Report on Global Responsibility

Corporate Social Responsibility

This is our Sharing Information on Progress (SIP) Report on the Implementation of the Principles for Responsible Management Education
Renewal of the Commitment
to the Principles for Responsible Management Education

As an institution of higher learning involved in the education of current and future managers and leaders, IESA is committed to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education, reporting on progress to all stakeholders and exchanging effective practices with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions, and associations to adopt and support these Principles.

Sincerely,

[Signature]

Gustavo Roosen
President
Instituto de Estudios Superiores de Administración-IESA
Mission, Vision, Values and Principles

Mission Statement

To prepare individuals capable of assuming leadership positions such as professionals, managers, or entrepreneurs, in order to contribute to the success of private, public and non-profit organizations. Thus, the institute generates processes that constitute a contribution to the development of society.

To this end, IESA produces, adapts and disseminates knowledge in the field of management, applicable to the local reality and relevant in the global context.

Our Vision

We will multiply IESA´s impact by the development of responsible leaders for the public and private sectors, and the promotion of values and practices of entrepreneurship and progress in Venezuela, Central America and the Caribbean.

Our Values and Principles

IESA is guided by the following principles and values:

Fundamental values:
- Honesty and compliance with norms
- Excellence in each and all endeavors
- Solidarity and willingness to contribute to the welfare of others
- Social responsibility
- Innovation, flexibility, and adaptation

Institutional principles:
- Compliance with the law
- Serve all members of the community fairly and equitably
- Constant search for knowledge
- Respect for the diversity of ideas and plurality of cultures
- Independence from economic, political, and religious interests
- Accountability

Decalogue

1. **Honesty**: I will always be fair and straightforward in my actions. I will never make unfair use of my IESA colleagues for my own ends. I will never present the ideas of others as my own, nor knowingly provide false information.

2. **Excellence**: I will make every effort at all times to undertake my work, tasks, responsibilities, and actions to the best of my ability, aiming to protect and maintain IESA’s high prestige and that of its community.

3. **Mutual respect**: I will respect and pay attention to my colleagues, professors, and other members of the IESA community. I will abstain from using disrespectful, vulgar or
aggressive language. I will not discriminate against other individuals because of their opinions, features, or beliefs.

4. **Righteousness**: I will always act in accord with IESA principles and values, over and above personal interests of an economic, political, or religious nature. Should I find myself in a conflict of interest situation, whereby I might unfairly benefit, I will declare so and act correctly.

5. **Individual responsibility**: I will willingly accept observations from my colleagues concerning situations in which I might be violating obligations and commitments I have assumed as a member of the IESA community. Similarly, I assume responsibility to assist my colleagues in complying with these obligations and commitments.

6. **Social and environmental responsibility**: I commit to contribute to the welfare of society and the protection of our environment. I will join activities aimed at generating tangible support to improve the quality of life of our communities.

7. **Trust**: I will strive to generate trust in my actions, and be consistent in what I do and say. When in doubt over the opinions or actions of other members of the community, or disagree with them, I will first turn to those individuals and abstain from disqualifying what they may not have understood or verified.

8. **Confidentiality**: I will act responsibly in the management of IESA information, and that of its community and related individuals and organizations. I will not make public information of a private or confidential nature.

9. **Institutional loyalty**: I will defend the values and patrimony of IESA. In my behavior I will keep in mind that I represent the school, and my actions may affect its reputation. When disagreeing with decisions or declarations by other members of the community, I will offer my comments or positions in accord with IESA principles and values.

10. **Compliance with norms**: I will comply with IESA norms as set forth in the by-laws, regulations, and manuals, endeavor to improve them by means of constructive suggestions, and collaborate to ensure their compliance. I will never draw on lack of compliance by others to justify my own actions. I will act at all times in accord with the commitments assumed in this Decalogue.
The principles for responsible management education

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Building leadership skills in responsible managers

At IESA this principle is achieved via course content and student assignments, including field exercises, individual and team projects, simulations and field work. Additionally, students may volunteer to participate in extra-curricular activities that contribute to building leadership skills.

Programs and course offerings include the issues of entrepreneurship, leadership, corporate social responsibility and ethics as topics not as peripheral but as central components in their content.

Social entrepreneurship is the willingness of people to create initiatives that combine the creation of social value with economic value. A social entrepreneur is a person who has a transcendental ambition, which can solve problems of a more structural way and in a sustained manner over time. For this there are competencies of companies that are very useful, because often the NGOs failed in their mechanisms of sustainability and in this sense, have learning opportunities copying business. The success of a social enterprise is measured first by the needs it seeks to satisfy, but also for its ability to sustain its initiative in time.

IESA has taken several actions to promote social entrepreneurship: first, to understand the motivations of the entrepreneurs, which leads them to take action, whether for concern for others, or the survival of their businesses or coexistence with the environment. Today we can find more barriers than facilitators for such initiatives; however, the crisis is a strong driving force behind creativity and initiative. Moreover, as expressed in our mission, we try to develop responsible leaders; we want our students to understand that all their actions and inactions have consequences not only on the activity in which they operate but throughout society. For example, in one of the compulsory courses of postgraduate study, we invite students to think of an initiative in the context of the company in which they work, which could generate social and economic value. Some of those efforts have been implemented successfully.

Graduate programs:

Compulsory courses:

- **Ethics Workshop (IESA Experience):** Required workshop for all Master programs to promote student awareness of ethical behavior in relation to their own decisions and how they affect family, the workplace, and the lives of others. Values, practices, and customs that help build fairer organizations and better societies are examined. IESA Decalogue is read out loud by one of the students and all students sign it as a sign of commitment.

- **Introduction to Management:** Required course for the MBA on basic notions such as strategy, structure, context, learning and change, identifying and examining essential features of organizations and the possibilities and limitations of a manager’s actions. Acquaints managers with their responsibility as managers, challenges to their work and what society expects from them. Identifies personality features that will affect their professional performance, as a basis for self-assessment and application in organizations they work for. Students develop a team project describing a firm operating
in Venezuela, examine a decision (quality and consequences) taken by one of its managers, and the management lessons derived from it.

- **Business, the State and Society**: Required course for the MBA, enabling students to discuss issues involving failures of the market, the government or volunteers. It seeks to better understand the nature and relevance of relations between business, the state, and non-profit organizations. Field exercises include working on a proposal for an initiative capable of creating shared value (economic and social) for a company.

- **Corporate Social Responsibility Workshop**: The main objective of this required workshop for the MBA is that students gain a clear understanding of the central importance of corporate responsibility in the practice of management. Students examine the main theoretical approaches to corporate responsibility: ethical perspectives, stakeholders and sustainability. It is also expected that students familiarize themselves with some of the challenges they will face in key areas of corporate responsibility such as: human rights, corruption, sustainability and corporate governance. Finally, students will be introduced to the main standards, codes, frameworks and reporting systems that have been developed in the past two decades in the field of corporate responsibility.

- **Ethics Workshop applied to Finance**: Required workshop for the Master in Finance, where students learn the main conceptual frameworks developed by the CFA Institute, considered necessary to understand the context of ethics in the investment process, and investor, corporate and security markets. Also discussed is an overview of professional designation and advances under way in this area.

- **Social marketing and image management**: Required course for the MPA, where students explore the impact of social marketing to promote changes in collective behavior, internal attitudes and external structures to improve living conditions. Similarly, students are guided to study the features of a person or entity in order to identify, and evaluate the factors that could impact their public image. Assessment, optimization and control efforts are important activities within public affairs, whether it is the commitment of a public figure, a government, the positioning of a city, or a candidate for election.

- **Formulation and control of the Public Budget**: Required course for the MPA. The public budget is the result of interactions of different actors in the context of a political negotiation. In turn, the behavior of these actors is influenced by the incentives granted by social institutions. The budget is also a technical tool to define the optimal level of public goods. Finally, the budget can be understood from a normative perspective to ensure transparency. The objective of this course is to present a general analysis framework that enables public officials to successfully address the various components of budget management: political, technical and normative.

- **Public services management**: Required course for the MPA, that aims to show how to adapt tools of services management to the public sector. Concepts such as the role of human resources in the service, the management of demand and supply in services, services quality, processes management, the role of users in service delivery, recovery from fails are among the ones covered.

- **Leadership workshop**: Whoever wishes to influence, will find useful to have notions that help them understand situations and act in the most appropriate way. It is expected that on completion of the workshop the student can identify the kind of leadership that is required. They will be sure about how to proceed in accordance with the analysis of what faces them. The starting point is a deep personal reflection about the situation and a better understanding of the true reality of the environment, always thinking about the practical usefulness of this reflection. This workshop is aimed at preparing for effective
personal action in the midst of turbulent times, either at the borders of organizations or in larger contexts. In exercises and discussions, students must make decisions, individually or collectively, as in real situations. Since the performance of people depends largely on individual characteristics of which they are often not aware or cannot easily control, self-reflection is essential as well as revisiting perceptions of the current environment.

Elective courses:

- **Political marketing:** This course is designed to introduce students to the complex world of political campaigns and elections, covering the general theoretical framework, survey techniques and tools used in modern political campaigns. The purpose is to provide students with the basic knowledge for deeper analysis of an election campaign, either as a political reporter, campaign consultant, or as a conscious voter.

- **Marketing for Entrepreneurs/SMEs:** The main objective of this elective course is to develop an understanding of the strategic planning activity and its application to a business of our own. Students must identify the target group and apply the concepts of differentiation and positioning, identify the market segment of the project, develop a value proposition for the product or service, and prepare a marketing plan that takes into consideration the limited resources of an entrepreneur, and this responsibility as a future employer and generator of value for society.

- **Finance for Entrepreneurs:** Essential concepts of finance and the proper handling of cash have proven very useful to a successful entrepreneur. Financial aspects of a business model, development of credible financial projections, financing alternatives for new businesses, dynamics of working capital in start-ups, and basic concepts of valuation of private companies are keys for entrepreneurs. This elective course includes interviews with entrepreneurs and development of teaching cases, ending with recommendations for entrepreneurs.

- **Entrepreneurship:** During this elective course students will develop a business plan. At the end, students will make an elevator pitch presentation to demonstrate their ability to explain their new venture. Additionally, they must prepare a project preparation and a final presentation to a panel of experts and investors who will have to be convinced about the benefits of the project. Also, groups develop a real-venture project that should lead to real income cash flow. Profits from these projects will be donated to a charity.

- **Social indicators:** Governance requires indicators to obtain a clear and accurate diagnosis, and then plan the corrective actions. Social indicators like demography, labor force, education, health, poverty and living conditions, development and equity are among the basic ones explained in this course.

- **Wisdom for leadership:** the course reflects on the adventure of human kind in its search of experiences, which serve as milestones for progress. These take into account changes that the man has historically made, and facilitate the approach to the basic question of how much you can learn from what was done, for the purpose of being able to move forward.

- **Startups at the service of society:** The success of social entrepreneurship passes through the social entrepreneur's ability to manage and structure the business in a doubly complex framework that integrates two different value systems (business and altruism) that are not without tensions. This course is aimed at students who are interested in the development of social enterprises. Its objective is to evaluate models of social entrepreneurship and its impact on the environment, showing how to differentiate
the various models of social entrepreneurship, analyze their components and design a
model of social entrepreneurship by using analytical tools such as Lean StartUp and
Business Model Canvas.
- **Transparency and integrity management:** The overall objective of the course is that
students acquire the knowledge and tools to assess the importance of integrity,
transparency and accountability in the public sector and to discuss the challenges that
public managers and makers of public policies face in Venezuela and Latin America. To
strengthen the ability of students to function in public organizations without
compromising their integrity. The course emphasizes the development of critical
capabilities to analyze ethical situations faced in the exercise of public management.
The course also provides knowledge on current regulatory thinking and development in
the world as well as knowledge of the legal environment that regulates integrity and
transparency in Venezuela. The course is an introduction to the fundamental concepts for
the areas of transparency and integrity, and ethical dilemmas through analysis of
practical cases. It ends with a reflection on the challenges and opportunities to improve
management of integrity in Latin America and Venezuela.
- **Authentic Leadership: Opportunities and Challenges:** It is intended that the student
analyze leadership practices, identifying their main strengths and areas for improvement,
taking into account their personal objectives and those of the organizations where they
work. Concepts of leadership, leadership development, effective leadership, self-
awareness, motivation and search for meaning, values and ethical boundaries and
ability to empower others are introduced. The premise of this course is that the leaders
who know themselves and who are willing to learn and to seek opportunities for personal
development will be more authentic, effective and satisfied personally and
professionally. Students are expected to seek opportunities to promote their own
development, rather than relying entirely on the organization where they work.

**Executive education:**

The following activities, many scheduled several times, have been carried out in 2014-16.
These activities contributed to train responsible leaders from top and middle management levels
at different organizations:

- Low income consumers
- Ethical Decisions
- Business and Society
- Ethics in Business
- Corporate social responsibility
- Social responsibility and project formulation
- Ideas for Entrepreneurship
- Management of family businesses
- Family business: generation after generation
- Management, governance and succession in family business: key to success
- Vision of the Leader as Responsible for Organizational Transformation
- Leadership and stress management
- Leadership and emotional intelligence
- Leadership
- Communication for a new leadership
- Feedback and leadership
- Business and leadership for young professionals
- Leadership based on Coaching tools
- The Manager Coach: a new paradigm of leadership
- Leadership, communication and teams
- Knowing me as a Leader
- Development of new leaders Program
- Leaders in action Program
- Environmental Social Responsibility
- Base of the pyramid: Business Opportunities and challenges of innovation
- Negotiation for entrepreneurs: managing the relationship between partners
- Business Code of Ethics and Conduct
- The state of a musical venture in Venezuela
- Leadership and organizational communication
- Leadership: Collective bargaining
- Leadership: Managing Change
- Leadership: Organizational Resilience
- Self-leadership
- The leadership succession in family businesses
- Lead others
- The Leader As Coach
- Leadership, culture and resilience: organizations facing challenging situations
- Develop your own leadership style
- Leadership Program: achieving organizational success in complex environments
- Leadership and supervision
- Leadership Program: will to overcome
- Authentic Leadership
- Develop your own leadership style
- Transformational Leadership
- Leadership based on values
- Team leadership
- Reliable Leadership: Building the merit of being followed
- Positive Leadership
- Mindfulness for effective leadership
Beyond the classrooms

- Legislators Training Program

The Institute of Higher Administration Studies (IESA by its initials in Spanish), in conjunction with the Andres Bello Catholic University (UCAB by its initials in Spanish) and the European Union, are conducting a training program for Legislators, which seeks to improve the skills of professionals in the Venezuelan parliament.

The program consists of four training modules, which are aimed at the legal, economic, managerial and management support areas. IESA, being the first school of management in the country with its track record of 50 year teaching of this discipline, takes care of the administrative and managerial field, while the UCAB is responsible for the legal area of the program.

The program consists of 200 contact hours, which are expected to be covered in two years, through forums, workshops, courses and conferences and is aimed at MPs, their assistants and staff of the National Assembly. The training is also combined with advice in the areas where the need is detected and requested.

For IESA, a goal is to position itself as a key support for the strengthening of the National Assembly though a specific training program aimed at levelling the knowledge and management skills of professionals from different fields that come together in the classroom. It is also a program that contributes to the strengthening of democracy and a valuable contribution to the improvement of Venezuelan society.

The program is offered at no cost to the participants whose their election period runs from August 2014 to July 2017. It has been possible, thanks to the academic alliance UCAB, IESA, the Fermín Toro Institute of Parliamentary Studies who undertook the lobbying of the project, supported by the Union of employees of the National Assembly (SINFUCAN by its initials in
Spanish), which guaranteed access to an even wider group of people who work at the National Assembly, and the invaluable financial support of the European Union.

Some participants have expressed their impressions of the program have said the following: "Not only learning who to debate, and how to express ourselves, but also how to channel those ideas to make them effective and applicable." "They are up to date workshops that respond to the reality of the moment".

- **Kamarata**

Kamarata is a wonderful Valley located in Bolivar state, which is happy to welcome all visitors who wish to live an extraordinary experience.

The Auyantepuy is the focal point of the landscape and you can travel by small boat from the village of Kamarata to see Angel Falls, the highest waterfall of the world. Tourists can also stay at Kavak or Uruyén and enjoy any of the walks into the bowels of the mountain; or even, with a little training, do the hike that takes them to the top and connects to a totally unique ecosystem.

The Kamarakoto Pemons are the inhabitants of this place. They are people who through their culture, make tourists feel at home and allow them to join their community, enter their huts, learn to make baskets and pottery, try their delicious food (such as cassava, Tuma and the typical chicken-on-a-stick), take a ride in dugouts through rivers and even listen to their music, their legends and participate in their dances.

During his visit to the indigenous community of Kamarata, Esteban Torbar (FET) Foundation was supported by a professor at IESA and a professor at the University of Zulia (LUZ), which decided voluntarily to support the Eposak entrepreneurs with their experience.
Professor Edwin Ojeda IESA devoted himself to talk personally with several FET entrepreneurs who spelled out in detail their projects and needs from a business perspective. Their initiatives were very varied, they talked about crafts and pottery, tourism hostels, excursions to Angel Falls, trips in curiara through the river, biking trips, cassava making, mosquito net sewing, and many others.

Thanks to the cooperation of these two professors, the projects of the organization in the Kamarata community were strengthened, thereby promoting the achievement of new goals and greater results.
Cocoa production process in Miranda State

From the second year of implementation, the project continued serving organized groups of people, which had been previously trained by the Governor of Miranda. Initially, deepening work on the same communities, such as Caucagua and San José de Barlovento, and later in remote communities like Birongo and Ocumare del Tuy.

The objectives of this program were:
• To help improve the quality of life of farmers in the cocoa growing communities and chocolatera craftswomen in Barlovento
• Develop productive and trade capacities of the cocoa and artisan chocolate families
• Ensure the strengthening of the local cocoa market, to add value and provide greater assurance of permanence and promotion of plantations

In the town of San José de Barlovento in Rio Chico, training of 45 people was achieved; in the town of Caucagua, which ended the program 34. Finally, in the town of Birongo, training was done through the Eposak Foundation, which worked in that geographical area and provided facilities for the development of the program. Despite being one of the most remote and inaccessible communities, 18 people managed to successfully complete the training program.
Making education reachable for everyone

- Fellowships and financial aid

In order to accomplish its mission and vision, IESA subsidizes the cost of the Master in Public Management. It costs about one third of the price of the MBA. This policy has enabled public sector officials with limited resources to study on our graduate program.

Furthermore, IESA offers academic scholarships through IESA Foundation and financial aid (loans at subsidized rates). Since October 2014 to date, 179 scholarships have been awarded to study IESA’s different graduate programs, more than twice the scholarships awarded for 2012-2014, and 239 students have been benefited by financial aid, four times the number of students benefited during the period 2012-2014, for an amount of Bs. 56.687.342 (approximately US$ 624.929).

A list of more than ten donors have contributed throughout this period 2014-2016 with an average of a Bs. 3.913.860 (approximately US$ 43.000) donation and ranging from Bs. 30.000 to Bs. 14.000.000 (US$ 330 to US$ 154.300).

Additionally, IESA offers 50% discount for participants coming from the public sector to enrol in executive education, and also donates 5 spots for executive education courses to the contest “Promoting Socially Responsible Leaders”, sponsored by Venamcham (Venezuelan American Chamber of Commerce and Industry).
Fe y Alegría (Faith and Happiness)
Fe y Alegría is an organization for Integral Education and Social Promotion inserted in poor communities. This movement seeks Social Promotion by overcoming injustice and contributing to address human needs found in the poorest sectors. Additionally, it tries to have an impact on economic, social, political, cultural, and religious development as well as contribute to stimulate people and communities to become the main agents of their own development.

IESA, fulfilling its commitment to the community as part of its Social Responsibility initiatives, and considering the long history of this prestigious institution dedicated to the support and education of the poorest, offers Fe y Alegría delegates the opportunity to participate in Executive Education courses or programs every quarter of the year, promoting two courses of up to 24 hours and one program of up to 160 hours each quarter for attendants from Fe y Alegría.

Social entrepreneurs
In February 2015 course on social entrepreneurship was given at IESA aimed at members of the Venezuela Without Boundaries Foundation.

Aramis Rodriguez and Edwin Ojeda, professors of the Center for Entrepreneurship, explained the different concepts of social entrepreneurship, which generally is a practice that seeks to generate social value, burnout excluding profit. In this sense, entrepreneurship with a social approach is limited to cover the activities and processes carried out to discover, define and seize opportunities in order to increase social wealth, by creating new companies or the management of existing organizations. This process involves combining innovation and resources to achieve the goals that are drawn; so it is not considered to be a social enterprise those seeking sponsorship, charity, corporate markets and sporadic aid.

It was also mentioned that social entrepreneurs are innovative, resourceful and are results-oriented, characteristics that are unique to individuals providing various contributions to communities, and adopt or forge business models to offer creative solutions to complex social problems.

The types of social entrepreneurs were explained, specifying that there are three: social artisans, social builders and social engineers. The first perceive opportunities and act on them to address local social needs that motivate them; while the second, build and operate alternative structures to provide goods and services that respond to social needs that governments, agencies and companies cannot meet. With regard to social engineers, their main virtue lies in the creation of new systems that are socially effective, designed to replace existing ones when they are poorly suited to address important social needs.

Opción Venezuela (Option Venezuela)
IESA’s Master in Public Management alumnus Félix Ríos is a social entrepreneur. In 2002 he founded Opción Venezuela, an NGO dedicated to promoting entrepreneurship among young people. Two years ago, he developed a program called Opción Emprender (Option to be Enterprising), which seeks to provide school-aged low income youth with the opportunity to develop competencies, tools and technical knowledge to either undertake sustainable productive businesses, or successfully obtain jobs in the formal sector of the economy.
According to the Venezuelan National Statistics Institute (INE), in 2015, 20% of the unemployed population was made up of young people. Young people also suffer from high informality rates and inactivity (defined as rate in which working aged individuals are neither working nor looking for work). An additional concern with regards to Venezuelan youth are high school dropout rates and the fact that 19.4% of youth between 15 and 21 years of age neither works nor goes to school, and that 17% does not have a trade after abandoning school.

Opción Emprender represents an alternative, which provides youth with the opportunity to be enterprising, productive, grow and agents of social change. Through this program, young people participate as conscious citizens in the improvement of the socioeconomic conditions of their own environment.

Opción Emprender offers face-to-face training to school principals, teachers and volunteer mentors, who are then in charge of offering students an enriching learning experience in the field of entrepreneurship.

Motivating youth is fundamental to the program. Opción Venezuela staff visits schools and invite students to participate. Students that sign up are invited to develop business idea in a team project. At this point, students as well as school principals, teachers and volunteers are invited to register in a virtual platform.

Opción Emprender has a unique teaching and learning method, which was developed by Felix Rios and his staff. Participating students must formulate a business proposition using an adaptation of the “Lean Canvas” approach. To that end they must tackle seven challenges: 1) identify clients; 2) establish needs and alternatives; 3) articulate a value proposition; 4) establish channels and strategies; 5) calculate costs and develop a budget; 6) consider sustainability of the business idea; 7) establish the differentiating features of the idea.

Through the virtual platform, which was developed by Felix Rios' staff in a moodle environment, students organized in teams must tackle on a weekly basis each of the seven challenges. The purpose of this exercise is to provide students with the competencies to develop entrepreneurial initiatives.

In addition to being carefully designed for instructional purposes, the virtual platform contains elements of “gamification” and attractive graphic design, which make the student experience friendly, in addition to instructional. The platform also has a “dynamizer”, that is, a person in charge of solving and supporting each participant during the virtual experience. From its creation, the Opción Emprender program has trained 80 teachers and 300 low-income youth who have formulated 79 enterprising initiatives.

https://www.youtube.com/watch?v=WuT3iuRI_TM
• Training “Community Ambassadors”

IESA, as part of its social responsibility initiatives, facilitated their spaces for a course Company, State and Society, aimed at young members of the Community Ambassadors Foundation. This course was taught by IESA’s professor and coordinator of the Center for Public Policy, Josefina Bruni Celli.

Participants were young people from Petare, Filas de Mariche, Antímano, La Vega, San Agustín del Sur and Chacao, who are part of Community Ambassadors. IESA’s contribution helped the purposes of the foundation that has a history of 7 years training students of popular communities in areas such as negotiation, public speaking and general culture in order to empower them and sow leadership where it is most needed.

Continuing their academic training, participants shared with Dr. Ramon Piñango, emeritus professor at IESA, and learned from him about leadership and the characteristics a good leader should show.

During the presentation, professor Piñango demonstrated through various examples how is represented the leader in Venezuelan culture, and also explained that leadership is not always virtuous.

On another session, the Communications Manager, Valentina Urdaneta, gave them a workshop on fundraising, how to develop campaigns and sustainability programs, ways to create and develop new partnerships and the importance of fundraising as a collaborative work of the entire organization.
• **Free seminars and Events**

More than 3000 people have attended our seminars, which represents more than triple than period 2012-2014. There have been seminars related to General Management, Entrepreneurship, Social Entrepreneurship, Oil and Energy, Environment, Leadership, Marketing, Politics, Economy, Finance, Innovation, and Public Policy.

Free seminars are offered to IESA community: students, alumni, executive education participants, and even public from the surrounding neighborhood.

IESA also offered free cultural events during 2015, under the umbrella of IESA’s 50th anniversary: the Anniversary Concert, played by the Simon Bolívar Symphony Orchestra (Orquesta Sinfónica Simón Bolívar); an art exhibition to commemorate the World Art Day; the exhibition named The images of the Louvre Museum (Las imágenes del Museo del Louvre), with scale reproductions of 40 paintings. This exhibition was open to the general public; children and young people studying at schools in the neighborhood of San Bernardino, neighbors, IESA’s students and staff, had the opportunity to appreciate these replicas of famous works of art, and the Family Sunday (Domingo Familar), when more than 400 attended and shared memorable moments.
Research

As a leading management school, its main strength lies in the ability to combine participant-centered learning with the production and dissemination of relevant knowledge that contributes to an effective management of organizations. The research of the Institute is very important for Venezuela. Also professors, researchers and students are encouraged to find solutions or ideas to solve the problems of the country and enable the organization to be connected with issues such as innovation and social responsibility.

Research is supported by private companies, which help achieve the Institute’s intellectual output.

IESA is part of the Social Enterprise Knowledge Network - SEKN. Members of this network attended to the Global Cleaner Production & Sustainable Consumption Conference where 15 proceedings were selected for oral presentation and 10 for display in posters. These articles are eligible to be published in the Journal of Cleaner Production.

SEKN members, IESA included, are also involved in the Scala Observatory. This is an initiative of the Inter-American Development Bank, planning to provide economic empowerment to low-income communities engaged in inclusive distribution networks (IDN). SEKN was selected to coordinate and develop the observatory to help IDB to deepen the definition of inclusive distribution networks, evaluate impacts and disseminate lessons learned.

Achievements

The impact of research can be viewed in several ways: the value for solving practical problems, better understanding of the political, economic and institutional environment, and production of teaching cases.

IESA seeks to implement sustainable solutions in order to provide equal and better opportunities for citizens, especially for the less developed socioeconomic sectors.

IESA has a record of research in several areas such as Social Responsibility and low-income sectors.

As a member of SEKN network, IESA has been a pioneer in generating the knowledge about how companies and civil society have contributed to the fight against poverty in Latin America.

Among the research conducted during 2014-2016, are the following:

- Development of a scale of duties on low-income consumers, published in Revista Latinoamericana de Psicología (Latin American Journal of Psychology)
- Attributions and expectations for business success strategies aimed at low-income consumers
- Can civility be taught to Latin-American MBAs? Implications of case-method use for the development of civic behavior in managerial education.
- Rethinking Graduate Management Education in Latin America, a collaborative work with Harvard Business School.

Books, chapters of books:
- Sustaining Entrepreneurial Family Business: Developing the core, expanding the boundaries. Auletta, Nunzia et al edit. (Pramodita Sharma, University of Vermont & Babson College; Mohar Yusof, Universiti Tun Abdul Razak; Maria José Parada, ESADE Business School; Rocki-Lee DeWitt, University of Vermont), Babson College.
- How are entrepreneurial family businesses sustained over time?, Auletta, Nunzia. In Successful transgenerational entrepreneurship practices, STEP Project for family enterprising. The Global STEP booklet, Vol. II. Sustaining entrepreneurial family businesses: developing the core, expanding the boundaries, Babson College, 2014.
- Tropicalia: planning for sustainability in the Caribbean. In Auletta, Nunzia and Jaén, Maria Helena, "Sustainability, Social Responsibility, and Innovation in Tourism and Hospitality". CRC Press (University of Denver, Colorado)
- Developing next generation leaders. Auletta, Nunzia et al Rocki-Lee DeWitt, Maria José Parada, Mohar Yusof and Pramodita Sharma in Developing next generation leaders for transgenerational entrepreneurial family enterprises, Edward Elgar publishing, 2015.

Teaching cases:

Tropicalia: Planning for sustainability in the Caribbean
This teaching case was published in Academia, a journal of The Latin American Council of Management Schools – CLADEA. Tropicalia is a luxury tourism development, to be built in the North-Eastern region of Dominican Republic (DR). The project promoter is Cisneros, a family business conglomerate, which has a tradition of corporate social responsibility initiatives in Latin America. Cisneros aspires to position Tropicalia as a model for sustainable tourism with a master plan of developing not only an environmentally sound hospitality structure, but a whole sustainable tourism destination in Miches, a town in El Seibo Province in Dominican Republic. Its sustainability model comprises four main initiatives: educational, well-being and culture, environmental and productivity. All of them are aimed to favor the interaction with a wide range of stakeholders, among which Miches community and potential suppliers in Tropicalia value chain. The overall Tropicalia’s sustainability approach is guided by the ten UN Global Compact principles and the concept of shared value creation.
Norpetol Venezuela’s social investment
This case is part of the Harvard Business School collection (HBS). In 1996, NorPetrol arrived in Venezuela, where it started upstream oil operations. The company engaged in corporate social responsibility initiatives to support its operations, choosing its programs after consulting with local stakeholders. Upon arriving in the Paria Gulf area, Francisca Rios, head of the company’s Social Investment and Community Relations Coordinating Unit, met with politicians, community leaders, public officials, and grassroots organizations’ representatives to learn about their expectations and issues, and to communicate the company’s investment plans and projects with a potential impact on their communities. A stakeholder identified by the company was Asopescar, an association of traditional fishermen. Tensions between fishermen and oil companies were commonplace. The former blamed NorPetrol for the degradation of a mangrove swamp and a significant decrease in production during the fishing season. Francisca Rios did not want to build a relationship with the fishermen based on donations and assistance. Intending to empower them, she decided to channel a portion of her social investment budget to turn Asopescar fishermen into entrepreneurs. In 2006, Francisca Rios considered that Asopescar had made great progress as a productive, self-sustaining company. However, a number of problems had arisen in the organization, forcing her to rethink upcoming investments of NorPetrol in the association. Problems included rising unpaid debts of Asopescar members with their own organization, member drop-out, administrative chaos and informality in money handling, and high operating costs. The case raises the challenges facing an oil company to achieve a social license to operate, as well as its attempts to secure sustainable community development processes in its areas of influence. It takes place in April 2006, at which time Francisca Rios, wondere what to do with her initiative to support modernization of the productive model of a group of small-scale fishermen.

Local Development Policy for Santa Bárbara de Tapirín (A), (B)
This case is part of the Harvard Business School collection (HBS)-CLADEA collection. It is May 2007, and Jose Rodriguez has just won the election for mayor of Santa Barbara de Tapirin, a small town located at an oil area in Venezuela's mid-eastern region. Santa Barbara de Tapirin is the capital of a scarcely populated municipality with abundant fiscal revenues coming largely from transfers made by the national government to communities in oil areas. The town is nevertheless a quiet, isolated place, with little economic activity, high unemployment, and unreliable public services with incomplete coverage. Despite this, in recent years, a large number of low-income immigrants have arrived in town, attracted by the oil economy, (illegally) seizing lands in Santa Barbara’s outskirts. Jose Rodriguez wants to turn the town around, leading it out of its economic stagnation and guiding it to a path of greater prosperity and development. To this end, he has asked a team of advisors to help him gain a better understanding of the causes underlying Santa Barbara’s stagnation and to formulate impactful solutions. This case describes a complex scenario so that students can explore a town’s issues as viewed from the vantage point of a mayor, using standard techniques to analyze public policies. It also provides information that can be used in social investment project elaboration trials.

Runa: This case is part of the SEKN network collection. Runa is a social organization whose vision is to promote sustainable development of the Amazon by servicing new markets through plants indigenous to Ecuador such as the guayusa. The company was founded in 2009 after Tyler Gage (an American student of Brown University) became interested in the energizing properties of an infusion prepared by the Kichwa communities in the Amazon (the plant has high
levels of caffeine and antioxidants). This infusion is prepared with guayusa and people use it to obtain the energy to work their lands and hunt during the day. Tyler and his partner, Dan MacCombie, decided to undertake a commercial initiative that since its inception would be environmentally responsible, which would improve the living conditions of the Kichwa communities and contribute to the development and sustainability of the guayusa. In 2014 this organization has a commercial branch led by the company Runa LLC in USA and Runtarpuna Exportadora SA in Ecuador. It also has a social-environmental branch led by the Runa Foundation in Ecuador and the Runa Foundation in the US. The company realizes the development of local economic capacity, improving productive activity and organizational integration, within the guayusa production chain in the Napo Province. The foundations are engaged in research on production, community development and in the promotion of fair for the development and promotion of fair public policies for the development and conservation of the Amazonian territories. Runa promotes the inclusion of small indigenous producers in the value chain of a flagship product in Ecuador, the guayusa. This plant is key to the identity of the Kichwa ethnicity as "Runa" or "Person". "Talking about guayusa, it's not just talking about a plant native to the Ecuadorian Amazon, is to speak of production, associativity, integration, fair trade and a new source of income for kichwa producers”.

Debates IESA

Debates IESA is the most read magazine on management, business and public policy in Venezuela. It contributes to fulfill IESA’s mission to disseminate knowledge because it puts in simple words the trending topics in the management world.

Some issues published in 2014-2016 were dedicated to topics directly related to the principles for responsible management education:

Ecology is also good business: Preserving nature has become a need, so any productive endeavor must not only be sustainable without affecting the natural environment, but it is expected to enhance nature.

Intervening the environment means promoting changes, sometimes in policies and practices that others often relate to economic interests and could therefore result in power struggles.

The effort to achieve sustainability requires both collective awareness of what is sustainable development, as well as willingness to act politically to make alliances and confront opposition. Then sustainability is a cause that is certainly worth the effort.

Management of what is coming: we are experiencing difficult times, times of changes resulting from technological innovation, but also cultural, social and political transformations. Three ideas
are helpful to review: 1. Promote the revision of beliefs, for what is believed opens or closes possibilities for action; 2. Review best practices, because the complexity of today's markets pose the need to assess the validity of the so-called "best practices" and assess our willingness to be guided by them and 3. The need is for organizations to be flexible, because there will be no innovation if organizations are inflexible. Everything is particularly relevant when the organizational environment becomes threatening, as in the case of the Venezuelan company pitted against a government that sees it as an enemy.

Who holds the reins of innovation?: Innovation is the central focus of contemporary organizations yearning to be leaders in their industry or activity. Topics such as what makes a company innovative, how to organize and manage it to be successful in innovation, which are the most frequent difficulties, what does innovation mean in organizations aimed at fulfilling a social function, are what is covered in this volume.

IDEAS Contest

Ideas Contest is an annual competition of business plans and social entrepreneurship for those entrepreneurs who have a lucrative or social proposal with national impact.

Every year, IESA’s Center for Entrepreneurship supports IDEAS Contest giving spaces where participants can present their projects; it also arranges workshops taught by their professors. All these activities are at no cost for the Contest organizers or for the contestants. IESA’s entrepreneurship faculty also contribute with their time acting as evaluators as members of the jury.

Emprende

For IESA, entrepreneurship is a mechanism for generating collective changes that seeks to create economic and social value.
To foster these changes, IESA continues promoting “EMPRENDE.EDU.VE”, a virtual multimedia platform for training of entrepreneurs (e-learning), including: Instructional web portal content and training for entrepreneurs, product multimedia education (e-Learning) and a network of entrepreneurs, mentors, partners and interested parties.

Through Emprende Program, the participants develop a complete business plan for their new venture, based on text and videos where they can interact with successful entrepreneurs and skilled professors.

Emprende has formed and accredited 40 mentors up to now who already have trained more than 700 entrepreneurs. This program has included students, alumni, faculty, investment banks, and people with new projects, ideas and initiatives establishing a network that works towards well-being.

Many business ideas have turned into successful companies and many businesses that had begun without structure, today are well developed thanks to the training received in the Entrepreneurship Center at IESA and the Emprende program.

Edwin Ojeda, Administrative Coordinator of the Center, said that registration can be done through the IESA website and participants have, from the beginning, continued support of qualified mentors whom are introduced in the program. The classes are quite friendly and can be viewed on a computer, laptop or smartphone. The schedule is set by the participants at their convenience.

The initiative of Venezuelan entrepreneurs has no limits, Ojeda, who recalled several examples: Pagoflash, a business model based on a prepaid card for online purchases, devised by a young Venezuelan, with a great success to solve the needs of people with no bank accounts and without access to credit cards; and the Tío Conejo (Uncle Rabbit), Artificial Intelligence company, who produces programs with applications to various fields, such as text analysis that allows researchers to seek additional information simultaneously related to the text they are reading and for the field of medicine, that simulates through video games, surgical operations targeted at medical students.

These are two examples of people who had good ideas and with the proper training achieved success. Simply spend a daily hour of study, recommends Edwin Ojeda, to those who wish to register through the IESA website.
Lidera

IESA is a strategic partner of Lidera, a youth training program in leadership, developed by the Futuro Presente Foundation with the support of three major academic institutions in Venezuela (IESA, Universidad Metropolitana and Universidad Católica Andrés Bello).

Purposes of this program:
- To promote political and civic participation of young people
- To train a new generation of leaders willing to contribute to the progress of the country
- To generate a commitment to democratic values and public service among participants and to build social capital
- To foster networking in the country that will encourage critical consciousness and articulated teamwork.

Participants are selected annually among young people with leadership profile, with the potential of teamwork and networking. The participants who complete the program should be able to generate a positive impact on their organizations, communities and environments where they lead.

The academic program of Lidera is divided into 3 phases distributed in 10 weeks. It provides a rigorous academic training in leadership, negotiation, strategic planning, management and public policy, among others; always with the support of IESA professors. The learning model is based on three axes for leadership training: developing leadership skills and tools, the promotion of democratic values and approach to network organization. The Lidera experience ends with a three-week living experience to put into practice the knowledge acquired during the program, to contrast and to consider different public policies than those applied in the classrooms. It is also a great opportunity to stretch their bonds and consolidate the network.

Through the academic support and participation of the IESA Faculty at Lidera, we are incorporating into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Consolidated Network
The program began in 2008, and the 8th edition of the program is scheduled to start next September 2016 with 200 students. At this time, the Lidera network involves more than 1.600 people nationwide, including students, alumni and faculty.

Lidera has created a unique relationship among young leaders from more than 23 states of Venezuela with different interests and points of view. This network includes leaders of political parties, public sector, entrepreneurs and future young managers. IESA has been supporting this network and hopefully it will continue to endure, expand and strength over time. This program aims to build the foundations of social development, public policies and the future of Venezuela.

Similarly, almost 20.000 people have joined the Lidera network in the social media (Facebook, Twitter, Instagram and Youtube).