
PROGRAM: Undergraduate course in Administration
SUBJECT: Strategic Management in Emerging Economies

LANGUAGE: *English*

WORKLOAD: 60h

REQUIREMENTS: not applicable

Office hours: Friday; 1:00 pm – 3:00 pm

TEACHING PLAN

1. Course Description

The course embraces emerging perspectives on knowing-learning mobilized by the Global South to set dialogues with North-led hierarchical knowledge on strategic management (SM) with focus on so-called emerging economies. Drawing upon an interdisciplinary and intercultural perspective in dialogue with the broad field of international studies this course embraces rigorous and alternative views on knowledge and management within an era of globalizations in order to foster reflexive-reflective engagement of students from different parts of the world with (a) ways of knowing-learning and theories overlooked/denied by SM knowledge and (b) local/global practices and practitioners of Brazilian organizations as much as ‘other’ actors, communities and groups traditionally misrepresented or overlooked by SM. Drawing upon action-driven learning perspectives from South and North this course encourages co-construction of knowledge in/about strategic management in/from emerging economies from a transformative standpoint by framing classroom and extra-classroom spaces as workplaces in which strategic management in emerging economies are practiced, understood and transformed.

2. Scope & objectives

This subject’s overall objective is to enable students from diverse backgrounds and parts of the world to analyse, practice, and reflect upon and transform strategic management from an international-intercultural perspective which moves beyond possibilities and limitations established by the dominant views on strategic management, globalization, and neoliberalism. The specific objectives are: (a) enable students to promote action-reflective dialogues between areas of management studies and the broad field of global/international studies; and (b) develop a critical and analytical perspective in strategic management focused on contemporaneous change-continuity dynamics of emerging economies within globalizations/modernities.

3. Learning outcomes

3.1. Key learning outcomes

By the end of the course students will have developed the skills as follows: (a) individual and collective analysis grounded on mobilization of strategy models and alternatives from an intercultural-international perspective; (b) individual and collective analysis grounded on mobilization of strategic management practices and theories in ‘emerging economies’ through a transformational perspective.

3.2. Complementary learning outcomes

By the end of the subject students and groups will have developed the ability to understand strategic management phenomena in emerging economies within and outside organizations and schools of administration from a Southern-Northern perspective of transformation, focused on specific interventions and South-North action-driven epistemologies.

4. Course methodology

For the co-construction of knowledge/learning and desired skills, the sessions will be conducted from a predominantly dialogic perspective, with emphasis on student's participation chiefly grounded on pre-readings and the construction of insightful debates involving academic texts, non-academic texts, and the realities of practitioners and society in general. In addition, work will engage practitioners of selected organizations.

5. Assessment procedures

In addition to formal evaluations (exams), students will be assessed by individual and group work, in accordance with evaluation criteria established by the course regulation. Seminars presented by students (individual or in pairs) will account for 25% of both grades. Additionally, active and insightful participation of each student in virtual classroom and group works will account for 10% of both grades.

6. General guidelines for the undergraduate program¹

As a general rule relating to the ethical principles and the code of conduct which steer its academic environment, EBAPE sets down the following:

- Autonomy and responsibility correspond to values which, when transformed into action, highlight the importance of EBAPE's mission of producing and disseminating knowledge of Administration. Consequently, it is the professor's responsibility to conduct roll call at every class, and absences will only be justified if they comply with the applicable legislation (see details in the Student Manual).
- We recommend that the use of communication equipment such as cell phones, radios and similar equipment, as well as notebooks or equivalent, should not be permitted in the classroom, so as to avoid interfering with the teaching and learning processes.
- Resorting to fraudulent measures of any kind on the part of students during any of the evaluation phases will lead to a zero grade being awarded and the immediate referral of the case to the undergraduate program department for examination of the facts.

7. REQUIRED READINGS

Peng, M. *Global Strategy*, 2013.

Nye, J. *Soft Power*. NY: Public Affairs, 2004.

Clegg, S. et al. *Strategy Theory & Practice*, 2013.

Stuenkel, O. *Post-Western world: How emerging powers are remaking global order*, 2017.

Hurrell et al. *Os BRICS e a Ordem Global*. Rio de Janeiro: FGV. 2009.

Haass, P. (2008). A political education for business. *McKinsey Quarterly*.

Haass, P. (2009). The CEO as a Diplomat. *McKinsey Quarterly*.

Mintzberg, H.; Ahlstrand, B.; Lampel, J. *Strategy Safari*. Ch. 8. The Power School.

Pieterse, J. (2017). *Multipolar globalization: Emerging economies and development*. Routledge. Ch1.

Alcadipani, R. & Rosa, A. (2011). From global management to glocal management: Latin American perspectives as a counter-dominant management epistemology. *Canadian Journal of Administrative Sciences*, 28(4), 453-466.

Fenwick, T. (2005) Ethical Dilemmas of Critical Management Education. *Management Learning*, 36(1): 31-48.

¹¹ Approved by the Undergraduate Program Collegiate in a meeting on October 4th, 2011, and in conformity with The National Educational Bases and Guidelines Law, with FGV/EBAPE's internal by-laws, and with the Undergraduate Program's regulations.

³ The student is guaranteed the right to a full defense as per the School's internal regulations

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- Fotaki, M., & Prasad, A. (2015). Questioning neoliberal capitalism and economic inequality in business schools. *Academy of Management Learning & Education*, 14(4), 556-575.
- Ibarra-Colado, E. (2006). Organization studies and epistemic coloniality in Latin America: thinking otherness from the margins. *Organization*, 13(4), 463-488.
- Lipton, M. (2017) Are the BRICS reformers, revolutionaries, or counter-revolutionaries? *South African Journal of International Affairs*, 24(1): 41-59.
- Nkomo, S. (2015). Challenges for management and business education in a “Developmental” state: The case of South Africa. *Academy of Management Learning & Education*, 14(2), 242-258.
- Held, D.; McGrew, A. *An Introduction to the Globalization Debate*. Ch. 1.
- Evans, P. (2008). Is an alternative globalization possible?. *Politics & Society*, 36(2), 271-305.
- Dar, S., Liu, H., Martinez Dy, A., & Brewis, D. N. (2020). The business school is racist: Act up!. *Organization*, 1350508420928521.

9. ADDITIONAL READINGS

- Pieterse, J. *Multipolar globalization: Emerging economies and development*, 2018.
- Santos, B. *The end of the cognitive empire: The coming of age of epistemologies of the South*, 2018.
- Harvey, D. *A Brief History of Neoliberalism*, 2007.
- Mintzberg, H. *Strategy Safari*, 2013.
- Nye, J. *The Power to Lead*. Oxford: Oxford University, 2010.