To:
PRME Steering Committee
c/o Dr. Manuel Escudero, Head PRME Secretariat at United Nations Global Compact Office
DC2-612
2 United Nations Plaza
New York, NY 10017, USA

June 30, 2012

Renewed Commitment to the Principles for Responsible Management Education

As institution of higher learning involved in the education of current and future managers, 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 and our community.

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

Francisco Sanánez
President
Develop individuals capable of assuming leadership positions as professionals, managers or entrepreneurs, thus contributing to the success of private, public and non-profit organizations.

In so doing, the Institute generates processes which contribute to the development of society.

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

To achieve its goals, IESA generates, adapts, and disseminates knowledge in management and related disciplines, applicable to local realities and relevant in the global context.

IESA is guided by the following principles and values:

**Fundamental values:**
- Honesty and compliance with norms
- Excellence in each and all activities
- 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 faithfully and equitably
- Constant search for knowledge
- Respect for the diversity of ideas and plurality of cultures
- Independence from economic, political, and religious interests
- Accountability
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 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

Principle 1: Purpose
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: Values
We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: Method
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4: Research
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5: Partnership
We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6: Dialogue
We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Building Leadership Skills to be responsible managers:
Executive Education Courses
Graduate courses (compulsory and electives)
Participant Centered Learning
Research in: CSR, Ethics and Entrepreneurship
Teaching Cases Development
Students' theses

Dialogues for Venezuela
National Ecosystem of Entrepreneurship
Emprende Program
Lidera Program
San Bernardino Project

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At IESA this principle is featured in course content and student assignments, including field exercises, individual and team projects. Additionally, students may volunteer to participate in extra-curricular activities that contribute to building leadership skills. Examples include the annual Idea Contest and the Proyecto San Bernardino (San Bernardino Project), outreach to a nearby slum community.

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

Graduate programs:

Action Projects ELCA and Kepén: Allowing students to address management problems and situations of real world to integrate the knowledge acquired in IESA. Act as consultants to the participant businesses.

Marketing for Entrepreneurs/SMEs: The main objective of this course is develop an understanding of the strategic planning activity and its application to a business of our own, identifying the target group and applying the concepts of differentiation and positioning.

Socio-environmental conflicts: Socio-environmental conflicts are highly relevant in Latin America. Throughout the course, it will explore key contributions made by the “theory of conflict” with the claim that this will help to understand this kind of complex situations. At the end of the course, students will develop an understanding what a conflict is, what its dynamic is, the things that usually happen, what the predictable behavior of the actors may be, what types of conflict there are, particularly in socio-environmental area and, finally, the best way to act.

Business, the State and Society: Required course enabling students to discuss issues concerned with failures of the market, the government and volunteers. It seeks to better understand the nature and relevance of relations between business, the state, and non-profit organizations. Field exercises include working with NGOs on issues dealing with public agency performance.
Ethics Workshop (IESA Experience): Required workshop 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 therein. 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 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.

Ethics Workshop applied to Finance: Required workshop 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.

Business development: Serving majority markets: This course aims to view low income consumers in a different light, and discuss business practices and tools that enable companies to understand and address the challenges of serving this market. Field visits to poor communities are required to pass the course. Includes visits to firms serving this market and homes of poor consumers. Students must prepare a business plan to serve new markets.

Introduction to Politics Marketing: It pretends to guide students through a general theoretical framework, exposing to different techniques and tools used in a modern political campaign and provide a balanced presentation and analysis of actual campaigns in Venezuela and the continent. This aims to provide students of basic knowledge to analyze an election campaign, as well as activist, analyst or simply as a conscious voter.

Financial Regulation: This course aims to familiarize students with the regulatory principles governing financial systems of countries signatory to the Basilea Agreement and to promote further discussion of regulatory and ethical dilemmas within the financial sector.

Product launching and management: Identifying and knowing the steps for the successful development of a new product from the idea until launching, developing a marketing plan to launch a product or service and integrating the various entities related to the release implementation.

Social marketing and image management: Changes in collective behavior to improve living conditions, requires a social marketing work, and involves efforts to change internal attitudes and external structures. Features of a person or entity can be identified, evaluated and affected by various factors. Their assessment, optimization and control efforts are important activities within the public affairs, whether it is the commitment of a public figure, a government, the positioning of a city, or a candidate for election.

Corporate Social Responsibility Workshop: Required MBA workshop on CSR viewed in the context of a growing world movement in corporate citizenship, sustainable development, and global standards of responsible performance and compliance.

Entrepreneurship: The course will develop a business plan. At the end, students will make a rocket pitch presentation to foster their ability to synthesize and 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 should develop a real-venture project that should lead to real income cash flow. Utilities from these projects will be donated to a charity.

Fundraising entrepreneurship: This course features a series of exercises whereby funds are raised for social causes in order to apply entrepreneurial principles, explore capacities, initiative, and social entrepreneurship. Funds raised are donated to recognized charities.
Finance for Entrepreneurs: Essential concepts of finance and the proper handling of cash have proven very useful for 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, basic concepts of valuation of private companies are keys for entrepreneurs. The course includes interviews with entrepreneurs and development of teaching cases, ending with recommendations to entrepreneurs.

Executive education:

The following activities, often scheduled several times, have been carried out in 20010-12:
- Management for micro-entrepreneurs - L’OREAL
- Social responsibility project formulation (3)
- Corporate social responsibility (1 in Venezuela and 1 in Dominican Republic)
- Finance for Entrepreneurs (2 in Venezuela and 2 in Panamá)
- Entrepreneurship program (3)
- Entrepreneurship development program - IBM-IESA (2)
- Academic program for entrepreneurs- WAYRA
- Entrepreneurship development program - TRANE
- Entrepreneurship development for women (3)
- Management for small transport firms - POLAR
- Management of family businesses (7)
- Governance in family businesses (1 in Venezuela and 1 in Panamá)
- Family businesses - COBECÁ
- Low income market (5 in Venezuela and 1 in Dominican Republic)
- From values to conducts (4) CODETEL, Dominican Republic
- Ethics and Organizational Integrity (APAP, Dominican Republic)
- Social Responsibility - BOEHRINGER INGELHEIM
- Effective Boards: How to improve the governance of your company
- Scale social business
- Building Social Agenda - Government of Carabobo State
- Consumers of the base of the pyramid: Myth or reality? (ASIEX, Dominican Republic)
- International Program of Oil and Gas IESA-Uniandes (4) Colombia
- International Seminar of Oil and Gas IESA-ESAN
- Seminar of Energy and Environment

These activities contribute to train responsible leaders from top and middle management levels at different organizations.
At IESA we are convinced that we must foster responsible managers. That is our raison d'être, the training of responsible managers and leaders. For this reason we employ a pedagogical tool called "Participant Centered Learning."

In the active teaching methodology of PCL the person who learns is guarantor of her own learning, and the instructor is merely a facilitator of the process. The development of values, skills and attitudes through case discussion is more connected with the learning process and with classroom dynamics than with the technical content of the case.

As part of the PCL strategy, with the participant as the key protagonist of his learning experience, IESA decided to begin its postgraduate programs with an activity called "The IESA Learning Experience". In this activity the organization decided to include an Ethics workshop on individual responsibility, with particular emphasis on responsible leadership.

IESA works with a myriad of instruments. One of them is the case method. Many of the cases used were written by IESA’s faculty but the professors also employ cases from other world renowned faculties that also base their teaching on the case method, such as Harvard and Stanford.

This method is very useful for managers at IESA to learn how to deal with real life contingencies their firms could face. Also gives the opportunity to the participants to interact with knowledgeable managers that will advise them for possible future difficulties. These activities will enhance the debate and support the dialogue between professors, students and other organizations.

Teaching methods employed in the MBA closely follow the philosophy of student-centered learning, focused on "preparing students for the exercise of leadership." This teaching focus requires active student involvement in study programs. Emphasis is placed more on learning than on teaching, as well as on student sharing and exchanging ideas and experiences. The key is to provide students with support to develop their own solutions through learned methods. Student centered learning means "learning by doing". Class dynamics are based on group assignments, games and simulations, case discussion, and other activities generating participation and exchange, and encouraging student commitment.

3. Achievements

Participant-centered learning (PCL) is promoted by means of workshops held at IESA for new faculty members, as well as annual sponsorship of two or more senior faculty to attend the Global Colloquium on PCL at Harvard Business School, commonly known as GloColl.

There were two PCL workshops for faculty at IESA during 2010 and an additional one in 2012. 82 people attended these workshops: 56 faculty members (full time and part time professors, as well as guest lecturers) and 26 administrative staff. IESA faculty who have attended the GloColl at HBS, or taken a similar workshop periodically offered at IESA for younger faculty, have acquired skills needed to develop and employ cases effectively and expand the learning benefits of case method instruction. PCL utilization in graduate courses has grown from 79% to 91% since 2010.
IESA faculty have developed teaching cases with teaching notes in the areas of Corporate Responsibility, Ethics, Entrepreneurship, as well as in the areas of Finance, Marketing, and Strategy. These cases have been discussed at international venues like SEKN, BALAS, CLADEA, WACCRA, and have been published by Harvard Business School Publishing, Academia and European Case Clearing House. They are used in classes at IESA and overseas.

IESA has invested considerable resources to adapt the school's technology and physical infrastructure to the Participant-Centered Learning model, and changing management education needs. Accordingly, the layout of various classrooms has been specially adapted for case discussion and group activities.

In these last two years, two classrooms have been adapted and refurbished for PCL, changing their layout, adding sound isolation wall panels, connecting full video and sound systems, incorporating video cameras, additional video beams and multiple sliding blackboards.

Moreover, the article "Teaching of corporate social responsibility and the methodology of participant centered learning" recently published by UNDP and developed by one of our faculty members along with a faculty member of Universidad de Los Andes, Colombia, exposes the effectiveness of PCL to teach such themes like Ethics, Environmental and Social Responsibility, the challenges and successes experienced in both schools using PCL.

IESA is also part of the research conducted by Harvard Business School professors Srikant Datar and Gustavo Herrero, about the challenges of management education in Latin America.

**RESEARCH**

IESA`s distinctive is 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 contribute to an effective management of organizations. The research of the Institute is very important for Venezuela. Also professors, researchers and students are encourage to find solutions or ideas to 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 support the Institute’s intellectual output. Likewise, social organizations have participated in investigations of IESA allowing the study, documentation and evaluation of dynamic organizational phenomena. Case studies have been awarded by organizations such as BALAS.

IESA is part of the Social Enterprise Knowledge Network - SEKN, and since 2010 has been working in the Project Scale and Impact on social Entrepreneurship in Latin America, with the goal to improve the economic conditions of the popular sectors preserving the environmental and social balance, with University of San Andrés, Universidad de los Andes, ESADE Business School, EGADE-Tecnológico de Monterrey and the University of the Pacific.

This project includes studies of successful business management in social scale, conducting a seminar for discussion of these cases and a lecture for organizations in the third sector (non-profit and non-governmental) with scalable social businesses in each of the six countries involved.
This initiative by IESA aims to create a space for the exchange and convergence of ideas regarding policy issues of priority for Venezuela. Through conferences, workshops, focus groups and the like, IESA has managed to bring together representatives of all sectors of society: experts, politicians, business associations, unions, NGOs and citizens. Naturally there are countless policy issues that we would like to be able to include in our initiative, yet due to limited resources we decided to focus on two, namely productive employment and the relationship between oil and development. We chose productive employment because the lack of formal and well remunerated employment has consistently been one of Venezuelans' main concerns in the past few years. Regarding oil and development, there is no doubt that Venezuela's vast oil wealth has shaped and continues to shape economic and social outcomes.

1. Productive employment:

With this initiative we seek to identify and analyze the policy options available to promote the creation of more and higher quality jobs. An ample discussion of these policies involving different sectors, including both business associations and labor unions, increases their legitimacy, thereby enhancing their political viability and effectiveness.

Achievements:

To date we have organized two workshops. The first of these, titled "A Survey of the Venezuelan Labor Market and Political Challenges" aimed to gather an initial list of issues that must be part of a public policy agenda designed to encourage the creation of new and higher quality jobs for all Venezuelans. This included identifying the main policy dilemmas associated with labor market reform, political pitfalls and viable policy solutions that would further elaborated in future workshops. The second...
In addition to the workshops, a special issue of Debates IESA, IESA’s quarterly magazine, will be published with articles summarizing our latest findings, including an evaluation of successful international experiences and lessons to be learned, as well as an analysis of the relationship between job creation and socio-economic development.

We are also working on an online blog that will help us widen our audience and allow for more Venezuelans to participate in our discussions. In this way we aim to facilitate a much more ample debate regarding such a central issue as job creation.

2. Oil and Development

This project aims to facilitate the evaluation of different policies regarding the management of the Venezuelan hydrocarbons industry and the use of oil revenues, using as guiding references the experience of other resource rich countries that have been successful in managing their natural resources for the well-being of their citizens.

This initiative has involved organizing and participating in seminars and workshops including: "¿Blessing or Curse? Natural Resource Abundance", "Oil Rents and Institutions: Alternatives for Venezuela", "Prospects for the Oil Sector in Venezuela", "Save or Distribute? Sovereign Funds vs. Direct Transfers", "Direct Distribution of Oil Revenues in Venezuela: A Viable Alternative?" A virtual survey and focal groups were conducted by the CIEA as part of the empirical research.

Dialogues for Venezuela: Oil and Development is part of an ambitious initiative to redefine the alternatives of policies so that the oil, far from being a "curse" leading to volatility, corruption and poverty, promotes sustainable development in a democracy with a high social content. Venezuela’s oil reserves represent a unique opportunity to accelerate the development of the country but our own experience has shown us, that this entails important challenges. Through the promotion of these dialogues we aim to converge on policies that allow Venezuela to confront these challenges head on and succeed in turning its vast natural resource wealth into opportunities and better living conditions for all Venezuelans.

Achievements

- Oil policy simulation organized for young leaders and entrepreneurs participating in LIDERÁ (November 2011).
- Videoconference with the students of the Master in Public Policy of the Kennedy School of Government (Harvard) and professor Ricardo Haussman concerning the challenges of the oil sector in Venezuela. November 2011.
- Seminars, conferences, workshops: "Oil and Political Economy: The Norwegian Experience" with the special participation of international guests professor Henrik Wiig and professor Rune Jansen Hagen. "¿Blessing or Curse? Natural Resource Abundance" with the special participation of international guest Alan Gelb. "First Dialogues for Venezuela: Oil and Development" with the special participation of international guest Alan Gelb. "Second Dialogues for Venezuela: Oil and Development" with the special participation of Luisa Palacios. "Oil Rents and Institutions: Alternatives for Venezuela".
- Virtual survey regarding alternative policies for the oil sector and the use of oil rents (+85 responses from experts and policy makers). November 2011-present.
- Bi-Weekly reunions with oil sector experts as part of the project: Dialogues for Venezuela: Oil and Development. April-May 2012.
- Debates IESA Petroleum Special Edition (April-June). Eleven articles, including five by international authors. May-June 2012.
- Participation of professors Francisco Monaldi and Pedro L. Rodríguez in the II Edition of Congreso de Ideas y Propuestas para Venezuela at Universidad Metropolitana.
" Final revisions of working paper "Direct Distribution of Oil Revenues in Venezuela: A Viable Alternative?" accepted for publication as working paper by the Center for Global Development. May 2012.

ECOSISTEMA NACIONAL DE EMPRENDIMIENTO
(NATIONAL ENTREPRENEURSHIP ECOSYSTEM)

In order to achieve our institutional strategies, which encourage the wealth of the country through the creation of sustainable enterprises, we have promoted, since 2011, the Ecosistema Nacional de Emprendimiento - ENE.

The ENE (www.eneVenezuela.org) is an articulated system of more than 70 public and private actors (universities, technology parks, NGOs, professional associations and professional chambers, service companies, financial institutions, and venture capitalists) that together bring a network where entrepreneurs can get support and promotion of their ventures. Through the ENE, IESA intends to develop a national system that nurtures and facilitates the construction of multiple roads to strengthen the entrepreneurial skills of our people.

About 3 million people annually start a business in Venezuela, and only 200,000 are able to maintain the initiative over 3 years (GEM 2010- Auletta, Rodriguez and Vidal, 2010). This gives an idea of the mortality rate of new companies in Venezuela, where the gap between emerging and established ones is of the largest in the world (Auletta, Rodriguez and Vidal, 2010). Given this reality, IESA and other institutions articulated the ENE that tied together the relevant organizations in the various stages through which passes an entrepreneur in Venezuela, in order to support them more effectively.

Among the educational institutions that belong to the ENE, we can name: Universidad Simon Bolívar, Universidad Metropolitana, Universidad Central de Venezuela, Universidad Católica Andrés Bello, the Polytechnic Institute Santiago
A range of organizations from the ENE provides consulting services and advice for starting, others for the consolidation of operations and growth of SMEs. Among these are organizations like Fundes Venezuela, INFOEM, Venezuela Competitive, Fundametal, Coninpyme (Conindustria specialized arm), AC Space Entrepreneurship (ACCESS), the Supernova Group, the Group Mantra, the Venezuelan Chamber of Franchises (Profranquicias) and Venamcham. Some financial organizations and banks that lend to entrepreneurs and others who support the growth of entrepreneurs also have joined the ENE. Among the banks are bound to ENE: Community Banking Banesco, Banauge, Bangente, and the West Bank Discount.

To achieve the goals of ENE, the ecosystem is divided into five working groups: culture, public policy, training, finance and services. There is also a coordination table, which are represented the other five tables. By now, the most effort has been made in services and public policies.

Achievements:

Since 2006 we have adapted gradually our entrepreneurship programs incorporating courses and activities to sensitize MBA students and alumni with their environment. We have been the link between national programs that support micro entrepreneurs, connecting more than 80 IESA alumni with hundreds of micro business in all the country.

In alliance with the Organization Diego Cisneros, in 3 years we have formed over 100 women entrepreneurs belonging to the base of the pyramid, using a blended method of teaching which combine traditional and virtual classes. About 20% of these women have come true their businesses.

Since 2003 IESA has been the academic partner of the most important business plan content of Venezuela (Concurso IDEAS), whereby we have evaluated and supported more than 5,000 business and social ideas.
For IESA, entrepreneurship is a mechanism for generating collective changes that seeks to create economic and social value. For this reason, within the strategic plan of the Institute is to strengthen the business, entrepreneurial and productive sectors in Venezuela. In view of this, it has posed a challenge to train 15,000 entrepreneurs for 2015.

To achieve this goal, IESA has developed “EMPRENDE.EDU.VE”, a virtual platform multimedia long distance training of entrepreneurs (e-learning), including:
A) Instructional Web portal content and training for entrepreneurs
B) Product Multimedia Education (e-Learning)
C) Network of entrepreneurs, mentors, partners and interested parties. Up to now Emprende have formed and accredited 40 mentors who will start the process of teaching these entrepreneurs.

Through Emprende Program, the participants get a complete business plan available through videos where they can interact with successful entrepreneurs and skilled professors in the business.

Emprende.edu.ve mission is to multiply the learning experience of IESA. This initiative is focused on national and regional level entrepreneurs through advanced learning technology platforms and media interaction and the development of a network for the training of entrepreneurs.

Moreover, Emprende Program is based on a network of mentors and allied multipliers of entrepreneurship, to accompany and guide the training and development of the business plan of each entrepreneur trainee. Emprende is providing conversations, content and synergies that enhance the online training of Venezuelan entrepreneurs.

This program has included students, graduates, people with new projects, ideas and initiatives and seeks to include the residents of the San Bernardino Community (low income community), where the institute is involved.

**Achievements:**

40 internal and 3 external mentors trained

People experienced professional teacher, facilitator or consultants and knowledge of entrepreneurship

It is estimated that each mentor entrepreneur trains 10 cohorts per year (each cohort of 25 to 30 participants)
Lidera 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 team work.

The academic program of Lidera is divided into 3 phases and provides a rigorous academic training in leadership, negotiation, strategic planning, contemporary Venezuela, management and public policy, among others; always with the support of the IESA professors. The Lidera experience ends with a three week trip to Europe to put into practice the knowledge acquired during the programme, to contrast and to consider different public policies than those applied in Venezuela.

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 2009, and the 4th class of the program was recently launched, which turned 3 years in the past February. At this time we have built a nationwide network involving more than 800 people.

Lidera has created a unique relationship between young leaders from more than 19 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 it will continue to endure, expanded and strengthened over time. This program aims to build the fundations of social development, public policies and the future of Venezuela.

**Achievements:**

600 young leaders graduated from the last two years (class of 2010, 2011 & 2012).

Participation of IESA professors, key managers, CEOs, leaders and business experts as speakers.
The strategic goal of San Bernardino Project (IESA’s social responsibility project) is to foster a better quality of life among the communities that live in San Bernardino Parish. Therefore, IESA attempts to train future leaders, social entrepreneurs working with internal and external stakeholders to resolve the problems of the community and support initiatives.

Using strategic alliances with organizations in the area, IESA aims to foster the creation of a culture that feels that social responsibility benefits both companies and communities is part of a change of pattern that our society needs. As an important element of this project, in different courses, IESA students and professors provide support for organizations in the San Bernardino area through consulting work.

IESA has created and adapted its entrepreneurship program to satisfy educational needs of micro entrepreneurs of our neighborhood. This experience led us to amplify our efforts in order to educate more owners of new ventures who belong to the base of the pyramid. In this sense, within the strategic plan of IESA, primary importance has been given since 2008, to massification of management training in order to impact the entrepreneurial segment. The idea of strengthening the business and production in Venezuela is a strategic pillar of the Institute.

Achievements

More than 200 owners of micro business have been formed with IESA professors, and have been supported with more than 50 MBA students (as mentors).

Between 2010 and 2011, under the umbrella of the San Bernardino Project, IESA students and professors provide support for organizations in the San Bernardino area through consulting work in the course called Company, State and Society. As a result, IESA host two concerts by the Sarria Nucleus of “El Sistema” (Foundation of Venezuela’s National System of Young People’s and Children’s Orchestras). These performances are helping foster a formal commitment to the community closest to IESA.

These concerts have been attended by neighborhood organizations, such as children, parents, guardians and teachers of the Colegio Parroquial San Bernardino (San Bernardino Parochial School) which celebrated its 40th anniversary at IESA. The children belong to low income sectors where they are exposed to risks such as drugs and violence. Through this concert and in partnership with a core System, the IESA encouraged parents to enroll their children in an activity that keep them away from these risk factors, and also allows them to train as musicians being part of a system based on values such as teamwork, confidence, perseverance and leadership.

Another important initiative of San Bernardino Project was the creation of Los Erasos Brigade. IESA, Venemerugencia Foundation, A Tu Lado Foundation and the fire brigade at Universidad Simón Bolívar (USB) have created the first rescue brigade for the Los Erasos low-income neighborhood. The brigade was made up of some 60 people who live in the community. The members attended training sessions at IESA for two weeks with great perseverance and interest. This workshop has shown just how much the communities need assistance when it comes to health services.