



Course: Introduction to Performance and Progress

Philosophy of the program

This course introduces the concepts underlining the balance of Performance and Progress in the corporate world. It is expected to reflect their roles as leaders/professionals in a changing society.

This course is unique because:

The course design aims to provide students with a reflective experience of the need to balance performance & progress in individuals and organizations supporting the global shift to a new convergent economy. The course focuses on the organizational tensions of these journeys towards sustainability and the alternatives to address them.

Suggested tools from the toolbox

Taking into consideration the fundamental purpose of this course, the learning methods most suitable for this course are:

- . The method of learning by examples (demonstration)
- . Learning-by-doing (practice by doing)

The teaching methodologies adopted are intended to stimulate the students' ability to go from theory to practice through the apprehension of concepts, tools, and methods explained in the course. Thus, they contribute to individual and group learning and develop critical analysis.

Sources that were used to create this course

Rangan, S. (Ed.). (2015). Performance and progress: Essays on capitalism, business, and society. OUP Oxford.

Rangan, S. (Ed.). (2018). Capitalism Beyond Mutuality?: Perspectives Integrating Philosophy and Social Science. Oxford University Press.

Smith, W. K., & Lewis, M. W. (2011). Toward a theory of paradox: A dynamic equilibrium model of organizing. Academy of management Review, 36(2), 381-403.

O'Rourke, D., & Strand, R. (2016). Patagonia: Driving sustainable innovation by embracing tensions. The Berkeley-Haas Case Series. University of California, Berkeley. Haas School of Business.



Suggestion for assessment

Students must show critical thinking, independent thinking, and problem-solving skills in all assessment methods. Students must collect information from multiple sources and think about possible implications for their professional endeavors.

One individual reflective assessment of the implications of this course for future professional endeavors (max. 2500 words)

Suggested assessment criteria (e.g., rubric)

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Information about the creator(s) of this course

Miguel is an Assistant Professor Adjunct at Nova SBE, teaching Entrepreneurship with Impact and Philanthropy.

Miguel was the Executive Director of the FAdS/Nova SBE Fundraising and Corporate Relations Department (20/22) and co-founder and Executive Director of the Leadership for Impact Knowledge Center (17/21).

Miguel was also co-founder and Executive Director of IES-SBS in Portugal (08/17) and Director for Ashoka Portugal (16/17). Before founding IES-SBS, Miguel worked in the private sector, with experience in telecom, tourism, and CSR. Nevertheless, between 2007 and 2017, he has been dedicated to developing the social entrepreneurship ecosystem in Portugal and Portuguese-speaking countries.

He is on the advisory board of several non-profit organizations and social entrepreneurship startups.

Global Executive M.B.A. (INSEAD) - Awarded the Social Entrepreneurship Scholarship; Master in Social Economy (ISCTE) - Developed the master thesis on the topic "The key success factors of the business models of the social entrepreneurship ventures"; Certificate of Professional Achievement in Non-Profit Management (Kellogg School of Management);