



UNIVERSIDAD DE LOS ANDES
SCHOOL OF MANAGEMENT

ENTREPRENEURSHIP
AND SUSTAINABILITY IN EMERGING
MARKETS

STUDY TRACKS C AND G

Academic Information

October – December 2022

Contents

1.	Welcome to Universidad de los Andes School of Management	3
2.	Course descriptions	5
2.1.	Core courses	5
2.2.	Elective courses	8



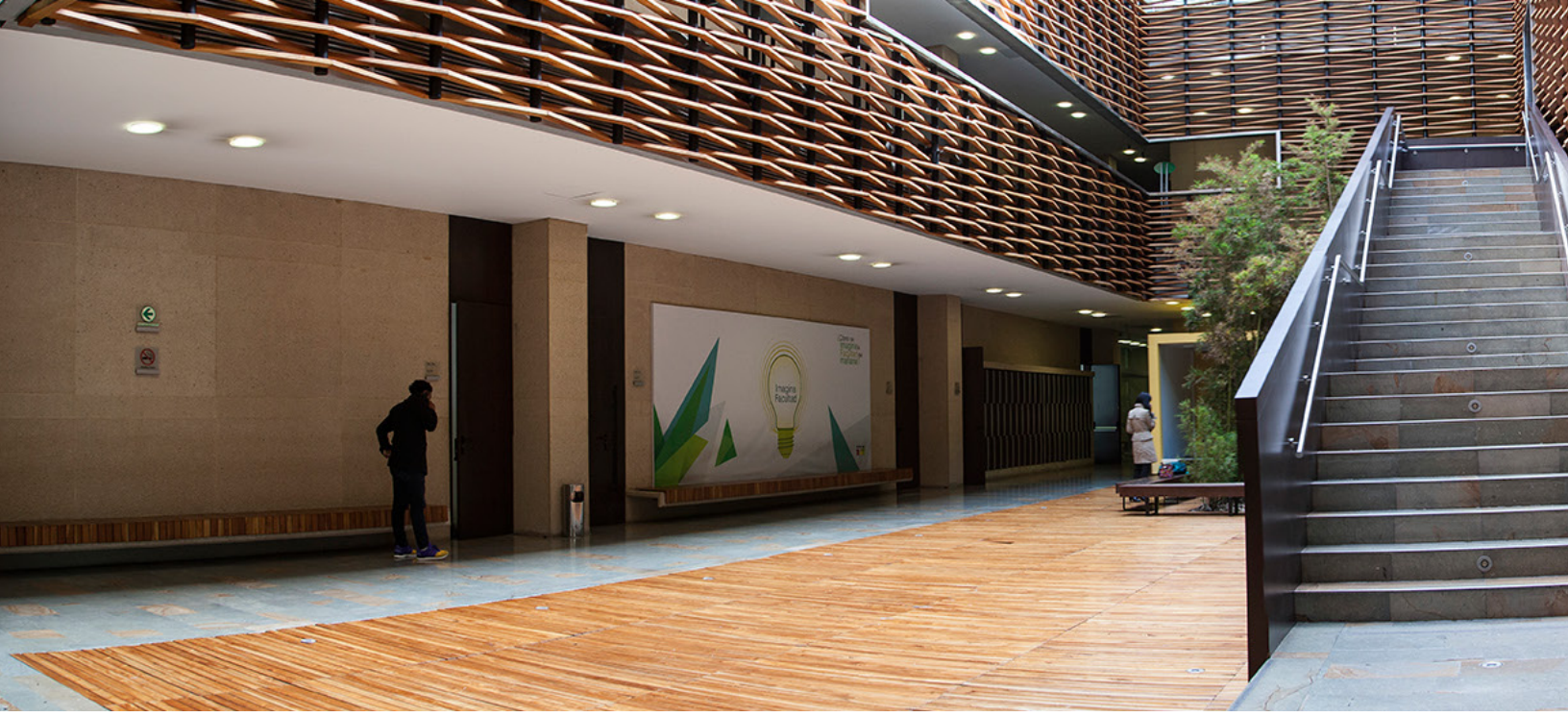


1. Welcome to Universidad de los Andes School of Management

Universidad de los Andes (Uniandes) is a private, non-profit, non-denominational university founded in 1948.

Basic Facts about the University:

- 10 Schools (Architecture, Art and Humanities, Economics, Education, Engineering, Law, Management, Medicine, Sciences and Social Sciences).
- 17 doctoral programs (384 students)
- 109 graduate programs (3,670 students).
- 43 undergraduate programs (14,337 students).
- 76% of Uniandes full-time faculty hold a PhD, the largest percentage in Colombia.
- In 2022 Uniandes ranked 236th in the QS World University Ranking and 5th in Latin America.
- In 2021 Uniandes ranked in 13th place in the 2021 Times Higher Education Latin America University Ranking.



Universidad de los Andes School of Management (UASM) was founded in 1972 and is one of the ten constitutive schools within the University. UASM defines itself as a school of management rather than a business school, and it is committed to educate and influence decision makers in all sectors: private, public, and not for-profit.

Basic facts:

The School's academic portfolio features:

- One undergraduate programs in Management
- One doctoral program in Management
- Seven specialized master programs
- Three MBAs (part-time, online and executive),
- Three graduate specialization programs
- A wide range of executive education programs (open and customized programs).
- 61 full-time faculty (90% hold a Ph.D.)
- 14 different nationalities.
- Triple accreditation (EQUIS, AACSB, AMBA)



Course 1: Sustainability Issues in Latin America

Professors: Iván D. Lobo
Email: ilobo@uniandes.edu.co
Dates: October 11 – November 29, 2022
Schedule: Tuesdays 6:00 pm - 9:00 pm
Credits: 4

DESCRIPTION

Latin America is an exceptional case to analyse the challenges of sustainable development. On one hand, poverty rates throughout the region have declined steadily during the last decades. Endowed with one of the largest stocks of available land for agricultural expansion, the region is also one of the most urbanised in the developing world. On the other, the region hosts many of the global 'biodiversity hotspots' where critical biomes (e.g. tropical rainforest, grass savanna, alpine tundra) are severely threatened by deforestation, habitat loss, and pollution from extractive industries. Moreover, most countries in Latin America still rank high as some of the most unequal in terms of income and land distribution. Understanding these contrasting and often contradictory realities admits no simplistic approaches.

This course introduces some of the main environmental and social justice issues that define nature-society interactions in the region and invites students to explore some provoking questions: what is distinctive —if anything— about the main issues and challenges of sustainability in Latin America? Is it possible for the region to turn those challenges into a source of widespread prosperity? If so, how? From an initial historical analysis about how space and territory were configured right after Spanish conquest, the course moves on to address the political economy of contemporary sustainability challenges in the region. It concludes with a critical reflection on future possibilities.

Founded on participant-centred methods whereby the pedagogical focus shifts to students as active contributors to knowledge generation, the course expects all participants to engage thoroughly with reading materials, cases and discussions as a necessary condition for individual and collective learning. At the end, participants will develop a deeper and more acute understanding of the nature, complexity and opportunities underlying sustainable development in the region in the hope that this will inspire them to help bring about profound, scalable change.



Course 2: Entrepreneurship and Capitalism in Latin America

Professors: Andrea Lluch and Xavier Durán
Email: am.lluch@uniandes.edu.co | xh.duran21@uniandes.edu.co
Dates: October 13 – December 1, 2022
Schedule: Thursdays: 6:00 pm - 9:00 pm
Credits: 4

DESCRIPTION

Latin America has experienced a dramatic transformation during the last 150 years. The course discusses the Latin American development through the entrepreneurs who shaped it. It offers students an opportunity to explore the historical development of as well as the future of entrepreneurship in Latin America, one of the world's largest emerging markets. For that, the course looks at the dynamic relationship between states and markets and between the developed and developing areas of the world economy or global economy. Through a wide-ranging framework it offers students an opportunity to understand the changing role of entrepreneurs and how they created business organizations in different contexts and institutional settings. Latin America offers rich, and often traumatic historical conditions, especially concerning the impact of globalization and economic cycles. By placing business in a broad political, economic and cultural context, the course covers the changes in the structure of



Latin America businesses over the last 150 years, the winners and losers from capitalist expansion. The course uses a variety of case studies, academic articles and book chapters, as well as newspaper articles, company cases from different countries of Latin America. It is organized in three modules, providing a dynamic framework for exploring the challenging decisions Latin American entrepreneurs and firms have faced in the different eras of the last century and a half in Latin America, until current conditions. By reviewing the historical evidence on Latin American entrepreneurship, the course is relevant to all future leaders operating in today's global context, since students will learn to understand how the modern business environment came about, and to think about how value can be derived in volatile circumstances with unpredictable political contexts as well as micro and macroeconomic shifts.

2.2 Elective courses (Choose 2)

Elective Course 1: Management for Circular Economy

Professors: Juanita Duque
Email: juani-du@uniandes.edu.co
Dates: October 13 – December 1, 2022
Schedule: Thursdays from 7:00 am – 10:00 am
Credits: 2

DESCRIPTION

Societal changes as part of the pandemic crisis require innovative models for production and consumption that generate employment, spur economic development, attend new societal paradigms, and keep within a safe boundary of ecosystem functions and services. The circular economy proposes such model by redefining growth through decoupling economic activity from the consumption of finite resources, designing waste out of the system and motivating the transition to renewable energy sources.

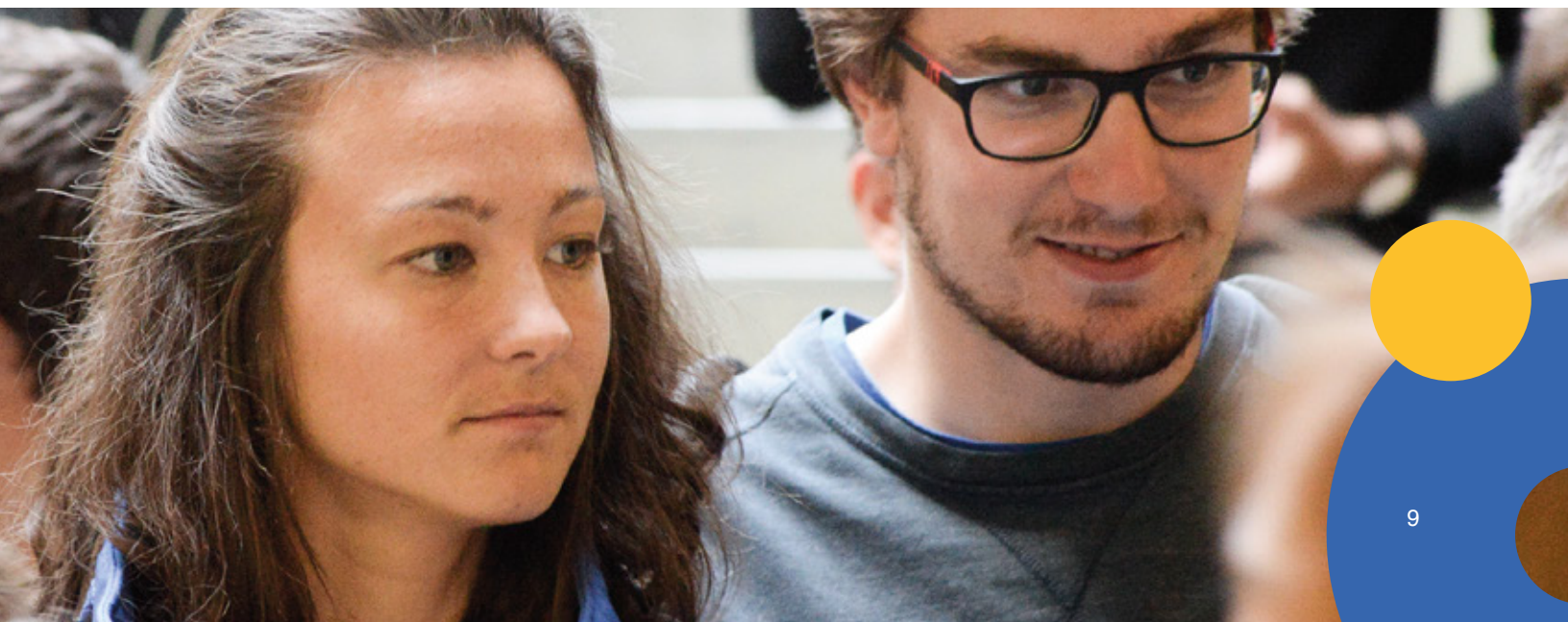
In a circular economy, economic activity builds and rebuilds overall system health. The concept recognizes the importance of the economy needing to work effectively at all scales – for large and small businesses, for organizations and individuals, globally and locally–. Transitioning to a circular economy does not only amount to adjustments aimed at reducing the negative impacts of the linear economy. Rather, it represents a systemic shift that builds long-term resilience, generates business and economic opportunities, and provides environmental and societal benefits.

The circular economy implies a transformative change in operation, and strategy of organizations and systems in order to consider dynamic interactions between social activities and biophysical environment. Therefore, the scope of circular economy is highly complex decision making, involving many variables and their interactions, and interdisciplinary, drawing knowledge from various disciplines across science, management, and policy.

The purpose of this course is to provide students with an understanding of social-environment intersections of circular economy and introduce examples of circularity strategies and practices from various scales and perspectives. Through the course, students are expected to enhance their understanding about complexity, cause – effect relationships, and dilemma in circular economy issues, particularly in the context of Colombia, and hone their capacities to develop innovative approaches to address these issues.

The key questions that the course will examine are:

- Why the circular economy?
- What are the core principles of management for circular economy?
- What are the examples of circular economy strategies at an organization, a group of organizations, regions, and nations?
- How to translate the circular economy into actions? How to mobilize various stakeholders?





Elective Course 3: Sustainable Value Chains

Professors: Ximena Rueda
Email: x.rueda@uniandes.edu.co
Dates: October 12 – November 30, 2022
Schedule: Wednesday from 5:00 pm – 8:00 pm
Credits: 2

DESCRIPTION

Nine billion people will inhabit the planet in the year 2050. The challenges of feeding this population are not only (or mainly) productive: the technology we have today allows us to produce enough calories to feed that population. Even so, the distribution of food is not equitable. Nearly 700 million suffer from malnutrition, most of whom are children. At the same time, current agricultural systems are the cause of important environmental effects, from deforestation and the emission of greenhouse gases to the contamination of water sources, the depletion of soils and the extinction of biodiversity, among others.

This panorama is even more complex if one considers that more than 80 million peasant families, especially in tropical areas, depend upon agriculture. Family farming provides not only food for local consumption but also commodities for global markets, which are increasingly concentrated in a few players.

In recent years, and because of globalization, transnational corporations have begun to play an increasingly important role in organizing the production, processing, distribution, and sale of raw materials around the world. The reach and control these corporations exert has spread throughout the planet, generating important changes on ecosystems and on the livelihoods of millions of people, but also creating opportunities for more sustainable extraction.

Contemporary agri-food systems are a starting point to analyze one of the most complex challenges of our society: How to produce, market and distribute in a fair and sustainable way the raw materials that society needs to satisfy its needs? Is it possible to use the land in a sustainable way while improving the conditions of poverty in the countryside and inequality in access to food? The course addresses these questions, encouraging students to think critically about these issues, while developing the skills to assess the impacts of initiatives that seek to introduce sustainability in supply chains. The course emphasizes the agro-food problems of Latin America in the global context. Likewise, it sets its sights on the corporate policies and instruments that seek the sustainable supply of raw materials, and analyzes the role played by other actors—consumers, civil society organizations, and governments—in promoting private initiatives and enhancing their impact.



Elective Course 4: **CONSULTANDES: consultancy in environmental management**

Professors: Kenneth Ochoa

Email: k.ochoa129@uniandes.edu.co

Dates: October 10, October 24, November 8, November 28, 2022

Schedule: 9:00 am – 12:00 m

Credits: 3

DESCRIPTION

CONSULTANDES is a consultancy project in which students lead the design of an innovative solution to an environmental corporate challenge. Students strengthen their leadership skills and managerial environmental knowledge by solving real life corporate challenges. The process is carried out in groups of 3 to 4 students from diverse disciplines. The agenda of this course seeks to help students to acquire practical and research experience in topics that are relevant for environmental corporate strategy and practices.

In the consulting project, the student is expected to acquire practical experience in the development of a consulting methodology on environmental management issues, such as: i) environmental strategies; ii) environmentally sustainable business models; iii) innovations that lead to environmental improvements; and iv) organizational change processes towards environmental sustainability.

The dynamics of Consultandes follows the practice of project management. Through planning meetings student groups are organized and use different work methodologies that include project management as well as specialized consultancies on particular topics in environmental management. In addition, steering committees monitor the development of each project. These committees are formal advisory spaces where the client, the group of students and the professors participate. The course methodology includes tools to measure learning and knowledge integration. Some specific questions that the course considers are:

- How to identify the real need of my client? How to delimit the scope of a project in environmental management that contributes to meeting this need?
- What are the consulting tools in environmental management?
- How can I generate added value when I have limited resources (time, budget)?
- How to make an impact on my client's organization?
- What is the environmental management consulting for? What is it not for? How to select a consultant? What are the advantages of a career in consulting?



2. Course Descriptions

As part of the GLOCAL certificate delivered at Uniandes all track C and G students must enroll in two mandatory core courses and choose two elective courses (a total of 30 ECTS). Below is a brief description of the different core and elective courses available.



For further information:

Alejandra García
pa.garcia@uniandes.edu.co

Daniela Barrios
d.barrios10@uniandes.edu.co



| AdmonUniandes

Universidad de los Andes | Vigilada Mineducación
Reconocimiento como Universidad, Decreto 1297 del 30 de mayo de 1964
Reconocimiento personería jurídica Resolución 28 del 23 de febrero de 1949 Minjusticia