NOVA SCHOOL OF BUSINESS & ECONOMICS

TEACHING TEAM

Instructor: Loïc Pedras	Email: loic.pedras@novasbe.pt LinkedIn: https://www.linkedin.com/in/loicpedras/

PhD (UTS Business School, Sydney - Australia)

Assistant Professor Adjunct at Nova SBE. He researches hybrid organizations and institutional complexity. Teaches entrepreneurship, innovation and strategy. Loïc won the University Technology Sydney (UTS) Soul Award and was nominated for the UTS Teaching Award and UTS Award for Human Rights. Holds a PhD in Business (UTS), the ISEP executive program (INSEAD) and a diploma in entrepreneurship in emerging economies (Harvard Business School). He mentored start-ups, co-founded SportImpact and helped other firms worldwide (e.g. Papua New Guinea, Vanuatu, Colombia, etc). A passioned traveller, Loïc visited 170+ countries, is a sailing skipper and member of *Academics Without Borders*.

TA Coordinator: Leonor Jardine Neto	Email: leonor.neto@novasbe.pt LinkedIn: https://www.linkedin.com/in/leonor-jardine-neto/

MSc in Management (Nova SBE) – specialization in Social Enterprise

Teaching assistant of Managing Impactful Projects and Entrepreneurial Project. She is also a grader for several courses in the Executive Masters at Nova. Throughout her career, Leonor has been involved in several successful new product development projects with several local and multinational companies.
Her approach to innovation is rooted in Customer Development, Lean Startup and Design Thinking methodologies, which have helped her deliver high impact solutions that not only meet her clients' objectives, but more importantly, the needs of the end user. She is an experienced innovation project manager, facilitator, and mentor.

TA: Filipa Valentim Abrantes	**Email:** filipa.abrantes@novasbe.pt **LinkedIn:** https://www.linkedin.com/in/filipa-abrantes/?originalSubdomain=pt

MSc in Management (Nova SBE) – specialization in Business Administration

Filipa is an innovation specialist who is currently working on new business at Schréder Hyperion, aiming to create smart solutions for cities and enhance community life through technology. She has a solid grasp of emerging market trends, gained from her experience with global companies like Microsoft, Vodafone, and Huawei, where she managed digital transformation projects and launched IoT and other tech solutions. Filipa is passionate about education and innovation, demonstrated by her dedication to helping students bridge theoretical knowledge with real-world applications, notably through her involvement in NOVA SBE Innovation Ecosystem projects and mentoring start-up programs with academia and industry.

TA: Isabella Russo	Email: isabella.russo@novasbe.pt LinkedIn: https://it.linkedin.com/in/isabella-r-a66483256

MSc in Business Analytics (Nova SBE)

Teaching Assistant for the Managing Impactful Projects and a law student with a strong analytical background. She holds a Master's in Business Analytics from Nova SBE, where she specialized in impact-driven projects through a series of focused courses. She also holds a Bachelor's in Business Administration from Bocconi University and is currently pursuing a law degree at Università degli Studi di Milano. She has

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gained international experience at Georgetown University, where she studied International Project Finance, and has worked in procurement and business development at various companies.

OFFICE HOURS: We offer many opportunities for students to meet us to discuss progress, think about innovative ways to carry on your projects, measure impact and develop learning from the course. Your first point of contact should be the allocated teaching assistant.

COURSE UNIT AIMS. (Purpose of the course using broad, general terms)

The world lives extraordinary and unprecedented times with international events affecting world organizations at different levels. The MIP course offers the possibility for students to understand and create an impact skillset. Students will be focusing on diagnosing and researching organizations, through the lens of creating impact. Besides providing an in-depth awareness of complex organizational processes through project management, this module also offers project planning, prototyping, pilot execution and life skills that can enhance future work engagement and the rise of a possible individual competitive advantage in the global job market.

The main focus of this course is to understand, analyze, and create societal impact. Impact is a critical measure of work as the world stands together to achieve the Sustainable Development Goals (SDGs) by 2030 (check this link https://www.un.org/sustainabledevelopment/), however in this course and under the current circumstances we use a very broad understanding of impact and one that includes all elements and dimensions of social, environmental and economic impact.

INTENDED LEARNING OUTCOMES:

A practical and critical understanding of some of the various dimensions involved:

(a) Working through relationships:

- Understanding, analyzing and recognizing the importance of planning, adapting, communicating and learning to work with a range of different people, including the teaching team and group members, and understanding their different interpersonal working styles and how to navigate various interpersonal, cultural and political issues in managing relationships.
- Learning to give and receive constructive feedback. To critically reflect on the dynamics within project teams, clients and other parties, and how it influences work performance and output.

(b) Diagnostic approaches to impact consulting:

- To become familiar with ways to diagnose and interpret organizational issues and learn how to correctly and appropriately select, adapt and apply different approaches and perspectives as well as reflect upon their strengths, limitations and assumptions.
- Learning how to conduct and offer assessment and suggest suitable solutions for intervention to clients that focus on creating further impact

(c) Project management for impact

- To engage in project planning, management, evaluation and reflection. Appreciate the role of agreed deliverables, working protocols and creative problem-structuring.
- To understand that organizations have multiple choices that create distinct outcomes in relation to impact.

(d) Developing impact-led options:

- To engage in research, evaluation and recommendations of impact-led options for the organization and contribute to the development of further strategic options that lead to impact.

- To prepare, develop and use appropriately various modes of communication, including executive summary, client reports and presentations.

Demonstration of the Coherence of the Teaching Methods with the Course Unit's Learning Objectives

As organizations around the world start adhering to this impact mindset, this course provides an important platform for future careers. In learning through action students gain an advanced understanding of how relationships matter to develop and sustain impact whilst enacting their project management and time keeping skills.

TEACHING METHODOLOGY

Students will attend 90-minute classes that comprise lectures, mentorship, and group work sessions. Lectures will introduce the main concepts, mentorship sessions will put into practice the fundamentals of those concepts with specific exercises and, finally, students will have time to work in their groups with assistance from teaching team. Learning sessions will encompass elements of knowledge sharing (academic literature), general practice (application of knowledge) and group practice (application of knowledge in their own work). Individual reflection is also promoted. Students should foster an open mind and ready to 'learn' mindset. Learning to learn can be a difficult skill to acquire, requiring an open mind, a good understanding of the self, and openness to reflection.

COURSE SCHEDULE

How to generate impact in a company with a for profit design?

Week	Date	Topic	Knowledge	Learning Outcomes	Challenge
1	5-6 Feb	Introduction, Overview & SDGs	Importance for the future Impact definition/scope of SDGs	Work through relationships Understand SDGs	Functioning Group
2	12-13 Feb	Business Model Canvas & Value Proposition Canvas	Understanding tools for business diagnose	Diagnosing approaches to consulting & business	Model Company + Problem
3	17-21 Feb	Problem analysis & Project Management	*Online Mentoring Session by Appointment* Problem-driven analysis with INE Project Mgmanagement for Impact	Mindset switching to begin with problem	Model Company + Problem + VPC + BMC
4	26-27 Feb	Problem analysis & Project Management	Problem-driven analysis with INE Project Management for Impact	Mindset switching to begin with problem	Project Timeline + Tasks
5	5-6 Mar	Micro-credit & Micro-finance	Understanding tool for impact options & success	Learn through case studies and real-life examples	Working hypothesis ready
6	12-13 Mar	Mentoring & Prototyping	Learning the basics of prototyping and impact	Use technical tools for pilot project	Half-Way Report Questions ready
	16 Mar		**HALF-WAY REPORT SUBMISSION**		
7	2-3 Apr	Social Business Models & Impact	Understanding Impact, Mission and Social Business Models	Learn through case studies and real-life examples	Project update + Prototype
8	9-10 Apr	Pitch preparation	Learning pitch best practices	Communicate Impact	Project update + Prototype validation
9	**23-24 Apr**	The Logic Model & Circular Economy & **Quiz**	Using logic model for organizing impact & Applying course's knowledge	Understand the logic model	Prototype Improvement & Validation
10	28 Apr – 2 May	Social Innovation & Prototyping	*Online Mentoring Session by Appointment*	Understand Social Innovation & Prototype test	Project Logic Model
11	7-8 May	**PITCH**	**Reporting the final journey**	**From experience to case study**	**Practice Pitch**

12	14-15 May	Mentoring & course recap	*Online Mentoring Session by Appointment*	Impact Case Study Report	ICS Questions ready
	18 May		**IMPACT CASE STUDY SUBMISSION**		

1. Choice of a model organization: Students have to choose a for-profit organization (no social enterprises) that has no previous or on-going projects with Nova SBE. Students have to research and analyze the organization to come up with an actual feasible scope for a project with impact.

2. Project Scope: It is expected that students execute a pilot project testing impact. Therefore, students are expected to contribute by doing a project, through the model company, that will generate impact to a degree that can be measured. In this respect, students are invited to pay special attention to how temporal and spatial boundaries affect what can and cannot be done in their pilots – **this means you have to conclude your pilot before report submission date to build your impact case study.**

3. Team Creation: Teams of 5-6 elements will be randomly selected and cannot be changed throughout the 12 weeks of this course. **All teams must be functional by the end of week 2.**

ASSESSMENT

The assessment of this course is based in 5 components:

(i) Individual – Class attendance (10%):
Students will be granted 10% if attending and working all classes except first and last class.

(ii) Individual – Quiz (20%) – 23-24 Apr:
Students will participate in person and individually in a quiz that comprises all the discipline's content, from cases shown to class discussion. The 40min quiz will be done in class using Moodle.

(iii) Group – Pitch (20%) – 7-8 May:
The pitch presentation will be completed with a pitch deck and will be a maximum of 6 minutes where each student will present for a minimum of 1 minute. All visual formats are accepted. The pitch will focus on the full journey, evidence of impact, lessons learned and impact projection.

(iv) Group – Impact Case Study – halfway report (20%) – 16 March(23h00):
The impact case study will be split and delivered in two. The halfway report should consider: (1) An introduction to the model company; (2) A Business Model Canvas (BMC) and a Value Proposition Canvas (VPC) for the model company; (3) A deeper problem analysis (INE); (4) at least two working hypotheses on how to better address this problem with the (yet to be) managed project;

(v) Group – Impact Case Study – full report (30%) – 18 May (23h00):
At the end of the semester, students are required to submit an Impact Case Study (ICS) with a maximum of 8 pages, not counting cover and appendixes. The ICS must should contain: (1) Executive Summary; (2) Introduction of the model company; (3) BMC and VPC of the chosen model company; (4) two working hypotheses; (5) a well explained journey of the whole process including decision-making and details of project management with evidence of prototype; (6) a well-designed logic model; (7) impact potentially achieved with measurement, indicators and projections; (8) Next steps of the project: how will your work

could have a lasting and sustainable impact; (9) Lessons learned: summary of important lessons for the group. A more detailed list of suggested topics will be made available closer to the submission date.

Note: the information provided in the halfway report won't be judged (or graded) in the final/full report – changes are allowed but only encouraged if they become more adequate to the new context, if applicable. Peer assessment upon request.

DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODS WITH COURSE LEARNING OBJECTIVES

By doing a pilot project to transform a regular for-profit enterprise into an enterprise with impact, students will learn the key principles of Managing Impact Projects hands-on. The course also connects students with a up-to-date and relevant skill-set highly valued in the global job market, converting students into change agents. Real-life case studies will enrich their learning journey. The end goal of the course is to expose students to a social venture mindset that can be useful in their future regardless the sector you will work for.

RESOURCES

There are multiple resources for understanding, analyzing and working organizations and impact. These are just a selection to get you started:

- Craig and Snook (2014) From purpose to impact, Harvard Business Review, May 2014 issue, electronic reference https://hbr.org/2014/05/from-purpose-to-impact
- Kearins, K., & Springett, D. (2003). Educating for sustainability: Developing critical skills. Journal of management education, 27(2), 188-204.
- Rusinko, C. A. (2010). Integrating sustainability in management and business education: A matrix approach. Academy of Management Learning & Education, 9(3), 507-519.
- Starik, M., Kanashiro, P., & Collins, E. (2017). Sustainability management textbooks: Potentially necessary, but probably not sufficient.
- Urban, M. & Yip, C. (2017, May). Basic impact: Examining the potential impact of a basic income on social entrepreneurs. The Mowat Centre & Centre for Social Innovation, Toronto, Canada.
- https://sustainabledevelopment.un.org
- https://elearning.fao.org/#/elc/en/courseCategories
- http://www.businessfor2030.org/
- https://trello.com/b/p8PPLalb/mip