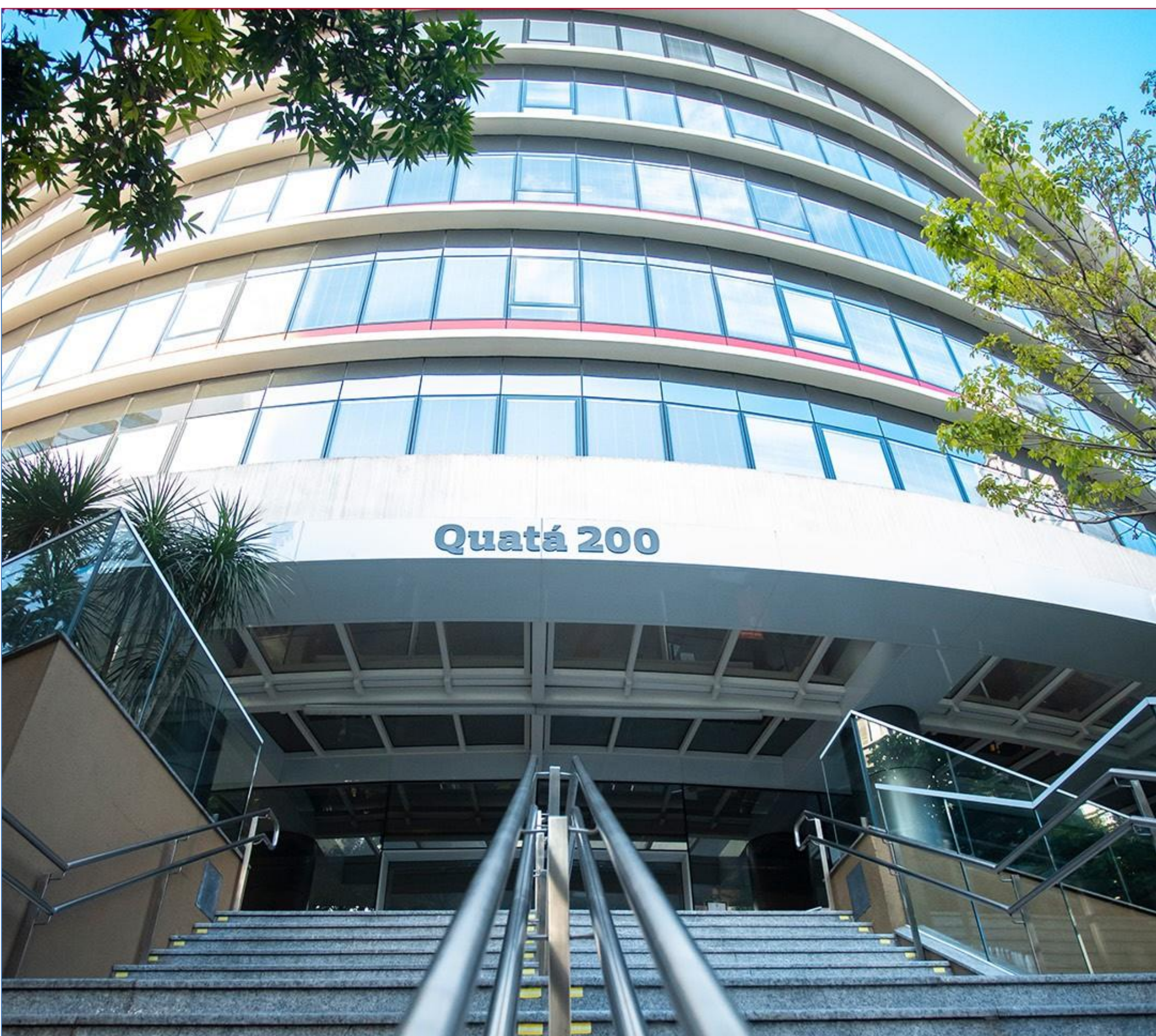


Insper

MBA INTERNATIONAL WEEK

June 28th - July 4th, 2025





Study at Insper and live a global experience!

The MBA International Week is a comprehensive short-term program designed to provide MBA students from Insper and partner institutions worldwide with a unique opportunity to expand their knowledge and skills in various topics of the business world.

MBA International Week Calendar	
Welcome Session (In person, mandatory)	Class Period
June 28 th , 2025	June 30 th - July 4 th , 2025

Course Structure

- English-taught courses
- Credit-bearing
- 16 hours/lessons
- In-person classes in São Paulo, Brazil
- No proficiency test is required (recommendation of B2 level)
- Classes are offered in the morning (9 a.m. - 12:30 p.m.), afternoon (2 p.m. - 5:30 p.m.) and evening (7 p.m. - 10:30 p.m.)



Nomination and Application

The MBA International Week is designed for bilateral partnerships. The students must be nominated to Insper by their home institutions within the nomination period.

The number of students will be aligned between the International Relations Offices.

After nomination, Insper will contact nominated students with information about the application process.

Nomination and Application Calendar	
Nomination Deadline	Application Deadline
March 24 th , 2025	April 02 nd , 2025

Application Documents

- ✔✔ Application form (Insper will send the link by e-mail to nominated students).
- ✔✔ Valid passport (the document must be valid for the entire program, plus 4 months).
- ✔✔ Transcript of Records (updated version of the student’s current MBA program).
- ✔✔ CV or resume (no specific format required).
- ✔✔ Self-picture (to create the student profile in the networking booklet).
- ✔✔ Course selection (students will be required to select 4 courses from the list of courses available, and from those, they will be approved to take two).



Applications will be reviewed and accepted students will receive an acceptance letter by April 7th, in time to request a VISA if necessary.

To find out if you need a VISA to travel to Brazil, [click here](#).



Course Offer

Based on the 2024 edition and subject to change each year:

Morning (9 a.m. - 12:30 p.m.)
Strategic Insights into Consumer Behavior: Navigating in Brazilian and Latin American Industries Professor Giuliana Isabella
Digital Strategy, AI & Business Model Innovation (TBC) Professor René Bohnsack

Afternoon (2 p.m. - 5:30 p.m.)
Data Analysis for Operations Management Professor Luis Guimarães
Building Entrepreneurial Ecosystems (TBC) Professor Bret Waters

Evening (7 p.m. - 10:30 p.m.)
The Evolution of Corporate Innovation Programs: From Mindsets to Artificial Intelligence Professor Edgard Charles Stuber
Developing High Performing Teams (HPT) Professor Timothy Altaffer



The complete syllabus for each course can be found at the last section of the brochure.



International students can choose to attend **up to two (2) courses** during the MBA International Week.

The course selection will be made during the application period, and students will receive enrollment confirmation afterward.

Students are allowed to make **one (1) course enrollment change until April 28th, 2025**. Further instructions on the add-and-drop process will be shared by Insper.

After completing the program, the students will receive a Transcript of Records issued by Insper.



Each MBAIW course has a workload of 16 hours/lesson and 32 hours of self-study and preparation.

Insper does not operate on the ECTS credit system. To assist institutions regarding the credit transfer, we recommend the conversion of 1 to 1.5 ECTS per MBAIW course.



Why Insper?

Inspir is a non-profit higher education institution dedicated to teaching and research that operates with academic excellence and an integrated view of knowledge areas. It offers undergraduate, graduate, and short-term programs in Business, Economics, Engineering, Law, Public Policy, and Computer Science.

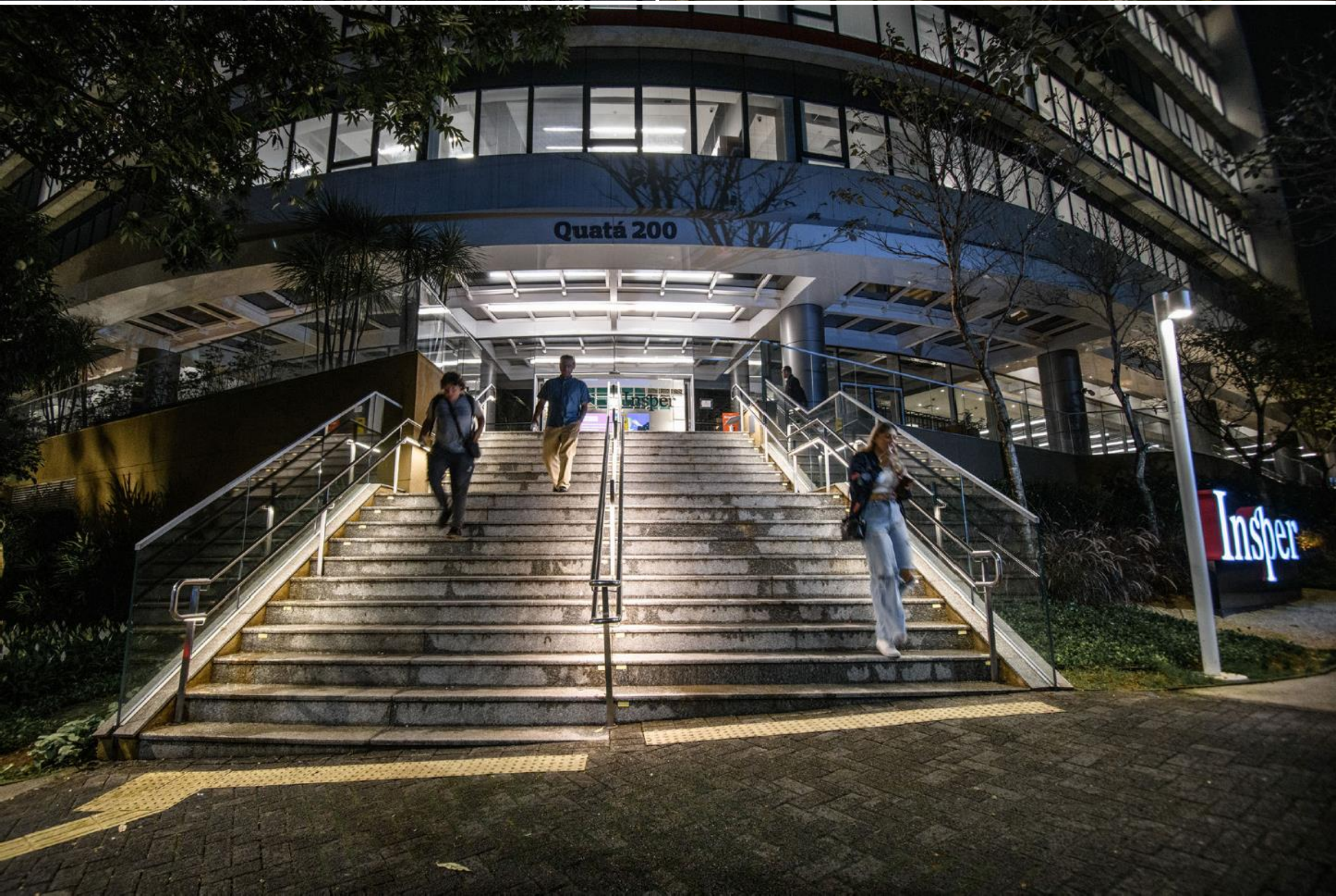
Inspir's commitment to providing a transforming experience to students and the continuous strive to improve its programs have positioned itself in an exclusive group of just over 100 business schools in the world accredited with the three most significant seals in the market: the **Association of MBAs (AMBA)**, the **Association to Advance Collegiate Schools of Business (AACSB)**, and the **EFMD Quality Improvement System (EQUIS)**.



Inspir collaborates with more than 100 international universities, which offers students the possibility of exchange programs, double degrees, and extension courses on five continents. The institution is part of international networks of business schools, such as the **Global Business School Network (GBSN)**, the **European Foundation for Management Development (EFMD)**, **Principles for Responsible Management Education (PRME)**, and the **Latin American Council of Business Schools (CLADEA)**.



Located near the leading commercial and financial hub of São Paulo, Insper campus has one of the best infrastructures among universities in the country. The classrooms are circular, and seats are arranged in bleachers, enabling more significant interaction between students and teachers. They are also equipped with audio and video devices to allow for integration with students and professors from international institutions in the various hybrid teaching activities that the school also offers.

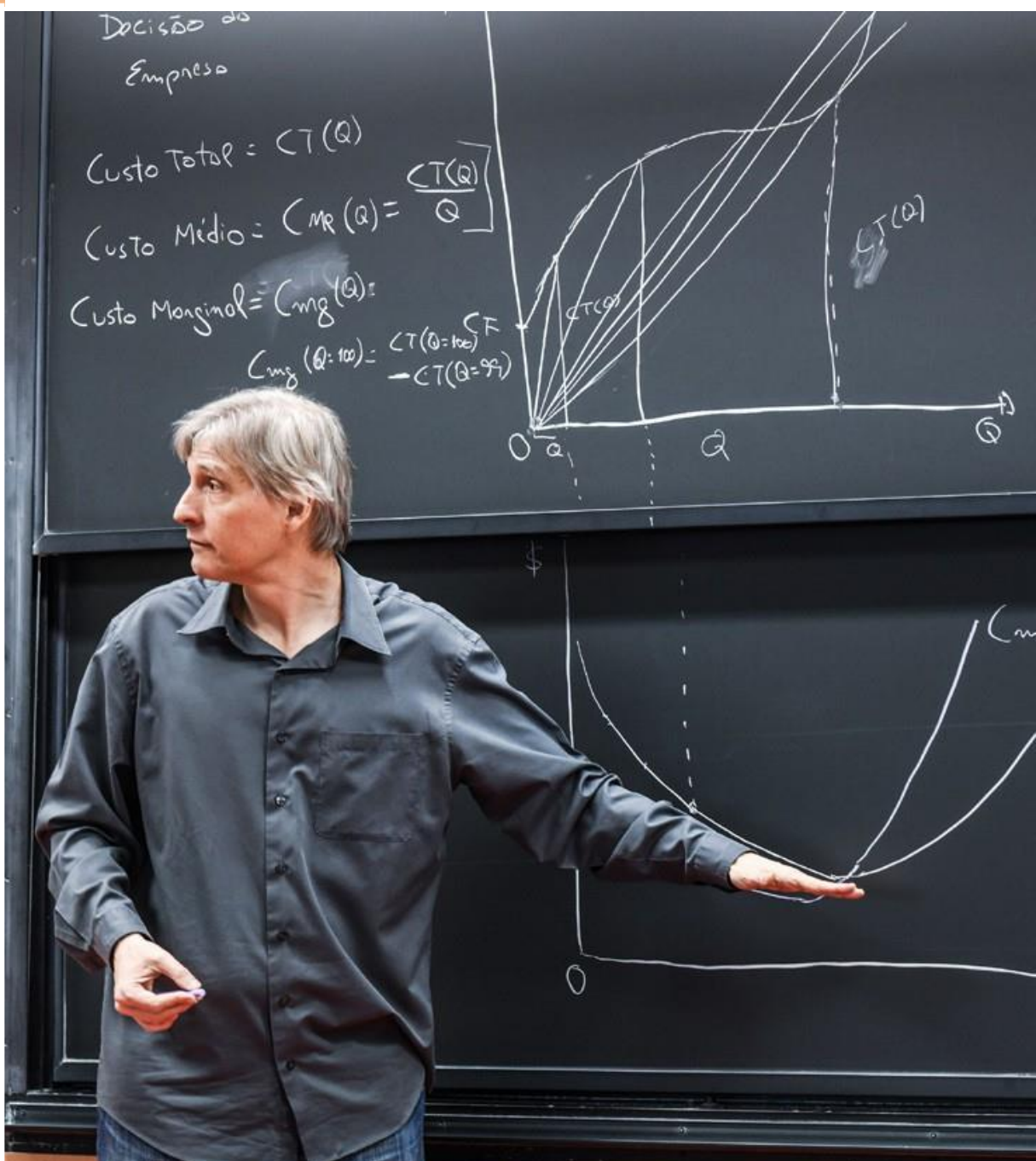


Insper is the first Brazilian institution in the field of education to receive the WELL Health-Safety certification, issued by the International WELL Building Institute (IWBI), which recognizes organizations with a people-centered approach to sustainability. Insper's facilities have a standard of excellence to ensure the health, safety, and well-being of the entire community.

Also, to enable the practical application of theory and encourage a multidisciplinary approach to all its programs, Insper has laboratories for physics, chemistry, materials, thermal sciences, mechatronic systems, and information technology. The projects developed by students aim to solve problems for companies, society, and individuals while promoting significant social impact.



Additionally, the school stands out in applied and academic research. Insper's professors and researchers are essential in disseminating knowledge based on data and evidence. Its productions are published in prominent journals worldwide, and its technical reviews have been the basis of guidelines for governments, companies, and non-governmental organizations, bolsters the mission of being a transforming school in Brazil.



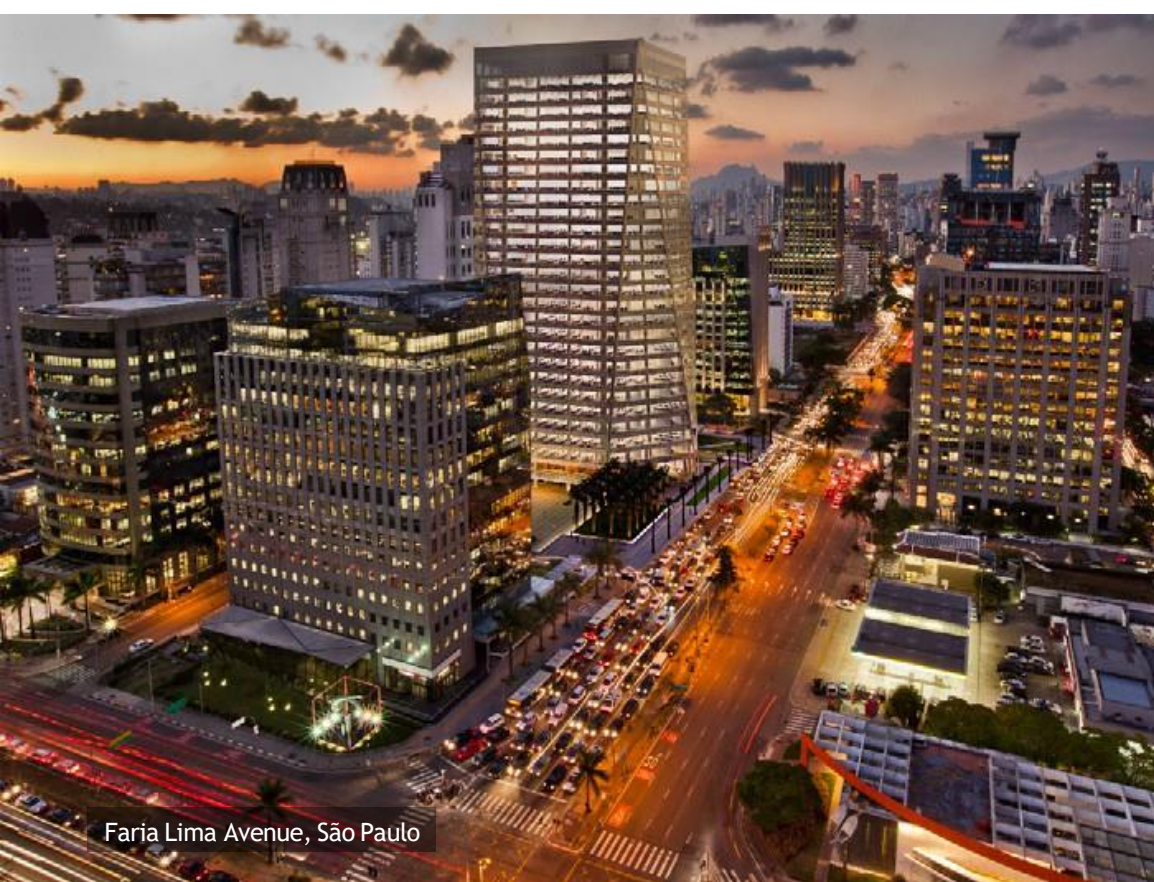
Why São Paulo?

São Paulo is Latin America's premier economic and financial center and is considered the best Brazilian city to start a business.

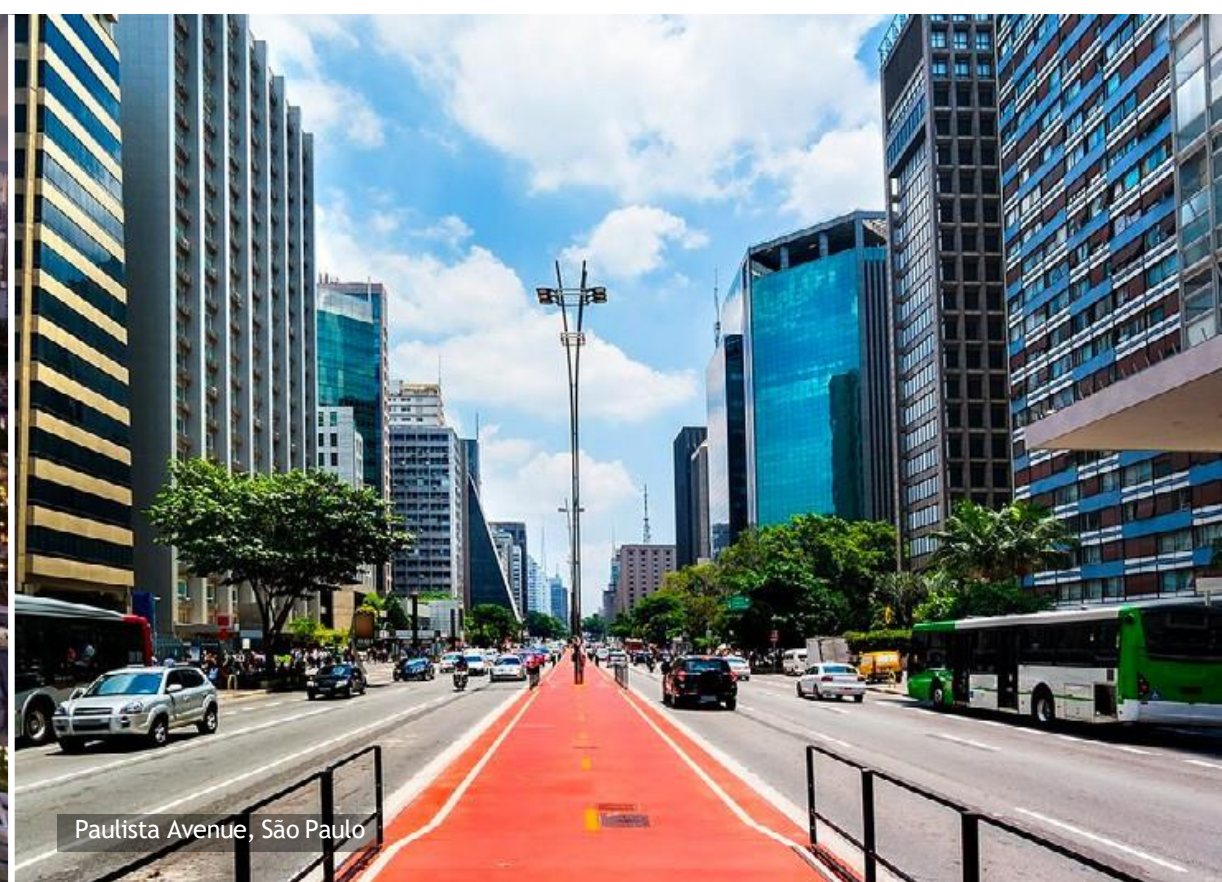
With over 12 million inhabitants, it is not only a great business hub but also the capital of culture and diversity, which makes it one of the main tourist destinations in the country.

It is the country's largest shopping center, has a busy nightlife, offers rich and diverse cuisine, and has several museums, theaters, and cultural centers.

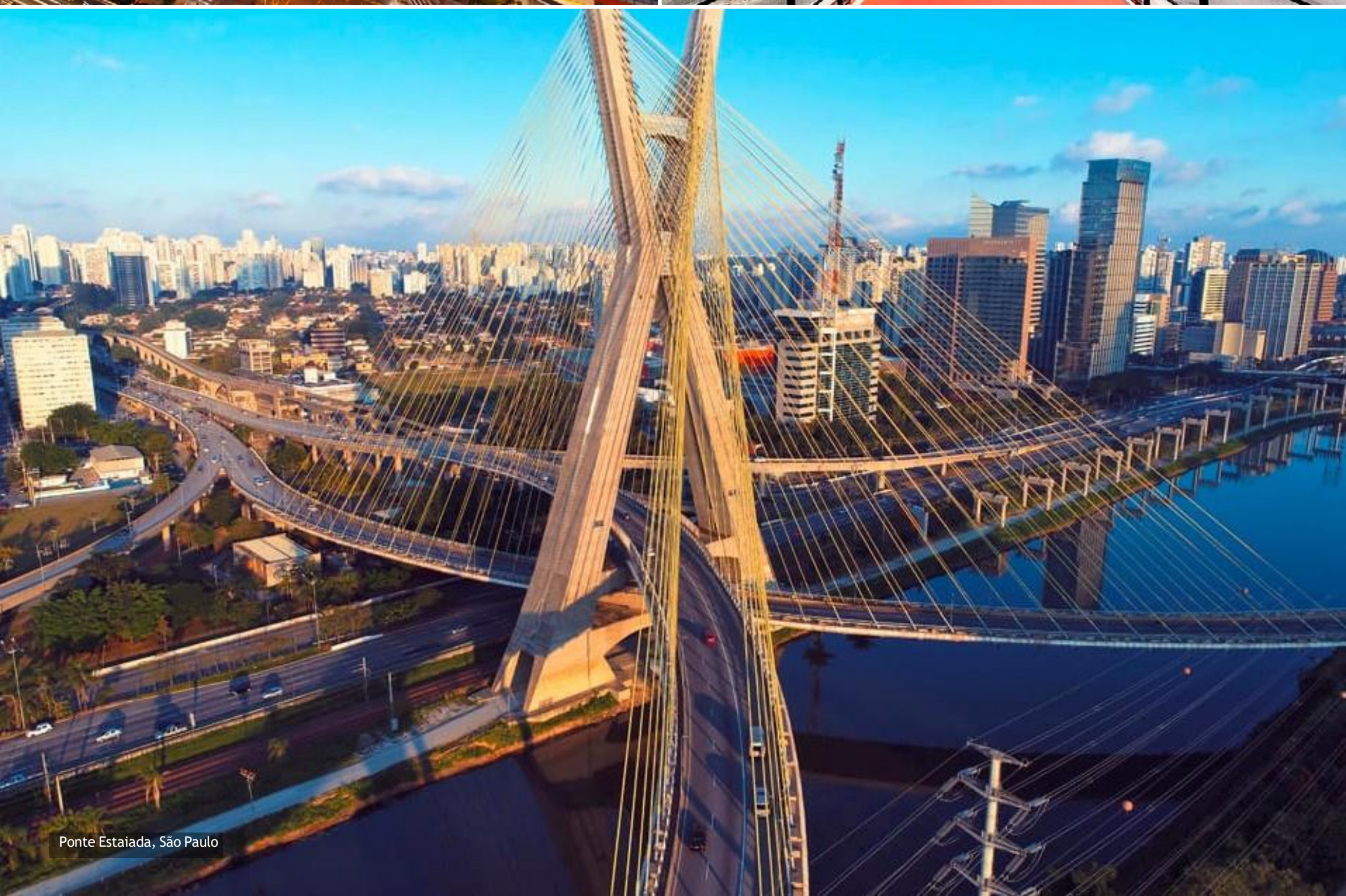
It also maintains several parks and other spaces that allow contact with nature, where it is possible to practice sports and have a great time outdoors. It's a welcoming city.



Faria Lima Avenue, São Paulo



Paulista Avenue, São Paulo



Ponte Estaiada, São Paulo



Vila Madalena, São Paulo



Ibirapuera Park, São Paulo



MASP, São Paulo

The infrastructure of São Paulo also enables accessible travel to other important cities in the country. From its airports, for example, it is possible to get to Rio de Janeiro in a short time and discover its beautiful beaches, to Minas Gerais and visit the ‘Inhotim Institute’ (the largest open-air museum in the world located near the capital city, Belo Horizonte), to Salvador and enjoy one of the cradles of Afro-Brazilian culture, to Brasília, the planned capital city of Brazil designed by architect Oscar Niemeyer, and many other beautiful cities that are excellent for tourism and offer good business opportunities.



Pelourinho, Bahia



Pão de Açúcar, Rio de Janeiro



Palácio da Alvorada, Brasília



Inhotim, Minas Gerais

Strategic Insights into Consumer Behavior: Navigating in Brazilian and Latin American Industries

Giuliana Isabella

E-mail: giulianai@insper.edu.br

1. Course Overview

Understanding consumers' buying choices is at the core of successful product marketing. This course delves into the broad spectrum of influences, including the impact of public policy, government intervention, and the profound role of culture on consumer behavior. Recognizing the significance of cultural nuances in new markets is vital, as overlooking or underestimating these factors can have detrimental effects on a product's performance and longevity, especially in the context of businesses expanding into diverse territories.

Upon completion of the program, participants will have the ability to engage in informed discussions regarding key consumer behaviors and cultural influences. The course will enhance their understanding of the specific choices made by consumers in Brazilian and Latin American markets. Participants will also be adept at debating and exploring marketing strategies tailored to successfully enter and navigate the nuances of the Brazilian and Latin American markets, contributing to their professional expertise in the global business landscape.

2. Objectives

In this program, our aim is to explore and discuss frameworks and insights derived from behavioral sciences, unraveling the intricacies of consumer behavior. Applying these frameworks, we will engage in envisioning, developing, and evaluating innovative marketing strategies. The goal is to not only secure but also consolidate a strong market position in the ever-evolving contemporary market landscape. Our focus will be predominantly on examples from Brazilian and Latin American industries, fostering in-depth discussions.

3. Agenda

Date	Learning Goals	Content	Before Class
01/07/2024 (3h:20min)	Undercovering the traditional model of decision making	Consumer Focused Strategy Consumer Evaluation and Choice	---
02/07/2024 (3h:20min)	Understanding main Brazilian and Latin American cultural differences influencing consumer decision making	Overview of Consumer Decision Making in Brazil and in Latin America	CASE: Where to Grow Next at Online Marketplace OLX
03/07/2024 (3h:20min)	Consumer Behavior in Latin American - Cultural Differences	Cultural Differences - Hofstede bases	---
04/07/2024 (3h:20min)	Marketing strategies for consumer groups typically found in L.A. (Bottom of the pyramid)	Cultural Differences and consumer choices in different scenarios	CASE: Beleza Natural: Marketing Strategies for Empowering Social Change
05/07/2024 (3h:20min)	Explore consumer behavior trends in L.A.	Consumer Behavior Trends in LA	

4. Course Dynamics

This course addresses the challenge of aligning with contemporary marketing trends pertaining to consumer behavior. It provides students with the opportunity to actively apply, debate, and explore theories related to consumer behavior through a concentrated focus on essentials case studies.

This course will involve Latin American guest speakers, case studies, short videos and lectures.

5. Course Evaluation

Weight	Examination
20%	Attendance to class, readings, constructive participation in class discussions
40%	Cases resolution and presentation in group
40%	Written assignment to be sent by e-mail to the professor (individually)

6. Bibliography

Pre-reading:

- Case 1: Where to Grow Next at Online Marketplace OLX(from 2019)
- Case 2: Beleza Natural: Marketing Strategies for Empowering Social Change (from 2019)

Mandatory:

Marketing Reading: Consumer Behavior and the Buying Process (26p.)- Core Reading Harvard

7. Faculty Short Bio

Dr. Giuliana Isabella is a professor at Insper, holding a Ph.D. with Honors in Business Administration with a focus on Marketing from the University of São Paulo. She pursued part of her doctoral studies at Temple University's Center for Neural Decision Making in Philadelphia. At Insper, she serves as the Coordinator of the Actus Lab consumer behavior research laboratory and as the Coordinator of Insper Research Ethics Committee (IRB). Her teaching portfolio includes courses such for undergraduates, Master' and PhD' students, and for International MBA students. She has also Latin American teaching and research experience. She was a visiting scholar at the Universidad del Pacífico and UTEC, both in Peru. And, she has held the position of Distinguished International Professor at the Universidad de La Sabana in Colombia from 2020 to 2023, engaging in research partnerships.

As a researcher, Giuliana focuses on consumer behavior, decision-making, emotions, facial expressions, experimental psychology, and neuroscience applied to marketing. She has received prestigious awards nationally and internationally, including the Honorable Mention from the Brazilian Ministry of Education - CAPES Thesis Award, United National - Principles for Responsible Management Education Recognition Award and the Janet Kelly Best Student Paper Award from Business Association of Latin America Studies (BALAS). She is a member of the Analytical Marketing Research Center at Insper and actively contributes as a reviewer for international and national journals. Her research has garnered funding from the Brazilian Ministry of Education and has been published in reputable marketing journals in Brazil and internationally (as JBR, P&M, EJM).

Digital Strategy, AI & Business Model Innovation

René Bohnsack

E-mail: r.bohnsack@ucp.pt

1. Course Overview

This MBA course is designed to provide students with an understanding of the fundamentals of digital strategy, AI and business model innovation. Throughout the course, students will learn the key concepts of digital strategy, AI and business model innovation, and how to apply them to their own businesses.

2. Themes

- Introduction to Digital Strategy and Business Model Innovation
 - Overview of the course objectives
 - Introduction to digital strategy and business model innovation
 - Discussion of case studies
- Digital Strategies
 - Types of digital strategies
 - Understanding customers and digital trends
 - Growth Hacking and Growth Engineering
- Business Model Innovation
 - Understanding business model innovation
 - Applying business model innovation to create value
 - Developing a business model innovation plan
- AI and Innovation
 - Overview of AI applications for innovation
 - How to combine AI with human intelligence
 - Use case, tools and exercises
- Implementing Digital Strategies and Business Model Innovation
 - Overview of digital and business model innovation implementation
 - Best practices for successful implementation of digital strategies and business model innovation
 - Final project presentation

3. Course Dynamics

This course contains lectures, case studies, and hands-on activities. It will be offered in 4 days (Monday to Thursday), maintaining 16 hours of class contact.

4. Course Evaluation

Weight	Examination
50%	Attendance to classes and constructive participation in team assignments and case discussions (based on readings).
50%	Written assignment to be sent by e-mail. Guidelines will be provided.

5. Bibliography

It will be announced prior to the course and provided on the platform venturely.io.

6. Faculty Short Bio

René Bohnsack, Ph.D., is **Associate Professor for Strategy and Innovation at Católica-Lisbon**. René researches the commercialization of sustainable and digital technologies and how business models can accelerate the process. He has **published** his research in the **best international management and innovation journals** (Journal of Business Venturing, Journal of International Business Studies, Journal of Management Studies, California Management Review, Research Policy, Journal of Product Innovation Management, Technovation, Technological Forecasting & Social Change, etc.), presented his research at top international conferences, received the Best Paper Award at the Academy of Management ONE Division 2019, the Best Paper Award in Sustainable Entrepreneurship in 2016, and the 3rd prize for the best innovation management paper 2013. René's **current research** focuses on **token-based business models, competition in digital business ecosystems**, and the role of **digital technologies for sustainable development** in business modeling. He shared the findings of his research in an **acclaimed TEDx talk in 2019** ([Link](#)).

Also, René is the academic director of the Lisbon MBA and **founder** of the **Digital+Sustainable Innovation Lab (DSIL)**, a research team working on cutting-edge knowledge of digital strategy, digital sustainability, and business model innovation. **The lab** is the lead partner in two major European R&D projects on business modeling for smart grids and eHealth. Moreover, René consults companies on strategic issues related to business modeling, digitalization, and internationalization. In total, DSIL collaborates with 40+ companies across Europe. René and the team of DSIL are also hosting the award-winning platform '<https://venturely.io/>,' a unique platform for business modeling. Next to René's academic accomplishments, he also co-founded and successfully exited several start-ups, for instance, an e-Health startup, a virtual event platform, or a sustainable job search platform.

The Evolution of Corporate Innovation Programs: From Mindsets to Artificial Intelligence

Edgard Charles Stuber, Ph.D.

1. Course Overview

A recent McKinsey study has found that 80% of executives say innovation is a top priority. However, fewer than 10% report being satisfied with their organizations' innovation performance. This course will help you understand and implement strategies for enhancing the success rate of innovation initiatives. The course will cover the mindsets and culture required for innovation, different methods and tools, and the practical application of artificial intelligence and machine learning in different fields.

We will focus on the practical implications of innovation processes in different contexts and circumstances. Thomas Edison's success is a reminder that innovation is more than just coming up with a new idea. It's also about making that idea work in the real world.

A dynamic and engaging learning approach will be employed, combining theoretical concepts with practical applications.

2. Objectives

At the end of the course, students will be able to:

- Recognize and cultivate a creative mindset and an innovative culture.
- Identify and apply appropriate innovation methodologies to solve specific problems.
- Evaluate and apply different innovation theories to real-world challenges.

3. Agenda

Class	Date	Topic
1	7/1/24	<p>Mindsets and culture for innovation</p> <p>Mindsets and cultural foundations help foster groundbreaking ideas and transformative solutions. We will discuss self-discovery, the ability to think creatively, how to embrace challenges, and how to navigate the complexities of the innovation process.</p> <p>Pre-class reading:</p> <ul style="list-style-type: none">• Manly, J., Harnoss, J. D., Schmitt, H. L., Werner, R., Blanchard, D., & Lovich, D. (2023, July 26). An Innovation Culture That Gets Results. BCG Perspectives.• Holt, D. (2020, September-October). Don't Just Innovate. Challenge Everyday Notions of Value. Harvard Business Review.• Schrage, M. (1996). Creating an innovation culture. McKinsey Quarterly, 4, 84-93.• Pisano, G. P. (2019, January-February). The hard truth about innovative cultures. Harvard Business Review.

		<p>Modules</p> <ul style="list-style-type: none">• Introduction to Course. Syllabus, expectations, and individual and group project.• Different ways to acquire knowledge.• Mindsets and cognitive biases• Culture that nurtures innovation• Navigating the challenges and opportunities associated with innovation.
2	7/2/24	<p>Methods, tools, and approaches for innovation</p> <p>Innovation is essential for businesses and organizations to succeed in today's rapidly changing world. By understanding the different methods and tools to innovation, as well as the challenges and opportunities involved, businesses and organizations can increase their chances of success.</p> <p>Pre-class reading:</p> <ul style="list-style-type: none">• Beckman, S. L., & Barry, M. (2007). Innovation as a Learning Process: Embedding Design Thinking. Journal of Management Studies, 44(5), 791-815.• McKinsey & Company. (2023, October 4). Future proof: Solving the ‘adaptability paradox’ for the long term.• Livotov, P. (2023). TRIZ and Innovation Management: Innovative Product Development and Theory of Inventive Problem Solving. Wiley.• Caldicott, S. M. (2019, October). Ideas-first or needs-first: What would Edison say? Strategyn.• Roth, E. (2023, March 15). The committed innovator: Working with start-ups. Inside the Strategy Room, McKinsey & Company. <p>Modules</p> <ul style="list-style-type: none">• Scientific problem-solving methods.• TRIZ (case studies)• Design Thinking and the main tools (case studies)• Job To Be Done (JTBD)• Agile to implement the solutions.• Working with startups.
3	7/3/24	<p>Natural Language Processing (NLP), Visual Computing (CV) and Hyper Personalization</p> <p>NLP is a technology that helps computers understand human language.</p>

		<p>CV is one of the trendiest subfields of AI, training computers to interpret and understand the visual world. Computer vision surpasses human visual abilities in many areas.</p> <p>Real-time personalization offers a unique experience to the customers.</p> <p>Pre-class reading: due to the ever-changing character of our themes, the students will receive the texts in June 2024.</p> <p>Modules</p> <ul style="list-style-type: none">• Quick overview of the Machine Learning algorithms• Data collection, storage, and governance• Current examples and challenges of NLP.• Real case innovations using CV.• Hyper Personalization can boost customar experience.
4	7/4/24	<p>Generative AI for innovation:</p> <p>Gen AI is increasing and closing the global productivity gap among the most efficient workers. We will explore the cutting-edge advancements and transformative potential of AI, discussing the core concepts, principles, and applications of Gen AI.</p> <p>Pre-class reading: due to the ever-changing character of this theme, the students will receive the texts in June 2024.</p> <p>Modules</p> <ul style="list-style-type: none">• Autonomous innovation• Chat GPT and other GenAi tools• Windows 365 Copilot• The human role using GenAI
5	7/5/24	<p>Final Project (To Be Determined) and Wrap-up:</p> <p>Each group will define a problem to be solved and implemented. Students will select a product, service, experience, business model or process and propose an innovative solution.</p> <p>Modules</p> <ul style="list-style-type: none">• Group presentations• AI Ethics• The future of Work

4. Course Dynamics

This course addresses the challenge of aligning with contemporary marketing trends pertaining to consumer behavior. It provides students with the opportunity to actively apply, debate, and explore theories related to consumer behavior through a concentrated focus on essential case studies.

This course will involve Latin American guest speakers, case studies, short videos and lectures.

5. Course Evaluation

Grades will strongly depend on active engagement and discussions:

Individual evaluation:

- Class participation (30 points)
- Final individual project: a written assignment on a practical example using AI for an innovative project by July 12th, 2024 (30 points)

Final Group presentation: (40 points for the team)

6. Bibliography

Supplementary Optional References:

- BESSANT, J., TIDD, J., PAVITT, K., & SMITH, P. (2014). **Managing innovation: Integrating technological, market and organizational change.** (4th ed.). John Wiley & Sons.
- CHRISTENSEN, C. M. (2016). **The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail.** (2nd ed.). Boston: Harvard Business Press.
- RIES, E. (2011). **The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.** (1st ed.). New York: Crown Business.
- KEELEY, L., FIELD, B., & CHERNOWITZ, H. (2013). **Ten types of innovation: The discipline of building breakthroughs.** (1st ed.). New Jersey: Wiley.
- MARTIN, R. (2009). **The Opposable Mind: How Successful Leaders Use Critical Thinking to Solve Problems, Inspire Innovation, and Lead Change.** (1st ed.). Boston: Harvard Business Press.
- PINE, J., & GILMORE, J. (1999). **The Experience Economy: Work Is Theatre & Every Business a Stage.** (1st ed.). Boston: Harvard Business Press.

7. Faculty Short Bio

Edgard Charles Stuber holds a Ph.D. in Philosophy of Science, a master's degree in Strategic Design and bachelor's in Mechanical Engineering. He has his own innovation consultancy and, since 2010, has helped organizations from different sectors generate value. Before that he worked for over 29 years as a senior executive in the areas of R&D (research and development), Marketing, Sales, Strategic Planning, and Innovation at multinational companies in the automotive parts industry and machinery sector respectively. Currently, he is a professor at INSPER, UNIFESP, FIA/USP, ESALQ/USP and PUCRS and take part in different companies' corporate education projects.

Developing High Performing Teams (HPT)

Timothy Altaffer, MBA, PCC

E-mail: r.bohnsack@ucp.pt

1. Course Overview

Most organizations acknowledge the link between team performance and business results but are unclear about what it takes to develop a High Performing Team (HPT).

A High Performing Team is a team that consistently achieves superior results that transcend the aggregate of individual performance. HPTs are teams that shift from individual awareness to team consciousness, create a platform of trust and solidarity among the team members, that establish processes that set the standard for effective communication and impeccable coordination, and create a team culture where members consciously work for the sake of the team objectives, vs. maximizing individual results.

The course will use well-developed models, cases, and best practices to equip the participants with tools to develop their teams into high-performing teams, or to be influential members of such groups.

2. Objectives

The course objectives are:

1. Provide a comprehensive understanding of what makes a High Performing Team (HPT), focusing on
 - Creating a team culture
 - Developing vulnerability-based trust as the foundation of buy-in and commitment to results
 - The shift from individual thinking to group thinking
 - Identifying specific leadership behaviors that encourage high performance and
 - The establishment of processes and systems that serve as a standard basis for flawless coordination.
2. Develop a functional model and equip the participants with tools and mindsets to build HPTs and participate effectively in an HPT.

3. Themes

- Discuss elements that contribute to High-Performance Teams.
- Understand the importance of teams in generating results.
- Building vulnerability-based trust, creating a psychologically safe environment, and fostering diversity of thought.
- Self-assessment tools to help diagnose the team's status
- Develop knowledge and skills to lead the process of building High-Performance Teams.
- Understand the actual work of leadership in this process to develop the best team possible

4. Course Dynamics

This course is intended for Intact Team leaders, leaders of Working Groups (i.e., PMs), and team participants who want to understand how to improve their presence and engagement.

The course will be delivered in a dynamic, participative style. As such, we expect the participants to be on time for the entire period and to add value during the class discussions, speaker interactions, and case study reviews. The class will be a better experience if students bring opinions and ideas to each class and if the classes are highly interactive.

5. Course Evaluation

Weight	Examination
20%	Active and constructive participation in class, demonstrating preparation (pre-work) and critical thinking
30%	Case resolution and presentation in a group. The Professor will assign groups of 3 to 4 students.
50%	Written case study assignment.

6. Bibliography

Required Reading:

Katzenbach, J.R. & Smith, D.K., “The Discipline of Teams” (Harvard Business Review, 2009)

Lencioni, P., “The Five Dysfunctions of Teams, A Leadership Fable” (Jossey-Bass, 2002)

Additional References:

Chirls, C., Myers, G. & Champoux, T. “Teams That Work: The Six Characteristics of High Performing Teams” (Effectiveness Institute, 2018)

Edmondson, A.C., “Teamwork on the Fly” (Harvard Business Review, 2012)

Ferrazzi, K., “A New Social Contract for Teams” (Harvard Business Review, Sept.-Oct. 2022)

Friedman, R., “5 Things High-Performing Teams Do Differently” (Harvard Business Review, Oct. 21, 2021)

Hackman, R.J., “Leading Teams: Setting the Stage for Great Performance” (Harvard Business School Press, 2002)

Keller, S., “High-performing teams: A timeless leadership topic” (McKinsey Quarterly, June 28, 2017)

Rogers, M.G., “You Are the Team--6 Simple Ways Teammates Can Go from Good to Great” (Michael G. Rogers, 2017)

Wilkinson, Dr. D., “High-Performance Teams: What the research says” (The Oxford Review, Fe. 2019)

7. Faculty Short Bio

Timothy (Tim) Altaffer has been a Professor at Insper since 2005.

In addition, he is an accomplished Executive Coach and a trusted Advisor and Consultant. Tim is the founding Partner of Efficax Consulting, LLC (U.S.A.) and KC&D (Brazil), executive coaching and consulting firms specializing in planning, strategy, organizational development, and change management. He is also an Associate Partner of Axialent, a global consulting firm focused on developing culture and leadership in large companies, focusing on conscious behaviors and attitudes.

Tim's background includes 30+ years of experience as an executive in international business, of which over 12 years' experience was as a CEO. He worked in the U.S. and internationally at leading multinationals such as Bacardi limited, Anheuser-Busch International, Ducoco, Novartis, Philip Morris International, CPC International, and Unilever.

Education and Professional Affiliations

- Certified Coach by ICF (PCC), The Hudson Institute of Santa Barbara, ICI, CCL, and Axialent, with over 12 years of executive coaching experience.
- Certified with assessment tools by CCL (Assessment Center & 360 By Design) and Human Synergistics (LSI 360°). Other certifications include MBTI, WPB5, Firo-B, and SDI.
- Board Member and Director of ICF Los Angeles and previously of ICF Brazil, Conscious Capitalism, DHR International Brazil, and Sidekick.team. Serves as an advisor to the Umane Association (ex. Hospital Samaritano in São Paulo).
- Certified Director from UCLA Anderson, Master's of Business Administration in Finance / International Business from New York University (Stern School of Business), and Bachelor of Science in Economics from Lehigh University.

Data Analysis for Operations Management

Luis Guimarães, PhD

1. Course Overview

This course provides insight into problem modeling as the art of structuring and analyzing a decision problem within the given constraints and drawing recommendations that may lead organizations to action - with a particular focus on Operations Management. A strong emphasis will be put on problem modeling and analysis. To do so, this course will unlock the potential of using spreadsheet modeling to assist decision-making - from descriptive to predictive and prescriptive models. Spreadsheet engineering will give special attention to structure and in-depth and error-free development.

As a model builder or a coach for others who built models, it is essential to have practical experience in the art of modeling. Well-constructed models give a deep insight into the impact of the critical factors of the problem and will enable us to focus on the most important risks and tradeoffs.

Classes will be organized around the student's learning process. The main paradigms will be active learning during classes and cooperative learning in group assignments.

The aim of this course is to provide students with the skills, methodologies, and tools to successfully model and analyze models that support management decision-making in difficult and complex operations contexts, such as ill-structured problems or problems involving lack of information and uncertainty.

2. Learning Outcomes

- Describe the problem-solving process and the role of models and modeling in that process
- Recall and explain important guidelines for designing, building, and testing spreadsheets
- Describe tools and techniques for sensitivity and data regression, their underlying concepts, assumptions, capabilities, and limitations
- Discuss possibilities of articulating these tools and techniques in integrated approaches to problem-solving
- Recognize critical factors in a problem
- Develop a structure for analyzing problems
- Carry out a cogent analysis
- Present the analysis and insights on a problem to interested parties in a convincing, non-technical manner
- Design, build, test, and use meaningful spreadsheets to present and solve quantitative operations problems
- Carry out sensitivity and data regression
- Translate descriptions of business situations in operations into formal models and investigate those models in an organized fashion
- Apply generic modeling heuristics to help in the design and use of models
- Extract insights from models and use those insights to communicate, persuade, and motivate change

- Interact with members in a group to produce analysis for external parties with time constraints

3. Course Program

- 1. Modelling Practice**
- 2. Spreadsheet engineering: designing a worksheet**
 - a. Designing, building, and testing a workbook**
- 3. Analysis using spreadsheets.**
 - a. Base-case analysis**
 - b. What-if analysis**
 - c. Breakeven analysis**
 - d. Optimization analysis**
 - e. Simulation and risk analysis**
- 4. Regression analysis.**
 - a. Scatter plots and correlation**
 - b. Simple linear regression**
 - c. Goodness-of-fit**
 - d. Simple nonlinear regression**
 - e. Multiple linear regression**
 - f. Regression assumptions**
- 5. Optimization**
 - a. Decision variables, objectives, and constraints**
 - b. Formulating and solving an optimization problem with a spreadsheet**

4. Course Evaluation

Weight	Examination
50%	Group assignment.
50%	Individual exam.

5. Bibliography

S.G. Powell, K.R. Baker (2009), Management Science: The Art of Modeling with Spreadsheets, 3e, John Wiley and Sons, Inc.

6. Faculty Short Bio

Luis Guimarães is a Professor at the Department of Industrial Engineering and Management of the Faculty of Engineering of the University of Porto, an invited professor at the Porto Business School, senior researcher at the Industrial Engineering and Management group of the research institute INESC TEC and co-founder of LTPlabs, advanced analytics consulting firm. He holds an MSc and Ph.D. in Industrial Engineering and Management from the University of Porto, Portugal.

His main area of activity is Operations Research/Computer Science. Most of his research is problem-driven and aims to develop advanced analytic solutions for real-world problems. In this context, he has collaborated in over +100 industry-based research and consulting projects with various companies in the process industry, transportation, retail, and energy. He is also leading work streams on several national and European-funded projects. Author of several publications in international journals in the field of Operations Research.

Building Entrepreneurial Ecosystems

Rick Rasmussen

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1. Course Overview

Entrepreneurial Ecosystems, whether organically started or planned developments, are key elements in the transformation of economies worldwide. This course examines the development, growth strategies, and stewardship of entrepreneurial ecosystems as “startup communities”. We define and measure ecosystems and then look at ways that various stakeholders including governments, corporations, and community groups attempt to shape their development. We will learn from the leading authorities in the field and look at real-world examples of success and partial success from several different perspectives.

2. Objectives

The concept of innovation has gained a prominent position in both academic literature and management practice for a good reason: innovation fuels business growth and success, especially if the innovation process is clearly understood and executed.

- In the course, we will explore:
- What is an entrepreneurial ecosystem?
- How are they started? How do they develop? Who are the players?
- How does one measure the effectiveness of an ecosystem and its contribution to the economy? Qualitative and Quantitative.
- What are the top ecosystems and why?
- How do ecosystems grow and how does one increase global rankings?
- What are the most effective policy decisions governments, corporations and NGOs make towards the development of knowledge-based economies.
- Fiscal and Regulatory Policies

The course relies on real-world cases and current reporting. The learning of the concepts listed above will happen not only through traditional lecturing, but also through student individual work (on cases of real ecosystems and startups in high-growth industries).

No matter what your primary specialization and career aspirations are, the course is essential in understanding the role of innovation in business. During the course, you will get an opportunity to acquire the holistic perspective of innovation from learning best practices to practicing the concepts on your own entrepreneurial ecosystem development project.

This course is most applicable to students who:

- 1.Are interested in economic development and the role of entrepreneurial ecosystems in the transformation of natural resource based economies into knowledge based economies.
- 2.Are interested in the way in which governments and community leaders make decisions and set policy to encourage the development of strong knowledge-based economies,
- 3.are considering building or joining an incubator or accelerator and interested in the way these are setup and run across various parts of the world

This is not a course focused purely on technology industries. Learnings from this course can be applied in any industry and provide an excellent foundation understanding the overall direction of the world’s economy as it applies toward entrepreneurship.

3. Agenda

Section	Description	Learnings
Session 1 4 hours	Defining Ecosystems	<ul style="list-style-type: none">• Introduction to Entrepreneurial Ecosystems• Silicon Valley as an example• Ecosystem Frameworks
Session 2 4 hours	Measuring Ecosystems and Early Development	<ul style="list-style-type: none">• Measurement Criteria and Rankings• Cluster Development• Incubators and Accelerators
Session 3 4 hours	Creating Best Practices	<ul style="list-style-type: none">• Incubator and Accelerator Review• Boston’s Ecosystem• Michael Porter on Clusters• Clusters and Canvases• Corporate Innovation
Session 4 4 hours	Leading Ecosystems. Current and Future Developments	<ul style="list-style-type: none">• Global Entrepreneurship• Examples from the field<ul style="list-style-type: none">○ Canadian Technology Accelerator○ Azerbaijan IDDA○ China 2025○ UNIT. City and Ukraine during the war○ USAID and Moldova FTA○ Canada’s Superclusters• Course Summary

4. Course Dynamics

Structure will be interactive lecture format with class presentations given for the midterm assignment.

5. Course Evaluation

1. 10%. Class participation, case & article discussions.

Class participation (preparation, quality of contributions in class discussion or discussion boards, questions, case analyses) is valuable to the learning experience of all. Zoom is not ideal but we still value Ideas and contributions that are communicated effectively and professionally.

2. 40%. Midterm Assignment:

Watch the video: [Kauffman Sketchbook - "StartupVille"](#)

Write up a few paragraphs about three different incubators, accelerators or startup programs active in your hometown. As close as possible to where you live now or where you grew up. The three should be as different as possible. No more than one in a college or university. Corporate accelerators are OK.

Use [f6s](#), [seed-db](#), [Founder's Institute](#) or see this [hint list](#) if you're having problems finding one or more.

Introduction: Who they are. When did they start, how large are they (metrics).

What do they do for startups or scaleups?

What do they do for the community at large?

What is their specialty, what makes them different?

What is their business model (how do they stay alive and/or make money)?

Discuss their overall professionalism and/or capabilities. OK to rate them on scale of 1-10.

Are they real or simply Acceleration Theatre?

In addition to your short writeups, Prepare 1-2 slides per each for possible presentation in class. Those slides should be submitted as well.

3. 50%. Final Assignment

Choose a rising ecosystem and/or cluster to focus on (avoid the top 10). A favorite country, state, or region. It could be the place of your birth, where you live, or some random place that you consider interesting. Whatever you choose, be sure there is enough data available to complete your research.

Choose one or more analysis framework(s) from the course.

Go through the various elements of the framework, identify strengths and weaknesses of the ecosystem as it currently stands (present state)

Identify the leaders “agents of change” within the ecosystem. What plans do they have for the future?

If you were put in charge of government policy or trade development, what steps would you take to improve the ecosystem. You can frame this as an improvement in global rankings, increase in employment or GDP, entry into a new sector, etc.

Be specific in your recommendations to the point of declaring budget requests and sources of funding.

Report should be five to 10 pages, single spaced.

Use a canvas or map to clearly show present and/or future state.j

List relevant sources in a bibliography.

6. Bibliography

Two academic papers will be assigned, typically purchased as a download from Harvard Business Publishing.

- How to Start an Entrepreneurial Revolution by Roger Isenberg
- A Note on Entrepreneurial Ecosystems in Developing Economies

Items available for download include:

Founder's Institute [Startup Ecosystem Canvas](#)

[Global Silicon Valley Handbook](#). 2020 Edition by Michael Moe

[Building Innovation Superclusters](#)

Economic Development for the 21st Century by Christian Rangen

[Cluster Business Models](#), Exploring Business Models in Global Innovation Clusters

A report by Strategy Tools & the Global Community. Victor Haze and Christian Rangen.

A full folder of materials on the subject will also be provided.

7. Short Bio

Mr. Rasmussen is a Silicon Valley native that has been part of five IPOs, exits amounting to over \$12B, mentored over 1500 companies, and advises over 20 countries worldwide on building entrepreneurial ecosystems. He is a past Entrepreneur-in-Residence of Institutional Venture Partners and the Sand Hill Angels investment group.

He currently serves as an Industry Fellow at the University of California, Berkeley. He is also appointed Adjunct Faculty for Northeastern University. He travels extensively and is a featured keynote speaker. His current center of attention is the transition of post-Soviet countries as they strive to shed their educational and cultural traditions to become part of the global economy. He currently serves as an Advisory Board Member at UNIT.City in Kyiv and a Board Member for the Innovation and Digital Development Agency (IDDA) in Azerbaijan.

Mr. Rasmussen earned an EECS degree with highest honors from UC Berkeley as well as a dual MBA degree from UC Berkeley's Haas School of Business and Columbia's Graduate School of Business in New York City.

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