



LISBON
SCHOOL OF
ECONOMICS &
MANAGEMENT
UNIVERSIDADE DE LISBOA

GOAL: Ethical Perspective

GAT D – ETHICAL PERSPECTIVE

CRISTINA GAIO FÁTIMA FABIÃO PAULA FONTOURA RITA MARTINS DE SOUSA

PACK-ETHICS-ISEG

WHAT IS THE PACK-ETHICS-ISEG? AND WHAT IS IT FOR?

1. TO **HELP FACULTY MEMBERS WHO ASSESS “GOAL ETHICAL PERSPECTIVE”**, THE TEAM RESPONSIBLE FOR THE PRODUCTION AND ANALYSIS OF THE ASSESSMENT GRIDS DECIDED TO PREPARE A “PACK” THAT CONTAINS SOME BASIC INFORMATION THAT MAY BE USEFUL WHEN ORGANIZING THE EVALUATION OF THE “LEARNING PROCESS”.
2. IN THIS “PACK” YOU FIND **INFORMATION THAT CAN HELP FILLING THE GRIDS** OF THIS “GOAL ETHICAL PERSPECTIVE”, NAMELY:
 - a. **ISEG’S MISSION, VISION AND PRINCIPLES**;
 - b. **CHARTER OF STUDENT RIGHTS AND DUTIES** (THAT ALL STUDENTS SIGN WHEN THEY ENROLL);
 - c. A LIST OF SOME **INICIATIVES PROMOTED AT/BY ISEG IN THE CONTEXT OF SOCIAL RESPONSIBILITY**;
 - d. **FCT’S CODE OF CONDUCT FOR RESEARCHERS** (WHICH APPLIES TO PHD PROGRAMS).
 - e. THE VALUATION **GRIDS** ABOUT ETHICS THAT FACULTY WILL HAVE TO IMPLEMENT (FOR UNDERGRADUATES, MASTERS AND PHD).
3. WE STRESS THAT **IT IS IMPORTANT TO FILL IN ALL FIELDS OF THE GRIDS** – FOR THAT, THE TOPICS HAVE TO BE COVERED. **WE SUGGEST THAT**, IN THOSE TOPICS WITH WHICH PROFESSORS ARE LESS FAMILIAR (OR HAVE FEW CONTACT HOURS TO TEACH THEM), **THE FOCUS IS MADE BASED ON THE REALITY OF ISEG’S COMMUNITY**: THERE ARE MANY EXAMPLES OF SITUATIONS IN WHICH THEMES LIKE SUSTAINABILITY AND CIVIC OR SOCIAL RESPONSIBILITY ARE PRESENT IN OUR DAILY ROUTINES – AND **MANY EXAMPLES OF INITIATIVES IN WHICH ISEG (ITS COMMUNITY) PARTICIPATES, AND MANY OTHER MOTIVATING IDEAS MIGHT FLOURISH.**

ISEG'S MISSION, VISION AND PRINCIPLES



ISEG's MISSION

ISEG's mission is to create, share and enhance the social and economic value of knowledge and culture in the fields of Economics, Finance and Business Sciences, in a context of plurality and assurance of intellectual and scientific freedom, and respect for ethics and social responsibility.

ISEG's VISION

ISEG aims to be one of the best Schools of Economics and Management in Portugal, with a strong international reputation, being recognized for the quality of its graduates, its research, and the impact of its activities on the community.

ISEG's PRINCIPLES

- > Diversity & Plurality
- > Scientific and intellectual freedom
- > Respect for ethical principles and social responsibility
- > Internal and external assessment and continuous improvement

ACADEMIC INTEGRITY

The issue of academic integrity in the conduct of all members of the academic community is assumed by ISEG as one of the noblest of the university condition.

CHARTER OF RIGHTS AND DUTIES OF ISEG'S STUDENT



This document summarizes the legislation and norms in place at U. LISBOA and at ISEG regarding the conduct that is expected from our School's students, briefly describing the rights and duties of the student.

RIGHTS

According to the Charter of Rights and Guarantees, the student has the following Rights:

1. To receive quality teaching which always strive to foster the students' human, scientific, technical, cultural, ethic and social education;
2. To be evaluated promptly and impartially, in accordance with law and RGAC (General Regulations for Assessment of Undergraduate Degrees);
3. To use ISEG's facilities (including IT facilities) and equipment's within the learning process, according to the rules in force;
4. To petition, individually or collectively, on matters concerning the management of the University. Such petitions must be addressed to the relevant Head of Faculty, or to the Dean, as appropriate;
5. To receive, in a timely manner, or whenever requested, information from the administrative bodies of the University on the state or progress of proceedings directly concerning them, as well as to be made aware of the respective final decision and criteria;
6. To participate, according to ISEG's statute and regulations, in the decision-making processes that concern students, and in the approval of regulatory standards for scientific and educational restructuring, or for service delivery models;
7. To enjoy equal opportunities, with no student being disadvantaged, deprived of any right, or exempted from any obligation due to their ancestry, gender, race, language, place of origin, religion, political or ideological convictions, economic situation or social condition.

The Student

Lisbon, X September 20YZ



CHARTER OF RIGHTS AND DUTIES OF ISEG'S STUDENT



This document summarizes the legislation and norms in place at U. LISBOA and at ISEG regarding the conduct that is expected from our School's students, briefly describing the rights and duties of the student.

DUTIES

According to the Code of Conduct and Best Practice, the Obligations of the students are as follows:

1. To contribute to the preservation of peaceful coexistence within the University, and to the full integration of all students into the academic community;
2. To behave correctly during lectures, ensuring that these operate in a standard and efficient manner, in accordance with the guidelines of the academic staff for teaching and learning;
3. To ensure originality in individual and group work, and to respect copyright laws and the bibliographic referencing standards and styles adopted by ISEG, avoiding plagiarism, copy of someone else's work or similar unethical practices that are severally punished.
4. To respect the standards for assessment, refraining from any conduct that may be unfairly beneficial or detrimental to any other student;
5. To follow instructions given by academic staff, researchers, non-academic staff and non-research staff;
6. To refrain from using the educational resources made available by the University or the Faculties for other unintended purposes.

By signing this document, the student recognizes their rights and undertakes to comply with their obligations as a member of the Universidade de Lisboa and the School of Economics and Management, and also agrees to consult the legislation of these bodies on our website.

The Representative of U. Lisboa
Lisbon, X Spetember, 20YZ



SOCIAL RESPONSIBILITY



EXAMPLES OF INITIATIVES WITH THE PARTICIPATION OF ISEG

Projeto "Mãos à Horta"

Em 08-03-2016 / O Companheiro / ISEG / ULisboa.

Júnior Estrela - Apoio ao Estudo

Em 27-02-2016 / Junta de Freguesia da Estrela / ISEG, com o apoio da ISEG JBC.

Recolha de Brinquedos, Livros e Jogos

A partir de dia 04-01-2016 a 16-01-2015 / ISEG / ULisboa, com o apoio da ISEG.

Colóquio | "Um olhar sobre o bem-estar das crianças e jovens"

Em 10-12-2015 a 16-01-2015 / ISEG / ULisboa, com o apoio da Eapn.

CAMPANHA DE SOLIDARIEDADE | 18 Escolas, 18 Ajudas | Recolha de roupa para as crianças da Síria

Recolha de roupa para as crianças sírias deslocadas pela guerra. Campanha desenvolvida pela Cáritas Portuguesa.

Em 22-02-2014 a 16-03-2015 / ISEG / ULisboa

CAMPANHA DE SOLIDARIEDADE | 18 Escolas, 18 Ajudas | Faz do sorriso de uma criança o teu melhor presente de Natal

Recolha de materiais escolares para serem entregues à [Raízes - Associação de Apoio à Criança e ao Jovem](#).

Em 15-12-2014 a 16-01-2015 / ISEG / ULisboa

CAMPANHA DE SOLIDARIEDADE | NATAL 2014 (LINK)

Em 15-12-2014 a 19-12-2014 / ISEG / ISEG

Encontro anual da Comissão Social de Freguesia de Santos-o-Velho "O papel das Comissões Sociais de freguesia - Inovação e Criatividade"

Em 29-05-2013 / ISEG

CAMPANHA DE SOLIDARIEDADE | NATAL 2012 (LINK)

Em 11-12-2012 às 09:00 a 13-12-2012 às 23:00 / ISEG / ISEG

Impacto da Austeridade, Pobreza e Exclusão Social, EAPN

Em 18-11-2012 / ISEG / Auditório da CGD

CONFERÊNCIA | Envelhecimento Ativo e Intergeracionalidade - Desafios da Cidadania Participativa em Debate (LINK)

Em 08-11-2012 das 09:00 às 17:00 / Aud. CGD | Quelhas / Aud. CGD | Quelhas

Pelo Combate à Pobreza e à Exclusão Social (LINK)

Em 15-10-2012 a 19-10-2012 / ISEG / ISEG

WORKSHOP | O Voluntariado como Agente de Mudança (LINK)

Em 24-10-2012 das 16:30 às 18:30 / Aud. CGD | Quelhas / Aud. CGD | Quelhas

CODE OF CONDUCT OF THE RESEARCHER - FCT

The link is the following (it might require “copy” and “paste”):

<http://cedis.fd.unl.pt/wp-content/uploads/2014/08/CÓDIGO-DE-CONDUTA-RESPONSÁVEL-EM-INVESTIGAÇÃO-CIENTÍFICA-30072015.pdf>



GRID “GOAL ETHICAL PERSPECTIVE” – UNDERGRADUATES

DIMENSIONS/ATTRIBUTES	Does not meet expectations	Meets expectations	Exceeds expectations
1. Awareness of ethical behavior, both at individual and professional level.			
a) The student knows ISEG's Mission and Values.	The student does not recognize ISEG's Mission and Values.	The student recognizes ISEG's Mission and Values and understands their meaning. However, is unable to recognize how to apply them in the context of the School, nor is able to carry out such an analysis.	The student recognizes ISEG's Mission and Values and understands their meaning, is able to put them into practice and, analytically, attempts to identify and assess their application in the context of the School, and how it is run.
b) The student knows the ISEG "Charter of Student Rights and Responsibilities", which is countersigned when enrolling for the program.	The student does not know the ISEG "Charter of Student Rights and Responsibilities".	The student knows the ISEG "Charter of Student Rights and Responsibilities", but does not show this in his/her behavior.	The student knows the ISEG "Charter of Student Rights and Responsibilities", and tries to put these principles into practice.
2. Capacity to identify and analyze an ethical question.			
a) The student is able to identify an ethical question.	The student is incapable of recognizing an ethical question when faced with a specific situation in which one exists, or does so incorrectly.	When faced with a specific case, the student is capable of identifying an ethical question, but is unable to present a strong reasoning to support the existence of the question.	When faced with a specific case, the student identifies an ethical question, and knows how to explain the reason for its existence.
b) The student is capable of analyzing an ethical question.	When faced with an ethical question, the student is incapable of debating or analyzing the question, and is unable to understand the question.	The student is capable of debating and analyzing an ethical question, although the reasoning in support of the debate and analysis is incomplete.	The student is capable of debating and analyzing an ethical question, and presents a very strong reasoning in support of the debate and analysis.
3. Capacity to exercise a civic responsibility, and to act in defense of the principles of sustainability at both the organizational and social level.			
a) The student is capable of identifying the main problems in this context.	The student does not have the knowledge, nor the necessary awareness for the questions in this context.	The student is capable of identifying some questions in this context, but is unable to assess their relevance and relative importance.	The student is capable of identifying some questions in this context and can debate their relevance.
b) The student knows practices and initiatives in this context.	The student does not know practices and initiatives in this context.	The student knows practices and initiatives in this context, but does not have the capacity and/or the experience to implement them.	The student knows and is capable of applying the principles of sustainability in this context.

GRID “GOAL ETHICAL PERSPECTIVE” - MASTERS

DIMENSIONS/ATTRIBUTES	Does not meet expectations	Meets expectations	Exceeds expectations
1. Awareness of ethical behavior, both at individual and professional level.			
a) The student knows ISEG's Mission and Values.	The student does not recognize ISEG's Mission and Values.	The student recognizes ISEG's Mission and Values and understands their meaning. However, is unable to recognize how to apply them in the context of the School, nor is able to carry out such an analysis.	The student recognizes ISEG's Mission and Values and understands their meaning, is able to put them into practice and, analytically, attempts to identify and assess their application in the context of the School, and how it is run.
b) The student knows the ISEG "Charter of Student Rights and Responsibilities", which was countersigned when enrolling in the program.	The student does not know the ISEG "Charter of Student Rights and Responsibilities".	The student knows the ISEG "Charter of Student Rights and Responsibilities", but does not show this in his/her behavior.	The student knows the ISEG "Charter of Student Rights and Responsibilities", and tries to put these principles into practice.
c) The student knows the Code of Ethics of the profession (if one exists) (*)	The student does not know the Code of Ethics of his/her (future) profession.	The student knows the Code of Ethics of his/her (future) profession, but is unable to apply it to specific situations.	The student knows the Code of Ethics of his/her (future) profession, and is capable of applying them to specific professional situations.
2. Capacity to incorporate ethical principles in decision-making.			
a) The student is able to identify an ethical question.	The student is incapable of recognizing an ethical question when faced with a specific situation in which one exists, or does so incorrectly.	When faced with a specific case, the student is capable of identifying an ethical question, but is unable to present a strong reasoning to support the existence of the question.	When faced with a specific case, the student identifies an ethical question, and knows how to explain the reason for its existence.
b) The student is capable of analyzing an ethical question.	When faced with an ethical question, the student is incapable of debating or analyzing the question, and is unable to understand the question.	The student is capable of debating and analyzing an ethical question, although the reasoning in support of the debate and analysis is incomplete.	The student is capable of debating and analyzing an ethical question, and presents a very strong reasoning in support of the debate and analysis.
c) The student is capable of debating and finding a solution for an ethical dilemma.	The student is not capable of applying ethical principles to solve an ethical dilemma.	The student is capable of applying ethical principles to solve an ethical dilemma, although his/her arguments in the debate reveal that he/she does not fully understand the relationship between these principles and the specific case under analysis.	The student knows how to apply ethical principles to solve an ethical dilemma, and knows how to adequately debate and justify his/her proposals.
3. Capacity to exercise a civic responsibility, and to act in defense of the principles of sustainability at both the organizational and social level.			
a) The student is capable of identifying the main problems in this context.	The student does not have the knowledge, nor the necessary awareness to address the questions in this context.	The student is capable of identifying some questions in this context, but is unable to assess their relevance and relative importance.	The student is capable of identifying some questions in this context and can debate their relevance.
b) The student knows practices and initiatives in this context.	The student does not know practices and initiatives in this context.	The student knows practices and initiatives in this context, but does not have the capacity and/or the experience to implement them.	The student knows and is capable of applying the principles of sustainability in this context.

GRID “GOAL ETHICAL PERSPECTIVE” – DOCTORAL PROGRAMS

DIMENSIONS/ATTRIBUTES	Does not meet expectations	Meets expectations	Exceeds expectations
1. Awareness of ethical behavior, both at individual and professional level.			
a) The student knows ISEG's Mission and Values	The student does not recognize ISEG's Mission and Values.	The student recognizes ISEG's Mission and Values and understands their meaning. However, is unable to recognize how to apply them in the context of the School, nor is able to carry out such an analysis.	The student recognizes ISEG's Mission and Values and understands their meaning, is able to put them into practice and, analytically, attempts to identify and assess their application in the context of the School, and how it is run.
b) The student knows the FCT Code of Good Conduct and Best Practice.	The student does not know the Code of Good Conduct and Best Practice of a FCT researcher.	The student knows the Code of Good Conduct and Best Practice of a FCT researcher, but does not show this in his/her behavior.	The student knows the Code of Good Conduct and Best Practice of a FCT researcher, and tries to put these principles into practice.
c) The student knows the Code of Ethics of the profession (if one exists) (*)	The student does not know the Code of Ethics of the (future) profession.	The student knows the Code of Ethics of the (future) profession, but is unable to apply it to specific situations.	The student knows the Code of Ethics of the (future) profession, and is capable of applying them to specific professional situations.
2. Capacity to incorporate ethical principles in decision-making.			
a) The student is able to identify an ethical question.	The student is incapable of recognizing an ethical question when faced with a specific situation in which one exists, or does so incorrectly.	When faced with a specific case, the student is capable of identifying an ethical question, but is unable to present a strong reasoning to support the existence of the question.	When faced with a specific case, the student identifies an ethical question, and knows how to explain the reason for its existence.
b) The student is capable of analyzing an ethical question.	When faced with an ethical question, the student is incapable of debating or analyzing the question, and is unable to understand the question.	The student is capable of debating and analyzing an ethical question, although the reasoning in support of the debate and analysis is incomplete.	The student is capable of debating and analyzing an ethical question, and presents a very strong reasoning in support of the debate and analysis.
c) The student is capable of debating and finding a solution for an ethical dilemma.	The student is not capable of applying ethical principles to solve an ethical dilemma.	The student is capable of applying ethical principles to solve an ethical dilemma, although his/her arguments in the debate reveal that he/she does not fully understand the relationship between these principles and the specific case under analysis.	The student knows how to apply ethical principles to solve an ethical dilemma, and knows how to adequately debate and justify his/her proposals.
3. Capacity to exercise a civic responsibility, and to act in defense of the principles of sustainability at both the organizational and social level.			
a) The student is capable of identifying the main problems in this context.	The student does not have the knowledge, nor the necessary awareness to address the questions in this context.	The student is capable of identifying some questions in this context, but is unable to assess their relevance and relative importance.	The student is capable of identifying some questions in this context and can debate their relevance.
b) The student knows practices and initiatives in this context.	The student does not know practices and initiatives in this context.	The student knows practices and initiatives in this context, but does not have the capacity and/or the experience to implement them.	The student knows and is capable of applying the principles of sustainability in this context.

SCHOOL OF ECONOMICS & MANAGEMENT

CONFERÊNCIA
NO ÂMBITO DA PÓS-GRADUAÇÃO EM GESTÃO DA SUSTENTABILIDADE

SUSTENTABILIDADE E EMPREENDEDORISMO: DESAFIOS E OPORTUNIDADES

29 MAIO | AUDITÓRIO CGD | ISEG

18h00 | Receção dos participantes

18h15 | Desafios e oportunidades. Apresentação da Pós-Graduação em Gestão da Sustentabilidade
Prof. Doutor Helena Neves Gonçalves, Coordenadora Científica da Pós-Graduação em Gestão da Sustentabilidade

18h30 | "O valor para os stakeholders ou o contrário?"
Luis Romão, "Entrepreneurial Emperor" (ISEG/ISA)
Professor Coordenador ISEG/ISETE

18h45 | Empreendedorismo e sustentabilidade
Dr. Francisco Barba - Empresário e Presidente da FNBB - Federação Nacional Associações Empres. Angol.

19h00 | Debate
Prof. Doutor Helena Gonçalves, Eng.ª Luis Richards, Dr. Francisco Barba, Dr. Helena Francisco, Doutora de Tereza Daga, Eng.ª Andreia Valga, Presidente da ASEP Inovação, Mafalda da Maia da Santos

19h45 | Final da evening

Confirmação de presença até dia 28 de maio para email seg@iseg.utp.pt

MODOS



BOOST YOUR TALENT
SESSÕES PLENÁRIAS

ECONOMIA SUSTENTÁVEL: O PAPEL DA ÉTICA E DA RSE

05 MAR 2013 | 16H | ANF 3

Orador: Arminda Neves, ISESP

Sessão do Mercado, Ética e Responsabilidade Social
Para alunos do 2º ano de licenciatura.

Inovação Social & Desenvolvimento
REFLEXÕES E ESTRATÉGIAS DE CASO



Empreendedorismo social: um conceito de empreendedorismo que visa resolver problemas sociais. Alguns dos países que se destacam no âmbito da inovação social são a Índia e o Reino Unido. Este livro apresenta um conjunto de casos de sucesso de inovação social em Portugal, bem como um conjunto de estratégias de inovação social para empresas e organizações de terceiro setor. O livro é dirigido a estudantes de licenciatura e mestrado, bem como a profissionais que trabalham em organizações de terceiro setor e em empresas que procuram desenvolver soluções inovadoras para problemas sociais.



Maria João Rodrigues Soares

Coordenadora Científica da Pós-Graduação em Gestão da Sustentabilidade, ISEG/UTP. Mestre em Gestão da Sustentabilidade, ISEG/UTP. Doutora em Gestão da Sustentabilidade, ISEG/UTP. Professora Auxiliar, ISEG/UTP. Coordenadora do Curso de Mestrado em Gestão da Sustentabilidade, ISEG/UTP. Coordenadora do Curso de Licenciatura em Gestão da Sustentabilidade, ISEG/UTP.



Ricardo Miguel Silva

Coordenador Científico da Pós-Graduação em Gestão da Sustentabilidade, ISEG/UTP. Mestre em Gestão da Sustentabilidade, ISEG/UTP. Doutor em Gestão da Sustentabilidade, ISEG/UTP. Professor Auxiliar, ISEG/UTP. Coordenador do Curso de Mestrado em Gestão da Sustentabilidade, ISEG/UTP. Coordenador do Curso de Licenciatura em Gestão da Sustentabilidade, ISEG/UTP.



ISEG ART DYNAMICS

CONFERÊNCIA
NO ÂMBITO DA PÓS-GRADUAÇÃO EM GESTÃO DA SUSTENTABILIDADE

SUSTENTABILIDADE E EMPREENDEDORISMO: DESAFIOS E OPORTUNIDADES

29 MAIO | AUDITÓRIO CGD | ISEG

18 ESCOLAS AJUDAS

UMA INICIATIVA SOLIDÁRIA DA UNIVERSIDADE DE LISBOA

CAMPANHA DE RECOLHA DE BEM - APOIO AO APOIO AOS RETORNADOS - A TUA AJUDA É FUNDAMENTAL.

11 de novembro a 11 de dezembro

ATELIER DE PINTURA INFANTIL DO ISEG



CONFERÊNCIA NO ÂMBITO DA PÓS-GRADUAÇÃO EM GESTÃO DA SUSTENTABILIDADE

SUSTENTABILIDADE, INOVAÇÃO E EMPREENDEDORISMO

5 JUNHO | 18h00 | ISEG, AUDITÓRIO CGD



PROGRAMA

18h00 | BEM-VINDA PARTICIPANTES

18h15 | A IMPORTÂNCIA DE INOVAÇÃO E SUSTENTABILIDADE NO DESENVOLVIMENTO DAS ORGANIZAÇÕES
Prof. Doutora Helena Gonçalves - Coordenadora Científica da Pós-Graduação em Gestão da Sustentabilidade

18h30 | EMPREENDEDORISMO E SUSTENTABILIDADE
Dr. Francisco Barba - Empresário e Presidente da FNBB - Federação Nacional Associações Empres. Angol.

18h45 | CAIF - ESTUDO SOBRE INOVAÇÃO E EMPREENDEDORISMO
Luis Romão - "Entrepreneurial Emperor" (ISEG/ISA)
Prof. Helena Neves Gonçalves

19h00 | DEBATE COM FÓRUM DE ORADORES
Moderador: Prof. Doutor Helena Gonçalves - Professora Coordenadora ISEG

ENTRADA GRATUITA
Confirmação de presença até 4 de junho para [email seg@iseg.utp.pt](mailto:seg@iseg.utp.pt)



alumni económicas solidário

24 de Novembro de 2016 | 19h30
Zeno Lounge, Casino Estoril

4º JANTAR SOLIDÁRIO

alumni ECONÓMICAS
ISEG/UTP