

2024 Sharing Information on Progress (SIP) Report

Iscte Business School - University
Institute of Lisbon

August 2024

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

Iscte Business School - University Institute of Lisbon demonstrates its commitment to PRME's Principles through the following letter from senior leadership.



Letter from the Dean

Iscte Business School is an internationally accredited business school that pioneered teaching management and business sciences in Portugal. Because of its tradition and legacy, the Principles for Responsible Management Education (PRME) are core to Iscte Business School and guide its future development. The relationship with PRME started in 2011 when Iscte Business School became the first Portuguese Business School to subscribe to the Principles. The School has reinforced its commitment to PRME, becoming an Advanced Member in 2018, and by becoming part of the PRME Chapter Iberia Steering Committee in 2021. This report presents the status of the diverse activities in responsible management education for 2023.

This year, Iscte Business School marked a significant milestone within the PRME community by hosting the Responsible Management Education Research (RMER) Conference 2023 in September. It was also the inaugural year of Iscte Business School's participation as a PRME Champion school. Our institution continues to advance the Impactful Five (i5) initiative and promote the pedagogical adoption of playful learning for holistic development.

Following the PRME principles, the School has continued its serious approach to Sustainable Development Goals. We have been using them as a lens to analyze teaching and research as it continuously enhances its internal structures, policies, and processes. This commitment is reflected in the mission, values, and strategy of the Iscte Business School. In pursuing our mission of co-creating societal impact, we also held in 2023 the first Iscte Business School Sustainability Summit with the support of student groups, making it a truly student-driven event. Also, as members of the EFMD and committed to Ethics, Responsibility and Sustainability, we are actively engaged in the EQUIS accreditation process and have achieved eligibility this year.

Our goal as a business school continues to be to develop responsible leadership by generating and disseminating knowledge with a global perspective. Therefore, Iscte Business School and its people – students, staff, and faculty – remains fully committed to PRME and its principles.



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Maria João Cortinhal
Iscte Business School Dean

Institutional Mission, Vision, and Strategy

The following outlines Iscte Business School - University Institute of Lisbon's institutional mission, vision, and strategic approach to responsible management education.



Iscte Business School Strategic Plan - Summary

Relevant Stakeholders

Iscte Business School Community

Purpose

This document aims to inform Iscte Business School' mission, vision, values and strategy 2022-2025.

Strategic plan Iscte Business School 2022-2025 (3) View document  Download document 



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At Iscte Business School - University Institute of Lisbon, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Iscte Business School Dean and Associate Dean for Engagement and Impact

Iscte Business School Leadership team, more specifically the Dean, Maria João Cortinhal, and Associate Dean for Engagement and Impact, Ana Simaens, are engaged and committed to the Principles of Responsible Management Education.

The Iscte Business School board of Directors is comprised of five members. Professor Maria João Cortinhal serves as the Dean and holds the central leadership position. The Dean has created in 2022 the role of Associate Dean for Engagement and Impact that oversees the integration of the Responsible Management Education concerns at the School level. This position is held by Professor Ana Simaens, who was already the liaison person within the PRME community.

Organizational Structure for RME

The following organizational entities at Iscte Business School - University Institute of Lisbon are responsible for RME:

- ❖ Iscte Business School does not have a center or department solely responsible for RME. This function is the responsibility of the Board of Directors and is transversal to the various activities.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

Iscte Business School - University Institute of Lisbon integrates responsible management education into its degree programs through 6 different approaches:

Guest Speakers and Showcase Events

Iscte Business School Sustainability Summit 2023

Date

October, 2023 - October, 2023

Location

Iscte Business School - Lisbon Campus

Speakers

Multiple speakers: Catarina Roseta Palma (Iscte Business School), Marcelo Penteado e Sérgio Ribeiro (Planetiers), André Facote (Skizo), Beatriz Guimarães (Nestlé), Afonso Noutel (Sociedade Pontoverde), João Guerreiro (Iscte Business School), Daniela Costa (Prime Group), Inês Vaz Pereira (EY), etc.

[Supporting Links](#)

Iscte Business School Sustainability Summit 2023 was an event co-organized by the Iscte Business School, Iscte Sustainability and the student groups of Management (NEG), Marketing (NAMI), Economics (NAE), Data Science (NED), Industrial Management and Logistics (NAGIL), Human Resources (NERH) and Finance and Accounting (NEFC), together with Iscte Trading & Investment Club (ITIC) and Iscte Junior Consulting (IJC). It is an event made by students and for students. This year main theme was "Towards a Sustainable Generation: Artificial Intelligence and Climate Change"

Professor-Discretionary Course Topics

Classification of curricular units' SDGs in the Fénix system

Department

Not related to one specific department. It is embedded in all departments of the school.

Learning Object Subject

Different courses that the school offers

Educational Level

Undergraduate, Master and PhD

Learning Outcome

The aim of classifying curricular units by Sustainable Development Goals is to make faculty and students aware of the importance of the SDGs and to recognize the potential impact of the various management disciplines in achieving them. Through this classification, it is possible to see the areas of greatest focus for the school, namely Sustainable Development Goals 4, 8, 9 and 12.

Interactivity Type

Expositive

Learning Object Description

The aim of classifying curricular units by Sustainable Development Goals is to make faculty and students aware of the importance of the SDGs and to recognize the potential impact of the various management disciplines in achieving them. Through this classification, it is possible to see the areas of greatest focus for the school, namely Sustainable Development Goals 4, 8, 9 and 12.

Supporting Links

Teach Q1.2 (1)

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Course-Level RME Learning Goals

Courses with RME in the course-level learning goals (excluding PhD)

Department

Not related to one specific department. It is embedded in all departments of the school.

Learning Object Subject

Different courses that the school offers

Educational Level

Undergraduate and Master

Learning Outcome

Responsible Management Education is core for Iscte Business School strategy. For the 2022/2023 academic year, it was identified the courses and the correspondent program (undergraduate or master) that had RME in the course-level learning goal.

Interactivity Type

Expositive

Learning Object Description

Responsible Management Education is core for Iscte Business School strategy. For the 2022/2023 academic year, it was identified the courses and the correspondent program (undergraduate or master) that had RME in the course-level learning goal.

Teach Q1.3 (1)

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RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

Both the mission and vision reinforce Iscte Business School commitment and dedication to increasing the positive impact for which it is recognized in society. This guides the school's strategy, which is organized by the intended impacts.

Both the mission and vision reinforce Iscte Business School's commitment and dedication to increasing the positive impact for which it is recognized in society. This guides the school's strategy, which is organized by the intended impacts, namely, Intellectual, Educational, and Community Ecosystem Impact. The first impact emphasizes the societal benefits of research, specifically the benefits that research brings to the economy, individual and community well-being, and the environment. The second impact focuses on continuing to inspire and support engaged learners in acquiring knowledge and developing skills on how to act at local, regional, and global levels for the well-being of people and with respect to the planet. Lastly, the school has been working towards the implementation of a systematic approach to engage its community in activities that support the required transformational actions.

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Implementation of the "Impactful Five" I5 at Iscte Business School

2023 marked the beginning of the progressive implementation of the PRME 'Impactful Five' (i5) program at Iscte Business School.

In 2023, Iscte Business School began progressively implementing the PRME 'Impactful Five' (i5) program. The program sets a global agenda to prioritize innovative pedagogical approaches in leadership education, focusing on five key characteristics of playful learning: meaningful

learning, active engagement, iteration, supportive social interaction, and fostering joy and well-being. By integrating these principles into the educational system, the program aims to develop future leaders with comprehensive skillsets.

The first three years will emphasize scalable institutionalization, with long-term objectives of tracking and sustaining progress, ensuring that both educators and students benefit from this transformative approach. Initially piloted by some faculty at the business school, this process will soon engage the pedagogical council at the university level.

Program-Level RME Integration

Description of degree programs with RME in the program-level learning goals and assessment rubrics

Sustainable and responsible management inspires the daily activities of Iscte Business School. Among the seven undergraduate programs offered by Iscte Business School, six explicitly include RME in their learning goals. Of the 17 master's programs offered by Iscte Business School, twelve explicitly incorporate RME into their learning goals. These findings underscore the importance of reinforcing the inclusion of RME in learning goals, ensuring that what is often implicitly understood is made explicit and clearly articulated.

RME in the program-level learning goals

Sustainable and responsible management inspires the daily activities of Iscte Business School. The school recognizes its responsibility to contribute to the United Nations 2030 Agenda for Sustainable Development and to educate, engage, and foster a sense of responsibility that will leave a positive legacy for future generations.

During the AACSB reaccreditation process in 2022, Iscte Business School revised the learning goals of various programs (undergraduate and master's degrees). There are five core competencies for both undergraduate and master's programs, with differences in the expected level of mastery between undergraduate and master's students. Each program has a 6th competency, a technical one. Among the five core competencies of the school's programs, one specifically addresses ethics, social responsibility, and sustainability. This competency reflects the alignment of the programs with the school's mission and vision.

For the undergraduate programs the focus is in the "Identification and evaluation of issues, stakeholders and their interests surrounding corporate responsibility and/or sustainability" and "Recognize and describe ethical dilemmas".

At the master's level, the focus is to “Identify and discuss the myriad challenges surrounding corporate responsibility and/or sustainability” and “Recognize and critically reflect on ethical dilemmas”

For the PRME SIP Report 2.0 2024, the learning goals of the programs (undergraduate and master) for the 2022/2023 academic year were analyzed. Since 2022 was a transitional year, the implementation of the revised learning goals was planned for 2022/2023 academic year, though it was only fully achieved in 2023/2024.

Among the seven undergraduate programs offered by Iscte Business School, six explicitly include RME in their learning goals (Table 1).

Of the 17 master’s programs offered by Iscte Business School, twelve explicitly incorporate RME into their learning goals (Table 2).

These findings underscore the importance of reinforcing the inclusion of RME in learning goals, ensuring that what is often implicitly understood is made explicit and clearly articulated.

Table 1 - Iscte Business School Undergraduate Programs that explicitly include Responsible Management Education (RME) in the program-level learning goal

Undergraduate Programs
Degree in Management
Degree in Marketing Management
Degree in Economics
Degree in Finance and Accounting
Degree in Human Resource Management
Degree in Industrial Management and Logistics

Table 2 - Iscte Business School Master Programs that explicitly include Responsible Management Education (RME) in the program-level learning goal

Master Programs

Master in Accounting and Management Control

Master in Business Economics and Competition

Master in Economics

Master in Finance

Master in Human Resource Management and Organizational Consultancy

Master in Management of Services and Technology

Master in Applied Management

Master in Business Administration

Master in Health Services Management

Master in International Management

Master in Management

Master in Marketing



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

Iscte Business School - University Institute of Lisbon incorporates responsible management education into its research endeavors through 6 different methods:

PhD-Level RME Courses

PhD-level courses with course-level RME learning goals

Department

Department of Quantitative Methods for Management and Economics

Learning Object Subject

Quantitative Research Methods in Applied Business Management

Educational Level

PhD

Learning Outcome

This result highlights the importance of reinforcing the inclusion of RME in learning goals, ensuring that what is often understood as intrinsic is made explicit and clearly articulated.

Interactivity Type

Expositive

Learning Object Description

Of the four doctorates programs Iscte Business School offers, only one has a curricular unit whose learning goals explicitly involve RME, this being the Doctor of Management (DBA). The program is offered under the Business Research Unit, the Iscte Business School research center. The specific course is called "Quantitative Research Methods in Applied Business Management." Still, other courses also cover RME topics (e.g. in the choice of papers to discuss or research topics to explore). This highlights the need to explicitly refer to RME in the learning objectives.

[Supporting Links](#)

Dedicated Research Funding

Research funding specifically related to responsibility

Iscte Business Research Unit (BRU-Iscte) focuses on diversifying its research funding, with an emphasis on internationalization. In 2023, two notable projects were highlighted: SMITour, a European project aiming to explore the potential of Smart Industrial Tourism as a sustainable

economic activity in the Mediterranean, and SUSPITALITY/CiTUR, a project in Madeira studying sustainability determinants in the hospitality sector. In 2023, BRU-Iscte researchers participated in 39 projects, including 5 FCT-funded and 29 European projects. Twelve of these projects were coordinated by BRU-Iscte researchers, all classified under at least 1 SDG.

Iscte Business Research Unit (BRU-Iscte) actively seeks diverse pathways for research funding to strategically position itself and broaden the sources of its financial support, with a strong focus on internationalisation. Two new projects from 2023 were selected as examples for this report, which stood out in terms of research funding for responsibility.

The first project is SMITour: SMart Industrial Tourism in the Mediterranean (European project – INTERREG Euro-MED) that through transnational cooperation, SMITour aims to explore the social and economic potential of Smart Industrial Tourism (SMIT) as a sustainable economic activity that can benefit tourism actors, SMEs, industry experts, Chambers of Commerce and Industry, R&D centres, Higher Education institutions, technology providers, and local communities.

The second example is SUSPITALITY/CiTUR: A socio-technical approach to sustainability determinants in the hospitality sector in Madeira funded by University of Madeira's CiTUR research centre. The Project aims to study the sustainability determinants that impact business performance in Madeira's hotel sector – considering both the abundance of decision-makers with conflicting values and preferences involved, and the large number of sustainability determinants to be considered. A better understanding of the ways in which they are interconnected will help decision-makers create value through more informed decisions, while at the same time advancing sustainability goals.

In 2023, BRU-Iscte researchers were coordinating or participating in 39 projects, including 5 FCT-funded projects (Fundação para a Ciência e a Tecnologia is the Portuguese public agency supporting research in science, technology and innovation in all areas of knowledge.) and 29 European projects (of which 8 funded by Horizon Europe).

Of the 39 projects in which BRU - Iscte takes part, 12 are coordinated by BRU-Iscte researchers, all of which are classified with at least 1 and at most 3 SDGs. Of the 27 projects coordinated by other institutions with the participation of BRU-Iscte researchers, 17 are classified by the SDGs. The source for this information was BRU - Iscte 2023 Annual Research Report.

Research Impact and Alignment with the Sustainable Development Goals (SDGs)

Following the practice of previous years, researchers at the Iscte Business Research Unit use the Ciência-IUL system to identify the SDGs most relevant to their scientific output. By aligning Research Impact with Sustainable Development Goals, researchers are prompted to consider how their work contributes to these objectives, enabling the institution to map the research unit's scientific production in terms of its broader focuses.

Research Impact and Alignment with the Sustainable Development Goals (SDGs)

Through its Sustainability Policy, Iscte recognises (and regulates) its responsibility as a higher education institution to contribute to the SDGs defined by the 2030 Agenda. Specifically, Iscte aims to promote research activity that operationalizes the achievement of the goals. For example, the institution allows its researchers to link specific SDGs to their scientific output, whenever they submit an entry in its proprietary information system Ciência-IUL, giving the goals visibility and relevance.

For the year 2023, Iscte Business Research Unit (BRU-Iscte) researchers have listed 137 scientific communications, 167 publications and 28 projects having connected to the SDGs. In addition, our researchers reported 63 doctoral theses concluded in 2023 (PhD and DBA programmes), also contributing to the SDGs.

As advocated previously, BRU-Iscte is working on building its interdisciplinary capacity by exploring research trends anchored on the Sustainable Development Goals within each research group and in transversal thematic lines.



Research Conferences

10th Responsible Management Education Research (RMER) Conference

The 10th RMER Conference hosted by Iscte Business School is a forum intended to engage multiple stakeholders in a dialogue around Agenda 2030 and beyond and enhance further collaborations in responsible management education and research, and sustainable business practices to advance the SDGs. RMER 2023 was attended by more than 130 people from 22 different nationalities.

Date

September, 2023 - September, 2023

Location

Iscte Business School - Lisbon Campus

Speakers

Milenko Gudić, Heinz Herrmann, Petra Molthan-Hill and Eric Cornuel.

[Supporting Links](#)

The 10th RMER Conference hosted by Iscte Business School is a forum intended to engage multiple stakeholders in a dialogue around Agenda 2030 and beyond and enhance further collaborations in responsible management education and research, and sustainable business practices to advance the SDGs. RMER 2023 was attended by more than 130 people from 22 different nationalities.

Regular Research Seminars

Examples of responsibility-related regular research seminars

In 2023 BRU-Iscte invested in training activities to help its researchers improve their skills and maximize the impact and outreach capabilities of their research. As part of that effort, the research unit organised two workshops presented by specialist research impact consultancy. Additionally BRU-Iscte offered a webinar on “A short introduction to achieving (positive) change through academic research” and a workshop on “How to progress your research towards societal change”. The source for these information is the Iscte Business Research Unit Annual Research Report 2023 (pages 9 and 10).

Date

October, 2023 - October, 2023

Location

Iscte Business School - Lisbon Campus

Speakers

Saskia Walcott

[Supporting Links](#)

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Research Q1.1

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Research Awards Program

Summary of faculty-wide responsibility-related research or description of what is requested from faculty members

In 2023, 54 BRU-Iscte Researchers were awarded the 2023 Iscte Research Awards for publications and projects published or approved the previous year (2022). 91 research works (82 scientific articles and 9 projects) were awarded a monetary prize according to BRU-Iscte

rules. Of those 82 scientific articles, 43 were coded according to the Sustainable Development Goals meaning they are Responsible Management Education (RME) related. And out of the 9 projects that were awarded, seven were coded to at least one SDG (RME).

Scientific Awards

BRU-Iscte Scientific Awards

In 2023, 54 BRU-Iscte Researchers were awarded the 2023 Iscte Research Awards for publications and projects published or approved the previous year (2022). 91 research works (82 scientific articles and 9 projects) were awarded a monetary prize according to BRU-Iscte rules. Of those 82 scientific articles, 43 were coded according to the Sustainable Development Goals, meaning they are Responsible Management Education (RME) related. And out of the 9 projects that were awarded, seven were coded to at least one SDG (RME). Researcher can code their scientific work from one to a maximum of three SDG's at Ciência-IUL website.







The scientific articles of career or invited professors at Iscte Business School that were coded under at least one SDG and are RME related will be presented in Table 1.

The projects of career professors at Iscte Business School that were coded under at least one SDG and are RME related will be presented in Table 2.

Table 1 – awarded scientific articles that were coded under at least one SDG

Researcher	Scientific Article	Publisher	SDG
Fernando Ferreira & Ieva Meidute	Urban blight remediation strategies subject to seasonal constraints	Elsevier	1, 3 & 11
Sandra Loureiro	Cognitive image, mental imagery, and responses (CI-MI-R): Mediation and moderation effects	SAGE Publications	11 & 12
Sandro Mendonça	Regions and trademarks: Research opportunities and policy insights from leveraging trademarks in regional innovation studies	Routledge/Taylor and Francis	8 & 9
Fernando Ferreira	A system dynamics-based approach to determinants of family business growth	Springer	8
Marta Bicho, Ralitz & Fernando Ferreira	Perceived success of hybrid microorganisations in a contested category	Wiley-Blackwell	3
Fernando Ferreira	Influence control method on directed weighted signed graphs with deterministic causality	Springer	9
Aristides Ferreira	Tenure matters for team cohesion and performance: The moderating role of trust in the coach	Taylor and Francis	8
Sandra Loureiro & João Guerreiro	Past, present, and future of pro-environmental behavior in tourism and hospitality: a text-mining approach	Routledge/Taylor and Francis	8, 9 & 12
Fernando Ferreira	Enhancing strategic management using a "quantified VRIO": adding value with the MCDA approach	Elsevier	9
Fernando Ferreira	What makes organizations unique? Looking inside the box	Elsevier	9
Cláudio Pais	The implications of book-tax conformity and tax change for the earnings management of Portuguese micro firms	Elsevier	4 & 10
Henrique Duarte & Abdul Suleman	Compensation policies and comparative capitalisms	SAGE Publications	8 & 10
Aristides Ferreira	Transformational leadership and team performance in sports teams: A conditional indirect model	Wiley	8, 9 & 17
António Caetano & Susana Santos	Micro-firms way to succeed: How owners manage people	Elsevier	4 & 8
Paulo Bento	Too much of two good things: Explicating the limited complementarity between drivers of MNC Headquarters' absorptive capacity	Springer Verlag	9
Fernando Ferreira & Leandro Pereira	Banking digitalization: (re)thinking strategies and trends using problem structuring methods	IEEE	9
Catarina Marques	Positioning Airbnb and Fairbnb in the sharing-exchange continuum	Routledge/Taylor and Francis	4, 8 & 11
Nádia Simões & Nuno Crespo	On the measurement of scientific leadership	SAGE	4
Fernando Ferreira & Leandro Pereira	Strategic visualization: the (real) usefulness of cognitive mapping in smart city conceptualization	Emerald	11
Ana Passos	Getting the knack for team-improvised adaptation: The role of reflexivity and team mental model similarity	SAGE Publications	4 & 8
Fernando Ferreira	Knowledge management visualisation in regional innovation system collaborative decision-making	Emerald	3, 9 & 11
Alexandra Ferreira-Lopes & Luís Filipe Martins	Quantitative easing and economic growth in Japan: A meta-analysis	Wiley	8 & 12
Ricardo Bilro & Sandra Loureiro	Massstage strategies on social media: The influence on sentiments and attitude toward the brand	Wiley	8 & 9
Ana Patrícia Duarte	Does authentic leadership stimulate organizational citizenship behaviors?: the importance of affective commitment as a mediator	Emerald	8
Fernando Ferreira	Multi-objective competency-based approach to project scheduling and staff assignment: case study of an internal audit project	Elsevier	8
Alexandra Ferreira-Lopes	The revival of the Feldstein-Horioka Puzzle and moderation of capital flows after the Global Financial Crisis (2008/09)	Elsevier	1, 10 & 12
Sandra Loureiro	The wow effect and behavioral intentions of tourists to astrotourism experiences: Mediating effects of satisfaction	Wiley-Blackwell	10 & 12
Luís Filipe Martins	Tests for segmented cointegration: An application to US governments budgets	Springer	8
Raul Laureano & Márcia Santos	COVID-19-related studies of nonprofit management: A critical review and research agenda	Springer	1, 4 & 16
Jonas Oliveira	The determinants of risk reporting during the period of adoption of Basel II Accord: Evidence from the Portuguese commercial banks	Emerald	8, 9 & 16
Fernando Ferreira	Artificial intelligence, digital transformation and cybersecurity in the banking sector: A multi-stakeholder cognition-driven framework	Elsevier	9
Felipa Sampayo	On the timing and probability of presurgical teledermatology: how it becomes the dominant strategy	Springer	3 & 8
Sofia Vale	House prices and household credit in the Eurozone: A single monetary policy with dissonant transmission mechanisms	Elsevier	8 & 10
Alvaro Dias, Leandro Pereira, Renato Costa	Lifestyle entrepreneurship innovation and self-efficacy: Exploring the direct and indirect effects of marshaling	Wiley-Blackwell	8 & 9
João Guerreiro	Neuroscience research in consumer behavior: A review and future research agenda	Wiley	4 & 9
Jonas Oliveira	Risk reporting: Do country-level institutional forces really matter?	Emerald	8, 9 & 16
Fernando Ferreira	A BWM approach to determinants of sustainable entrepreneurship in small and medium-sized enterprises	Elsevier	9 & 12
Fernando Ferreira	A multicriteria evaluation system for large real estate investments	Vilnius Gediminas Technical University	11
Fernando Ferreira	Ranking residential neighborhoods based on their sustainability: A CM-BWM approach	Vilnius Gediminas Technical University	11
Ana Isabel Lopes	In the shoes of accounting students: Perceptions of the skills needed for a successful career	Nielson Journals	4
Sandro Mendonça	The rise of 5G technologies and systems: A quantitative analysis of knowledge production	Elsevier	8, 9 & 11
Fernando Ferreira	Enhancing innovation culture: The case of multinational advertising agency VMLY&R Lisboa	Vilnius Gediminas Technical University	9
Fernando Ferreira	Measuring urban digitalization using cognitive mapping and the best worst method (BWM)	Elsevier	11

Table 2 - awarded projects that were coded under at least one SDG

Projects		SDG	Researcher
EWRI		8 & 10	Sandra Costa
Blockchain.PT		3 & 9	Ana Lúcia Martins
AgroPro		2, 9 & 13	Sofia Kalakou
SmartVitiNet		8, 12 & 13	Sofia Kalakou
SYNCLUSIVE		8 & 10	Patrícia Costa
REFMAP		7, 11 & 13	Sofia Kalakou
EMPOWER		3, 4 & 10	Aristides I. Ferreira

External Scientific Awards

BRU-Iscte researchers have received 1 national and 16 international scientific awards. These accolades include 1 reviewing award, 1 top-cited article award, 7 best paper awards, 2 best presentation awards, and 6 prizes or research awards from public institutions or scientific societies. Of all these awards, five are from Iscte Business School faculty and two of them are coded to at least one SDG and are related to RME.

External Scientific awards 2023

Researcher	Award title	SDG
Álvaro Dias	Premio Extraordinário de Doctorado, Universidad de Sevilla [Extraordinary PhD Awards, University of Seville]	NA
Ana Patrícia Pereira Duarte Baltasar & Luís Miguel Alves Simões	Best presentation at the XIV Postgraduate Conference Management, Hospitality and Tourism	8
Fernando Alberto Freitas Ferreira	Wiley Certificate of Top-Cited Article in 2021-2022	3
João Manuel Vilas Boas da Silva	Best Paper Award - International Academy, Research, and Industry Association (IARIA)	NA
Paulo Alexandre Bento Fernandes	Cooperation and Solidarity António Sérgio Award 2023 - Studies and Research category	NA



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

Iscte Business School - University Institute of Lisbon partners with external stakeholders to advance responsible management education through 5 different approaches:

Collaborative Change Action

Iscte Business School 11 e 12 Horas de Gestão

The "11 and 12 Hours of Management" initiative offers secondary schools in Lisbon and surrounding areas the opportunity to engage with the academic and business environments through a sustainability-focused challenge that raises awareness of the UN's 2030 Agenda and the Sustainable Development Goals. This event fosters collaboration between academia, business, and civil society to positively impact communities, organizations, and the future of young people.

On March 24, 2023, the "11 and 12 Hours of Management" event organized by Iscte Business School, in association with the MEO Kalorama festival, took place. This event challenged 11th and 12th-grade students to develop a project in the field of management.

ISCTE Business School organizes this initiative annually for high schools and colleges across the country, targeting 11th and 12th-grade students in the fields of Socioeconomic Sciences and Natural Sciences. This year, students were invited to learn more about the MEO Kalorama festival and to draw inspiration from its three fundamental pillars—Music, Art, and Sustainability—to develop their own projects. One of the festival's main goals in partnering with this initiative is to engage younger generations and raise awareness about creating community-involving events that respect the environment, aligning with the UN's 2030 Agenda and Sustainable Development Goals, as seen in the organization of MEO Kalorama. Another motivation is the creation of new audiences, which is why this year's winners are rewarded with festival tickets and a technical visit to the event site.

The 11 and 12 Hours of Management games at ISCTE Business School are primarily held for invited schools, and the latest edition had the participation of around 340 students from 30 high schools/colleges. Simultaneously, the Teachers Upgrade initiative was conducted, aimed at secondary school teachers who accompanied the teams on the day of the event.

Formalized Partnership Governance

Knowledge Translation and Dissemination

SEED Project - Financial Literacy Sessions

The SEED Project demonstrates the School's students, faculty and staff engagement towards co-creating societal impact. The project's aim is to instill financial literacy sessions to public school students from 9th to 12th grade. The partnership with Lisbon's municipality embodies the principles of responsible teaching and government-academia collaboration while promoting impact in the community.

Lisbon City Council initiated the SEED Project in 2023 and has partnered with Iscte Business School. This initiative demonstrates the School's students, faculty and staff engagement towards co-creating societal impact. The project's aim is to instill entrepreneurial skills in public school students from 9th to 12th grade through six lines of action, including the development of an entrepreneurship laboratory, workshops, financial literacy sessions, and support for student projects.

A key aspect of the SEED Project is its focus on financial literacy, some sessions were led by Iscte Business School with the high commitment of the finance student organization ITIC (Iscte Trading & Investment Club), the scientific coordination by faculty, and the operational coordination by school staff. The program began in the 2022/2023 school year, impacting 93 students in its pilot phase. By the 2023/2024 academic year, the project expanded to 18 classes with a total of 399 students. ITIC provided two sessions for each class that covered essential financial topics using practical examples and interactive games.

The project aligns with Sustainable Development Goals 4 (Quality Education), 10 (Reduced Inequalities), and 17 (Partnerships for the Goals). It provides education on topics beyond the standard curriculum, aiming for a lasting impact on the students' lives. By welcoming students from diverse backgrounds, SEED addresses educational inequalities and promotes inclusive financial market participation. The partnership with Lisbon's municipality embodies the principles of responsible teaching and government-academia collaboration while promoting impact in the community.

Overall, the SEED Project has evolved to become a model of innovative education, fostering a community of ethically, responsibly, and sustainably minded individuals. The positive assessment from all stakeholders, including students, faculty, and partners, underscores the project's success in enhancing engagement and producing tangible outcomes in the realm of financial literacy and entrepreneurship.

Multicolateral Conversations

Iscte Business School dialogues with a different stakeholder and with external community on a variety of topics. Some examples of the groups that the school interacts with are the PRME Champions, the GRLI Council and GBSN.

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The PRME Champions represent a group of dedicated business and management schools from across the PRME membership, committed to working collaboratively to develop and promote activities that address shared barriers for the PRME community, *and* which deliver value for business and society at large. Previous collaborations attributed to the PRME Champions include the Climate Literacy Training for Business Schools, the Blueprint for SDG Integration, the SDG Library, and more.

The focus of the 2023 Champions cycle was on action leadership to inspire the global community, specifically through the Inspirational Guide on SDG Integration on Research, Curriculum, and Partnerships, which serves as a repository of inspiring examples that will build on the work of the existing Blueprint for SDG Integration. A unique feature of the 2023 cycle was the engagement in The Impactful Five (i5) Project, a knowledge-sharing and peer-learning project with the aim of future-proofing higher education institutions with novel pedagogies and practices that inspire creativity and authenticity and underpin sustainable development across all disciplines of business education. The 2023 Champions participated in a series of workshops throughout the year to source, develop, and implement innovative pedagogies, inspired by the Impactful Five Characteristics outlined in partnership with The LEGO Foundation.

Besides the dialogue with the PRME Champions community, the school is represented by Associate Dean for Engagement and Impact, Ana Simaens, at the Guardians of GRLI Council, which works to uphold the vision, mission and operating ethos of the Globally Responsible Leadership Initiative (GRLI) and to ensure all three elements (Board of Trustees, Council of Partners, Support Centre) are actively supported, acted upon and visible in the GRLI and in all related activity.

Iscte Business School and the world's leading business schools form the core of the Global Business School Network (GBSN). The network is not only linked to universities but also to companies, governments and NGOs working together to improve access to quality education, locally relevant management and entrepreneurship.

Each organization that is part of GBSN shares a common vision, so that the developing world has the talent it needs to generate prosperity. GBSN offers global visibility, international exposure and a certified collaborative structure. Through its programs, events and partnerships, all GBSN members demonstrate a commitment to the mission.

Collaborative Problem Solving

Iscte Business School Ecopreneurship Hackthon

The partnership between MEO Kalorama and Iscte Business School is an example of the partnership between Business and Academia, which makes it possible to develop students' knowledge on the topics of sustainability and entrepreneurship in a creative way, with the possibility of finding solutions to a real challenges and even winning tickets to a festival.

Iscte Business School proudly presented its 1st Ecopreneuship Hackathon, an immersive and intensive 12h competition that sought to stimulate students to face the real challenges of the world of sustainable entrepreneurship, on November 16 and 17, 2023. To take part, students formed teams of three and responded to an Ecopreneurship challenge proposed by MEO Kalorama, putting their creative and entrepreneurial skills into practice for 12 hours in a dedicated room provided by Iscte. At the end, each team presented their project, via a Pitch, to a panel of expert judges made up of members of academia and organizations linked to the topic in question. Prizes were awarded, with 1st place winning tickets to the Meo Kalorama 2024 Festival, along with other prizes.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

Iscte Business School - University Institute of Lisbon has implemented 7 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Policies on RME at Iscte Business School

Iscte - University Institute of Lisbon, as the parent institution of Iscte Business School adopted eight sustainability policies that intend to influence how faculty, staff and students support its commitment to responsible management education in the context of its educational, research and social outreach activities and respecting the limits and intrinsic opportunities in human and natural ecosystems. The policies aim to raise awareness of best practices in the community.

Scope

Iscte - University Institute of Lisbon, as the parent institution of Iscte Business School adopted eight sustainability policies that intend to influence how faculty, staff and students support its commitment to responsible management education in the context of its educational, research and social outreach activities and respecting the limits and intrinsic opportunities in human and natural ecosystems. The policies aim to raise awareness of best practices in the community.

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Water

Policies on RME at Iscte Business School

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Buildings/real estate

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Local staff/student/faculty transportation

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Travel

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Employee equity, diversity, inclusion

Policies on RME at Iscte Business School

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Student equity, diversity, inclusion

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Institutional Aspiration Targets

Iscte Business School - University Institute of Lisbon has set aspiration targets in 7 different areas:

- ❖ Employee EDI Targets
- ❖ Student EDI Targets
- ❖ GHG Emission Targets
- ❖ Water Conservation Targets
- ❖ Building and Real Estate Targets
- ❖ Internal Transportation Targets
- ❖ Travel Reduction Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Iscte Business School - University Institute of Lisbon operates with the following approach:

Full Transparency Disclosure

Iscte Business School Engagement and Impact website page

Iscte Business School aims to present clear and specific information about its policies and performance in the field of Responsible Management Education to its community.

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Iscte Business School

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Iscte Bsuiness School Community

Media Name

Iscte Business School Website

Media Type

Website News

Duration

A menu on our website specifically for Engagement and Impact activities.

[Supporting Links](#)



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