Insper International Week

JUNE 27TH – JULY 3RD, 2026

Insper

Quatá 200

Study at Insper and live a global experience!

The Insper 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.

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.)

Insper International Week Calendar

Welcome Session
(In-person, presence strongly recommended)
June 27th, 2026

Class Period
June 29th – July 3rd, 2026

Nomination and Application

The Insper 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 Offices.

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

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 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).

Nomination and Application Calendar

Nomination Deadline
March 23ʳᵈ, 2026

Application Deadline
April 2ⁿᵈ, 2026

⚠️

Applications will be reviewed and accepted students will receive an acceptance letter by April 9th, in time to request a VISA if necessary.
To find out if you need a VISA to travel to Brazil, click here.

Course Offer

The courses being offered during the Insper International Week 2026 are:

Morning (9 a.m. – 12:30 p.m.)

- **Marketing and Consumer Behavior in the Brazilian Context: Comparative and Global Perspectives**

Professor Giuliana Isabella

- **TBD**

Professor TBD

- **TBD**

Professor TBD

Afternoon (2 p.m. – 5:30 p.m.)

- **The Bio-Logic of Leadership: Philosophy, Cognitive Science, and Decision Making in Complex Systems**

Professors Adriano Naves de Brito & Edgard Charles Stuber

- **TBD**

Professor TBD

Evening (7 p.m. – 10:30 p.m.)

- **AI-Augmented Innovation Lab: From Diagnosis to Implementation**

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.

Insper International Week

International students can choose to attend **up to two (2) courses** during the Insper 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, 2026**. 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 Insper International Week 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 Insper International Week course

Why Insper?

Insper is a private 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.

Insper'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)**.

Insper 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).

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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 foreign institutions in the various hybrid teaching activities that the school also offers.

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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.
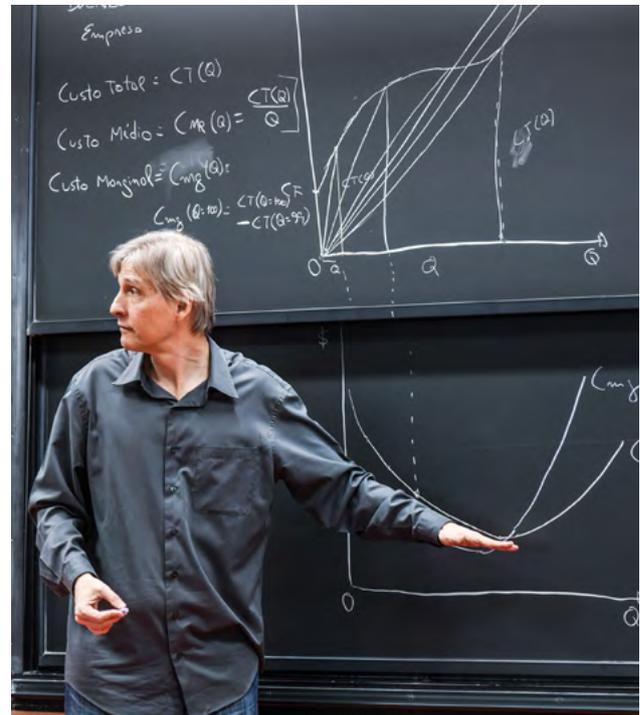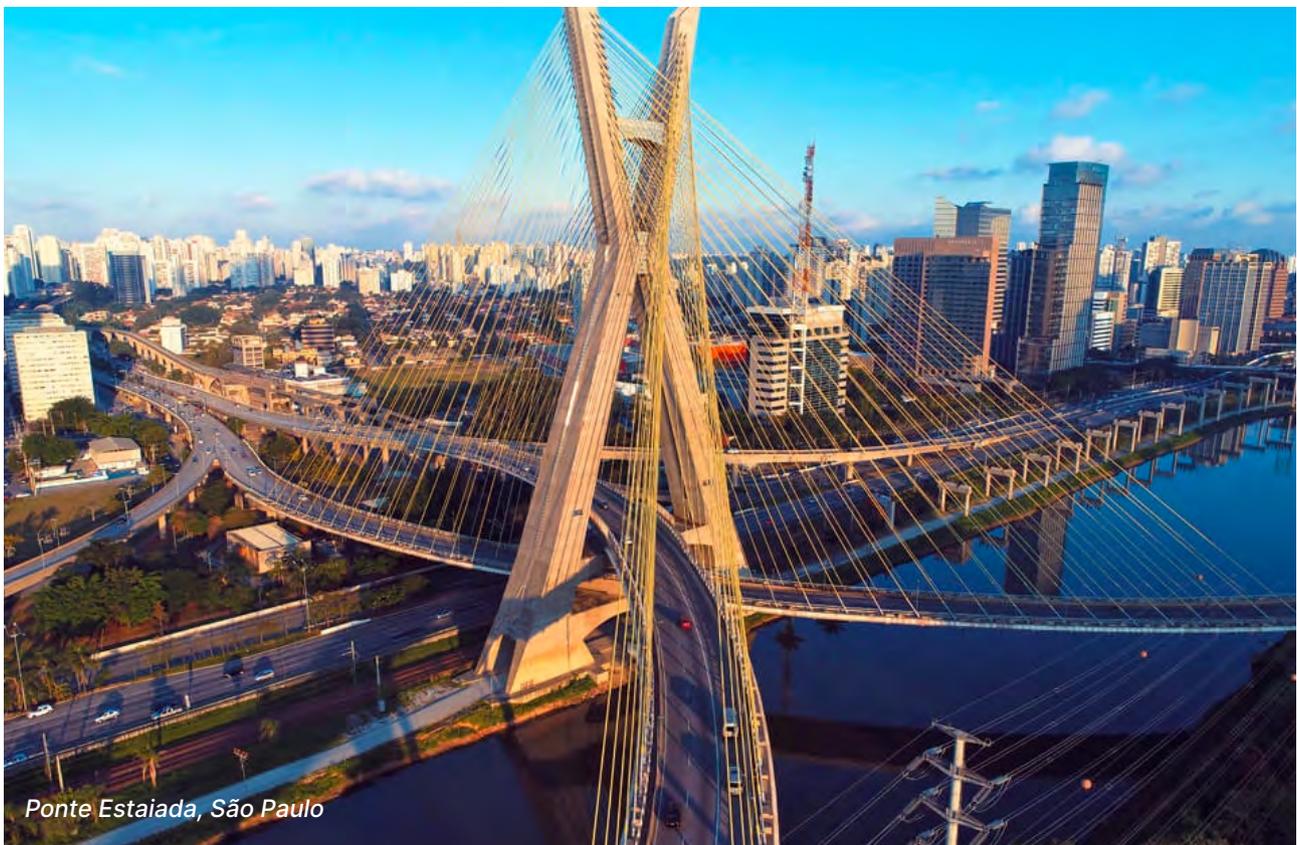
Why São Paulo?

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.

Ponte Estaiada, São Paulo

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Vila Madalena, São Paulo

Parque Ibirapuera, 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.
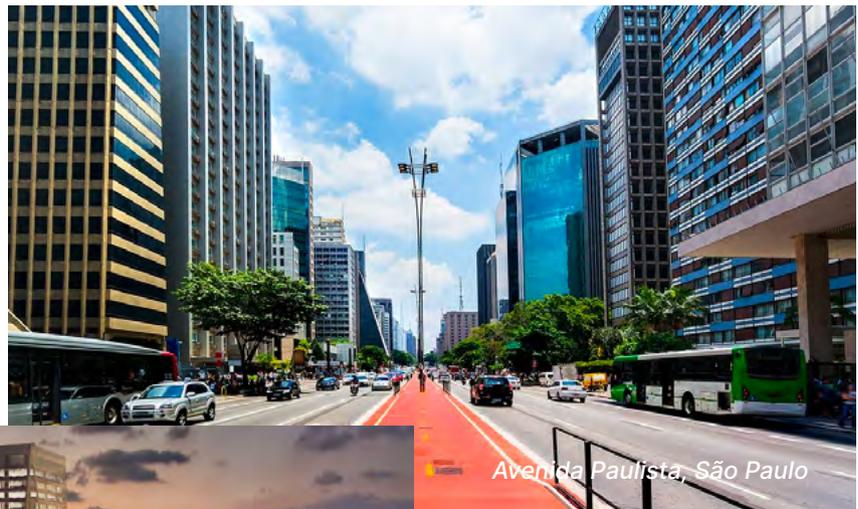
Avenida Paulista, São Paulo

Faria Lima Avenue, São Paulo

2026 Insper International Week Course Syllabi
MARKETING AND CONSUMER BEHAVIOR IN THE BRAZILIAN CONTEXT: COMPARATIVE AND GLOBAL PERSPECTIVES

Giuliana Isabella │ giulianai@insper.edu.br

1. Course Overview

This course examines marketing and consumer behavior using the Brazilian market as an analytical context for understanding managerial decision making in complex environments. Brazil presents conditions of cultural diversity, social inequality, economic volatility and widespread digital adoption, which influence how consumers perceive value and how firms design marketing strategies. The course integrates conceptual frameworks with case discussions drawn primarily from Brazil and complemented by international comparisons. These cases are used to support analysis of market structure, consumer behavior and strategic choices, while encouraging reflection on how insights derived from the Brazilian context relate to broader global marketing challenges.

2. Objectives

The objective of this course is to strengthen analytical and managerial judgment in the study of consumer behavior and marketing strategy in heterogeneous markets. The course focuses on understanding how cultural, social and economic forces shape consumer decisions, including the role of aspiration, emotion, trust, informality and inequality. It incorporates concepts from behavioral economics to support the analysis of heuristics, biases and perceptions of value across cultural settings. The course also examines brands as cultural and symbolic actors, addressing issues of identity, representation, purpose and brand activism. Through structured comparison between Brazil and other markets, the course aims to develop the ability to assess which practices are context dependent and which can be adapted to other institutional and cultural environment.

3. Agenda

Date	Learning Goals	Content	Before Class
June 29, 2026	Understand how cultural, social, and economic factors shape consumer behavior in Brazil. Analyze how aspiration, emotion, trust, informality, and inequality influence consumption patterns and market outcomes	Consumer behavior in the Brazilian context. Cultural and social drivers of consumption. Aspiration, emotion and trust in consumer decision making. Informality, credit access and inclusion of historically underserved consumers. Case discussion	Case reading: Grupo Boticário - Growth Strategy to Compete in Brazil's Beauty Market
June 30, 2026	Evaluate marketing strategies under conditions of social heterogeneity, income dispersion and economic volatility. Assess managerial trade-offs related to pricing, distribution, scale and trust in complex markets	Marketing decision making in unequal and volatile environments. Price sensitivity, distribution challenges and operational complexity. Trust, logistics and scale as strategic constraints. Case discussion	Recent article on marketing strategy in emerging or complex markets. Case: Unleashing Opportunities in Brazil's Favelas
July 1, 2026	Apply behavioral economics concepts to understand consumer decision making in different cultural settings. Compare heuristics, biases and perceptions of value between Brazil and other markets.	Foundations of behavioral economics in marketing. Heuristics, biases and intuitive decision making. Perception of value, transparency and friction reduction. Case discussion.	Case Reading: Beleza Natura
July 2, 2026	Analyze brands as cultural and symbolic actors. Evaluate the opportunities and risks associated with purpose-driven branding and brand activism.	Brands, identity and representation. Purpose, meaning and cultural narratives. Brand activism and reputational risk. Case discussion: Skol repositioning, focusing on narrative change and consumer response. Comparative discussion: Brand activism or repositioning	Reading: Understanding Consumer Responses to Brand Activism Skol - Reposter: https://www.youtube.com/watch?v=nq9Q4nPskek
July 3, 2026	Develop comparative insights between the Brazilian market and other global markets. Assess which practices are context specific and which can be adapted or scaled internationally	Frameworks for crossmarket comparison. Brazil-specific practices and institutional features. Scalability and transferability of business models. Comparative discussion: WhatsApp Model - Brazil versus the US and Europ	Reading: How leaders can Build Stakeholder Trust in Uncertain Times

4. Course Dynamics

The course is designed to connect conceptual frameworks with applied analysis of consumer behavior and marketing strategy in complex markets. Learning activities are centered on case discussions that encourage critical evaluation of managerial decisions and consumer responses. The course combines multiple learning formats, including lectures, case studies and selected audiovisual materials, to support engagement and analytical depth. When relevant, practitioner perspectives are incorporated to enrich discussions and link theoretical concepts to real-world marketing challenges.

5. Course Evaluation

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 - as presented in the Agenda
Suggestion:
Marketing Reading: Consumer Behavior and the Buying Process (26p.) - Core Reading Harvard

7. 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 Insper Research Ethics Committee (IRB). Her teaching portfolio includes courses such for undergraduates, Master's 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 2024, 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 and EJM).

THE BIO-LOGIC OF LEADERSHIP: PHILOSOPHY, COGNITIVE SCIENCE, AND DECISION MAKING IN COMPLEX SYSTEMS

Adriano Naves de Brito & Edgard Charles Stuber | edgardcs@insper.edu.br

1. Course Overview

In a world where variables multiply and effects escape linear control, leading requires a refined way of thinking. This intensive five-day module proposes a scientific and humanistic approach to leadership, enabling leaders to understand human action, read systemic complexity, and act with clarity amid uncertainty.

Bridging the gap between Cognitive Science, Complexity Science, and Moral Philosophy, this course uses live experiments (Live Biofeedback) to visualize preconscious decision-making processes. Participants will move from intuition to evidence, learning to lead with "bio-logic" in complex scenarios.

In this course, philosophy is not treated as abstract speculation. It is approached as a practical discipline concerned with how humans think, decide, judge, and act under uncertainty. Drawing on moral philosophy, cognitive science, and systems thinking, philosophy here provides the foundations for critical reasoning and responsible leadership in complex environments.

2. Topics covered

- The Biology of Pressure: Demystifying pure rationality using real-time EEG monitoring.

- Systemic Blindness: Using Eye-Tracking to reveal how leaders ignore "weak signals" in data.

- The Moral Brain: Evolutionary psychology, trust, and the biology of fairness (Ultimatum Game).

- Neuro-Framing: Applying behavioral economics to communicate effectively in complex projects.

- Experimental Leadership: Designing "Safe-to-Fail" experiments to navigate uncertainty.

3. Activities

• The Avatar Experiment: A live simulation where a volunteer ("The Avatar") makes high-stakes decisions while their brain activity (EEG) is analyzed by the class in real-time.

• The Weak Signal Challenge: An Eye-Tracking competition to reveal attentional blindness.

• Analog Simulations: Behavioral games (Ultimatum Game) to experience the emotional weight of decision-making.

• The Futures Wheel: A foresight workshop to map the non-linear consequences of ignored risks.

4. Objectives

By the end of this module, participants will be able to:

• Analyze the biological foundations of decision-making to identify why leaders fail under pressure.

• Identify systemic risks ("weak signals") by overcoming natural cognitive blindness.

• Evaluate the impact of preconscious biological drivers on team trust and organizational culture.

• Apply the Cynefin framework and Neuro-framing techniques to reduce stakeholder resistance.

• Create "safe-to-fail" experiments to test strategic hypotheses before full-scale implementation.

5. Course Dynamics

The course follows a "Live Lab" methodology. Sessions alternate between theoretical concepts and practical demonstrations using the "Avatar Model": a volunteer student is instrumented with EEG or Eye-Tracking technology while the rest of the class acts as a "Strategic Council," analyzing the real-time biological data projected on the screen.

6. Agenda

Date	Learning Objectives
Day 1: The Bio-Logical Leader (The Individual)	**Topics: The myth of pure rationality; System 1 vs. System 2; The brain under pressure.** • Activity: The Ransomware Dilemma (Live EEG).
Day 2: Systemic Leadership (The Environment)	**Topics: Linear vs. Non-linear thinking; Blindness to "weak signals"; The Butterfly Effect.** Activity: Eye-Tracking & The Futures Wheel. • Part 1: A volunteer analyzes a dashboard while monitored by Eye-Tracking, revealing how they biologically ignore critical "weak signals" (Attentional Blindness). • Part 2: The class uses the Futures Wheel method to map the chaotic, non-linear consequences of that single ignored signal (2nd and 3rd order effects).
Day 3: The Moral Dimension of Leadership (The Relations)	**Topics: Evolutionary psychology; Hume vs. Kant (Sentiments vs. Reason); Trust as business infrastructure.** Activity: The Ultimatum Game (Analog & Digital). • First, students play in pairs to feel the visceral reaction to unfairness. • Then, the "Avatar" plays while monitored by EEG to demonstrate the neural signature of Asymmetry Aversion and how it destroys team cohesion.
Day 4: Decision Strategy under Uncertainty (The Strategy)	**Topics: The Cynefin framework (Simple, Complicated, Complex, Chaotic); Loss Aversion; Status Quo Bias.** Activity: Neuro-Framing Workshop. Participants apply behavioral economics techniques (Nudging/Framing) to restructure a difficult strategic proposal, learning how to "hack" stakeholders' resistance.
Day 5: The Scientist Leader (Toward the Future)	**Topics: Evidence-based management; Moving from intuition to hypothesis testing.** Activity: Safe-to-Fail Experiment Design. A hands-on workshop to design small-scale, low-cost experiments to test strategic hypotheses. Students learn to trade "The Big Bet" for "The Portfolio of Experiments."

7. Assessment

• Personal Transfer Plan (20%): A written reflection on applying "bio-logic" concepts to personal leadership challenges.

• Experiment Design Project (30%): Groups design a "Safe-to-Fail" experiment to validate a business hypothesis.

• Complex Case Analysis (30%): A final report applying the Cynefin framework and biological analysis to a business case.

• Class Participation (20%): Engagement in the "Avatar" analysis and analog simulations.

8. Bibliography

- KAHNEMAN, D. (2011). Thinking, Fast and Slow. Farrar, Straus and Giroux.

- SAPOLSKY, R. (2017). Behave: The Biology of Humans at Our Best and Worst. Penguin.

- SNOWDEN, D. J., & BOONE, M. E. (2007). A Leader's Framework for Decision Making. Harvard Business Review.

- EDMONDSON, A. (2023). The Right Kind of Wrong: The Science of Failing Well. Atria Books.

- HUME, David. An Enquiry Concerning the Principles of Morals.Edited by J. B. Schneewind. Indianapolis: Hackett Publishing, 1983.

- KANT, Immanuel. Groundwork of the Metaphysics of Morals. Translated and edited by Mary Gregor and Jens Timmermann. Cambridge: Cambridge University Press, 2012. (The Cambridge Edition of the Works of Immanuel Kant).

9. Short Bio

Adriano Naves de Brito is a philosopher, educator, and manager. He holds a Ph.D. in Philosophy and was a full professor and Dean at Unisinos, as well as Secretary of Education of Porto Alegre and CEO of Mercosul Biennial Foundation. An expert in the natural foundations of morality and empirically informed ethics, he combines academic depth with a track record in public management, focusing on educational innovation and value-based leadership.

Edgard Charles Stuber holds a Ph.D. in Philosophy of Science, a master's degree in Strategic Design, and a bachelor's in Mechanical Engineering. With over 30 years of executive experience in R&D, Marketing, and Strategic Planning at multinational companies, he specializes in systems thinking and organizational innovation. Since 2010, he has focused on corporate education, helping organizations integrate cognition, strategy, and behavior. He is a professor at Insper, Unifesp, ESALQ/USP, and FIA.

AI-AUGMENTED INNOVATION LAB: FROM DIAGNOSIS TO IMPLEMENTATION

Edgard Charles Stuber │ edgardcs@insper.edu.br

1. Course Overview

In a business environment that demands both speed and rigor, traditional innovation methods often fail to deliver actionable results. This intensive 5-day module transforms the classroom into an Applied Innovation Lab. Unlike theoretical courses, participants act as consultants solving real-world organizational challenges they bring from their own companies.

Unlike Design Thinking courses based on hypothetical cases, this course works exclusively with participants' real organizational challenges fusing Strategic Problem Solving, Design Thinking, and Foresight with Generative AI, the course operates as a "Consulting Sprint." AI acts as a Socratic partner to challenge assumptions, a creative engine to accelerate prototyping, and a "Future Simulator" to stress-test strategies. Students leave not just with knowledge, but with a validated implementation plan ready for executive approval.

This course is particularly relevant for MBA participants working in strategy, consulting, innovation, and general management roles.

TOPICS COVERED:

• Strategy as Craft: Moving beyond static planning (Mintzberg) to adaptive problem solving.

• AI-Augmented Diagnosis: Using Intelligent Agents for deep Root Cause Analysis and problem reframing.

• Synthetic Empathy: Accelerating customer insight generation and hypothesis testing using AI personas.

• Generative Ideation: Leveraging AI for divergent thinking, solution selection, and rapid MVP prototyping.

• Strategic Resilience (Pre-Mortem): Using "Backcasting" and AI storytelling to anticipate failure modes and mitigate risks.

• Implementation Strategy: Developing actionable roadmaps and stakeholder management plans.

2. Activities

• The Problem Marketplace: A negotiation dynamic where students pitch and select the most critical challenge to solve.
• Synthetic User Interviews: Workshops with AI personas to uncover hidden pains and test value propositions.
• The AI Pre-Mortem: A "Time-Travel" workshop where AI generates failure scenarios from the future to build resilience today.
• Executive Pitch: A final defense of the strategic proposal before a panel.

3. Objectives

By the end of this module, participants will be able to:

• Prioritize and frame complex organizational problems using structured frameworks.
• Diagnose root causes by combining human judgment with AI-driven inquiry.
• Generate and validate user-centric solutions using "Synthetic Empathy" to accelerate the discovery phase.
• Anticipate systemic risks and failure points using Foresight techniques (Pre-Mortem).
• Design a robust Action Plan capable of withstanding market volatility.

4. Course Dynamics

The course follows a "Consulting Sprint" methodology. There are no long lectures; instead, sessions alternate between brief methodological frameworks and hands-on "Building Blocks."

Every day, students complete one slide of their final Executive Deck. By the end of the week, these cumulative slides form the final project, ensuring practical application and reducing post-class workload.

Agenda

Date	Learning Objectives
Day 1: Strategic Diagnosis & Problem Framing (The Foundation)	**Topics: Strategy as Craft (Mintzberg) vs. Static Planning; Distinguishing Symptoms from Root Causes.** Activity 1: The Problem Marketplace (GUT). • Individual: Students apply the GUT Matrix (Gravity, Urgency, Trend) to their own list of challenges to select their top priority. • Squad: In groups, students pitch their top challenges. The squad negotiates and selects one single strategic challenge to solve collaboratively during the week. Activity 2: AI Socratic Diagnosis. Using an AI agent trained on the "5 Whys" methodology, the squad interrogates the selected issue to drill down from "Symptoms" to "Root Causes." Activity 3: The 5W2H Framing. Students formalize the root cause into a structured problem statement (What, Why, Where, Who, When, How, How Much) to guide the sprint. • Deliverable: The "Problem Statement" slide (validated by 5W2H).
Day 2: User Intelligence (The Insight)	**Topics: Design Thinking accelerated; The role of Synthetic Data in hypothesis generation.** Activity: Synthetic Empathy Workshop. Interviewing AI-generated personas to map user journeys and validate pains before going to market. Deliverable: The "Customer Insight" slide.
Day 3: Solution Design (The Prototype)	**Topics: Divergent vs. Convergent thinking; MVP definition; Ten Types of Innovation.** Activity: Generative Prototyping. Using AI tools to brainstorm 50+ solutions in minutes and create concept mockups (visuals or flows). Deliverable: The "Solution & MVP" slide.
Day 4: Future-Proofing & Risk Strategy (The Resilience)	**Topics: The "Pre-Mortem" methodology; Cognitive bias in strategic planning (Optimism Bias); Resilience strategies.** Activity: The AI Pre-Mortem Workshop. Instead of defending success, students task the AI to act as a "Journalist from 2028" and write a detailed article titled "Why [Project Name] Failed Tragically." Students then analyze these fictional scenarios (Financial, Regulatory, or Tech failure) to design mitigation plans. Deliverable: The "Risk & Mitigation" slide.
Day 5: Implementation & Pitch (The Action)	**Topics: Change Management (Kotter); Stakeholder mapping; The art of the Pitch.** Activity: The Executive Defense. "Consulting Squads" present their final decks and defend their strategies against peer critique. Deliverable: Final Executive Presentation.

5. Course Evaluation

Group Executive Deck (40%)
- Group-based final presentation (10–12 slides);
- Assessed on problem definition, strategic logic, analytical rigor, and feasibility.

Individual Strategic Memo (30%)
- Individual analytical reflection (2–3 pages or 3 slides);
- Individual contribution to the project;
- Justification of one key strategic decision.

Class Participation (30%)
- Individual engagement and quality of contributions;
- Participation in discussions and group activities.

6. Bibliography

RUMELT, R. (2011). Good Strategy Bad Strategy. Crown Business.

- MINTZBERG, H. (1987). "Crafting Strategy". Harvard Business Review.
- IANSITI, M. & LAKHANI, K.R. (2020). Competing in the Age of AI. Harvard Business Review Press.
- KNAPP, J. (2016). Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days. Simon & Schuster.
- DAVENPORT, T.H. & RONANKI, R. (2018). Artificial Intelligence for the Real World. HBR.

7. Short Bio

Edgard Charles Stuber holds a Ph.D. in Philosophy of Science, a master's in Strategic Design, and a bachelor's in Mechanical Engineering. With over 30 years of executive experience in R&D, Strategic Planning, and Innovation at multinational companies, he now runs his own innovation consultancy. Since 2010, he has focused on corporate education, helping organizations integrate strategy, technology, and behavior. He is a professor at Insper, FIA, Unifesp and ESALQ/USP.

DEVELOPING HIGH PERFORMING TEAMS (HPT)

Timothy Altaffer │ timothya@insper.edu.br

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.

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.

2. Objectives

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. Agenda (Preliminary)

Date	Learning Objectives	Theme / Content	Pre-class Preparation	During the Class
June 29, 2026	Discuss elements that contribute to High-Performance Teams.	Presentation of the program. Overview of High Performing Teams. Aligning expectations of the course work / expectations. Self-assessment tools to help diagnose the team's status	Read and prepare the required bibliography / cases	Presentation and discussion of the main themes; Formation of working groups and briefing;
June 30, 2026	Trust	Building vulnerability-based trust, creating a psychologically safe environment, and fostering diversity of thought.	Read and prepare the required bibliography / cases	Case discussion: TBD
July 1, 2026	Conflict	When team members build a foundation of vulnerability-based trust, conflict simply becomes an attempt to find the best possible answer	Read and prepare the required bibliography / cases	Case discussion: TBD

Date	Learning Objectives	Theme / Content	Pre-class Preparation	During the Class
July 2, 2026	Commitment	By engaging in productive conflict and tapping into a variety of perspectives and opinions, team members can confidently commit and buy into a decision knowing that they have benefited from everyone's ideas.	Read and prepare the required bibliography / cases	Case discussion: TBD
July 3, 2026	Accountability	_If everyone is clearly committed to the team's priorities, they will be more willing to hold one another accountable.	_Read and prepare the required bibliography / cases	Case discussion: TBD

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

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 5 students.

50% | Written case study assignment to be submitted by Blackboard by the end of Wednesday, July 8th, 2026.

6. Bibliography

Required Reading; please prepare before the course:

- Katzenbach, J.R. & Smith, D.K., "The Discipline of Teams" (Harvard Business Review, 2009)
- Lencioni, P., "The Five Dysfunctions of a Team, A Leadership Fable" (Jossey-Bass, 2002)
- Lencioni, P., "The Trouble with Teamwork" (John Wiley & Sons Inc. / Business, 2003)
- Reina, D. PhD, Reina M., Hudnut, D., "Why Trust Is Critical to Team Success" (Center for Creative Leadership Research Report, 2017)
- Cases; to be used in class:
- TBD

Additional References / Complementary:

- Chirls, C., Myers, G. & Champoux, T. "Teams That Work: The Six Characteristics of High Performing Teams" (Effectiveness Institute, 2018)
- Ferrazzi, K., "A New Social Contract for Teams" (Harvard Business Review, Sept. – Oct. 2022)
- Fisher, C. M., "The Collective Edge: Unlocking the Secret Power of Groups" (Avery, Sept. 2, 2025)
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- Keller, S., "High-performing teams: A timeless leadership topic" (McKinsey Quarterly, June 28, 2017)
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7. 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, and a Leadership Coach at the Center for Creative Leadership (CCL).

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), Hogan, The Leadership Circle, KornFerry 360, and LSI 360 (Human Synergistics). Other certifications include MBTI, WPB5, Firo-B, ISI, 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.

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