

**DEPARTAMENT:** POI

**PROGRAM:** PhD in Business

**COURSE:** Resource-based Theory and Capabilities

**PROFESSORES:** Luiz Artur Ledur Brito

**SEMESTER:** 2º/2017

## SYLLABUS

### COURSE OBJECTIVES

The course develops an understanding of the Resource-based Theory (RBT) from its origins to its current challenges and research agenda. It focuses on operational and dynamic capabilities and the current debate about the need of a new perspective to explain the effect of practices on performance (Practice-based view – PBV). Students will be able to apply the theory to research projects in Strategy, Operations Management and other areas.

### CONTENT

The course is structured in eight modules as described below. Each module consists of eight articles, class discussion and a short individual essay done by each student.

1. The roots of the RBT (Jay B. Barney, 1986; Jay B Barney, 1986; J. B. Barney & Arikan, 2001; Conner, 1991; Dierickx & Cool, 1989; Kor & Mahoney, 2000; Rumelt, 1984; Wernerfelt, 1984)
2. From a view to a theory (Amit & Schoemaker, 1993; J. Barney & Clark, 2007; J. Barney, Wright, & Ketchen, 2001; J. B. Barney, 1991; Black & Boal, 1994; Grant, 2001; Mahoney & Pandian, 1992; Margaret A. Peteraf, 1993)
3. Criticism (Adner & Zemsky, 2006; J. B. Barney, 2001; Foss & Knudsen, 2003; Kraaijenbrink, Spender, & Groen, 2010; Leonard-Barton, 1992; Margaret A Peteraf & Barney, 2003; Powell, 2001; Priem & Butler, 2001)
4. Theory development and empirical support (Acedo, Barroso, & Galan, 2006; Bamiatzi, Bozos, Cavusgil, & Hult, 2015; Crook, Ketchen Jr., Combs, & Todd, 2008; Leiblein, 2011; Maritan & Peteraf, 2010; McGahan & Porter, 1997; Newbert, 2007; Schmidt & Keil, 2013)
5. Capabilities – Roots and Development (Dosi, Nelson, & Winter, 2000, Introduction; Felin, Foss, Heimeriks, & Madsen, 2012; Helfat & Peteraf, 2003; Hoopes & Madsen, 2008; Jacobides & Winter, 2012; Sirmon, Hitt, Arregle, & Campbell, 2010; Williamson, 2016; Winter, 2000)
6. Dynamic capabilities (Bingham, Heimeriks, Schijven, & Gates, 2015; Eisenhardt & Martin, 2000; Helfat & Martin, 2015; Helfat & Winter, 2011; Laaksonen & Peltoniemi, 2016; M. Peteraf, Di Stefano, & Verona, 2013; Stefano, Peteraf, & Verona, 2014; Teece, Pisano, & Shuen, 1997)
7. Practices, routines and capabilities (Bloom & Reenen, 2010; Bloom, Sadun, & Van Reenen, 2016; Brito & Sauan, 2016; Bromiley & Rau, 2014, 2016; Hitt, Carnes, & Xu, 2016; Ketokivi, 2016; Peng, Schroeder, & Shah, 2008)
8. Competitive Advantage: The question of Value Creation and Value Capture (Bowman & Ambrosini, 2000; Brito & Brito, 2012; Dyer & Singh, 1998; Fainshmidt, Pezeshkan, Lance Frazier, Nair, & Markowski, 2016; Jacobides, Knudsen, & Augier, 2008; Lavie, 2006; Lieberman, Lee, & Folta, 2017; Sirmon, Hitt, Ireland, & Gilbert, 2011)

### METHOD



The course will utilize a discussion-based approach. Students are expected to study in depth the articles assigned to each class and be prepared for plenary and group discussions about them. They should bring their notes and doubts to support these discussions. They are expected to have an active and meaningful participation in the discussion.

#### STUDENT EVALUATION

Before each class the students should submit via eclass a short essay (300 to 500 words) or a brief presentation on a topic provided by the professor related to the articles selected. These essays and presentations will be evaluated considering the level of understanding of the theoretical contributions of the articles to the topic, the ability to connect the different articles and cite them in a structured argument.

As a final exam, the students will submit a complete essay (4000 to 6000 words) on a topic of their choice related to the course content.

Class participation	30%
Short essays	30%
Final exam	40%

#### REFERENCES

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