# Sharing Information on Progress Report

# 2018- 2019



Inspiring **the future** shaping **the present**

Explore Business School

**Accreditations, Affiliations and Rankings**

**Employability**

**98**% 
Employability Rate

**Internationalization**

**800** 
Average number of foreign students attending IBS programmes

**Business Schools Partnerships**

**75** 
Partnerships with international business schools accredited by AACSB, EFMD or AMBA

**Students**

**3200** 
Average number of students enrolled on IBS programmes

# A Word of Commitment

Iscte Business School is an internationally accredited business school that pioneered the teaching of management and business sciences in Portugal. Back in 2011, Iscte Business School was the first Portuguese Business School subscribing to the Principles of Responsible Management Education. Since then, extensive work has been done to educate, engage and develop a responsible awareness that leaves a better legacy to the next generations.

Iscte Business School reinforced its commitment to PRME after the PRME Global Forum in New York in 2017, having become an Advanced Member of PRME in 2018. Inspired by this event, Iscte Business School has taken a serious approach to the Sustainable Development Goals and has been using them as a lens to analyze teaching and research, as well as its various activities.

Iscte Business School has continuously enhanced its internal structures, policies, and processes in order to follow the PRME principles. Sustainability has become a strategic pillar in the Strategic Plan, and it has been driving our commitment to contribute to a more sustainable and responsible management education.

This commitment is present in our mission: to help students to become innovative and socially responsible business leaders with a global perspective. To embrace this mission, we promote intellectual rigor in the classroom and experiential learning.

Iscte– University Institute of Lisbon was the first Portuguese University with an Environmental Management System, certified by the ISO14001:2015 in 2018, which has been fully integrated with the existing Quality Management System certified by the ISO 9001:2015. Nowadays, Iscte is also putting in place a Social Responsibility management system according to the Portuguese norm NP 4469. The aim is to build a systemic approach to sustainability, putting together: People, Planet and Prosperity.

Iscte Business School and its people – students, staff, and faculty – is fully committed to our core values, namely their building blocks: social responsibility and ethical behavior.

**Maria João Cortinhal, Dean Iscte Business School**

# 1. Iscte Business School:

## Who are we?

# 1. Iscte Business School: Who are we?
## 1.1 About Iscte Business School

Iscte Business School traces its origins back to the department of management sciences, created in 1972. It is one of the four Schools of Iscte, along with the School of Social Sciences; School of Sociology and Public Policy; and School of Technology and Architecture. The school is recognized for its excellence in learning and research, innovative and entrepreneurial focus, international and multicultural environment, and a solid connection to the business world, which is reflected on the exceptional work placement rates of our graduates.

It has approximately 181 full-time faculty distributed throughout its six Departments: Accounting, Economics, Finance, Marketing, Operations and Management, Quantitative Methods for Management and Economics, and Human Resources and Organizational Behavior.

More than 3,500 students are currently enrolled in the 7 Undergraduate Programs, 15 Masters Programs and 4 PhD's offered by the school.

### A Unique International Contact

Each year Iscte Business School welcomes hundreds of foreign students enrolled in the degree, exchange, or short-term programs. In 2019/2020 there were over 750 international students of 76 nationalities attending classes. This multiculturalism allows students to experience diverse learning experiences and be exposed to diverse attitudes and approaches, which provides them with global skills.

The students and faculty have also been offered the possibility of training abroad through exchange, short term programs, teaching assignments, among others.

### An Entrepreneurial Mindset

Each student has the opportunity to get to know the business world closely. This contact is constant throughout each course through:

a) Practical assignments - in the majority of courses, students perform practical assignments, in groups or individual, which analyze concrete problems of companies;

b) Entrepreneurship Support Center - Iscte Business School is the main founder of Audax, a center that helps newly graduated students with an interesting idea to start their own business. It supports the projects in legal and organizational aspects, and has even associated an investment fund that finances the launch of new companies;

c) Faculty with large Business Experience - The School has a set of invited faculty with prominent roles in the main Portuguese companies, who transmit their experience and practical knowledge in class.

## A Culture of Rewarding Excellence

At Iscte Business School there is a culture of rewarding excellence. Merit and individual effort are founding values of a modern and democratic society. Therefore, the School rewards those who do their best to achieve levels of excellence both at the beginning of their course (admission award) and at the end of their course (best student award), both for undergraduate and master's degrees. The students with excellent academic results are awarded with the possibility of attending a personalized Skill Training program and receive a "Top Student" diploma.

## Lecturing Methods and Pedagogical Quality

Iscte Business School has a great tradition of teaching in field of Management:

- The faculty of Iscte Business School have authored more than 100 books in different management disciplines, many of which are now required reading at other Portuguese universities;
- There is a close working relationship between students and faculty;
- Students benefit from weekly contact hours, continuous email contact and a sustained relationship with alumni throughout their professional lives.

The School is recognized for its excellence in learning and research, its international and multicultural environment, leadership, entrepreneurship and innovation, and strong links with the business community that grant exceptional placement of graduates. It has a consolidated position in the Portuguese management education industry, offering first, second and third cycle degree programs in the main functional areas of management.

## Soft Skills Development

Iscte Business School offers its students the possibility of attending courses that aim to develop transversal soft skills, such as the ability to develop autonomous work, as well as teamwork, to perform individual research, to analyze complex situations and to improve communication skills. These soft skills courses have the goal of deepening student's knowledge in further study cycles and prepare them for the demands of the job market.

## Successful Careers

The employment rate for undergraduate students from Iscte Business School is approximately 98% after one year of degree completion. In the case of Master Students, the rate is around 80% placement before the completion of the Master.

## Accreditations & Rankings

In August 2016, Iscte Business School was accredited by the Association to Advance Collegiate Schools of Business (AACSB), recognizing the school's excellence and high quality in the development of managers and leaders in a globalized world. The AACSB accreditation was conceded for a period of five years. Moreover, the School is nationally accredited by A3ES (the national Agency for Assessment and Accreditation of Higher Education) and is a full member of EFMD (European Foundation for Management Development). The Executive MBA (EMBA) a post-graduate program managed by Iscte Executive Education, a non-profit institution linked to Iscte that offers executive education in management and economics, is accredited by the Association of MBAs (AMBA). This international recognition was awarded after its third edition and distinguishes the quality and unique nature of the program in Portugal.

Since 2008, Iscte Business School has also taken part in several international rankings and has been improving its classifications every year. In 2019, Iscte Business School was awarded 3 palms in the Eduniversal ranking (Excellent Business School), doubling the Deans' votes in comparison to the previous year. Eduniversal also classifies the best 4000 Masters and MBAs in 30 different subjects and in 154 countries and Iscte Business School has 10 programs in the ranking. In 2019, Iscte Business School was in the Financial Times (FT) European ranking - which assesses the best management schools on the continent - for the third consecutive year and ranked 66th, being on the podium of the best business schools in Portugal. Two of the school's master programs are ranked in the FT, the MScBA, and the MSc in Finance.

## The Iscte Business School Spirit

Studying at Iscte is also an opportunity to enjoy excellent study conditions and to participate in an environment where friendliness, sports and culture occupy a very important space.

## The Iscte Business School aligned with the Sustainable Development Goals

Finally, teaching and research at Iscte Business School are aligned with the Sustainable Development Goals. In accordance with the United Nations 2030 Agenda for Sustainable Development, Iscte Business School considers the Sustainable Development Goals (SDG)

to be fundamental, in a scenario of eradicating poverty, protecting the environment, and promoting prosperity and well-being for all by 2030. In 2018, Iscte Business School became an Advanced Member PRME, reinforcing its commitment to teaching, research and thought leadership to advance the 2030 Agenda. Iscte Business School is also affiliated with and actively participates in important international associations, notably the Globally Responsible Leadership Initiative (GRLI).

# 1.2 Mission, Vision and Values

## Mission

Iscte Business School, through teaching, research, and community outreach, contributes to the development of management knowledge and practice, and prepares and develops managers and leaders to make a positive impact on organizations and society, in a globalized world.

## Vision

Iscte Business School wishes to be, and to be perceived by its stakeholders as, one of the leading Portuguese business schools and to be recognized in Portugal and internationally for the quality of its learning experience, academic rigor, relevance of its research, excellence of its programs, reputation of its graduates and faculty and for its distinctive focus on the needs of organizations, individuals and society.

## Values

The culture of the school is based on the following deeply imbedded values which are shared by all students, faculty and staff of the school and communicated to all stakeholders in different ways:

- Entrepreneurship and Innovation
- Relevance to the Business Community
- Multicultural Environment
- Integrative and Supportive Relationships
- Excellence and Rigor
- Social Responsibility and Ethical Behavior



Swearing in of the new Dean. April 2019

# 1.3 About Iscte

### University Campus

Iscte is strategically located in the center of Lisbon. The Iscte campus offers a wonderful atmosphere and facilities which include four buildings (45.000 m2), one of which, Building II, opened in 2003 and received the Valmor Prize, Portugal's foremost award for architectural excellence. Access to the campus is free and citizens can use our green spaces and most facilities.

### University Library

The Iscte Library is linked to all departments and schools in the scientific areas of teaching and research. Students also have free remote access to excellent online bibliographical tools, such as the Online Library of Knowledge (over 28,000 full-text scientific articles), Web of Science, SCOPUS, ABI/Inform Complete, JSTOR, Business Source Complete, Hospitality and Tourism, PsycInfo, PsycArticles, Academic Search Complete, among others.

### University Residence Hall

The Professor José Pinto Peixoto Residence Hall meets the needs of students and faculty. It is located in the 16th-century Santos-o-Novo Monastery, which is a national monument. It stands on a hill overlooking the River Tagus in the eastern part of Lisbon and commands a magnificent view.

### Health and Well-being

Iscte has different spaces and groups dedicated to promoting culture, art and sports. It has a fitness track, a court for handball and 5-and 7-a-side football, and a multi-purpose gym. Quality of life on campus is also the responsibility of a clinic (run by the private entity SAMS) offering several medical specialties as well as nursing and diagnostic tests and exams. The University Sports Management Unit was created in September 2018 to develop sports within the Iscte. The search for the well-being of the entire academic community, the creation of special compatibility conditions for high-level sports performance and academic life (dual career), the integration of new students and new workers, and the inclusion of the values of sport in the complementary training of all, are the main objectives of this unit.

## Ethical, Responsible, and Sustainable Values and Principles

The main values in Iscte's institutional culture are freedom, diversity, democracy, equality, honesty, and integrity. It also takes into account the impact of its decisions and activities on its own community and society as a whole. This includes a concern for equality and social justice, as well as the environment in all its dimensions. Iscte's institutional, social, environmental, and economic sustainability is central to its strategy and is considered in management, education, research, and knowledge transfer to society.

## Iscte Sustainability & Strategy

Iscte recognizes its institutional responsibility to promote Sustainability in all the various dimensions, in a holistic and integrated manner, in alignment with the 17 SDG of the United Nations. The SDG are grouped into five main dimensions, known as the 5P, all essential and necessarily interconnected: People, where most of the social aspects are found; the Planet, adding primarily environmental aspects; Prosperity, which advocates a broad view of the economic development of human communities; Peace, without which none of the other dimensions is attainable; and Partnerships, as a way to create and disseminate the best results. The Integrated Quality Assurance System of Iscte (SIGQ), despite recognizing the importance of all dimensions, encompasses semi-autonomous systems for the first three dimensions, as described below. These dimensions are reflected in the Strategic and Action Plan for the 2018/2021 Quadrennium, in strategic line 7- Promote the institution's strategic development, and strategic objective 23 – Identify societal challenges and relevant interdisciplinary domains.

*To "sustain" means not to drop. Sustainability at Iscte is a process that cuts across all of our activities and guides us in choosing the path we take. We care about the sustainability of the planet, the people who belong to our community and the prosperity of those around us. Around the world, the decade that begins in 2020 is dedicated to the implementation of the Sustainable Development Goals of the United Nations Agenda 2030 and Iscte joins this effort, so that by the end of the decade the difficulties we face today are overcome and humanity lives better. I leave here an appeal to the entire Iscte community to embrace this challenge, since all together we are stronger and can achieve much more!*

**Catarina Roseta Palma, Iscte Director of Sustainability,** Associate Professor at the Iscte Business School

# Iscte Sustainability Policy

Within the scope of the mission defined in the SIGQ, in the context of Iscte's teaching and learning activities, research and interaction with society, and respecting the limits and opportunities intrinsic to natural and human ecosystems, Iscte is committed to:

- Involve, in an inclusive and participatory way, the Iscte community and other interested parties in the definition, implementation and evaluation of actions leading to the improvement of its performance in the different dimensions of Sustainability;

- Create, transmit and share scientific knowledge related to Sustainability in the scientific domains of Management, Finance, Accounting, Economics, Quantitative Methods, Anthropology, Social Psychology, Sociology, History, Political Science and Public Policies, Information Technologies and Architecture, training highly qualified professionals with skills to understand their responsibilities and create opportunities for improvement, enhancing positive impacts on the environment, society and the economy;

- Embrace the protection of the environment and respect social responsibility principles in strategic planning and in annual activity plans, assuming an ethical and transparent conduct in fulfilling the institutional mission from a local and global perspective;

- Improve its environmental impact, adjusting support processes and campus operations, to reduce the use of resources and the production of waste and emissions, preventing pollution and improving the quality of life on campus;

- Manage aspects of social responsibility and associated impacts, undertaking control or influence actions;

- Comply and respect the applicable legal requirements, as well as additional requirements that we decide to subscribe or implement, in the different dimensions of Sustainability;

- Assess and continuously improve Iscte's performance by monitoring measurable indicators and conducting regular audits;

- Continuously improve SIGQ (quality, environment, and social responsibility) to enhance performance.



Flickr: https://www.flickr.com/photos/iscteiul/collections/72157673839867388/

## Governance model for Sustainability

The governance model for sustainability is illustrated in Figure 1. Sustainability is included in the Integrated Quality Assurance System and reports to the Vice-Rector for Information Systems and Quality. It is organized around four key areas: Teaching, Research, Campus, and Interaction with Society.

In terms of roles, there are: Directors and Managers for Quality and for Sustainability; Quality and Sustainability Liaisons for the services and for the schools – including Iscte Business School; and an external consultant.

**Figure 1 - Governance model for sustainability**
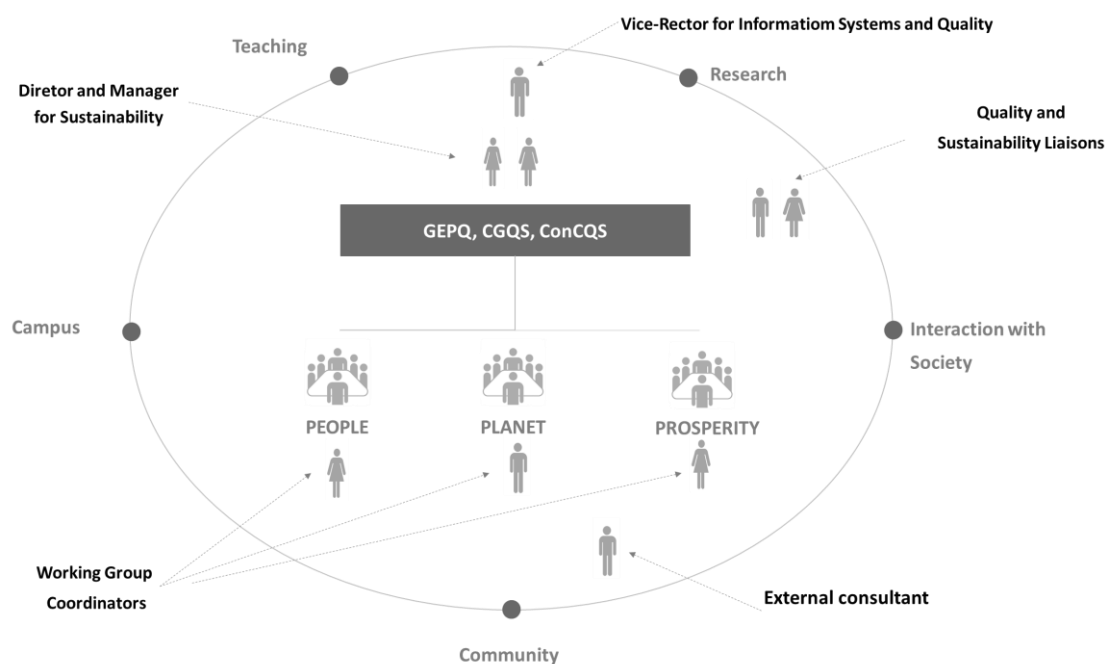


Liaison People meeting.  September 2018.

There are three working groups devoted to the dimensions: People, Planet, and Prosperity. These working groups include interested faculty, staff, students, and alumni, plus the Director and the Manager for Sustainability who ensure the coherence and holistic approach of sustainability at Iscte. The idea is to have groups specialized in each dimension responsible for developing, monitoring, and revising the plan for each dimension, among other tasks. The groups are also in charge of putting in place norms that may be certifiable. After the certification ISO 14001:2015 – Environmental Management System coordinated by the Planet working group, Iscte is currently applying for the NP4469:2019 – Social Responsibility certification, led by the People working group. Since these two dimensions are more consolidated, the Prosperity working group has started devising its own plan, fully aligned with the SDG.

In 2019, Iscte was ranked for the first time in the THE University Impact Rankings, a pioneering initiative of the Times Higher Education, which aims to capture unique new insights on universities' work towards the United Nations SDG. In 2019, Iscte was in the top 300 in the world ranking, with 8 of the 11 SDG defined in this edition of the ranking. Over 450 institutions from 75 countries participated. The greatest distinction can be seen in the Quality Education indicator, in which Iscte ranked 81st, guaranteeing a place in the Top 100. In turn, the position in the goal of Gender Equality, between places 101 and 200, guarantees the best classification among Portuguese universities. These results reflect Iscte's commitment to the United Nations' Sustainable Development Goals and also the university's continued efforts in the quality of the activities it develops. These include a strong investment on its sustainability policies and actions.
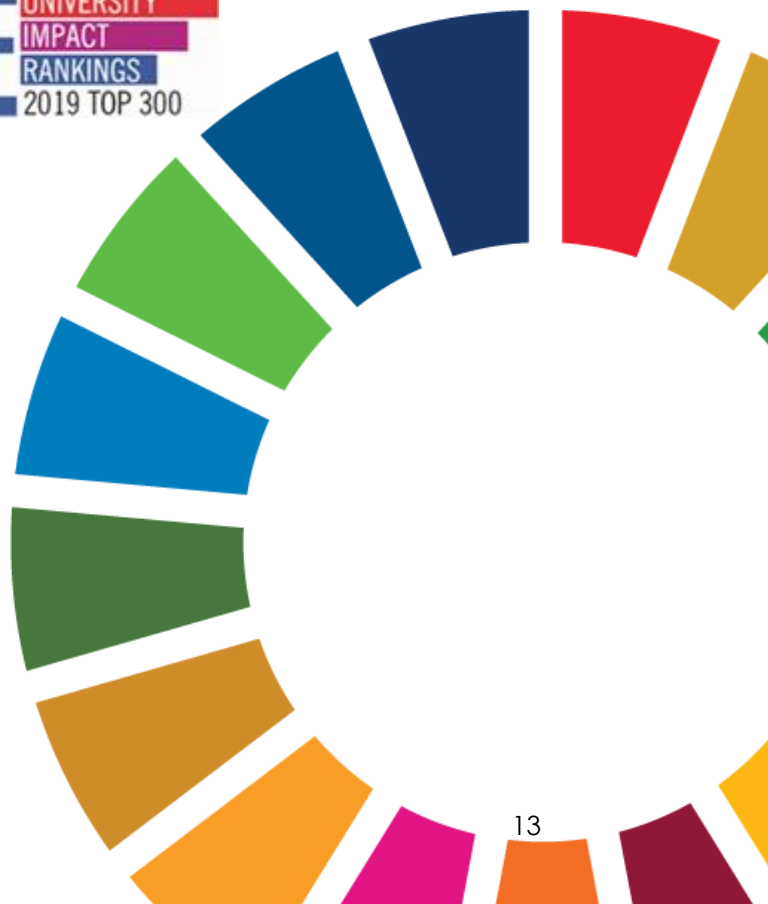
# 2. Sustainability

# @Iscte Business School:

## What have we been doing?

# 2. Sustainability @Iscte Business School: What have we been doing?

## 2.1 The PRME Principles and the SDG

Iscte Business School recognizes its role as a higher education institution involved in the development of current and future managers that face increasingly complex challenges related to sustainability. As an institution dedicated to creating ethical, effective and holistic leaders for the 21st Century, Iscte Business School not only remains committed to integrating the Principles of Responsible Management Education, but hopes to help lead the way in developing new ways of teaching the skills needed in the ever-evolving, ever more complex, global business environment of the 21st Century. Hence, Iscte Business School declared in 2011, and reinforced in 2018, its willingness to progress in the implementation of the PRME Principles (Figure 2).

**Figure 2: Six PRME Principles**

**Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2 | Values**: We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**Principle 3 | Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**Principle 4 | Research**: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Principle 5 | Partnership**: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Principle 6 | Dialogue**: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Another lens that has been used to understand our potential contribution and to enhance the commitment of the Iscte community has been the framework of the SDG (Figure 3). The participation of Iscte Business School in the PRME Global Forum in New York in the summer of 2017 represented a key moment for the Business School and for the university as a whole. At that moment, driven by the development of the Environmental Management System, Iscte was implementing a more structured and integrated approach to sustainability. It was clear to the Sustainability Team – which included Iscte Business School colleagues – that a more holistic approach was needed. The inspiring lessons brought from the Global Forum were the trigger to implement an SDG-based approach in our sustainability strategy. Henceforth, in accordance with the United Nations 2030 Agenda for Sustainable Development, Iscte considers the Sustainable Development Goals fundamental to eradicate poverty, protect the environment and promote prosperity and well-being for all by 2030. Within the scope of its Sustainability Policy, Iscte recognizes its responsibility as a higher education institution that actively contributes to the SDG. Among various goals, two can be highlighted[1]: 1) Teaching: promote the integration of sustainability contents in Curricular Units in the three study cycles; 2) Research: increase research activity directed towards the achievement of the Sustainable Development Goals.

**Figure 3: The Sustainable Development Goals (SDG)**



In order to report progress to stakeholders and exchange effective practices with other partners, the activities listed in the remainder of the report will be identified according to the PRME Principle each relates too, as well as the SDG it intends to contribute to.

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[1] https://www.iscte-iul.pt/conteudos/iscteiul/sustainability/1357/sustainable-development-goals, accessed on 24.11.2019

# 2.2 Teaching

Teaching is core to Iscte Business School's mission, and for several years sustainability and responsible management have been incorporated in two fundamental ways: through specific courses labelled as sustainability or similar; and through the integration of these topics in curricular units spread throughout the various courses and degrees.

Some courses specifically tackle the topics related to Ethics, Responsibility and Sustainability. For instance, the Master in Business Administration (MScBA), an FT-ranked Master program, includes a course on Ethics, Corporate Responsibility and Sustainability (highlighted in Capsule 1). The Executive MBA program also includes a course on Ethics and Corporate Sustainability which, although it is offered by Iscte Executive Education, has been traditionally taught by faculty that also teaches at Iscte Business School.

**Capsule 1: Ethics, Corporate Responsibility and Sustainability**

This curricular unit discusses basic terminology and the relevance of these themes in an MScBA program, followed by a conversation on the concepts of Business Ethics, Sustainability, Circular Economy, and the Sustainable Development Goals, as well as Strategic Corporate Social Responsibility. The curricular unit ends with a reflection on the future and our role and commitment to a more sustainable future. The pedagogical method emphasizes active and interactive learning, through student presentations of assigned reading materials and participation in class discussions. The learning-teaching methodologies are aimed at the development of the students, namely in terms of their critical and sophisticated understanding of the complex issues confronting global and local leaders. Furthermore, we explore critical thinking about the individual and collective role towards a more sustainable future. The group assignments can include a problem-solving situation for a specific company (e.g. GELPEIXE in 2018) or broader team projects such as "How can people create and consume goods that are renewable, repairable, reusable, and recyclable?". This assignment combines learning from a massive open online course with learning from an adapted recreation of an existing competition, in order to explore critical thinking and autonomous learning competences.

Ethics, Corporate Responsibility and Sustainability students presenting their projects to company GELPEIXE. September 2018.
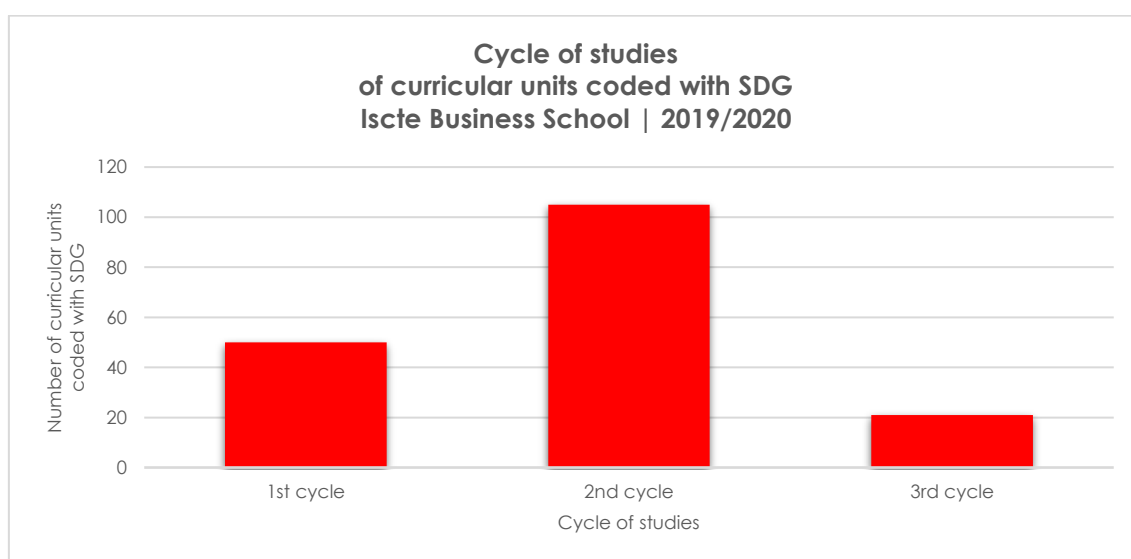
On the other hand, in the last decades, ethics and sustainability have become key topics at Iscte Business School in a growing number of curricular units, such as Strategic Management, Negotiation, Social and Solidarity Economy, Ethics and Deontology, and Deontology and Professional Competencies, no name a few. Several soft skills courses are available to students across the university, such as Volunteering and Social Responsibility, Ethics and Deontology.

However, the scope of integration of sustainability topics goes beyond isolated courses on sustainability or specific curricular units that have clear links to sustainability. Following a culture of quality and self-responsibility for continuous improvement, Iscte has promoted the dynamization and development of a classification according to the SDG in multiple domains, namely teaching. In the academic year 2019/2020[2], in a total of 2069 curricular units at the whole university level, 590 were coded according to the SDG. Specifically, at the Iscte Business School, out of 549 curricular units, 176 have been coded with SDG, resulting in a total of 361 codes (each curricular united can be coded into a maximum of 3 SDG). This means that about a third of the curricular units taught by the various departments at Iscte Business School are self-reported to be linked to at least one SDG. This approach allows for a more systemic view of sustainability, revealing that education for sustainability is embedded in much of our teaching. The integration of the SDG into curricular units is present across the various cycles of studies, with a predominance in second cycle studies, i.e. post-graduate, and master programs (Graph 1).
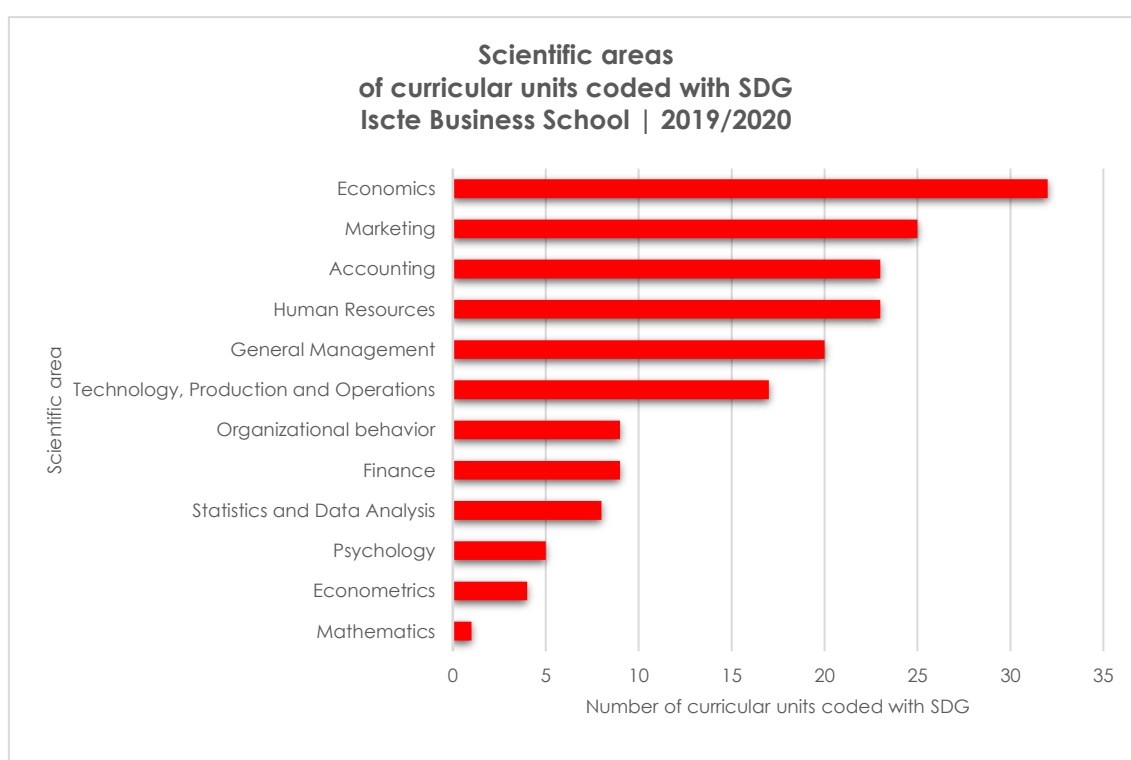
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[2] The academic year 2019/2020 was the first full year where the option to code SDG was available. Hence, we believe that as curricular unit syllabuses are revised, more coding will emerge.

**Graph 1: Cycle of studies of curricular units coded with SDG**

**Cycle of studies**
**of curricular units coded with SDG**
**Iscte Business School | 2019/2020**

_Number of curricular units coded with SDG_ (y-axis: 0, 20, 40, 60, 80, 100, 120)

- 1st cycle: ~50
- 2nd cycle: ~105
- 3rd cycle: ~21

_Cycle of studies_

The distribution of the curricular units coded with the SDG into the scientific areas of the Iscte Business School is depicted on Graph 2. These include Economics, Marketing, Accounting, Human Resources, General Management, among others.

**Graph 2: Scientific areas of curricular units coded with SDG**

**Scientific areas**
**of curricular units coded with SDG**
**Iscte Business School | 2019/2020**

_Scientific area_ vs _Number of curricular units coded with SDG_ (x-axis: 0, 5, 10, 15, 20, 25, 30, 35)

- Economics: ~32
- Marketing: ~25
- Accounting: ~23
- Human Resources: ~23
- General Management: ~20
- Technology, Production and Operations: ~17
- Organizational behavior: ~9
- Finance: ~9
- Statistics and Data Analysis: ~8
- Psychology: ~5
- Econometrics: ~4
- Mathematics: ~1

Considering the 5P big-picture vision addressed in Iscte Business School curricula, there is a clear predominance of topics related to "prosperity", followed by the "people", "planet", "peace" and "partnerships" (Graph 3).

**Graph 3: 5 Ps of curricular units coded with SDG**



**5 Ps
of curricular units coded with SDG
Iscte Business School | 2019/2020**
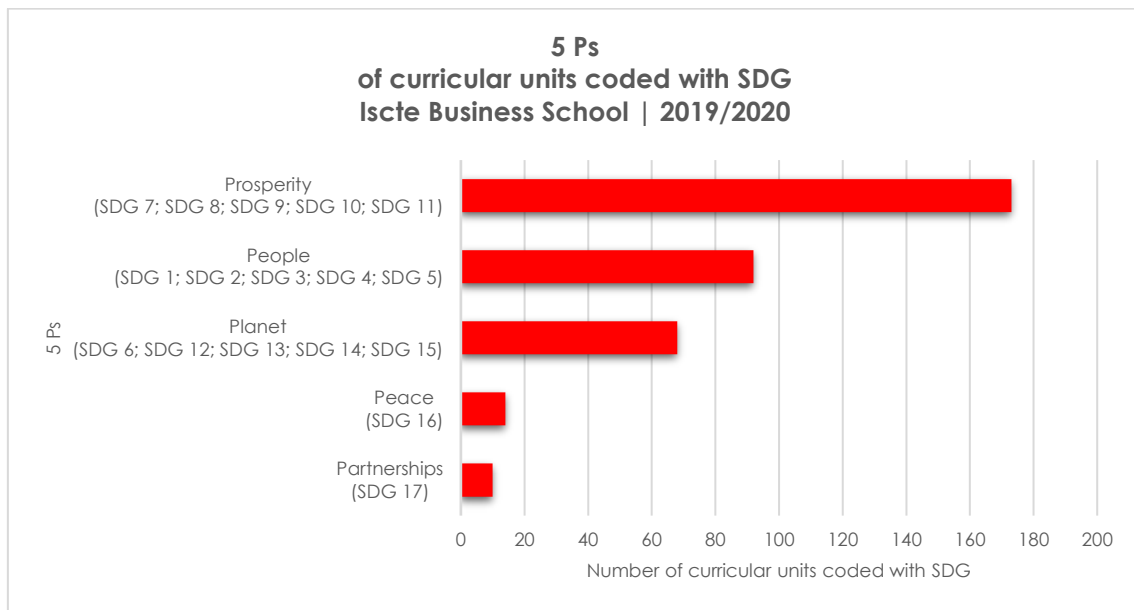
Looking at the data in more detail (Graph 4), the SDG that were most often linked to the curricular units are SDG 8 - Decent work and economic growth, SDG 4 – Quality education, SDG 9 - Industry, innovation and infrastructure, and SDG 12 - Responsible consumption and production.

**Graph 4: Curricular units coded by SDG**



**Curricular units coded by SDG**
(max. 3 SDG per curricular unit)
**Iscte Business School | 2019/2020**
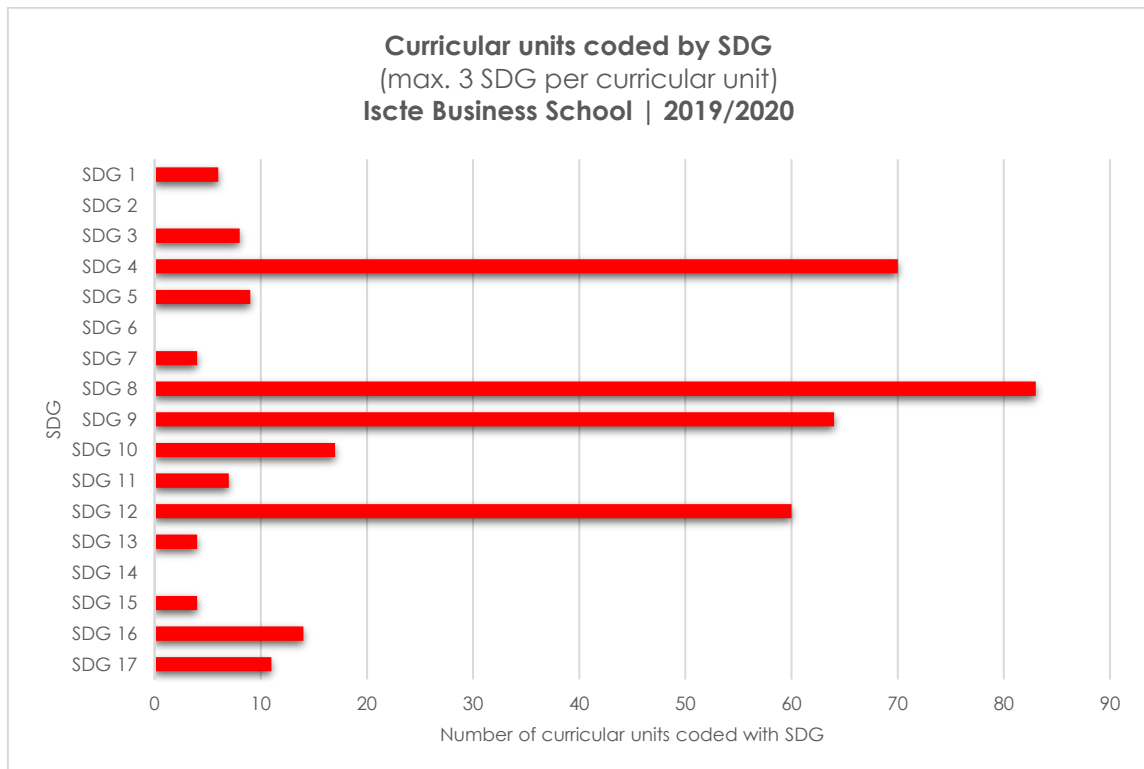
Besides curricular units, the work developed by our master students under supervision of Iscte Business School faculty is also included in Teaching. In the academic year 2018/2019, a total of 213 theses were coded by the students according to the SDG. The SDG mostly commonly attributed are SDG 8 - Decent work and economic growth, SDG 4 – Quality education, SDG 3 – Good health and well-being, and SDG 9 - Industry, innovation and infrastructure.  Capsule 2 highlights a sample of master theses addressing topics related to sustainability.



Promoting sustainable behaviors.

**Capsule 2: Examples of master theses related to sustainability (2018/2019)**

The (Lack of) Ethics in the Marketing of Financial Products, *MSc in Finance*

Wellbeing in the Workplace - A comprehensive model and best-practices from top-employers: Adaption of PERMA(H), *MSc in Human Resources Management and Organizational Consulting*

Consumers and Palm Oil: how much do they know and does it matter how much they know?, *MSc in Management*

The Determinants of the Dissemination of the Corporate Social Responsibility of Iberian Companies in the Period from 2015 To 2018, *MSc in Accounting*

Workplace Diversity in the Netherlands, its Governing and an Examination of the Relation to Workplace Conflicts, *MSc in Human Resources Management and Organizational Consulting*

Green consumerism: The influence of CSR on the consumption of organic cosmetics, *MSc in Management*

Integration of Sustainability into Corporate Strategy: A Case Study of the Textile and Clothing Industry, *MSc in International Management*

Green marketing and the conscious consumers in Portugal, *MSc in Marketing*

The Impact of Sustainability Strategies on Stakeholders: A Case Study about Fundação Vodafone Portugal, *MSc in Management*

Planning of mental health services in Portugal under uncertain conditions, *MSc in Management of Services and Technology*

How satisfied is a green consumer?: case study of The Bam and Boo, *MSc in Marketing*

Job quality of the PhD graduates in Portugal, *MSc in Human Resources Management and Organizational Consulting*

It Takes Two to Tango: Co-Creation for Sustainable Development in the Food Retailing Sector, *MSc in Business Administration*

Strategic Social Responsibility and its impact on Startup Strategy: A qualitative study with Portuguese Startups, *MSc in Business Administration*

Resource Based View (RBV) in the Management of Self-managed Health Operators: Need for Sustainability, *MSc in Management*

The Green Twist in the Bond Market - A Performance Analysis of Green and Conventional Indices, *MSc in Finance*

Management Board Diversity: Accomplishment or Disappointment? A pedagogical case study on Norway, *MSc in Business Administration*

# 2.3 Research

Scientific research is a key component of Iscte in general, and of Iscte Business School in particular. One of the institution's core strategies is to be a research university with high-quality, international scientific performance, capable of contributing to the advancement of knowledge and applying it to institutions, the economy and society. Research activities undertaken by members of each department in the business school are mostly centered in the Business Research Unit.

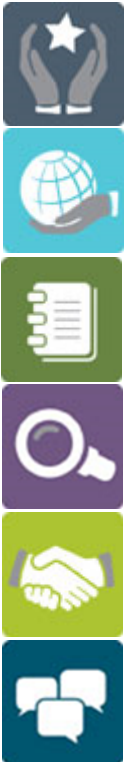**bru** _ iscte
**Business Research Unit**

The Business Research Unit is Iscte's multidisciplinary research center, covering management, accounting, marketing, data analysis, economics, finance, and organizational behavior and human resources. The researchers are mainly Iscte Business School faculty.

The latest evaluation from the Portuguese national funding agency for science, research, and technology (FCT) was concluded in December 2019. The FCT regularly organizes evaluation exercises of national R&D institutions, with periodic assessments carried out by panels of international experts. The Business Research Unit received the best grade, EXCELLENT, and was allocated seven PhD Fellowships. BRU obtained the most funding of its peer group of 12 Portuguese research centers in management.

The main objective of BRU is to promote research in accordance with high international standards, namely through the following three pillars:

- Research | Excellence in research through solid research methods grounded in the international scientific literature.
- Teaching | Excellence in teaching, with high-quality PhD programs.
- Knowledge Transfer | Excellence in knowledge transfer, with the development of specific solutions to concrete challenges.

The implementation of the self-coding of publications in the Iscte platform for science – CIÊNCIA-IUL (https://ciencia.iscte-iul.pt/) – has allowed the identification of research activity directed towards the achievement of the Sustainable Development Goals (Figure 4). Researchers have been asked to choose, whenever applicable, up to three SDG to which their research is related to and where it potentially contributes to goal achievement. It should be noted that although the Business Research Unit has a few researchers who are not faculty of Iscte Business School, and not all Iscte Business School faculty belongs to BRU, the data presented here are a good illustration of Iscte Business School research activities.

## Figure 4: Publications and projects by SDG at Iscte



**1 NO POVERTY**
Nr. publications: 68
Nr. Projects: 6

**2 ZERO HUNGER**
Nr. publications: 18
Nr. Projects: 2

**3 GOOD HEALTH AND WELL-BEING**
Nr. publications: 328
Nr. Projects: 94

**4 QUALITY EDUCATION**
Nr. publications: 410
Nr. Projects: 237

**5 GENDER EQUALITY**
Nr. publications: 186
Nr. Projects: 41

**6 CLEAN WATER AND SANITATION**
Nr. publications: 30
Nr. Projects: 4

**7 AFFORDABLE AND CLEAN ENERGY**
Nr. publications: 44
Nr. Projects: 12

**8 DECENT WORK AND ECONOMIC GROWTH**
Nr. publications: 375
Nr. Projects: 90

**9 INDUSTRY, INNOVATION AND INFRASTRUCTURE**
Nr. publications: 429
Nr. Projects: 43

**10 REDUCED INEQUALITIES**
Nr. publications: 473
Nr. Projects: 169

**11 SUSTAINABLE CITIES AND COMMUNITIES**
Nr. publications: 358
Nr. Projects: 29

**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**
Nr. publications: 252
Nr. Projects: 6

**13 CLIMATE ACTION**
Nr. publications: 107
Nr. Projects: 14

**14 LIFE BELOW WATER**
Nr. publications: 19
Nr. Projects: 4

**15 LIFE ON LAND**
Nr. publications: 48
Nr. Projects: 8

**16 PEACE, JUSTICE AND STRONG INSTITUTIONS**
Nr. publications: 289
Nr. Projects: 89

**17 PARTNERSHIPS FOR THE GOALS**
Nr. publications: 64
Nr. Projects: 4

**Source:** https://ciencia.iscte-iul.pt/sustainable-development-goals, accessed on 25.11.2019

The information is available to the general public, enhancing the potential for future collaborations among researchers not only internally, but worldwide. For instance, when clicking on each SDG, the publications and projects that have been coded with it are displayed (Figure 5).

## Figure 5: Publications and projects related to SDG 8 (example)
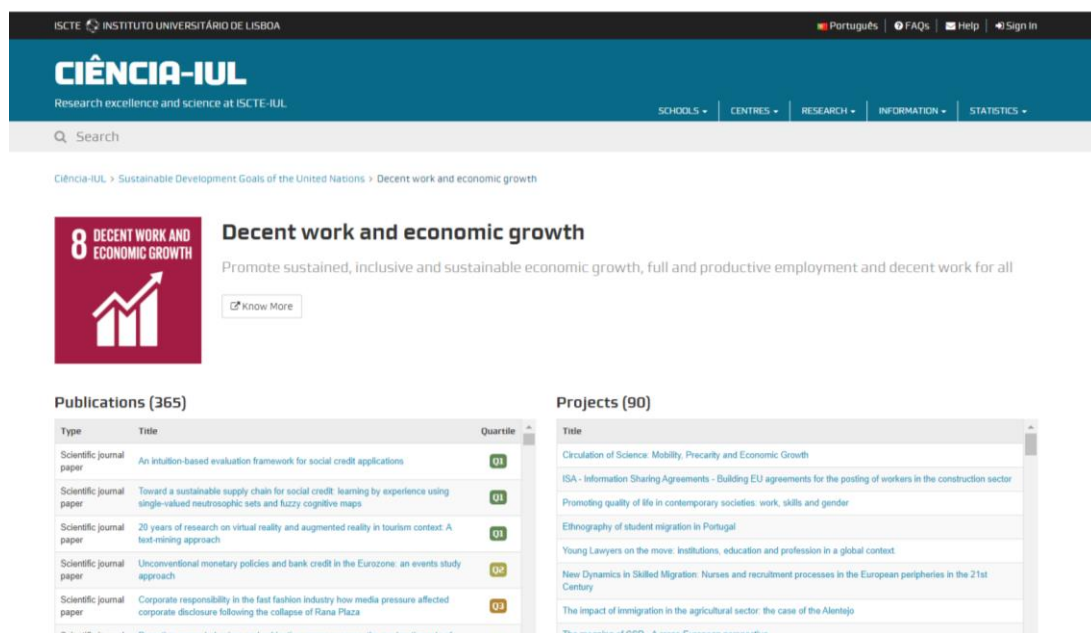


**Source:** https://ciencia.iscte-iul.pt/sustainable-development-goals, accessed on 25.11.2019

Research performed by Iscte Business School faculty spans the various dimensions of sustainability in a holistic way. Using the lens of the SGD and considering the nature of the business school, the main areas covered by researchers that belong to BRU, and with higher potential impact for policy and society are (Figure 6): i) SDG 9 - Industry, innovation and infrastructure; ii) SDG 8 - Decent work and economic growth; iii) SDG 12 - Responsible consumption and production, and iv) SDG 3 - Good health and well-being. Besides these four, two other SDG are worth noting: SDG 16 – Peace, justice, and strong institutions in 2018; and SDG 4 – Quality education in 2019.

**Figure 6: Dominant SDG in BRU-Iscte research (2018 and 2019)**

A great advantage of this approach is that it allows the identification of the potential overlapping SDG research interests among the five research groups, fostering multidisciplinary collaboration and interdisciplinarity in their efforts to deliver the SDG (Figure 7).

**Figure 7: Overlapping SDG among the research groups (2019)**
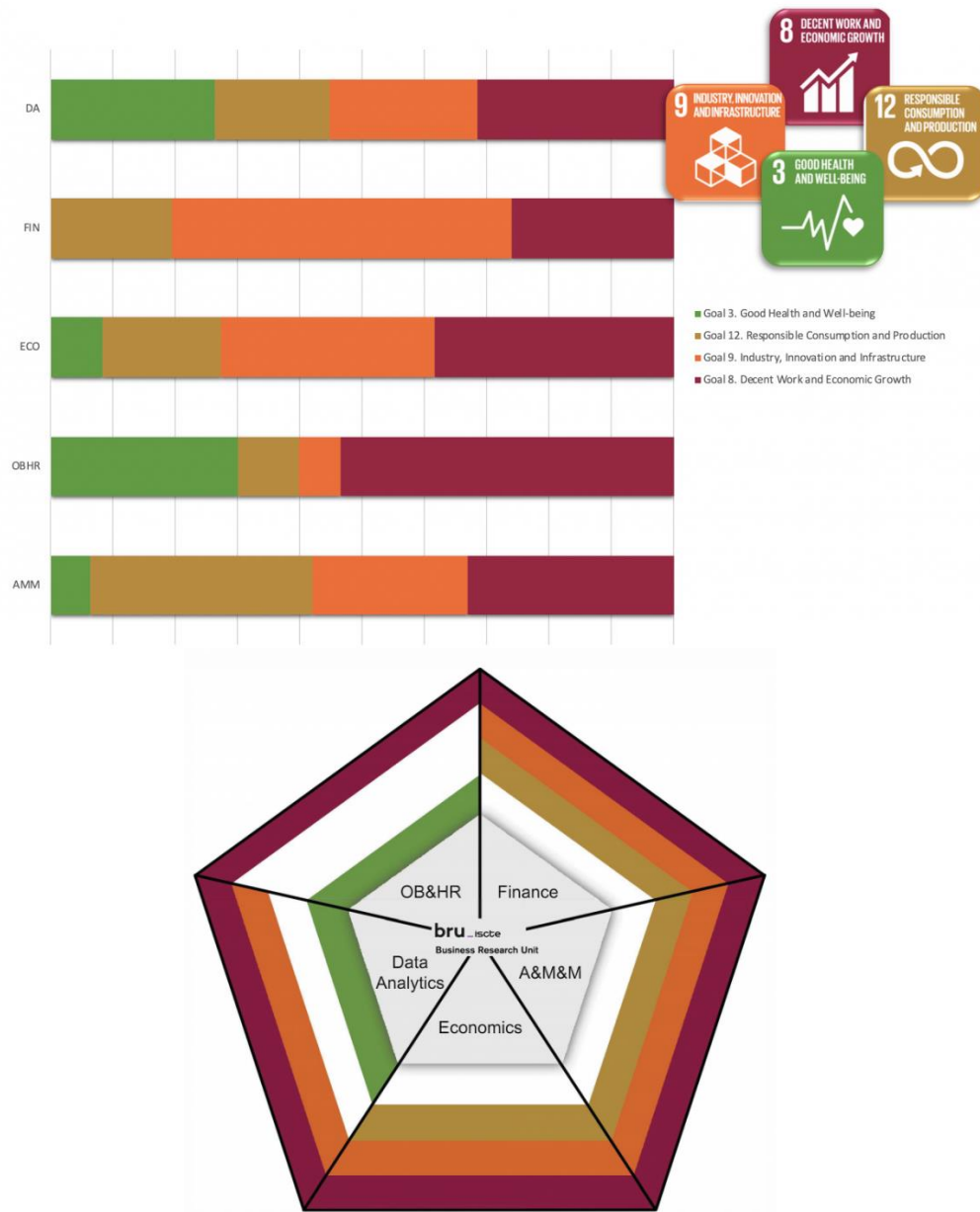
Capsule 3 highlights some academic papers published in higher ranked journals, spanning multiple departments within the business school.

**Capsule 3: Examples of academic papers related to the SDG (2018-2019)**

Bassi, F. & Dias, J. G. (2019). The use of circular economy practices in SMEs across the EU. *Resources, Conservation and Recycling*. 146, 523-533

Cardoso-Grilo, T., Monteiro, M., Oliveira, M. D., Amorim-Lopes, M. & Barbosa-Póvoa, A. (2019). From problem structuring to optimization: a multi-methodological framework to assist the planning of medical training. *European Journal of Operational Research*. 273 (2), 662-683

de Jesus, A., & Mendonça, S. (2018). Lost in Transition? Drivers and Barriers in the Eco-innovation Road to the Circular Economy. *Ecological Economics*, *145*, 75–89.

Estêvão, R., Ferreira, F., Rosa, A., Govindan, K. & Meidute-Kavaliauskiene, I. (2019). A socio-technical approach to the assessment of sustainable tourism: adding value with a comprehensive process-oriented framework. *Journal of Cleaner Production*. 236, 1-11

Faria, P., Ferreira, F., Jalali, M., Bento, P. & António, N. (2018). Combining cognitive mapping and MCDA for improving quality of life in urban areas. *Cities*. 78, 116-127

Fernandes, I. D. S., Ferreira, F. A. F., Bento, P., Jalali, M. S., & António, N. J. S. (2018). Assessing sustainable development in urban areas using cognitive mapping and MCDA. *International Journal of Sustainable Development and World Ecology*, *25*(3), 216–226.

Figueiredo, R., Nunes, P., Meireles, M., Madaleno, M. & Brito, M. (2019). Replacing coal-fired power plants by photovoltaics in the Portuguese electricity system. *Journal of Cleaner Production*. 222, 129-142

Freitas, A. C., Silva, S. A. & Santos, C. M. (2018). Safety training transfer: the roles of coworkers, supervisors, safety professionals, and felt responsibility. *Journal of Occupational Health Psychology*. 24 (1), 92-107

Itani, Omar S., Kasser, Abdul-Nasser & Loureiro, S. M. C. (2019). Value get, value give: the relationships among perceived value, relationship quality, customer engagement, and value consciousness. *International Journal of Hospitality Management*. 80, 78-90

Koster, M., Simaens, A. & Vos, B. (2019). The advocate's own challenges to behave in a sustainable way: an Institutional analysis of advocacy NGOs. *Journal of Business Ethics*. 157 (2), 483-501

Luís, S., Lima, M. L., Roseta-Palma, C., Rodrigues, N., P. Sousa, L., Freitas, F., et al. (2018). Psychosocial drivers for change: Understanding and promoting stakeholder engagement in local adaptation to climate change in three European Mediterranean case studies. *Journal of Environmental Management*, *223*, 165–174.

Neumeyer, X., Santos, S. C., Caetano, A. & Kalbfleisch, P. (2019). Entrepreneurship ecosystems and women entrepreneurs: a social capital and network approach. *Small Business Economics*. 53 (2), 475-489

Reis, I., Ferreira, F., Meidute-Kavaliauskiene, I., Kannan Govindan, Fang, W. & Falcão, P. (2019). An evaluation thermometer for assessing city sustainability and livability. *Sustainable Cities and Society*. 47

Rita, D., Ferreira, F., Meidute-Kavaliauskiene, I., Govindan, K. & Ferreira, J. (2018). Proposal of a green index for small and medium-sized enterprises: a multiple criteria group decision-making approach. *Journal of Cleaner Production*. 196, 985-996

Capsule 4 highlights the research projects related to the SDG, developed in the period 2018-2019.

**Capsule 4: Examples of funded projects related to the SDG (2018-2019)**

(More info available here: https://ciencia.iscte-iul.pt/centres/unide-iul)

### DeSTRESS

**Developing Competencies for Stress Resilience @SMEs**

"Developing Competences for Stress Resilience @SMEs (DeSTRESS) aims to provide an innovative VET-based solution to this problem. Building on existing research, partners will develop a VET curriculum supported by an innovative VET Digital Training Platform using the latest techniques in game-based training and gamification, complemented by a set of practical tools and resources to facilitate the transfer of learning into the workplace. This environment will expose the main psychosocial health risks and their real impact on the individuals' life and on the companies' productivity. Players will assume roles, enabling them to think back on their experiences with these specific situations and how it happened, and which solutions are available for each scenario. Besides raising awareness on the problem, the project outputs will enable owner, managers and even decision makers to plan for and to mitigate its occurrence and the negative consequences of work- based stress. For that purpose, both a policy report and recommendations will be produced. A network of facilitators will also be created as an open forum to debate these issues. As such, the project will contribute to strengthening key digital competences in initial VET while preventing the inherent hazards."

### WELLy- 2019-1-SI01-KA202-06039

**WELLy: Introducing the job profile of a Manager for Work Well-being to prevent and combat work related stress**

"Work-related stress is now widely recognised as a significant problem as its costs can involve high levels of sickness absence, accidents, errors, low morale and poor performance. Work-related stress is conditioned by, and contributes to, major environmental, economic and health problems. It has a significant impact on the well-being of staff, their productivity and effectiveness, and much of it is likely to be preventable. Given the exponential increase of work-related stress issues and the diffusion of depression among the European citizens, the WELLy project aims to set the role of Work Well-being Manager (WWM) in charge of making sure that daily working conditions are fair and as healthy as reasonably possible for every employee so that the overall quality of life at work improves within the organisation and across economies. Specific Objectives: The proposal aims to encourage a proactive approach and highlight the major role managers can play in reducing the problems of stress. For this reason the profile of Work Well-being Manager will be introduced: he/she has a cross-functional role which leverages psychological skills including diversity management, particularly when it comes to disabled persons as they often require specific adjustments of their work environment. On top of this, the Work Well-being Manager cooperates with other departments to analyse the issues caused or that could cause work-related stress, and to reduce psychosocial risks and improve employees' commitment and engagement."

### OSIRIS/HAMK

**Supporting the Smart Specialization Approach in the Silver Economy to Increase Regional Innovation Capacity and Sustainable Growth**

"Within the framework of the European OSIRIS project (Interreg Baltic Sea), the study aims to enhance silver economy growth opportunities in the Baltic Sea Region by improving the capacity of innovation actors to apply smart specialization approaches for tackling the challenge of the region's ageing society. It seeks to boost market uptake and scaling of user-driven technology innovations that accommodate age-specific needs and preferences, and demonstrate a significant impact on the quality of life of the ageing population, including age-friendly living environment, health, safety, and leisure. The project consortium consists of 13 direct partners and 8 associated partners from Denmark, Estonia, Finland, Latvia, Lithuania and Russia, representing the business, government and academic actors of the Triple Helix model for economic growth and regional development. Among the direct partners, six public universities represent the academia helix actors, two private companies and three business support organizations correspond to the business helix actors and one local authority and one public innovation agency are the government helix actors."

### CSR

**The meaning of CSR - A cross-European perspective**

"Corporate Social Responsibility (CSR) has received substantial attention in Europe in the last decade. An incremental number of initiatives gave it high visibility both in the academia and in the public sphere. However, there is scarce research on the meanings attributed by the European public to CSR, and how these relate to their values, identities and choices as consumers. Moreover, there is a lack of comparative studies that can help to better understand how supra-national regulations contribute to the circulating representations about CSR. This project intends to examine the current social representation of CSR in different countries across Europe. The main goal is to develop a comparative perspective between member-states that have entered the European Union in different accession phases (France, Italy, Spain, Portugal, and Slovenia), and have thus different time-frames of exposure to EU soft laws on CSR. This will also allow to update the knowledge about the social representation of CSR in relation to previous research (Duarte, et al., 2010, Golob, 2011), and analyze whether it has kept stable or changed in the last decade. A second goal is to examine psychosocial factors that can contribute to identify segments of the public that are differently engaged with the CSR principles and practices. Three factors are examined in this project: values, pro-environmental identity and sustainable consumption behaviors. Crossing these variables will allow us to examine if and how are these individual characteristics associated with a specific representation of CSR at the country-level. The project will allow gathering information that contributes for a better understanding of the relationship the European publics establish with companies' socially responsible principles and practices."

**INOVSTONE**

**INOVSTONE 4.0 – Tecnologias avançadas e software para a pedra natural**

"The Inovstone 4.0 mobilizing project - Tecnologias Avançadas e software para a Pedra Natural, is a true partnership that will involve 18 leading companies in the stone industry (upstream and downstream in the value chain) and 7 Universities. The goal is to ensure that science becomes technology (applied science), the necessary approach Universities / Industry and that research becomes a competitive innovation through Market.   This project is divided into 9 PPSs. The PPS 1 is the Cyber Physical System called the CPS BIM Cockpit | Stone 4.0. The PPS2 focuses on the differentiation of stone necessary to AEC context by creating tools that value the RO. PPS 3, 4, 5, 6 and 7 span the entire value chain, respectively by Stone Extraction Technologies in Network, Stone Transformation Technologies in Network, Technologies of Logistics Operations in Network, Testing and Quality Control Technologies in network and Intelligent Materials Processing Technologies in Network. Then there is the PPS 8 that is connected to sustainability, in particular the Environmental Technologies. Finally, the PPS9 integrates all management, promotion and dissemination of the project where the main objective is to ensure the communication between partners and mobilize the whole dissemination strategy."



**Innovec'EAU**

**Residus medicamenteux dans les rejets d'etablissements pour personnes agees (ehpad et residences seniors): risques, outils d'analyse innovants et procedes de traitements durables**

"Promoting business investment in R&D, developing links and synergies between enterprises, research and development centers and the higher education sector, in particular promoting investment in product and service development, technology transfer, social innovation, eco-innovation, applications in the public interest, stimulating demand, networks, clusters and open innovation through intelligent specialization, and support for technological and applied research, pilot lines, early product validation actions, advanced production and first production capacities, in particular for key enabling technologies, and dissemination of technologies of general interest."

At present, BRU runs four accredited doctoral programs, taught in English, with a yearly enrollment of 80 students of several nationalities. There is a PhD in Management with six specializations (Accounting, Human Resources and Organizational Behavior, Marketing, Operations Management, Logistics and Supply Chain Management, Quantitative Methods applied to Management, Strategy and Entrepreneurship), a PhD in Economics, a PhD in Finance and a Doctor of Business Administration (DBA), partly in collaboration with Chinese Universities. Capsule 5 highlights some PhD theses related to the topic of sustainability.

**Capsule 5: Examples of PhD theses related to the SDG (2018-2019)**

- Patient safety in primary health care. Case Study (PT), PhD in Management
- Determinants of emerging technology commercialization: evidence from MEMS technology, DBA
- The relationship between corporate social responsibility and firm performance in emerging economies: evidence from pharmaceutical Chinese firms, DBA
- Innovation and Performance in Hotel Industry: Evidence from Portugal, PhD in Management
- Exploring Moderators between Perceived Stress and Well-being of Chinese Entrepreneurs, DBA

Promoting health and well-being. Building II.

1100 calorias
≃ 1,10 kcal

# 2.4 Campus Operations

In a partnership with the Columbus Association, the University of Gothenburg, and the University of Aveiro, Iscte started a project to create, implement and certify its Environmental Management System (EMS) in March 2017. On December 13th, 2018, Iscte was the first Portuguese university with environmental certification according to the ISO 14001:2015 standard. This international recognition is only awarded to institutions that implement and fully comply with the best environmental practices. Within this project, Iscte defined the scope of the EMS, the identification of the context and stakeholders, the significant environmental aspects, the action plan and its internal organization.

In 2018 Iscte also celebrated its 10th consecutive year of the Quality Certification. The EMS is based on the management, operational and support processes required to carry out Iscte activities, defined within the scope of Iscte Internal Quality Management System (SIGQ-Iscte), which includes the operational control of environmental impacts throughout the university campus. Hence, the two systems - quality and environmental management - are fully integrated.

Within its EMS, Iscte has defined a set of 14 environmental aspects of its activity that it can control and influence, of which 11 were considered to have a significant impact (*):

1. Energy use (electricity and natural gas)*;
2. Water consumption;
3. Use of material resources and products;
4. Procurement processes *;
5. Travel and stays *;
6. New construction and rehabilitation *;
7. Performing internal and external events *;
8. Waste Management*;
9. Research *;
10. Teaching and learning *;
11. University extension*;
12. Training / communication *;
13. Travel to and from campus *;
14. Risk management.

For each identified environmental aspect, a diagnosis was prepared, and action plans were identified with the identification of monitoring indicators, actions and goals to be achieved.

Plogging. May 2019

Some figures – Iscte EMS:

**Energy consumption**
2019 – 3334,31 (MWh/year) ↘
2018 – 3786,70 (MWh/year)

**Expenditure on printer consumables**
2019 – variation: -47% ↘

**Expenditure on the purchase of single-use plastics**
- Water bottles
2019 – variation: -100% ↘
- cups
2019 – variation: -100% ↘

**Water consumption**
2019 – 30209,13 (m3/year) ↘
2018 – 35639,69 (m3/year)

**Paper consumption expenditure**
2019 – variation: -16% ↘

**CO2 emissions from travel**
2019 – variation: 1,6% ↗

**Waste sent for recycling as % of total waste weight**
2019: 54% ↘
2018: 55%

**Communication actions**
- Events
2019 - 8 ↗
2018 – 6
- Communications
2019 – 6 ↗
2018 - 2

**Initiatives for reduction, reuse, recycling of waste**
2019 – 6 ↗
2018 – 5

**Training in sustainability made available to the community**
2019 - 233,5 hours ↘
2018 – 651 hours

33

Visit to an Eco center, an initiative inserted in the European Week for Waste Prevention. November 2018



Visit to the Alcântara Water Factory, Alcântara ETAR (WWTP). May 2019.

# 2.5 Outreach

Iscte Business School enjoys key inputs from some of the most relevant managers, business-world agents and entrepreneurs in Portugal as well as many, domestic or foreign, that have a connection to the country. National and international faculty of reputed universities and with strong links to prestigious businesses are also a key asset for the School. Through the School's Advisory Board, these individuals have the opportunity to create or reinforce their links with Iscte Business School and provide credible, relevant and updated inputs, creating a positive impact on how the School realizes its mission and vision into a coherent body of higher-education experience. The board composition also reflects a growing effort towards balanced attributes (gender equilibrium, business area diversity and international exposure).

Working proactively with students and companies, Iscte Business School Career Services provides candidates with tools that will enable them to increase professional prospects and develop career goals. Iscte Business School students and alumni are invited to benefit from the numerous career-enhancing activities the school has to offer. Iscte Business School Career Forum is an annual job fair featuring information booths run by employers who conduct presentations and training workshops for students. In order to accomplish Iscte Business School Career Services' mission, it is extremely important to strengthen relationships with companies by creating sponsorship agreements, as well as develop activities to attract major corporate institutions. In 2019, Iscte Business School organized the 16th edition of the Iscte Business School Career Forum, with the presence of 95 of the largest recruiting companies in Portugal, the largest participation since its inception. The opening of the event had as special guests João Leão, Secretary of State for the Budget, and Allan Katz, former Ambassador of the United States in Portugal. There were 41 CEOs and Chairpersons of the largest companies operating in Portugal in a breakfast debate on the inaugural day of the forum. Miguel Cabrita, Secretary of State for Employment, was the guest speaker; a meeting was held with 25 Human Resources Directors to present and discuss current issues in human capital management.

Entrepreneurship is a highlight of the event, with the presence of several startups and scaleups, such as "360print", and also "unicorns", such as Outsystems and Talkdesk. Non-governmental organizations such as Doctors Without Borders and ENTRAJUDA were also present, in a year in which a new post-graduate program in Humanitarian Action was launched.

Besides the Iscte Business School Career Forum, there are also the Iscte Business School Career Week and the Iscte Business School Career Talks, consisting of student-company in-campus interactions regarding job market prospects, networking, alumni feedback and recruiting opportunities. Iscte Business School Career Services also promotes

Company Open Days accessible to the students. In both types of events, prestigious companies in the Portuguese energy and natural resources sectors, such as EDP, REN, Galp Energia, and Navigator Company have participated. The format of the event includes talks by professional speakers, followed by interactive workshops led by expert academics. Participants' feedback has been extremely positive, with a special appreciation shown for the opportunity to interact with other stakeholders in exchanging ideas, not only about career prospects and personal development, but also ethics, responsibility, and sustainability both at the university and corporate level.



IBS career forum 2019. January/February 2019

The Career Services of Iscte Business School also participated in the first edition of the "Inclusive Recruitment Forum" that took place in November 2019. This initiative of Iscte Social Services, which brought together the four schools, had the following objectives: (1) to promote equal opportunities in the area of employment and professional integration aimed at students with special educational needs; (2) to make current students of the institution, potential employers of the future, aware of the issues; and (3) to assess the main difficulties experienced by employers in the process of recruitment, selection and integration of students with specific needs. This event had the participation of different agents, such as the Secretary of State for Inclusion of People with Disabilities, public institutions, NGOs, companies, and people with disabilities. The format of the forum included a debate organized in round tables on the themes of professional integration of people with disabilities and a networking event between companies and students with disabilities (with speed interviews), in view of their possible employability as well as the strengthening of students' work interview skills.





1st Edition of Iscte Inclusive Recruitment Forum. November 2019

**Capsule 6: Examples of outreach activities related to sustainability (2018-2019)**



- In November 2019, as part of the celebration of World Quality Day, Iscte organized the seminar **"New quality management models and the achievement of Sustainable Development Goals"**. The main objectives of this seminar were: to debate the challenges faced by Higher Education Institutions (HEIs), namely regarding the evolution of internal quality assurance systems, the adoption of new models, tools and methodologies used in quality management; to reflect on the articulation between the various models/referentials of management systems and the fulfilment of the SDG; and to share good quality management practices. **Catarina Roseta Palma** moderated the round table and **Ana Simaens** moderated the final discussion on the challenges and opportunities of the new quality management models and the achievement of the SDG.



- In March 2019, Iscte organized the seminar "**Integrating the Sustainable Development Goals into Higher Education**". The roundtable highlighted best practices implemented by various Portuguese Higher Education Institutions. It also discussed how Higher Education Institutions assumed their leadership role in the pursuit of the SDG through its various missions (teaching, research, interaction with society and best practices). **Catarina Roseta Palma** presented the case of Iscte.



- In December 2018, **Ana Passos** participated in the annual event on **Women's, Maternal and Neonatal Health** "Encontro UCF Todos Os Santos 2018 Vertente Saúde da Mulher, Materna e Neonatal", which was dedicated to team work within the National Health System (SNS). Our researcher was the **keynote speaker** with a presentation on **teamwork in health care**, imparting her knowledge on the opportunities and challenges of teamwork to an audience comprising doctors, nurses, psychologists, social assistants and other health technicians.

- Researchers from the Economics group, **Nádia Simões** and **Nuno Crespo**, collaborated with APESPE-RH – the **Portuguese Association of Private Sector Enterprises in Employment and Human Resources**, to produce a **Barometer of Temporary Work in Portugal**. Our researchers prepared monthly reports concerning the evolution of the temporary employment in Portugal, using data from the main firms of the sector.

- In June 2018, Economics group researcher, **Sandro Mendonça**, participated in a public debate at Culturgest Auditorium on the Challenges of the European Union, with a presentation on **"Innovation, Digital Europe, Employment, Growth and Competitiveness".** This was part of an ongoing conference cycle by bank Caixa Geral de Depósitos, in collaboration with the European Institute.

- In February 2018, **Catarina Roseta Palma**, researcher from the Economics Group, participated in **television channel RTP3's programme** "Tudo é Economia", episode 8 (III).

- In January 2018, **Ana Simaens** participated in the annual conference of the Forum para a Governação Integrada (GovInt), a think tank of public and private institutions collaborating for the **resolution of complex social problems through integrated governance models** allowing more effectiveness and efficiency. After being an expert in GovInt's working group on Leadership since 2016, our researcher **coordinated the 2018 Conference's Workshop "GovInt leader: systemic and collaborative"** and participated in a **book chapter** "Critical Factors of Success and Integrated Governance", launched during the conference
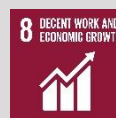
- In January 2018, **Aristides Ferreira**, researcher from the Organizational Behavior & Human Resources Group, participated in the programme "90 segundos de Ciência", **a radio show** in Antena 1 that gives voice to Portuguese researchers. He presented his study: "Does **hierarchical distance between workers and managers** make presenteeism levels worse in Portuguese companies?"

- Since 2018, Iscte has developed **programs in Humanitarian Action**, which include a graduate course, a Summer School and a cycle of international conferences with the participation of prominent national and international personalities. In addition to these initiatives there is a Master in Humanitarian Action in the process of accreditation. One of Iscte's strategic objectives is to direct its teaching capacities also to the development of humanitarian action programs that mobilize the **different skills needed in humanitarian intervention and support**. It aims to prepare professionals working in this field, providing them with an understanding of the main conceptual and operational aspects of humanitarian action, and with strategic capacities that are fundamental for the definition and implementation of humanitarian action measures in different contexts. With a markedly **multidisciplinary orientation**, the Post-graduation in Humanitarian Action is coordinated jointly by the Iscte Business School and the School of Sociology and Public Policies, actively involving the areas of knowledge of the four Schools of the Iscte. It offers an integrating vision of the challenges that Humanitarian Action faces in the XXI century. It allows students to find solutions based on an integrated reflection of Social Sciences, Public Policies, Technology and Management. Also, a series of conferences were coordinated by **Ana Lúcia Martins**, with several invited specialists in humanitarian action.



Humanitarian action 1st conference cycle. 2018-2019.
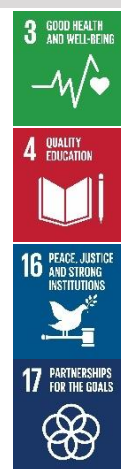
**Capsule 8: Examples of organized events related to sustainability (2018-2019)**

- **13th European Academy of Occupational Health Psychology Conference (EAOHP 2018).** This conference was organized by EAOHP and the Organizational Behavior and Human Resources (OBHR) research group from Business Research Unit (BRU-Iscte). Our researcher **Silvia Agostinho da Silva** was the chair of the event and researcher **Susana M. Tavares** was part of the organising committee. 569 researchers and practitioners from 56 countries presented their scientific work in the EAOHP 2018, which took place at Iscte (Lisbon), from 5th to 7th of September 2018. 371 oral presentations and 173 posters discussed the theme 'Adapting to rapid changes in today's workplace'. The keynote speakers were David Guest, Leslie Hammer and Maria José Chambel.

- **GFIC 2019: Knowledge, People and Digital Transformation - Approaches for a Sustainable Future**
  Chaired by **Florinda Matos,** this conference explored the role of knowledge in its different forms (intellectual capital management or knowledge management), in a context of digital transformation, where the people, commonly seen as human capital, have an important role as guardians of a more sustainable society, guided by ethical principles in which technology, innovation and development are placed at the service of the good and the people.

- **5th Symposium on Ethics and Social Responsibility Research (SESRR)**
  SESRR is an international symposium held every two years on research in the fields of ethics, social responsibility and sustainability. This edition was organized by eight professors and researchers from three schools of Iscte, including **Eduardo Simões**, **Ana Patrícia Duarte**, **José Neves** and **Ana Simaens** from the Business School, and the University of Surrey, with the support of DINAMIA'CET. It took place on June 6 and 7, 2019 with the participation of about 80 researchers. Together with Aliança ODS Portugal and Iscte Alumni Network, two special sessions were organized: i) Partnerships to the Sustainable Development Goals: Universities as aggregators of goodwill; ii) Breakfast with a manager (sharing alumni sustainability experiences).

13th European Academy of Occupational Health Psychology Conference (EAOHP 2018). September 2018.



5th Symposium on Ethics and Social Responsibility Research (SESRR). June 2019.

**Capsule 7: Examples of outreach activities related to sustainability (2018-2019), involving Iscte Business School students**

Students at Iscte are organized into various associations, as well as other formal and informal groups. Throughout the years several initiatives related to sustainability have involved or been initiated by the students, often in collaboration with Iscte and other partners

- **Iscte Junior Consulting - Social Responsibility**

Iscte Junior Consulting, a junior company led by students, following its social responsibility policy, has developed **two pro bono projects**: the organizational restructuring of a non-profit association that provides assistance to homeless people through volunteers (CASA), and an expansion strategy project for Lisbon of U.Dream, the first Portuguese junior social company that aims to educate university students about social impacts and promote social leadership. The impacts of the previous project were measured by means of questionnaires, while for the latter, the measure of success was a successful application for the Caixa Social 2019 Award of EUR 40,000 (category: economic inclusion and job creation) which guarantees the implementation of the planned expansion.

- **"Plant a Dream" project**

The "Plant a Dream" project was initiated by an Iscte Business School **student, born in a community devastated by forest fires** in the summer of 2017 that killed dozens of people. Together with four colleagues and supervised by Iscte Business School faculty members **Hélia Gonçalves Pereira** and **José Vicente Rodrigues**, the students sought business support to rebuild and invest in the affected area. In 2018, the project **won the Rock in Rio Innovation Week University Challenge**.

- **Hack the Planet**

This project gave participants 48 hours, on May 25th and 26th 2018 , to **develop a sustainable idea or improve an existing one**, for the benefit of our planet and with the objective of making it more sustainable and reducing the ecological footprint. Besides being able to show the talent and contribute to a better planet, the most original and impacting idea to fight climate change received a prize money of 500 euros. Hack the Planet had the support of Building Global Innovators, NAMI – Marketing students group, and also several mentors, start-ups and associations.

- **The Think Responsible, Think Sustainable**

  In March 2018, this event was organized by NEG, the management students group of Iscte, and NAGIL, the industrial management and logistics student group in partnership with Iscte's Students Association. The primary objective of Think Responsible, Think Sustainable was **to act on the mindset of students**, making them aware of the critical and preponderant role they will play in Social Responsibility & Sustainability, as they will be **the Future Agents of Change**. As the slogan of the event suggested: "Boosting Social Responsible & Sustainable Minds". The event's guest panel included some renowned organizations in this area (CSR & Sustainability) and that were also responsible for sharing some of the insights necessary for Iscte students to be not only exemplary and socially responsible leaders, but also to adopt sustainable management and leadership practices. The panel was composed of Sustainability@Iscte, CORE Consulting, Delta Cafés and Iscte Junior Consulting.



- **Iscte Junior Consulting & Forallphones – PLAN A**

  In December 2019, Forall Phones (founded by an Iscte alumnus) and Iscte Junior Consulting co-organized an event called PLAN A. An afternoon filled with brilliant speakers, inspiring content and impactful conversations. Plan A aims to bring people together to launch new ideas, inspire and inform. The purpose is to **address the changes our world needs to become sustainable**; to co-create a **new mindset**, **a sustainability oriented generation willing to become a changemaker** and have a **significant impact on the world's future**. In addition, the event had a solidarity dimension In order to improve the welfare of young children, Forall Phones and Iscte Junior Consulting have collected goods for the Ajuda de Berço association. This is a non-profit association whose mission is to "place babies and unprotected children at home and care".


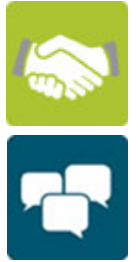
Think Responsible, Think Sustainable.
March 2018.

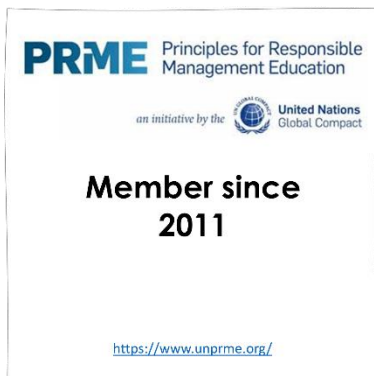PLAN A – Sustainability Talks.
December 2019.

# 2.6 Cross-sector Dialogue

We understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students. Institutional partnerships with national and international organizations promoting cross-sector dialogue are crucial to the integration of sustainability into the strategy of Iscte as a whole, and Iscte Business School in particular.

**Principles of Responsible Management Education (PRME)**



PRME Principles for Responsible Management Education

an initiative by the United Nations Global Compact

**Member since 2011**

https://www.unprme.org/

Iscte Business School has engaged in the dialogue about responsible management education, together with academic executives, faculty, business leaders, students, and United Nations officials in various events in the PRME community. This cross-sector dialogue has involved the presentation of the results of the progress in the incorporation of sustainability into the activities. Iscte Business School has been represented in various events and engages in activities promoted by the PRME Community:
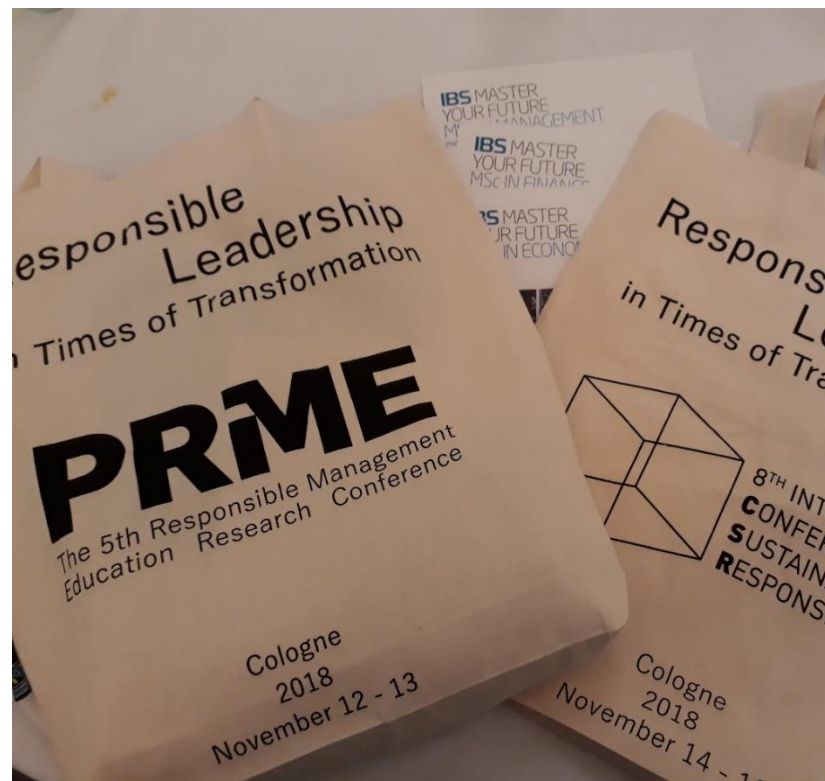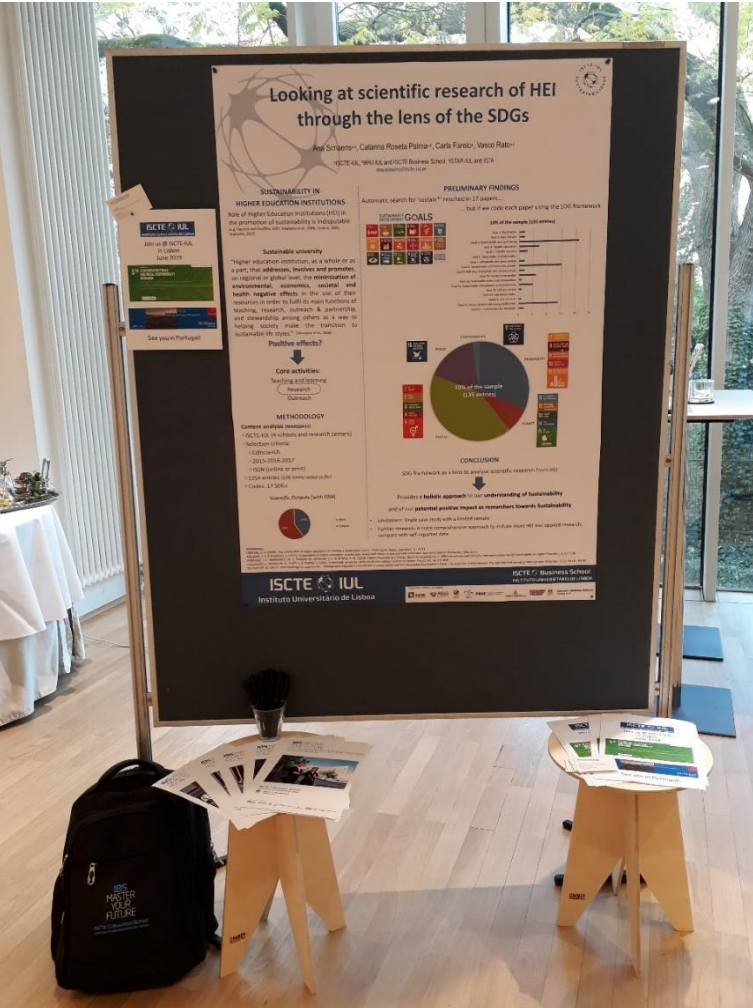
- *5th Responsible Management Education Research Conference*
  Leadership Development for Advancing the Implementation of the Sustainable Development Goals, 12-13 November 2018, Cologne, Germany
- *6th Responsible Management Education Research Conference*
  Multi-stakeholders Engagement for Agenda 2030: Individual and Organizational Collaboration to Address the Complexity of the Sustainable Development Goals, 29 September - 3 October 2019, Jönköping, Sweden
- PRME Working Group Anti-poverty
- PRME Working Group Sustainability mindset (LEAP!)



6th Responsible Management Education Research Conference. September-October 2019.

5th Responsible Management Education Research Conference.
November 2018.

**Globally Responsible Leadership Initiative (GRLI)**



GRLI GLOBALLY RESPONSIBLE LEADERSHIP INITIATIVE | IN STRATEGIC PARTNERSHIP WITH | AACSB

**Partner since 2011**

https://grli.org/

Iscte Business School has increasingly engaged with GRLI. In addition to collaboration in the discussion about the strategic orientation of the initiative, the Associate Dean, Henrique Monteiro, participated in the Dean's Cohort in Oporto in November 2019. Following a series of events organized by GRLI, Iscte Business School had the honor to host the "All Gathering Momentum" (AGM) event promoted by GRLI. We welcomed about 30 business school leaders from around the world with a strong desire to change the way business is done. Over two days, in-depth discussions were held, and great moments of reflection and conviviality were provided, with the true conviction that together we can make a difference in promoting responsible management education for managers and leaders of today and tomorrow.



GRLI 'Deans Cohort' in OPorto.
November 2019.



GRLI 'All Gathering Momentum' at Iscte.
November 2019.

**GRACE - Empresas Responsáveis**



**Partner since 2014**

https://grace.pt/

Iscte has a solid relationship with GRACE, and one of the projects that links them is the GRACE Academy. In 2019, in the 5th Edition of the GRACE Academy, students with undergraduate, post-graduate and master degrees, both Portuguese or foreign students, from GRACE's partner higher-education institutions, were challenged to develop projects (individual or group) that can make a difference for Sustainable Cities and Communities. The highest prize was awarded to the project "Fruta à moda antiga" (Old Fashion Fruit), developed by Iscte students Lucinda Morgado, Madalena Martins (both from Iscte Business School), and Alice Rodrigues Fonseca. The project, coordinated by Ana Simaens, proposed the creation of a strategic partnership between food retail companies and local social economy organizations involved in providing social work services for the elderly. The objective was the reuse of fruit products not sold by company stores and, at the same time, the promotion of active aging, by involving the elderly (users of the social economy organization) in the task of giving new life to the fruit. The result would be a new and differentiated range of food products, less food waste and better quality of life for older volunteers. It was based on the "reactivate to reuse" approach and the project aimed to contribute to the construction of more inclusive and sustainable cities, positioning companies as active agents in promoting the well-being of the urban communities with which it would operate.





GRACE Academy award winners, including Iscte Business School students. June 2019.

**Instituto Marquês de Valle Flôr**



Partner since 2015

https://www.imvf.org/

Instituto Marquês Valle Flôr (IMVF) has the goal of actively contributing to sustainable development and human dignity through the elaboration, realization and collaboration in projects and activities in various areas. Training on the SDG to the Iscte community (students, staff, and academics) has been provided by IMVF. Through dynamic workshops, the aim is to raise awareness about the topic, while supporting the translation of the broader concepts into the specific potential applications. Another example of collaboration is the exhibition "Let's go all out for the Global Goals!" that took place at Iscte in December 2018.



Exhibition "Let's go all out for the Global Goals!" December 2018.

Workshop on the SDG by IMVF. November 2019.

**Columbus Association**



Member since 2016

https://www.columbus-web.org/

Within the scope of the Sustainability project at Iscte, a partnership was established in 2017 with the Association of European and Latin American Universities (COLUMBUS Association), the University of Gothenburg, and the University of Aveiro (Portugal). This partnership collaborated for the creation, implementation, and certification of the Environmental Management System. Also, Columbus was the driver for the application of the European ERASMUS + project QUALENV, awarded a grant in 2019, but with kick off in 2020.



Visit of the Columbus Association and the University of Gothenburg to Iscte. July 2018.

**ENVIRONMENTAL MANAGEMENT FOR UNIVERSITIES**

– FROM POLICY TO PRACTICE

A cooperation project between the University of Aveiro, Portugal; the University Institute of Lisbon, Portugal; the University of Gothenburg, Sweden; and the Columbus Association, France

Author: Ulrika Lundgren, University of Gothenburg
ulrika@gu.se

Trip to Aveiro. July 2018.

**ORSIES – Observatório da Responsabilidade Social e Instituições de Ensino Superior**



Member since 2017

https://orsies.forum.pt/

Iscte is among the founding partners of ORSIES, the Observatory of Social Responsibility and Higher Education Institutions. This network aims at creating a collaborative network that fosters the social dimension of the higher education institutions and promotes the exchange of experiences on social responsibility policies and practices among them. The green paper on social responsibility and higher education institutions, published in 2018, was the result of collaborative work between 30 ORSIES member IES, including Iscte.



ORSIES meeting at Iscte. October 2019.

Livro verde sobre

**Responsabilidade social e instituições de ensino superior**

4 QUALITY EDUCATION

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

**Carta Portuguesa para a Diversidade**



**Partner since 2018**

http://www.cartadiversidade.pt/

The 'Carta Portuguesa para a Diversidade', i.e. the Charter for Diversity, consists of a short document signed voluntarily by employers from various sectors (public, private for-profit and non-profit). Iscte is among the founders of this initiative. It describes concrete measures that can be taken to promote diversity and equal opportunities at work regardless of cultural, ethnic and social background, sexual orientation, gender, age, physical characteristics, personal style and religion. It is intended that the diversity policies developed within an organization recognize, understand and value what unites us and what differentiates us as a potential source of innovation, problem solving, customer focus, creativity and employee involvement.

**Rede Campus Sustentável**



**Partner since 2019**

http://www.redecampussustentavel.pt/

Iscte is a partner of Rede Campus Sustentável - Portugal (RCS-PT), a sustainable campus cooperation network between people from national higher education institutions for the implementation of the principles and practice of sustainable development in environmental, social, and economic aspects. The mission of the network is to promote and support academic and scientific cooperation and the coordination of actions for sustainable development. Several Iscte faculty, researchers, and students presented at the CCS 2019, the 1st Conference on Sustainable Campus: Higher Education Institutions as Change Agents.



CCS 2019. October 2019.

**Aliança ODS Portugal**



Partner since 2019

https://globalcompact.pt/alianca-ods

On January 22, 2019, Iscte joined the Aliança ODS Portugal, an alliance whose mission is to raise awareness, inform, implement, monitor and evaluate the contribution of the business sector to the Sustainable Development Goals. Iscte has as ambassadors for the promotion of Agenda 2030, and ODS in particular, Ana Patrícia Duarte (BRU-Iscte) and Professor Rogério Roque Amaro (ESCH). Aliança ODS Portugal co-organized a rountable during the 5th Symposium on Ethics and Social Responsibility Research (SESRR). Entitled 'Partnerships to the Sustainable Development Goals: Universities as aggregators of goodwill', it gathered partners from the alliance for a cross-sector dialogue towards sustainability.



Iscte formally becoming partner of Aliança ODS Portugal. January 2019

# 3. The future:

## Our commitment

# 3. The future: Our commitment

Iscte Business School will maintain all the sustainability efforts undertaken by Iscte in general and by the School itself in particular, as well as to encourage sustainability activities proposed by the Iscte community and stakeholders. We will continue to foster and support any beneficial sustainability initiatives offered or suggested by students, faculty, other stakeholders, or the wider Iscte Business School community.

The School will carry on conducting, hosting, and promoting events such as conferences on the themes of sustainability, social responsibility, and ethics throughout the years to come. Furthermore, other initiatives on this matter are to be reinforced in all possible spheres of action, whether they involve direct student support, interaction with non-school community or the incorporation of these values in the School's governance structures and procedures.

Iscte Business School aims to increase its contribution to teaching and researching sustainability-related topics across the various programs and educational cycles. We shall continue to engage in research that exposes the danger of business practices that only emphasize profit. We shall continue to create a sustainability mindset in our students. We shall continue to work with partner organizations to implement ethics in business practices that benefit employees, customers, and the community as a whole. Future objectives include to increase intellectual production while safeguarding that the effort in growing quantities does not compromise quality. We will also continue to promote the attraction of major companies and improve opportunities for our students, incrementing the number of partnerships and developing new ways of bringing students and corporations together.

Sustainability has become a strategic pillar guiding the definition of objectives across the areas of teaching, research, and university extension. Our future commitment is to:

- Reinforce the incorporation of the United Nations SDG in the teaching, research, and university extension activities of Iscte Business School:
  - propose new programs and new curricular units, and integrate sustainability topics in existing curricular units in a coherent manner by program;
  - provide incentives for fundamental and applied research on sustainability topics;
  - develop sustainability-enhancing initiatives with the local community, companies, and other stakeholders.

- Reinforce the monitoring and active participation in the activities of the PRME and GRLI, as well as other international organizations setting trends in sustainability in higher education:
  - participate in events, sharing experiences, and promoting the school's activities;
  - participate in the governance of partner organizations.

- Strengthen the School's national and international position in terms of sustainability:
  - organize and participate in events related to the topic of sustainability;
  - intensify internal communication to reinforce everyone's involvement in the role of the school for a more sustainable future;
  - intensify external communication to strengthen the school's position as a sustainability champion.
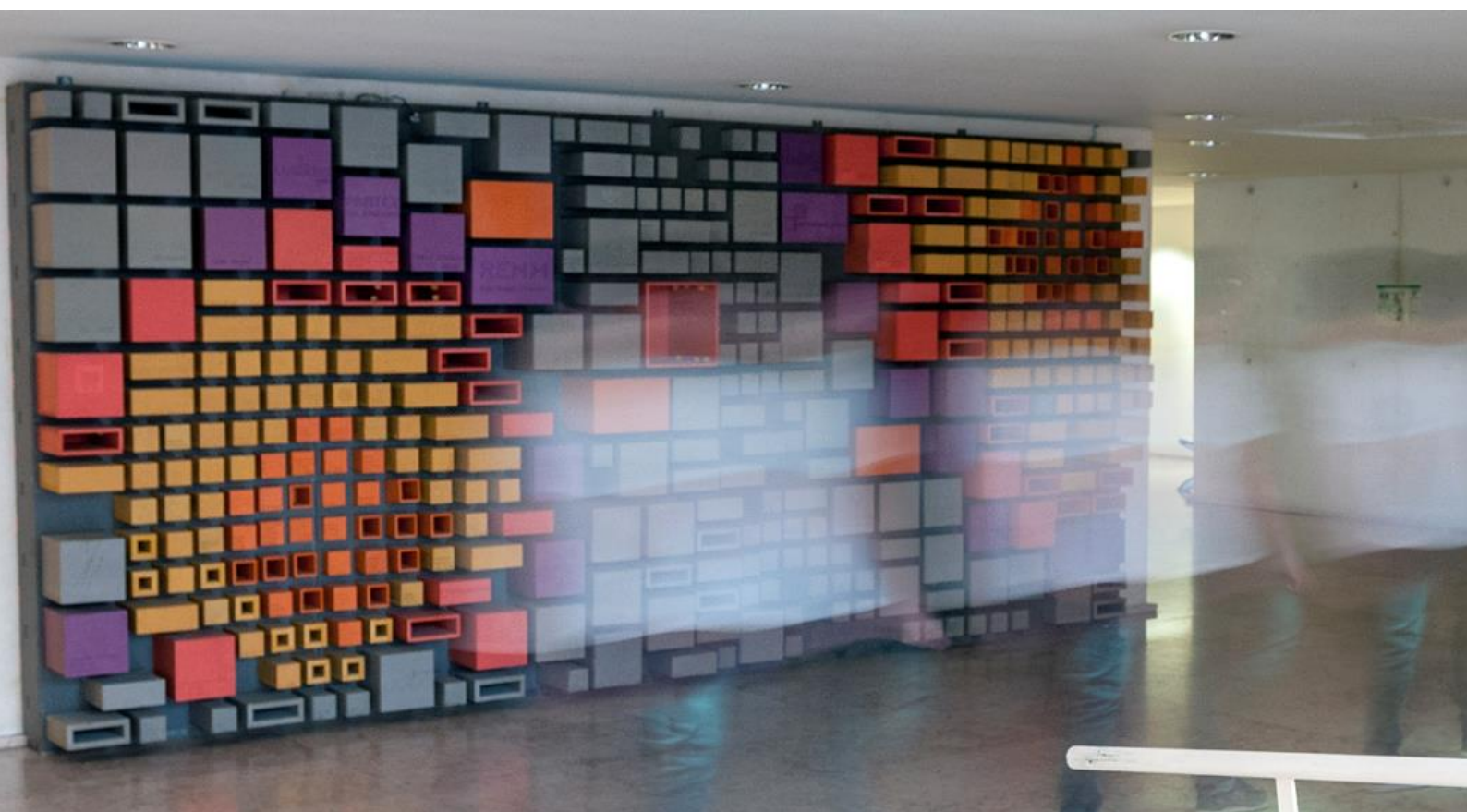
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**Website and Social Networks**