



**TEACHING PLAN**

<b>Graduate Program:</b> Business Management		
<b>Course:</b> <input checked="" type="checkbox"/> Academic Master's <input type="checkbox"/> Professional Master's <input checked="" type="checkbox"/> Doctorate		
<b>Discipline:</b> Business Model		<b>Discipline code:</b> ENST10292
<b>Professor:</b> Dimária Silva E Meirelles		<b>DRT:</b> 1119345
<b>Workload:</b> 48h	<b>Credits:</b> 4	<input type="checkbox"/> Mandatory <input checked="" type="checkbox"/> Elective
<b>Syllabus:</b> <p>The objective of the discipline is to understand the logic of business model conception and evolution through a dynamic view of value. In this perspective, the discipline is structured on three main blocks: value creation, configuration and appropriation. Each process is analyzed through the lens of strategy as practice and process research.</p> <p>Content:</p> <ul style="list-style-type: none"><li>- Business Model and Strategy: an analysis through value perspective</li><li>- Value creation: identification of opportunity and construction of meaning and value</li><li>- Value configuration: construction and coordination of resources and activities</li><li>- Value appropriation: value capture from competition and technology; value distribution; learning and feedback effects of strategic positioning</li><li>- Business Model Innovation and Dynamic Capability</li><li>- Uncertainty and Business Model Development: sensemaking and narratives</li></ul> <p>To facilitate the understanding of business model structuration students analyze articles and teaching cases through problem-posing perspective.</p> <p>At the end of the course students should be able to widen the knowledge frontier in the field of business model</p>		
<b>Assessment Criteria:</b> <p>The teaching and learning process will comprise the following basic procedures:</p> <ul style="list-style-type: none"><li>- Group discussion</li><li>- Business Model workshops;</li><li>- Case study Report</li></ul> <p>According to the General Regulation of Stricto Sensu Post-Graduation, Art. 98</p> <p>A - excellent: corresponds to grades in the interval between grades 9 and 10; B - good: corresponds to grades in the interval between grades 8 and 8,9; C - regular: corresponds to grades in the interval between grades 7 and 7,9; R - insufficient: corresponds to grades in the interval between degrees 0 and 6,9 "</p>		



**Bibliography:**

- 1) Burgerlman, R. A., Floyd, S.W., Laamanen,T., Mantere, S., Vaara, S.,& Whittington, R. (2018) Strategy process and practices: Dialogues and intersections. *Strategic Management Journal*, 39, 531–558.
- 2) Deken, F., Berends, H., Gemser, G., & Lauche, K. (2018). Strategizing and the Initiation of Interorganizational Collaboration through Prospective Resourcing. *Academy of Management Journal*, 61 (5), 1920-1950
- 3) Jacobides, M. G., Knudsen, T., & Augier, M. (2006). Benefiting from innovation: Value creation, value appropriation and the role of industry architectures. *Research Policy*, 35, 1200-1221.
- 4) Kaplan, S.; Orlikowski, W. (2013) Temporal work in strategy making. *Organization Science*, 24(4), 965–995.
- 5) Möller, K.; Rajala, A. (2007). Rise of strategic nets — New modes of value creation. *Industrial Marketing Management*, 36, p. 895–908.
- 6) Silva e Meirelles, D. (2019) Business Model and Strategy: in search of dialog through value perspective. *RAC – Revista de Administração Contemporânea* (in press)
- 7) Sminia, H.; Sydow, J. Creativity in generative strategy: How institutional and nexus work helped Apple change how we listen to music. *Egos* 2018
- 8) Teece, D. (1986) Profiting from technological innovation: Implications for integration, collaboration, licensing and public policy. *Research Policy*, 15 p. 285-305.
- 9) Teece, D. (2018) Business models and dynamic capabilities. *Long Range Planning*, 51, p. 40-49
- 10) Volberda, H.W. (1996) Toward the Flexible Form: How to Remain Vital in Hypercompetitive Environments. *Organization Science*, v.7, n. 4, p. 359-374, Jul.-Aug.