

Social responsibility and organizational culture: Presenting the SResp HED-Index and the SResp IND-Index to improve destination attractiveness and employability

A responsabilidade social e a cultura organizacional:
Apresentando os índices SResp HED-Index e SResp IND-Index para
melhorar a atratividade de destinos e a empregabilidade

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Abstract | This article involved a focus group interaction and introduces definitions of the SResp IND-Index (the Social Responsibility Individual Index) and the SResp HED-Index (the Social Responsibility Higher Education Index). Our objective is to disseminate how higher education institutions may improve destination attractiveness and competitiveness, and how individuals may improve their job prospects, through Social Responsibility (SR) initiatives and increased SR ROI (Social Responsibility Return on Investment). For this to be achieved we discuss theory on organizational culture and change, and on destination attractiveness. The focus group interaction revealed some profit-seeking behaviour, with regards to taking part in social responsibility initiatives, however signs of altruism were also present. Believing in the goodness of mankind is essential, and harboring positive thoughts for the future should be more widespread. By making SR more transparent, for those linked to higher education, we foresee that a positive change may occur in the world.

Keywords | Destination attractiveness, social responsibility, higher education, organizational culture, focus group

Resumo | Este artigo envolveu uma interação em *focus group* e introduz definições do SResp IND-Index (*Social Responsibility Individual Index* ou Índice de Responsabilidade Social Individual) e do SResp HED-Index (*Social Responsibility Higher Education Index* ou Índice de Responsabilidade Social do Ensino Superior). O nosso objetivo é disseminar como instituições de ensino superior podem melhorar

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a atratividade e competitividade de destinos, e como indivíduos podem melhorar as suas perspetivas de emprego, através de iniciativas de Responsabilidade Social (RS) e de SR ROI (*Social Responsibility Return on Investment* ou Retorno sobre o Investimento em Responsabilidade Social) incrementado. Para estes objetivos serem alcançados discutimos teoria sobre cultura organizacional e mudança, e sobre a atratividade de destinos. A interação em *focus group* revelou algum comportamento de busca de lucro, no que diz respeito a fazer parte de iniciativas de RS, no entanto sinais de altruísmo também estavam presentes. Acreditar na bondade humana é essencial, e ter pensamentos positivos sobre o futuro deveria ser mais comum. Ao tornar a RS mais transparente, para aqueles ligados ao ensino superior, prevemos que possa ocorrer uma mudança positiva no mundo.

Palavra-chave | Atratividade de destinos, responsabilidade social, ensino superior, cultura organizacional, *focus group*

1. Introduction

More and more companies are being held accountable – not only by governments and activists, but by the media also – for their “social behaviour”; or for the consequences for society of their business activities. Very visible rankings already exist of companies as regards their corporate social responsibility (CSR) performance and CSR is, thus, increasingly, in the four corners of the world, a priority for senior leadership (Porter & Kramer, 2006). Rankings for individuals and for higher education institutions, which we will propose below, are still, however, lacking.

This paper is primarily about Corporate Social Responsibility (CSR) – which “can broadly be understood as a commitment that an organization must have towards society, expressed through actions and attitudes that affect it positively” (Anholon et al., 2016, p.740) – and how it may contribute to improve the attractiveness and competitiveness of a destination, namely a university (and its environment).

Businesses and their social impact has been a topic growing in interest since the early nineteenth century, at a time when such efforts were aimed at giving “employees good living and working conditions, education and healthcare” (Huczynski &

Buchanan, 2013, p.68). CSR may present itself as self-defence mechanism (self-regulating), or alternatively as resulting from affluence (to maintain sales and deflect criticism), or yet still due to an effort at greenwashing (with responsible reputations leading to increased profits) (Huczynski & Buchanan, 2013). Being ethical, contributing to economic development, benefitting the environment, employee work life, and local communities, are new mile sticks whereby companies (and, we argue, higher education institutions) are judged (Huczynski & Buchanan, 2013).

“Cities, states, regions, and whole nations compete to attract tourists, residents, factories and company headquarters” (Kotler & Keller, 2016, p.28). Being socially active and responsible may increasingly serve as a distinguishing factor of places and may add to their attractiveness within a greater region.

Universities (and not only in Portugal) currently compete for students mainly at the national level, but also at the international level. In an era where, in the developed world, less and less babies are being born, in what is an ageing society, students wanting to go to university are a treasure indeed. This means that universities will need to work hard to attract students, and hopefully the best students, who will want to stay on, after

their first cycle degrees, to do master's and then doctoral degrees as well. Just as there are currently rankings for universities based on a number of factors (university campus atmosphere, number of publications, total student experience, percentage of students who finish their degrees, cost of living, starting salary after graduation, etc.) so we foresee that social responsibility will be one of those factors, increasing significantly in importance as time goes by. Firms which are less socially responsible (e.g., employing child labour, or hurting the environment) attract less business. Little research has been done, however, to date linking universities to organizational culture and to social responsibility. The research question is, thus: how may strategic CSR contribute to the improvement of the attractiveness of a destination, namely a university and its environment, in particular as a basis for the building of an organizational culture espousing a positive effect on society? Marketing strategy, Liu and Chou (2016) remind us, includes the marketing mix of product, place, price and promotion, or the 4 Ps, and thus what we define and promote as our product will impact the attractiveness of our destination. "Event advertising was found to have a positive effect on people's attitude toward the hosting cities" (Kim & Jun, 2016, p.1), so places may be positively impacted by the communication and hosting of CSR events. Finally, additional efforts, beyond what is legally required of organizations, according to GRACE (2011), is a voluntary exercise performed in the expectation that profitability will improve, and higher education institutions are no different in this respect

2. Social responsibility and social profit

The research area of interest is that of social responsibility (SR) and its basis and relevance in the creation of an effective organizational culture in higher education. Organizational culture

may be defined as 'how things are done around here' (Erdhart et al., 2016, p.31). Organizational culture involves "the shared values, beliefs, and norms which influence the way employees think, feel, and act towards others inside and outside the organization" (Huczynski & Buchanan, 2013, p.803). We aim to improve destination attractiveness and competitiveness, and the mission (of teaching, doing research, and of transferring technology to industry) of a higher education institution in particular – the University of Aveiro – by way of increasing its socially responsible reputation, which will act as a magnet to attract visitors and residents.

While Gras-Gil et al. (2016) found a negative relationship between corporate social responsibility and earnings management, we aim not only to find opposite evidence, namely of a positive relationship between social responsibility and economic well-being, but to extend this relationship to also include the notion of social profit – that is, feeling good about oneself and what one does – all the more important in a socially-oriented society, which is much the case in Europe, at the time of writing (Bongiovanni, 2012; Oliveira & Ferreira, 2013). This is the explanation behind the success of online micro-credit platform www.kiva.org. Entrepreneurs in need of relatively small amounts of money are given financial aid for their projects e.g., 200 US dollars to buy more stock of phone accessories, for an entrepreneur called Nancy, located in Kenya – see Kiva (2016); the minimum loan amount is 25 US dollars, and credit from previous loans may be used also (image 1). Those who lend the money do not receive interest. Why lend money then, and run the risk of not getting repaid (this risk exists), if lenders do not receive money (interest) in exchange (asked a marketing student of one of the authors, after a given lecture)? The concept of social profit enters here. People do not receive an interest rate for the lending of their money but feel good about themselves and their actions instead. Which is a valid moti-

vational factor. “Engaging in socially responsible activities not only improves stakeholder satisfaction, but also has a positive effect on corporate reputation.” (Gras-Gil et al., 2016, p.289). We aim to, with social responsibility efforts, improve how higher education students, staff and lecturers feel about themselves, while also improving the reputations of individuals (people involved in social responsibility efforts) and higher education institu-

tions (actively involved on the social responsibility front). We foresee that in the future higher education institutions will also be increasingly judged on how well they are training and producing socially responsible individuals – which also has much to do with what goes on outside the immediate classroom teaching environment (Au-Yong-Oliveira & Szczygiel, 2016; Au-Yong-Oliveira et al., 2016).

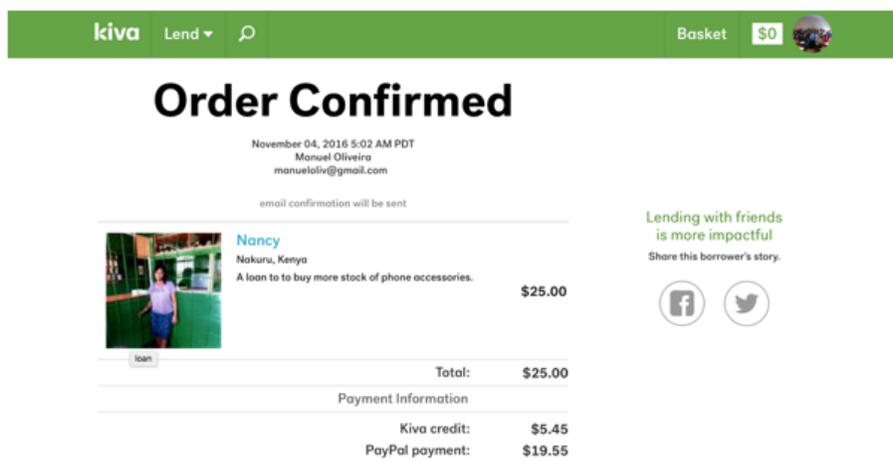


Figure 1 | Lending for social profit on the www.kiva.org platform

Organizational culture may be defined as “what remains when that which has been learned is entirely forgotten” (Selma Lagerlof (Petit, 1960, p.100, as quoted in Usunier, 1998, p.16)). Another definition for culture is “the collective programming of the mind that distinguishes the members of one group or category of people from another” (Hofstede, 2001, p.9). Different organizations and institutions have different organizational cultures – which means that people go by different “invisible” rules in different places. For example, being a successful football player or coach at one football club does not mean that success will be easily replicated at another football club. Conditions vary and what is acceptable and even promoted in one place, may not be at another. The same goes for companies and even universities, which needless to say register tremendous differences from coun-

try to country (Hofstede, 2001). While studying in Kazakhstan, students who are good friends with their teachers may do better; while in the Iberian Peninsula students reportedly copy more (Teixeira, 2011) than, for example, in the UK. The hidden codes of conduct, values and beliefs need to be studied and analysed especially if more time is to be spent at a destination or if a great deal of money is involved, for example.

Culture has to do with behaviour and is: “the pattern of beliefs, values and learned ways of coping with experience that have developed during the course of an organization’s history, and which tend to be manifested in its material arrangements and in the behaviours of its members” (Brown, 1995, p.32). If a university wants its academic community to be more socially responsible, then the promotion of such behaviours should occur and

be espoused by the most senior members of the organization. Image 2 is an example of this, whereby senior leaders, pictured with students, at the University of Aveiro, both provided physical, monetary and media support for a social responsibility

project with student volunteers – a project which gathered food, school materials, and health care products for a NGO (Non-Governmental Organization) – Acreditar Coimbra – providing aid for children with cancer and their families (figure 3).



Figure 2 | Volunteers for a social responsibility project at the University of Aveiro (2016)

Other social responsibility projects include those in aid of a socially oriented enterprise, involving child care, in Aveiro, in efforts led by DEGEIT students, co-founders with the authors of the “Be Human – Solidarity is in your DNA” / “Sê Humano – A solidariedade está no teu ADN” brands. Financial and material donations were made, following fund-raising efforts, for which the organization was grateful. In times of crisis, it is hard to meet financial commitments, when funds from paying customers are very low and there is rent to be paid, for the use of physical installations. One of the authors was present during the delivering of the financial and material aid.

Another brand, created by students, a DEGEIT project led by industrial engineering students, simi-

larly aims to contribute to a better world. Blood donations, donations of food and financial aid, and voluntary work, are some of the objectives of the student body.

The authors also provided aid to another socially oriented enterprise, namely for their e-Christmas Campaign, in 2016. One of the authors visited their “Quinta”, or farm, in Ílhavo, which has 80 workers, 60 of whom with minor special needs. This very large IPSS, one of the largest of its kind in Portugal, has 230 workers, in total. At the farm, in Ílhavo, one may buy agricultural products, carpentry products, deserts, hand-made and hand-painted pottery products, as well as specific textile garments, among others.



Figure 3 | News item published by the UA Jornal Online, in 2016

The increase in student activity related to social responsibility is a good indicator that DEGEIT is moving in the right direction.

Limited research has been performed to date on how universities can foster strong cultures based on social responsibility initiatives, though organizations in general have been classified as being a “‘bonus culture’, ‘binge working culture’ or ‘masculine culture’” (Bratton & Gold, 2012, p.148). The key issue is what values, beliefs and stories motivate an organization’s members to excel, so that “organizational culture is greater than the sum of its parts” (Bratton & Gold, 2012, p.150). Universities have values such as: sharing knowledge with students, promoting a learning atmosphere, promoting extra-curricular activity, promoting knowledge transfer between academia and industry, promoting an atmosphere of excellence and a meritocracy. By wanting to have students, lecturers

and staff participate in social responsibility events universities may be able to distinguish themselves in the marketplace, indeed the University of Aveiro already does, in Portugal. For example, in a recent initiative, G.I.R.O. 2016, in favour of the environment, in Ílhavo, Portugal, in October 2016, 18 University of Aveiro students and a DEGEIT department committee member cleaned up beaches, analysed physical accessibility platforms to beaches, according to best practices, and helped plant vegetation to help preserve the sand dunes on beaches (in view of harsh Winters and rising sea levels sand dunes suffer a great deal of erosion and need protecting). According to Penha et al. (2016) having a perspective of corporate social responsibility leads to greater satisfaction at work, namely with: leadership and nature of the task (s); satisfaction with one’s salary; and, finally, satisfaction with work colleagues. These

are consequences that greatly interest senior leadership at DEGEIT. In order to make an organization change, for example to make it more socially responsible, Lewin's model (1951, as quoted in Beardwell and Thompson, 2014) is based on three steps, for long-term change: establishing dissatisfaction with the *status quo* (unfreezing), effecting change for the new (moving towards new values and behaviours), and stabilizing and reinforcing the new ways of working (looking at results and adjusting where necessary) (freezing). Though this model has been criticized (Beardwell & Thompson, 2014), due to the complex and unpredictable nature of real change, which involves people, it still has its benefits, namely in communicating that through planning one may gear organizations in a given direction, towards certain values.

4. Attractiveness of destinations

"Understanding the image and the perception of a city is a prerequisite when establishing a successful place brand [...] Researchers have agreed that different stakeholders can have divergent perceptions of place image" (Chan & Marafa, 2016, p.1285). Destinations are more or less attractive according to a number of indicators: safety, cost of living, innovative attractions available, pollution level, social atmosphere, availability of jobs, mobility, among others. For example, "with the absence of heavy industry and pollution from intense commercial development, Kinmen is a significant source of additional value for tourism in Taiwan" (Liu & Chou, 2016, p.298). Yet another example may be given, namely how "stakeholder groups think of Hong Kong as a conventional tourist destination and as a cosmopolitan metropolis" (Chan & Marafa, 2016, p.1285). On the other hand, both positive and negative associations may be made as regards a destination: "Tourists are attracted to Ghana's rich offerings in culture and natural envi-

ronment, including the UNESCO listed Cape Coast Castle, Elmina Castle, Kwame Nkrumah Mausoleum, and Kakum and Mole National Parks. Challenges faced by tourists include the visa acquisition process and mobility within the country" (Deichmann & Frempong, 2016, p.176). Furthermore, marketing and branding efforts (which aim to increase trust and loyalty) positively impact the attractiveness of tourist destinations, especially in the long-term, while keeping in mind that "reaching busy consumers requires a succinct message [...] Brand equity can be a brand, name and symbols that can serve as an advantage or disadvantage and can thus increase or decrease customer perceptions of the value of a product or service." (Liu & Chou, 2016, p.299).

It should be noted that destination attractiveness may increase significantly due to certain trigger events. Whilst the University of Aveiro plays a singular role in the attractiveness of the city of Aveiro, we maintain that as the reputation of the former increases, due to social responsibility initiatives, so too will the city become a more sought-after destination.

5. Presenting the SResp IND-Index and the SResp HED-Index

In the future, much as corporations today are rated for their CSR [Corporate Social Responsibility] practices (e.g., the Dow Jones Sustainability Index, FTSE4Good Index), so will, we foresee, universities be rated for the same purpose – their social performance. We herein also suggest criteria to rate higher education institutions on their social impact (SResp HED-Index) – which will in future serve as a basis for a higher education institutions' ranking concerning social responsibility (SR) – including, for example, the number of students taking SR courses per year; the number of students and staff entering in SR competitions per year; the

number of students, as well as teachers and staff, involved in SR and volunteering initiatives, annually; the number of not-for-profit organizations aided, per year; the number of SR academic papers published per year; the number of SR-related prizes per year; and the existence and size of a unit dedicated to SR within the higher education institution. Indeed, an individual index (SResp IND-Index), ranking individuals on their contributions to society, may also be similarly created, including:

- the number of SR courses taken per year;
- the number of entries in SR competitions per year;
- the number of academic papers on SR written per year;
- the number of SR-related prizes per year;
- the number of volunteering initiatives, annually;
- the number of not-for-profit organizations aided, per year; and
- the belonging to a unit dedicated to SR within the higher education institution (or another type of organization).

Thus, a SResp IND[Individual]-Index could be: Annual [over a twelve-month period, but not necessarily from January to December] SResp IND-Index = (Number of SR courses taken in previous year + Number of entries in SR competitions in previous year + Number of academic papers on SR in previous year + Number of SR-related prizes in previous year + Number of volunteering initiatives in previous year + Number of not-for-profit organizations aided in previous year + Number of SR organizations belonged to in previous year)/7; where scores higher than 1 are seen to be generating a high return on investment in SR – or a high SR return on investment (what we choose to call SR ROI). For example, an individual may have entered in SR competitions three times in the

previous year (three GRACE Academy competition projects); may have written one academic paper on SR; may have participated in one volunteering activity (G.I.R.O. 2016); having aided two not-for-profit organizations (Acreditar Coimbra and Casa Mãe de Aradas); having won a SR-related prize (second place in the GRACE Academy competition in 2016); and belonging to a SR think-tank (Be Human – Solidarity is in your DNA); giving a score of $9/7 = 1.29$ or 129%. The SR ROI, greater than 1, is thus a very positive result.

Or, as an alternative, the SResp IND[Individual]-Index could be simply measured by the amount of money raised for charity in the previous year, by the individual; and the SResp HED[Higher Education]-Index could be simply measured by the amount of money raised, for charity, in the previous year, by the organization. A one hundred thousand Euro threshold, for individuals, or a five hundred thousand Euro mark, for higher education institutions, could be indicative of excellent performance.

The emphasis, however, of the authors, in promoting SR activity, is to “teach people how to fish” rather than “giving fish to those in need”. As Nobel Peace Prize nominee Bono Vox (lead vocalist of the band U2) stated, simply giving financial aid is not the best option to solve the (extreme) poverty problem in Africa, for example – entrepreneurial capitalism is. Thus, the number of entrepreneurial jobs created may also be a valid measure of SR activity.

The difficulty in creating such indexes is not in the index itself (e.g. the application of a formula, executable by an app or Excel sheet), but more in the certification for the mark achieved (and avoiding people being dishonest about their contributions). A committee may be formed to classify individuals and higher education institutions for their SResp HED-Index (higher education) and SResp IND-Index (individuals), respectively. The SResp IND-Index, for individuals, exists to improve motivation levels amongst our student

population, while promoting the best of values, and improving the employability prospects of new graduates from universities. The SResp IND-Index aims to be a differentiating factor in the marketplace. The SResp IND-Index will function as a SR report at the individual level, issued by a reputable institution (such as the University of Aveiro). It will also be possible to post the classification on social networks such as LinkedIn, giving individuals even more visibility than they currently have. On the other hand, the SResp HED-Index is to improve destination attractiveness and competitiveness, by espousing the best of human values and practices, and by making students want to become a part of the socially responsible effort at the higher education institution.

6. A focus group on social responsibility – Method and results

A focus group (audio recorded with permission), on the topic of social responsibility, was held, for just over one and a half hours, in mid 2016, with University of Aveiro undergraduate students and about how students may contribute to the betterment of society. The eight students present (excluding the group moderator) were carefully chosen for the reason that they were active in student associations, student bodies, university committees (involving both students and lecturers), and social responsibility efforts, which, though highly enriching activities, are seen to be extracurricular volunteer work with the general objective of bettering higher education systems, policy and general student and society well-being.

The focus group (or group interview) moderator was one of the authors, who geared the discussion, without being intrusive, to provide in-depth results and perspectives on social responsibility – namely, what students were currently involved in, on the social responsibility front, and why. The

interest was not only in the individuals themselves but also in how the theme emerged as a result of the group members' collective views, in what was a qualitative research effort (Bryman & Bell, 2015). The focus group began with an introduction, whereby the participants were thanked for their availability, and the topic of the discussion was also clarified. The participants were asked to talk only one at a time.

The focus group script focused on the following areas, in order to promote the discussion: extracurricular activity (including collaborations with student bodies and not-for-profit firms, as well as being mentors on the university tutoring program), benefits of extracurricular activity, successful knowledge-transfer and learning (did students feel lost when on internships or did what they learn at university help them adjust to the practical challenges?), democratic versus authoritarian teachers (and their roles in education as regards student development and empowerment), students' objectives in higher education (new experiences, enjoyment and fun, preparation for the workplace, among others), social responsibility (including helping NGOs fulfil their mission, as well as setting up novel entrepreneurial projects to help the local community) and other volunteer work (one initiative at DEGEIT involved organizing blood donations, mainly by students, as this activity is running into difficulty due to some prejudice and fear of giving blood).

We herein provide some insights as to what the focus group uncovered, without specifically citing *ipsis verbis* any of the participants.

The focus group results included a discussion on networking, which was seen to be an important theme, with students actively seeking to get to know people who will be a benefit to their lives, and academic and professional careers in particular. The focus group also revealed that students view volunteer work as including working in companies on internships, to learn and also help organizations evolve. One student participant had

collaborated for some time with an organization to help animals, mainly dogs. Dog hygiene, personal care and accompaniment were the objective.

When the focus group participants were asked about what the motives were for taking part in social responsibility initiatives, subsequent employment levels were very important, according to one student. Any way to add value to one's academic path was fundamental. So, one might say that, ultimately, there is an economic motive behind much of the volunteering activity. Another perspective was that by helping others we were actually helping ourselves, as we are all interconnected – “what goes around comes around” – we can no longer say that what goes on in Syria is of no consequence to us – given, for example, the refugee problem, in Europe and abroad. Important competences may also be gained by doing volunteer work, namely soft skills, highly valued by enterprises at present and by the focus group participants in particular.

One student, with responsibilities at the student association level, said that his motive was to better the student experience and evolution possibilities, he did not think much about his own needs, rather he focused on others.

The focus group revealed that the participants adopted the stance whereby living in society means that we are all responsible. Studying, a seemingly individual activity, may lead us to believe that we do not need others to get along. This, however, was not true, one student said. No one knows the future and in helping others we are actually helping ourselves. One student said that the grades one finishes a degree with are secondary to other initiatives they have been involved in – negotiation, for example, and being able to sell an idea to a business leader, as well as presentation skills and communication skills to a large audience – getting over “stage fright”. Another student said that extracurricular activity and class work are both important, and should be conciliated, but that undoubtedly by doing social-related work she had learned a lot, which classroom in-

teraction would not have been able to teach her. Evaluation methods, as an example, are somewhat arbitrary, in so far as a degree of luck is necessary to consistently have high grades. Course work and essays are better evaluators of what a student is capable of doing, this participant added.

In sum, the focus group interaction thus revealed some profit-seeking behaviour, by participants, which was to be expected – with regards to taking part in social responsibility initiatives. Economic benefit, directly through the gaining of valuable contacts, or indirectly through the building of a solid and favourable reputation, were a conscious aim. However, signs of altruism, of wanting to do good without necessarily expecting or receiving anything in return, were also present. Believing in the goodness of mankind was seen to be essential, by the young focus group participants (all under 24 years of age, at the time of the interaction), not yet showing evidence of marked negative life experiences. Certainly the harboring of positive thoughts, and the executing of positive actions, now and in the future, should be more widespread, was the view shared by the group.

Finally, the role of accessible teachers was seen to be very important, rather than having distant teachers who did not interact with students. Specific extracurricular activity, with teachers acting as mentors, could be very enriching and beneficial and was an additional reason for participating in volunteer activity in academia. The participants all showed great maturity in the conscious choice of what they wanted to do with their spare time and showed a significant degree of prowess as concerns the judging of character – their own and that of others they were involved with. We are brought to suggest that our SR-active focus group participants are emotionally adept, rather than focused on academic perfection, as this latter choice may lead to missing out on what really counts in life – human interaction for mutual benefit, and giving more than receiving.

7. Conclusions and suggestions for future research

"My father always taught me that when you help other people, then God will give you double," famous footballer and very socially responsible Cristiano Ronaldo said, in 2013, "and that's what has really happened to me. When I have helped other people who are in need, God has helped me more." (Saul, 2015). This makes it seem that when we help others some form of "payment" is expected, even if it be to sleep better at night, with a guilt-free conscience, or possibly something more concrete – to score more goals and win more football matches. Our focus group interaction also indicated that students generally expected some form of return from being socially active and responsible, even if it was to gain more relevant competences and contacts. Albeit, a degree of altruism was also seen to be present. This form of motivation, whereby one helps oneself by helping others, rather than by punishing others, is of course not new and Daniels (2000) wrote about positive reinforcement and about how to bring about positive change, in society and in organizations.

Additional efforts, beyond what is legally required of organizations, according to GRACE (2011), is a voluntary exercise performed in the expectation that profitability will improve, and higher education institutions and individuals are generally no different in this respect.

One might think that having a very significant amount of money is of no use if one cannot guarantee a safer world for one's children. Mark Zuckerberg, Co-Founder of Facebook, pledged to donate 99% of his fortune to charity (to a total of 45 billion US dollars) (*BBC News*, 2015). A world where there is significantly less terrorism, war, hunger or extreme poverty is also our ambition, and we want more people to share this vision and to take ownership of the search for solutions.

Thus we have been able to witness significant social responsibility efforts by students wishing to

do good, and one may see that what one believes can have a great impact on who we are and what change we achieve in life (Oliveira, 1993). The students in the focus group genuinely intend to help others with their initiatives, though also helping themselves in the process. The elimination of extreme poverty may be an objective to have – for certain organizations and for certain geographical regions. At the University of Aveiro we might ambition to help our students improve their financial prospects and starting salaries – for example, to get starting salaries above 1,000 euros. To help our students find better-paying jobs may entail proving that our students have the best values and that they have been trained to care about positive change in society. To this end our aforementioned indexes (the SResp HED-Index and the SResp IND-Index) may contribute, as they seek to measure and encourage contributions.

Our article, we hope, has shed some light on this issue. Transparency and the sharing of information (e.g., on Facebook) may change inequality, as we saw with the example of the Arab Spring (Bono Vox video). We aim to make SR more transparent and to disseminate SR practices – with our proposed indexes and the notion of SR Roi – which in turn will impact and serve as positive signs related to organizational culture.

The authors have been active in aiding DEGEIT students fulfil their social responsibility ambitions. We have publicized their efforts, in our online newsletter *Jornal UA Online*, and on our Facebook and DEGEIT department website. This has led to greater visibility and motivation levels. We have established partnerships with GRACE, a not-for-profit association with growing power and presence in Portugal, in order to disseminate SR practices in the University of Aveiro. The GRACE annual SR competition has grown from one group participation by DEGEIT to close to forty group participations in the span of three years. GRACE directors have visited DEGEIT to give talks on SR and to raise awareness. This paper seeks to con-

tribute, in whatever small way, to making higher education evolve in the desired direction, as we herein have sought to tell our own story so that it may be of benefit to similar others aiming to also do good.

As concerns future research, we suggest that the development of an annual SR marketing plan, by higher education institutions, listing SR initiatives and target segments, with marketing objectives and strategies, seeking change and SR visibility, will need to be a minimum requirement, we foresee; and it would be interesting to measure how many higher education institutions perform this activity in the near future and what results they obtain from their efforts. This exercise could even be executed at the individual level, to increase employment prospects, and as a part of personal marketing efforts. If certain high profile individuals, with managers to aid them, are helping others in a significant way, and are even setting up museums to exemplify how they have excelled (e.g. Cristiano Ronaldo and the CR7 museum, on the island of Madeira), then even more ordinary individuals would do well to consider SR activity too. Planning is about thinking ahead. It is about considering problems and how to solve them. Gaining visibility and establishing a reputation is paramount – both at the individual level as well as at the organizational level – and warrants in-depth thought

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