiley & Sons.

5. ASSESSMENT CRITERIA

5.1 Case Preparation (**Appendix A**)

There are **8 (eight) Business Cases** during the module (see course outline) that the students must read and prepare in advance to the respective session. Preparation should follow the Coppead case method preparation. In addition:

- ✓ Well prepared students may be asked to present their preparation to the class
- ✓ For the two last cases, **all students** will need to upload an individual case preparation on the AVA platform **by 23:55h of the day before the class**.

5.2 Academic Seminar (**Appendix B**)

There are **8 (eight) Academic Seminars**. Students will be organized in nine groups and each group will be assigned to one week. Match of groups and sessions will be defined in Session 1. For the given week, the group will need to provide one Academic Seminar (a structured PowerPoint presentation), presenting one business example that fits into the discussion of the articles of that week. The group must send the presentation **before the start of the class**:

- ✓ The team must provide **at least 1 (one) real business example** related to the topic;
- ✓ The presentation must include the full list of **information sources** (references, citations) used;
- ✓ The presentation should last **30 minutes**;

5.3 Class participation

Participation is highly encouraged. Yet, some best practices must be observed. Students' interventions must be pertinent, relevant, and concise. The student should avoid over-specific questions that can be addressed outside the classroom. Relevant contribution should move the discussion forward by raising alternatives, offering examples, and developing critical perspectives to help the flow of the discussion. Over-participation from one single student will be restrained. Conversely, quiet students will be subject of a "*cold call*". Students must not only prepare and discuss the readings and the cases, but also reflect on how the issues would apply to other contexts in real life situations. Top students will provide specific examples of firms that could benefit from the adoption of the tools and methods discussed in the case.

5.4 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Case preparation (see Appendix A)	40%
Academic Seminar (see Appendix B)	30%
Participation	30%
Total	100%

Please note:

- ✓ Assignments must be submitted on or before the due date. No extension will be given.
- ✓ The Lecturer may normalize results for grade conversion at the Lecturer's discretion.

6. PREPARATION FOR CLASS

This course relies on the participative method, hence students are expected to read book chapters, selected papers and prepare business cases (if indicated) **prior to the lecture, for every session**. The participative method implies that meaningful dialogue among participants is essential to the effectiveness of class meetings. The method assumes engagement and participation of all students during all sessions. Hence, it is strictly necessary that all students read and prepare selected reading in advance for the sessions. The Lecturer will facilitate the discussions, but significant interaction is expected from students. Regarding individual preparation, it is suggested that the student allocates **at least 3 (three) hours of preparation prior to each session**.

7. PROFESSOR

Dr. Leonardo Marques holds a PhD in Business & Management from University of Manchester (2016), an MSc in Business & Management from COPPEAD, UFRJ (2004) and a BSc in Production Engineering from POLI, UFRJ (2000) with Cum Laude honour. Leonardo has over 19 years of professional experience that includes managerial positions, consultancy and executive training, in areas such as fashion retail, consumer goods, oil & gas, technology and media. Between 2005 and 2014, he has collaborated with COPPEAD as a part-time lecturer, and since 2015, as a full-time Assistant Professor teaching at BSc, MSc, MBA and PhD levels topics such as Operations Management, Supply Chain Management and Sustainability topics. In March 2018, Leonardo has been elected for the Executive Committee of *IPSERA, the International Purchasing and Supply Education and Research Association*. His research interests include sustainability, collaboration and culture in supply networks and social network analysis. He has published in international outlets such as the *Supply Chain Management: An International Journal*, the *Production Planning & Control journal*, *Benchmarking: An International Journal*, *International of Productivity and Performance Management*, *Latin American Business Review* and *Journal of Supply Chain Management*, where his paper with colleagues has received the honorary mention to the *Harold E. Fearon Best Conceptual Paper* in 2016. Leonardo is currently the coordinator of the Transparency & Sustainability Network and his research is sponsored by: Laudes Foundation, Instituto-e and FAPERJ (Young Scientist of Our State).

8. COURSE OUTLINE

#	Topic	Session Details	Mandatory resources	
			Readings	Cases / Activities
1	Foundations of SCM	<ul style="list-style-type: none"> Information flow and decision making 	N/a	Beer Game
2	Demand & Inventory Management	<ul style="list-style-type: none"> Inventory types Information sharing Price versus flow mechanisms 	Academic Seminar 1: Barratt & Barratt (2011)	Business Case 1: Case Barilla
3	Purchasing & Supply Management	<ul style="list-style-type: none"> Strategic purchasing Purchasing portfolio management 	Academic Seminar 2: Kraljic (1983) Gelderman & van Weele (2002)	Business Case 2: Case Guitarfell
4	Supply Chain Strategy	<ul style="list-style-type: none"> Supply chain strategies Performance measurement 	Academic Seminar 3: Christopher et al (2006)	Business Case 3: Case Dell
5	Digitalization in Supply Chains	<ul style="list-style-type: none"> E-commerce Other digitalization trends 	Academic Seminar 4: Stapleton et al (2002) TBD	Business Case 4: TBD
6	The Supply Network Perspective	<ul style="list-style-type: none"> Managing supply chains as networks The role of coopetition 	Academic Seminar 5: Dyer & Nobeoka (2000) Yan et al (2015)	Business Case 5: Case Adani Agri Logistics
7	SC Finance & Blockchain	<ul style="list-style-type: none"> Supply chain finance Blockchain 	Academic Seminar 6: TDB	Business Case 6: TDB
8	Global Supply Networks	<ul style="list-style-type: none"> Control vs. collaboration in supply networks 	Academic Seminar 7: Gereffi & Lee (2012) Marques et al (2020)	Business Case 7: Case Tea-3PO
9	Innovation in Supply Networks	<ul style="list-style-type: none"> Network analysis Differentiation or isomorphism? 	Academic Seminar 8: Marshall et al (2016) Marques (2019)	Business Case 8: Case Fairphone
10	Culture in Supply Networks	<ul style="list-style-type: none"> Cultural issues Supply network complexity 	TBD	N/a

Note: Red means assessed activity

Appendix A: Case Preparation / Discussion Guideline

Criterion	Application	Total	Mark	Comments
Problem identification	What is the real problem in the case? Is this question the fundamental issue of the case?	3		
Analytical approach	What are the available alternatives ? That are the most adequate criteria to evaluate them (compare and contrast)? Are they grounded in theory, tools and frameworks?	3		
Level of management thinking	Is the student “ in the shoes of ” the manager facing the challenge? Is the final choice based on critical and managerial thinking?	3		
Work ethics & group activity	Is there work balance within the group activity and respect for the opinion of others?	1		
Total Mark		10		
Additional comments: This guideline serves for case preparation (if prior upload is required) as well as orientation of what is important during discussions in small groups and at the plenary. This will be the basis for participation grades.				

Appendix B: Academic Seminar grading schema

Criterion	Application	Total	Mark	Comments
Logical flow and structure	Does the presentation flow well from problem, example chosen and application of SCM to the example? Is the file [PPT] well structured ?	3		
Application of the theory	Is (are) example(s) to discuss the article well chosen? Does the business case provide an insightful exercise to reflect on the theory's applications?	3		
Level of management thinking	Is the assignment in line with COPPEAD's expectations of a postgraduate student? Does it offer a rich contribution to the class and business more broadly?	3		
Work ethics & group activity	Is the assignment free of plagiarism and clearly a group activity ?	1		
Total Marks		10		
Additional comments: 				

ADM 746 – Electronic Government – 3th term 2020 – 15 hours

Profª Marie Anne Macadar

email: marie.macadar@coppead.ufrj.br

Period: Wed, from 19 Aug. to 16 Sep. 2020 (by Zoom)

Course Overview

Electronic Government is a multidisciplinary research domain which studies the use of information and communication technologies (ICT) in the context of public policy making (smart governance, open government, and digital divides), smart government operations (transformation, innovation, management, organization, infrastructure, interoperability, emergency management, safety, and security), citizen engagement and interaction (e-participation, transparency, collaboration, and digital democracy) and government services. Numerous disciplines contribute to this intersection of research, such as computer science, information systems, information science, political science, organizational sciences (public administration and business administration), sociology and psychology among others.

Course Objectives

The basic aim of the course is to discuss issues related to the use of ICT in public organizations, focusing on organizational factors that influence the adoption and implementation of new ICT as well as their impact. Additionally, the course will also analyze the adoption of innovative policies or practices seeking to facilitate the strategic use of ICT by public organizations.

Course Structure/Pedagogy/Method

The teaching method is student-centered; active participation of students will be required as well as proper preparation to participate in meetings, using the specific courseware provided, and doing the additional research recommended. Students' participation will be fully encouraged during lectures and discussions in class. Please, follow the Coppead's tech code and do not forget to use your name on Zoom (rename it if necessary).

Course Outline

1. Electronic Government: an overview
2. Open Government and Open Data
3. Electronic Participation
4. Electronic Services and Public Value
5. Smart Sustainable Cities and Smart Governments



Evaluation

The final assessment will be based on the total sum of four partial evaluations (see table below).

Evaluation Activities	Compositions (%)
1. Student participation during the classes – discussion and activities	20%
2. Preparation for the sessions - issues & concerns to be posted each class before 8 am of the day class (individual task)	20%
3. Conceptual Map (groups of two) to be presented – Deadline: 16th September	30%
4. Final Assignment (individual task) – Deadline: 19th October	30%

1. The first evaluation will be based on the participation in the activities and by the engagement in discussions planned for each meeting.
2. The second evaluation is based on the preparation of the material for each class, specifically the “issues and concerns”. The preparation of material will be assessed based on “cold and warm calls” to present the readings. It means that students will be chosen randomly during the class to start the analysis of the reading materials and cases. This individual task (issues & concerns) must be posted beforehand, from the second class, into the AVA delivery task.
3. The conceptual map must be presented in the last meeting, as an overview of the whole course. It must be also posted beforehand, on 16th September, into the AVA delivery task. For additional information about Conceptual Map, see: Novak, J. and Cañas, A. (2008). The theory underlying concept maps and how to construct and use them, available at: <http://cmap.ihmc.us/docs/theory-of-concept-maps>
4. The last evaluation, the final assignment, is an individual task that must be developed during the course and handed on 19th October (into the AVA delivery task). Each student must choose an Electronic Government topic and write an essay about it. A writing guideline for this task will be available in AVA. The assignment could be submitted in English or Portuguese.

Schedule

Date	Session	Topic	Mandatory Course Readings	Complementary Material
19 Aug.	1	Electronic Government Overview		<ul style="list-style-type: none"> • Cunha, M. A.; Miranda, M. M. de. (2013) O uso de TIC pelos governos: uma proposta de agenda de pesquisa a partir da produção acadêmica e da prática nacional. <i>O&S – Organizações & Sociedade</i>, (20)66, 543-566. • United Nations Public Administration Network (UNPAN) - “United Nations E-Government Survey-2020”. Retrived from: https://publicadministration.un.org/en/Research/UN-e-Government-Surveys • e-Government Knowledgebase (UNeGovKB). Retrived from: https://publicadministration.un.org/egovkb/en-us/ • “Survey on the Use of Information and Communication Technologies in the Brazilian Public Sector: ICT Electronic Government 2019”. São Paulo: Brazilian Internet Steering Committee (CGI.br). Retrived from: https://cetic.br/media/docs/publicacoes/2/20200707094309/tic_governo_eletronico_2019_livro_eletronico.pdf
26 Aug.	2	Open Government and Open Data	<p>Attard, Judie; Orlandi, Fabrizio; Scerri, Simon; Auer, Sören (2015). A systematic review of open government data initiatives. Government Information Quarterly, 32(4), pp.399–418.</p> <p>Executive Summary, p.13-23, OGP Global Reports (V1). Retrived from: https://www.opengovpartnership.org/campaigns/global-report/</p>	<p>OGP Global Reports (V1 & V2). Retrived from: https://www.opengovpartnership.org/campaigns/global-report/</p> <p>Janssen, M., Charalabidis, Y. Zuiderwijk, A. (2012). Benefits, adoption barriers and myths of open data and open government, Information Systems Management, 29(4), 258–268.</p>

Date	Session	Topic	Mandatory Course Readings	Complementary Material
			Chapter 6 - United Nations Public Administration Network (UNPAN) - "United Nations E-Government Survey-2020"	
02 Sep.	3	Electronic Participation	<p>Medaglia, R. (2012). eParticipation research: Moving characterization forward (2006–2011). Government Information Quarterly, 29, 346–360.</p> <p>Chapter 5 - United Nations Public Administration Network (UNPAN) - "United Nations E-Government Survey-2020"</p>	Toots, M. (2019). Why E-participation systems fail: The case of Estonia's Osale.ee. Government Information Quarterly , 36(3), 546-559.
09 Sep.	4	Electronic Services and Public Value	<p>Mergel, I., Edelmann, N., & Haug, N. (2019). Defining digital transformation: Results from expert interviews. Government Information Quarterly, 36(4), 101385.</p> <p>Chapter 7 - United Nations Public Administration Network (UNPAN) - "United Nations E-Government Survey-2020"</p>	Alford, J.& O'Flynn, J. (2009). Making Sense of Public Value: Concepts, Critiques and Emergent Meanings, International Journal of Public Administration , 32(3-4), 171-191.
16 Sep.	5	Smart Sustainable Cities	<p>Ahvenniemi, H., Huovila, A., Pinto-Seppä, I., & Airaksinen, M. (2017). What are the differences between sustainable and smart cities? Cities, 60, 234-245.</p> <p>Chapter 7 - Estevez, E., Lopes, N. V., & Janowski, T. (2016). <i>Smart Sustainable Cities. Reconnaissance Study</i>. Retrived from https://egov.unu.edu/news/news/smart-sustainable-cities-reconnaissance-study.html</p>	<p>Pereira, G. V., Parycek, P., Falco, E., & Kleinhans, R. (2018). Smart governance in the context of smart cities: A literature review. <i>Information Polity</i>, 23(2), 143-162.</p> <p>ITU, UNECE, UNDP, UNECA, & UNESCO. (2017). <i>Collection Methodology for Key Performance Indicators for Smart Sustainable Cities</i>. United for Smart Sustainable Cities (U4SSC) initiative. Retrieved from https://www.itu.int/en/publications/Documents/tsb/2017-U4SSC-Collection-Methodology/files/downloads/421318-</p>

Date	Session	Topic	Mandatory Course Readings	Complementary Material
				CollectionMethodologyforKPIfoSS C-2017.pdf Bosch, P., Jongeneel, S., Rovers, V., Neumann, H.-M., Airaksinen, M., & Huovila, A. (2017). <i>CITY keys Indicators for smart city projects and smart cities</i> . CITYKeys. Retrieved from http://nws.euocities.eu/MediaShell/media/CITYkeysD14Indicatorforsmartcityprojectsandsmartcities.pdf

Further Readings

- ATTARD, Judie; ORLANDI, Fabrizio; SCERRI, Simon; AUER, Sören (2015). A systematic review of open government data initiatives. **Government Information Quarterly**, 32, 399–418.
- BANNISTER, Frank; CONNOLLY, Regina. (2012). Forward to the past: Lessons for the future of e-government from the story so far. **Information Polity**, 17, 211–226.
- BANNISTER, Frank; CONNOLLY, Regina. (2014). ICT, public values and transformative government: A framework and programme for research. **Government Information Quarterly**, 31, 119–128.
- BERTOT, J.C., JAEGER, P.T. and GRIMES, J.M., 2010. Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. **Government information Quarterly**, 27(3), 264–271.
- BERTOT, John; ESTEVEZ, Elsa; JANOWSKI, Tomasz. (2016). Universal and contextualized public services: Digital public service innovation framework. **Government Information Quarterly**, 33, 211–222.
- BIRCHALL, Clare. (2014). Radical Transparency? **Cultural Studies - Critical Methodologies (CSCM)**, 4(1), 77–88.
- CHATFIELD, Akemi T.; SCHOLL, Hans J.; BRAJAWIDAGDA, Uuf. (2013). Tsunami early warnings via Twitter in government: Net-savvy citizens' co-production of time-critical public information services. **Government Information Quarterly**, 30, 377–386.
- CONRADIE, Peter; CHOENNI, Sunil (2014). On the barriers for local government releasing open data. **Government Information Quarterly**, 31, S10–S17.
- CORDELLA, A. and BONINA, C. M. (2012). A public value perspective for ICT enabled public sector reforms: A theoretical reflection. **Government Information Quarterly**, 29, 512–520.
- CORDELLA, A.; PALETTI, A. (2018), ICTs and value creation in public sector: manufacturing logic vs service logic, **Information Polity**, 23(2), 125–141.
- CRIADO, J. I.; SANDOVAL-ALMAZAN, Rodrigo; GIL-GARCÍA, J. Ramon. (2013). Government innovation through social media. **Government Information Quarterly**, 30, 319–326.
- DAWES, Sharon S. (2010). Stewardship and usefulness: Policy principles for information-based transparency. **Government Information Quarterly** 27, 377–383.
- DAWES, Sharon S.; HELBIG, Natalie. (2010). Information Strategies for Open Government: Challenges and Prospects for Deriving Public Value from Government Transparency. In **Electronic Government: Lecture Notes in Computer Science**, M.A. Wimmer et al. (Eds.): EGOV 2010, LNCS 6228, 50–60.
- DAWES, S.; VIDIASOVA, L.; PARKHIMOVICH, O. (2016), Planning and designing open government data programs: An ecosystem approach, **Government Information Quarterly**, 33, 15–27.
- GIL-GARCIA, J.R., ZHANG, J. AND PURON-CID, G. (2016). Conceptualizing smartness in government: An integrative and multi-dimensional view. **Government Information Quarterly**, 3, 524–534.
- GONZALEZ-ZAPATA, F. and HEEKS, R. (2015). The multiple meanings of open government data: Understanding different stakeholders and their perspectives, **Government Information Quarterly**, 32, 441–452.

- GRÖNLUND, Å., HORAN, T. A. (2004). Introducing e-gov: history, definitions, and issues, **Communications of the Association for Information Systems**, (15), 713-729.
- GRÖNLUND, Å. (2010). "Ten years of e-government: The 'end of history' and new beginning," in **Proceedings of 9th international conference on electronic government, EGOV 2010**, M. A. Wimmer, J. -L. Chappelet, M. Janssen and H. J. Scholl (eds.), Berlin, Heidelberg: Springer LNCS 6228, 13–24.
- HARRISON, T.M.; SAYOGO, D.S., 2014. Transparency, participation, and accountability practices in open government: A comparative study. **Government Information Quarterly**, 31(4), 513-525.
- HARRISON, Teresa M et al. (2012). Open government and e-government: Democratic challenges from a public value perspective, **Information Polity**, 17, 83-97.
- JAEGER, Paul T., BERTOT, John Carlo. (2010). Transparency and technological change: Ensuring equal and sustained public access to government information. **Government Information Quarterly**, 27, 371–376.
- JANSSEN, M., CHARALABIDIS, Y. and ZUIDERWIJK, A. (2012). Benefits, adoption barriers and myths of open data and open government. **Information systems management**, 29(4), 258-268.
- KELLY, G., MULGAN, G. AND MUERS, S. (2002), **Creating public value**, London, Cabinet Office.
- KOHLBORN, Thomas. (2014). Quality assessment of service bundles for governmental one-stop portals: A literature review. **Government Information Quarterly**, 31, 221–228.
- LINDGREN, I., & JANSSEN, G. (2013). Electronic services in the public sector: A conceptual framework. **Government Information Quarterly**, 30(2), 163-172.
- LOURENÇO, Rui Pedro (2013). Data disclosure and transparency for accountability: A strategy and case analysis. **Information Polity**, 18, 243–260.
- LOURENÇO, R. P. (2015). An analysis of open government portals: A perspective of transparency for accountability. **Government Information Quarterly**, 32, 323-332.
- MAGALHAES, G.; ROSEIRA, C. (2020). Open government data and the private sector: An empirical view on business models and value creation, **Government Information Quarterly**, 37(3), 101248.
- MEDAGLIA, R. (2012). eParticipation research: Moving characterization forward (2006–2011). **Government Information Quarterly**, 29, 346–360.
- OSBORNE, Stephen P.; RADNOR, Zoe; STROKOSCH, Kirsty. (2016). Co-production and the co-creation of value in public services: a suitable case for treatment? **Public Management Review**, 18(5), 63-653.
- PORUMBESCU, Gregory A. (2016). Linking public sector social media and e-government website use to trust in government. **Government Information Quarterly**, 33, 291–304.
- POZZEBON, Marlei; CUNHA, Maria Alexandra; COELHO, Taiane R. (2016). Making sense to decreasing citizen eParticipation through a social representation lens. **Information and Organization**, 26, 84–99.
- ROWLEY, J. (2011). e-Government stakeholders—Who are they and what do they want? **International Journal of Information Management**, 31(1), 53-62.
- ROWLEY, J. E. (2006). An analysis of the e-service literature: Towards a research agenda. **Internet Research**, 16(3), pp. 339–359.
- SÆBØ, Øystein; FLAK, Leif S.; SEIN, Maung K. (2011). Understanding the dynamics in e-Participation initiatives: Looking through the genre and stakeholder lenses. **Government Information Quarterly**, 28, 416–425.
- SÆBØ, Øystein; ROSE, Jeremy; FLAK, Leif S. (2008). The shape of eParticipation: Characterizing an emerging research area **Government Information Quarterly**, 25, 400–428.
- SAVOLDELLI, Alberto; CODAGNONE, Cristiano; MISURACA, Gianluca. (2014). Understanding the e-government paradox: Learning from literature and practice on barriers to adoption. **Government Information Quarterly**, 31, S63–S71.
- SCHOLL, Hans J. (2012). Five trends that matter: Challenges to 21st century electronic government. **Information Polity**, 17, 317-327.
- SOBACI, Mehmet Z.; KARKIN, Naci (2013). The use of twitter by mayors in Turkey: Tweets for better public services? **GOVERNMENT Information Quarterly** 30, 417–425.
- SUSHA, I. and Grönlund, Å. (2012), eParticipation research: Systematizing the field. **Government Information Quarterly**, 29, 373–382.
- SUSHA, Iryna; ZUIDERWIJK, Anneke; Charalabidis, Yannis; Parycek, Peter; JANSSEN, Marijn (2015). Critical Factors for Open Data Publication and Use: A Comparison of City-level, Regional, and Transnational Cases, **JeDEM**, 7(2), 94-115.
- SUSHA, Iryna; ZUIDERWIJK, Anneke; JANSSEN, Marijn and GRÖNLUND, Ake. (2015). Benchmarks for Evaluating the Progress of Open Data Adoption: Usage, Limitations, and Lessons Learned. **Social Science Computer Review**,

33(5), 613-630.

TWIZEYIMANAA, J. D., & ANDERSSONA, A. (2019). The public value of E-Government – A literature review.

Government Information Quarterly, 36, 167-178.

VOORBERG, W.H., BEKKERS, V.J.J.M.; TUMMERS, L.G. (2015). A Systematic Review of Co-Creation and Co-Production: Embarking on the social innovation journey. **Public Management Review**, 17(9), 1333-1357.

ZHENG, Lei. (2013). Social media in Chinese government: Drivers, challenges and capabilities. **Government Information Quarterly**, 30, 369–376.

ZUIDERWIJK, Anneke, JANSSEN, Marijn. (2014). Open data policies, their implementation and impact: A framework for comparison. **Government Information Quarterly**, 31, 17–29.



Full-Time MBA

ELECTIVE

4th Term 2020

Name of module:

ADM 741 - Information Technology and Development

(16 hours)

Lecturer:

Dr. Eduardo Diniz

COURSE OUTLINE

1. GENERAL

Faculty:	Dr. Eduardo Diniz
Telephone:	+5521 3938 9808
E-mail:	eduardiniz@gmail.com

2. MODULE DESCRIPTION

The relationship between technology and society has been increasingly paradoxical in our century. If on one hand the technological development has brought great advances in the quality of life and productivity in many regions of the world, on the other hand its omnipresence in all spheres of human life and the different levels of penetration in different areas has also been a source of tensions and criticism. Research in ICT - information and communication technologies - point to a positive contribution of these technologies for social development in various areas of activities, such as health, education, employment and many others. The positive effect is mainly through increased access to information and reduction of communication costs. Internet and mobile phones have great potential for improving health and education systems and in fighting regional and social inequalities. However, these benefits are not being fully realized for a number of reasons of a different nature, which can be analyzed from different perspectives.

The course will be taught through lectures, case discussions, case discussions presented by the students and readings to promote discussions on the adopted literature. The course is structured in 4 meetings covering different topics related to the subject of ICT4D.

3. LEARNING OUTCOMES

The aim of this interdisciplinary course is to discuss the different roles that ICT can play in relation to social development. The focus is the Brazilian scenario, but during the course will be extensively discussed examples of other cultures and territories. This theme, which has already been internationally known as ICT4D (Information and Communication Technologies for Development), has produced extensive bibliography that will be widely used during the course.

At the end of the course participants will have had contact with:

- useful concepts to understand the process of social and economic development and the role of information and ICT in the development process;
- new knowledge and skills to assist in the effective planning, development, implementation and management of initiatives and policies of ICT4D.

4. STUDY RESOURCES

4.1 Mandatory resources

The following mandatory readings form part of the course material:

Schedule

Session	Subject	Mandatory Reading
1 22/Jul	ICT4D: overview of the field	Burrell, J., & Toyama, K. (2009). What constitutes good ICTD research. <i>Information Technologies and International Development</i> , 5(3), 82-94. Walsham, G. (2017). ICT4D research: reflections on history and future agenda. <i>Information Technology for Development</i> , 1-24.
2 29/Jul	Digital technologies and the challenges of Covid-19	Ting, D. S. W., Carin, L., Dzau, V., & Wong, T. Y. (2020). Digital technology and COVID-19. <i>Nature medicine</i> , 26(4), 459-461. Kumar, A., Gupta, P. K., & Srivastava, A. (2020). A review of modern technologies for tackling COVID-19 pandemic. <i>Diabetes & Metabolic Syndrome: Clinical Research & Reviews</i> .
3 05/Aug	Digital Frugal Innovation	Ahuja, S., & Chan, Y. (2014). Beyond traditional IT-enabled Innovation: Exploring frugal IT capabilities. <i>Twentieth Americas Conference on Information Systems</i> , Savannah Zhang, X. (2018). Frugal innovation and the digital divide: Developing an extended model of the diffusion of innovations. <i>International Journal of Innovation Studies</i> , 2(2), 53-64.
4 12/Aug	Hacker Ethics	Himanen, P. (2010). The hacker ethic. Random House. (p. 5 to 12; p. 110 to 124) Zwitter, A., & Herman, J. Blockchain for Sustainable Development Goals.

4.2. Cases:

Session 1

- a) Díaz Andrade, A., & Doolin, B. (2019). Temporal enactment of resettled refugees' ICT-mediated information practices. *Information Systems Journal*, 29(1), 145-174.
- b) Hassan, B., Unwin, T., & Gardezi, A. (2018). Gender, mobile, and mobile internet: understanding the darker side of icts: gender, sexual harassment, and mobile devices in pakistan. *Information Technologies & International Development*, 14, 1-17.
- c) Obermeyer, Z., Powers, B., Vogeli, C. & Mullainathan, S. (2019) Dissecting racial bias in an algorithm used to manage the health of populations. *Science*, Vol. 366, Issue 6464, pp. 447-453.

Session 2

- a) Cho, H., Ippolito, D., & Yu, Y. W. (2020). Contact tracing mobile apps for COVID-19: Privacy considerations and related trade-offs. *arXiv preprint arXiv:2003.11511*.
- b) Gonzalez, L., Cernev, A. K., de Araujo, M. H., & Diniz, E. H. (2020). Digital complementary currencies and public policies during the Covid-19 crisis. *Revista de Administração Pública*.
- c) Priyanka, S. S., Lokeswari, N., & Amaravathi, K. Blockchain-A Potential Solution for COVID-19 Pandemic Economical Crisis Environment (2020). *International Journal of Research in Engineering, Science and Management* Volume-3, Issue-5, May-2020

Session 3

- a) Maric, J., Rodhain, F., & Barlette, Y. (2016). Frugal innovations and 3D printing: insights from the field. *Journal of Innovation Economics Management*, (3), 57-76.
- b) Sahay, S., Nielsen, P., Faujdar, D., Kumar, R., & Mukherjee, A. (2018). Frugal Digital Innovation and Living Labs: A Case Study of Innovation in Public Health in India.
- c) Cernev, A., & Diniz, E. (2020). Palmas to E-Dinheiro! Clapping the Digital Evolution of a Local Social Currency. Cernev, AK, & Diniz, EH (2020). *RAC*, 487-506.

Session 4

- a) Tufekci, Z. (2018). How social media took us from Tahrir Square to Donald Trump. *MIT Technology Review*. Retrieved from <https://www.technologyreview.com/s/611806/how-social-media-took-us-from-tahrir-square-to-donald-trump/>
- b) Johnson, P., & Robinson, P. (2014). Civic hackathons: Innovation, procurement, or civic engagement? *Review of Policy Research*, 31(4), 349-357.
- c) Scott, B. (2016). How can cryptocurrency and blockchain technology play a role in building social and solidarity finance? (No. 2016-1). *UNRISD Working Paper*.

4.3 Recommended reading as complementary references:

Session 1: ICT4D: overview of the field

- Majchrzak, A., Markus, M. L., & Wareham, J. (2016). Designing for digital transformation: Lessons for information systems research from the study of ICT and societal challenges. *MIS Quarterly*, 40(2), 267-277.

- Heeks, R. (2010). Do information and communication technologies (ICTs) contribute to development? *Journal of International Development*, 22(5), 625-640.
- Avgerou, C. (2010). Discourses on ICT and development. *Information Technologies and International Development*, 6 (3), 1-18.

Session 2: Technology and the challenges of Covid-19

Session 3: Frugal Innovation

- Fu, X., Pietrobelli, C., & Soete, L. (2011). The role of foreign technology and indigenous innovation in the emerging economies: Technological change and catching-up. *World development*, 39(7), 1204-1212.
- Rangaswamy, N., & Densmore, M. (2013). Understanding jugaad: ICTD and the tensions of appropriation, innovation and utility. In *Proceedings of the Sixth International Conference on Information and Communications Technologies and Development: Notes-Volume 2* (pp. 120-123). ACM.
- Von Zedtwitz, M., Corsi, S., Søbørg, P. V., & Frega, R. (2015). A typology of reverse innovation. *Journal of Product Innovation Management*, 32(1), 12-28.

Session 4: Hacker Ethics & Blockchain

- Kostakis, V. (2011). The advent of open source democracy and wikipolitics: challenges, threats and opportunities for democratic discourse. *Human Technology: An Interdisciplinary Journal on Humans in ICT Environments*, 7(1), 9-29.
- Kshetri, N. (2017). Potential roles of blockchain in fighting poverty and reducing financial exclusion in the global south. *Journal of Global Information Technology Management*, 20(4):201-204.
- Benkler, Y. (2002). Coase's Penguin, or, Linux and "The Nature of the Firm". *The Yale Law Journal*, 112(3), 369-446.

*Other papers can be included in this list of complementary readings

5. ASSESSMENT CRITERIA

5.1 Class participation

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

5.2 Group work

Cases: Cases are to be discussed in 6 smaller groups within the class, one case for each 2 groups. Cases are expected to be read by members of each group before class and group should meeting up in the first half of the session for exchanging the main ideas behind each case. Groups will present their main conclusions of the case in the second half of the session to the colleagues who have read the other cases.

Final Project: Final Project is expected to be a literature review (around 10 pages expected) of one topic related to the main subject of the course. Students must propose their Project up to the third session and the Final Project paper is expected to be delivered one week after the last session. Projects can be presented by one single student or by groups of two or three students.

5.3 Allocation of marks

The following will determine the final mark for this elective:

Assessment	Allocation
Individual participation	30%
Final Project	70%
Total	100%

