



STRATEGIES OF THE ENTREPRENEURIAL PROFILE OF MICROENTREPRENEURS FROM THE PERSPECTIVE OF LEADERSHIP CULTURE, STUDY RANGE YEARS 2017 – 2021

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ABSTRACT

Objective: under study analyzes the impact of entrepreneurship on business strategies, focusing on leadership profiles and social skills, and their measurement through organizational strategy indicators. It also seeks to characterize strategies, competencies and challenges in the leadership culture to outline the entrepreneurial profile.

Theoretical Framework: is based on the works of Hofstede, Robbins, Morelos, GEM, and David McClelland. The theoretical framework allows us to understand the cultural and leadership factors that influence entrepreneurship.

Method: The study method is divided into two phases: a comprehensive documentary review of the literature between 2017 and 2021 using academic databases, and the design of a methodological approach for future research on transversal social relationships.

Results and Discussion: The results of the documentary review highlight various skill and competency strategies in the leadership culture, identifying key indicators to measure the impact of entrepreneurship on organizational strategies and their improvement in strategic direction.

Research Implications: The research provides a solid foundation for developing policies and programs that promote entrepreneurship and improve leadership culture in organizations. In addition, it offers valuable tools to evaluate the effectiveness of business strategies in the context of entrepreneurship.

Originality/Value: The study is original due to its multidimensional approach, combining a theoretical review with a detailed documentary review. Its value lies in the proposal of an entrepreneurial profile based on skills and competency strategies, and in the identification of organizational indicators to evaluate the success of entrepreneurship in the business field.

Keywords: Characteristics of Entrepreneurship, Soft Skills, Innovation, Entrepreneurial Leadership.

ESTRATÉGIAS DO PERFIL EMPREENDEDOR DOS MICROEMPREENDEDORES NA PERSPECTIVA DA CULTURA DE LIDERANÇA, FAIXA DE ESTUDO ANOS 2017 – 2021

RESUMO

Objetivo: o estudo analisa o impacto do empreendedorismo nas estratégias empresariais, com foco nos perfis de liderança e nas competências sociais, e sua mensuração por meio de indicadores de estratégia organizacional. Busca também caracterizar estratégias, competências e desafios da cultura de liderança para delinear o perfil empreendedor.

Referencial Teórico: baseia-se nos trabalhos de Hofstede, Robbins, Morelos, GEM e David McClelland. O referencial teórico permite compreender os fatores culturais e de liderança que influenciam o empreendedorismo.

Método: O método de estudo divide-se em duas fases: uma revisão documental abrangente da literatura entre 2017 e 2021 utilizando bases de dados acadêmicas, e o desenho de uma abordagem metodológica para futuras pesquisas sobre relações sociais transversais.

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Resultados e Discussão: Os resultados da revisão documental destacam diversas estratégias de habilidades e competências na cultura de liderança, identificando indicadores-chave para medir o impacto do empreendedorismo nas estratégias organizacionais e sua melhoria na direção estratégica.

Implicações da pesquisa: A pesquisa fornece uma base sólida para o desenvolvimento de políticas e programas que promovam o empreendedorismo e melhorem a cultura de liderança nas organizações. Além disso, oferece ferramentas valiosas para avaliar a eficácia das estratégias empresariais no contexto do empreendedorismo.

Originalidade/Valor: O estudo é original pela sua abordagem multidimensional, combinando uma revisão teórica com uma revisão documental detalhada. O seu valor reside na proposta de um perfil empreendedor baseado em estratégias de habilidades e competências, e na identificação de indicadores organizacionais para avaliar o sucesso do empreendedorismo no âmbito empresarial

Palavras-chave: Características do Empreendedorismo, Habilidades Interpessoais, Inovação, Liderança Empreendedora.

ESTRATEGIAS DEL PERFIL EMPRENDEDOR DE LOS MICROEMPRESARIOS DESDE LA MIRADA DE LA CULTURA DE LIDERAZGO, RANGO DE ESTUDIO AÑOS 2017 – 2021

RESUMEN

Objetivo: Objetivo bajo estudio analiza el impacto del emprendimiento en las estrategias empresariales, enfocándose en los perfiles de liderazgo y habilidades sociales, y su medición a través de indicadores de estrategia organizacional. También busca caracterizar estrategias, competencias y desafíos en la cultura de liderazgo para delinear el perfil emprendedor.

Marco Teórico: El Marco Teórico está basado en los trabajos de Hofstede, Robbins, Morelos, GEM, y David McClelland, el marco teórico permite comprender los factores culturales y de liderazgo que influyen en el emprendimiento.

Método: El método del estudio se divide en dos fases: una revisión documental exhaustiva de la literatura entre 2017 y 2021 utilizando bases de datos académicas, y el diseño de un enfoque metodológico para investigaciones futuras sobre la relación social transversal.

Resultados y Discusión: Los resultados de la revisión documental destacan diversas estrategias de habilidades y competencias en la cultura de liderazgo, identificando indicadores clave para medir el impacto del emprendimiento en las estrategias organizacionales y su mejora en el direccionamiento estratégico.

Implicaciones de la investigación: La investigación proporciona una base sólida para desarrollar políticas y programas que promuevan el emprendimiento y mejoren la cultura de liderazgo en las organizaciones. Además, ofrece herramientas valiosas para evaluar la efectividad de las estrategias empresariales en el contexto del emprendimiento.

Originalidad/Valor: El estudio es original por su enfoque multidimensional, combinando una revisión teórica con una revisión documental detallada. Su valor reside en la propuesta de un perfil emprendedor basado en estrategias de habilidades y competencias, y en la identificación de indicadores organizacionales para evaluar el éxito del emprendimiento en el ámbito empresarial.

Palabras clave: Características de Emprendimiento, Habilidades Blandas, Innovación, Liderazgo Emprendedor

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1 INTRODUCTION

This article is part of the documentary review of the research that is being developed within the framework of the strategies of the entrepreneurial profile of microentrepreneurs from the perspective of the leadership culture, study range years 2017 - 2021. Likewise, seeks to rescue the characteristics of the postulates of Hofstede, Robbins, Morelos, GEM, David McClelland and government entities. Providing some scopes that allow to rescue from the information obtained the characterization of strategies of skills, competencies and challenges of the leadership culture to propose an outline of the profile entrepreneur.

The document is composed of a first subchapter called: Training for entrepreneurial leadership - conceptualization of entrepreneurship, entrepreneurship and entrepreneur. A second subchapter: Characteristics of the entrepreneur. A third subchapter: Innovation and entrepreneurship. Fourth subchapter: Business leadership culture. This way, it is possible to obtain an analysis of the theoretical structure of the study in question.

2 THEORETICAL FRAMEWORK - TRAINING FOR ENTREPRENEURIAL LEADERSHIP

2.1 CONCEPTUALIZATION OF ENTREPRENEURSHIP, ENTREPRENEURSHIP AND ENTREPRENEUR

The training of entrepreneurs and the creation of new companies is a priority when it comes to promoting economic and social development at a global and local level. Their contribution significantly determines the creation and innovation of new proposals, technological development, job creation, employment and economic growth. In economic terms, “entrepreneurship is beginning the search for value generation, through the creation or expansion of an economic activity by means of the identification and exploitation of new products, processes or markets” (Ahmad and Seymour, 2008).

For Stevenson it is important to consider that "Entrepreneurship is pursuing opportunity beyond the resources that are currently controlled" (Stevenson 1983, 1985, 1990, 2000).

The origin is given in that the term "entrepreneurship was born in the year 1755, this field has been studied from various theoretical perspectives, such as: economics, sociology, psychology, anthropology, political science, business administration, history, among others" (Shane & Venkataraman, 2000; Terán-Yépez, 2018).



According to Kruger (2004) and Landström (2005), the founders of entrepreneurship theory were Richard Cantillon (1755) and Jean Baptiste Say (1803).

Cantillon (1755) was the first to place the entrepreneurial function in the field of economics, defining the entrepreneur as a person who assumes the risk of buying a product at a certain price and selling it at an uncertain price. He also argued that entrepreneurs were directly involved in the balance of supply and demand.

According to (Cherukara & Manalel, 2011). In 1803, in the midst of the industrial revolution, Jean Baptiste Say expanded the definition of entrepreneur, including the possession of managerial skills, since he argued that an entrepreneur was capable of coordinating and combining the factors of production (Jennings, 1994; Smith & Chimucheka, 2014).

The field of entrepreneurship and the study of the entrepreneur as an individual has re-emerged in the last two and a half decades as an academic interest (Cassis & Minoglou, 2005; Shane, 2012). This resurgence is related to the revival of small and medium-sized enterprises and the emergence of an “entrepreneurial culture” worldwide (Shane & Venkataraman, 2000; Audretsch, 2012).

In Colombia, for some sectors, entrepreneurship has a positive impact thanks to the attitudes and skills of the population towards Dynamic Entrepreneurship (DE), seeing it as an opportunity for growth and identification of new and innovative business ideas. However, in the research of the Global Entrepreneurship Monitor (GEM), (“2020-2021), new and emerging Colombian companies are weak in the use of new technologies.

In Latin America and the Caribbean, according to data obtained by the Global Entrepreneurship Monitor (GEM), (“2020-2021), entrepreneurship is a structural characteristic of economic dynamism, in part, because it contributes to solving the needs of the population in response to the high levels of unemployment that the region faces and that through self-employment it becomes an alternative to obtain income.

Entrepreneurship can be defined as “the ability to start from scratch to create a project, an initiative, a business” (School, 2020), or as established by Law 1014 of 2006 of Colombia, where it defines entrepreneurship as: “a way of thinking and acting oriented towards the creation of wealth; it is a way of thinking, reasoning and acting focused on opportunities, raised with a global vision and carried out through balanced leadership and management of calculated risk; its result is the creation of value that benefits the company, the economy and society” (Colombia C. d., 2020).

Currently, entrepreneurship can be viewed from two perspectives: subsistence or necessity entrepreneurship and opportunity or business entrepreneurship. Subsistence



entrepreneurship impacts economic development more from a social point of view, it provides a source of income, it allows people to live with dignity, but its macroeconomic impact is not as visible. Here we could talk about underemployment where there is not necessarily a formalization of the businesses or activities developed. Opportunity or business entrepreneurship takes advantage of the opportunities offered by the economy that generally end in the creation of companies and job creation with the corresponding payment of taxes and other associated values (Alvarez, 2014).

In short, defining entrepreneurship is not easy as mentioned above, since there are a variety of views on the matter, depending on the area of knowledge. However, entrepreneurship can be seen as the action of undertaking, of taking action, of innovating, of creating a product or giving added value to something already existing. Entrepreneurship is generally associated with the idea of generating a company or business, although this is not necessarily true, since a good entrepreneur is not necessarily a good businessman and a good businessman is not necessarily a good entrepreneur (Bucardo C, 2015).

On the other hand, it is important to highlight that at the beginning of the 16th century the word entrepreneur arose, which is derived from the French “entrepreneur”, then, in an economic sense it was defined for the first time by the French writer, Richard Cantillon (1755/2015) as the process of facing uncertainty. The French economist Jean-Baptiste Say, in 1803 (cited by Varela, 2001), defined it as an agent that brings together and combines the means of production. However, at the beginning of the 20th century, Joseph Schumpeter (1935), a German economist and professor at Harvard University, recognized the entrepreneur as the center of the economic system, thus changing the role of the “entrepreneur” or entrepreneur, who stops being just an economic risk taker, to become an innovator of products and services (Rodríguez & Jiménez, 2005).

Hence, an entrepreneur is a person who identifies a business opportunity and organizes the necessary resources to launch it. It is common to use this term to designate a “person who creates a company” or “develops businesses.”

In this order of ideas, it could generate recognition in society for entrepreneurship and entrepreneurs. According to data from the Global Entrepreneurship Monitor (GEM) study in Colombia, 70% of the adult population (18 to 64 years of age) perceives that being an entrepreneur is a valid option for their professional life, in addition to social recognition according to the same attitudes, perceptions and social values that inspire people to start a new business. In accordance with the above, GEM studies attitudes towards entrepreneurship by analyzing the perception of opportunities of the adult population, as well as the perception of



their capacities and skills to start a business. Additionally, it evaluates social values, such as entrepreneurship as a desirable option, the recognition of entrepreneurs in the media and the status of entrepreneurs.

2.2 CHARACTERISTICS OF THE ENTREPRENEUR

Entrepreneurs are “innovative, creative people who see opportunities where others only see routine, excessive risk and even failure, and who can take their business activities almost like a game of chance, where the one who bets the most, even knowing that he could lose everything, is the one who wins the most,” as established by (Park & Masi, 2015).

For several decades, studies have been carried out on the Entrepreneur and Entrepreneurship, due to its importance in the technological and economic development of a society or a country, as mentioned by Schumpeter (1949), McClelland (1961), Hagen (1962) and Casson (1982), admitting the Entrepreneur as the driving force of economic development and that, in addition, his personal characteristics make him different from others.

These entrepreneurial characteristics have been studied by different researchers and schools of knowledge, one of them being Harvard Business School, to which Professor McClelland belongs, who stated that the capabilities of entrepreneurs are due to psychological reasons such as: achievement, propensity to risk, innovating things of value and creating wealth, contributing to the economy and society; and not psychological reasons such as: age and gender, work experience, childhood, family background (López, Montilla, & Briceño, 2007).

On the other hand, Professor David McClelland developed one of the most important studies regarding motivational theory that led him to propose the Entrepreneurial Behavior Characteristics (CCE) based on experimentation with the Thematic Perception Test, which allowed him to measure human needs and motivation through the use of graphic demonstrations. McClelland's conclusions were that people develop different needs over time and through lived experiences. From here he identified three needs which he classified as achievement, affiliation and power that stand out in entrepreneurial people.

Another study developed by professors from the Universities of La Guajira and Atlántico, Pitre-Redondo, RC, Hernández-Palma, HG, & Sierra-Parodi, A. (2021), regarding the profile of the modern entrepreneur and the creation of companies in Colombia, mention that entrepreneurial activities represent one of the main sources of economic growth and job creation, however, the study of the factors that influence the success or failure of companies and the way in which entrepreneurs impact strategic direction with very particular



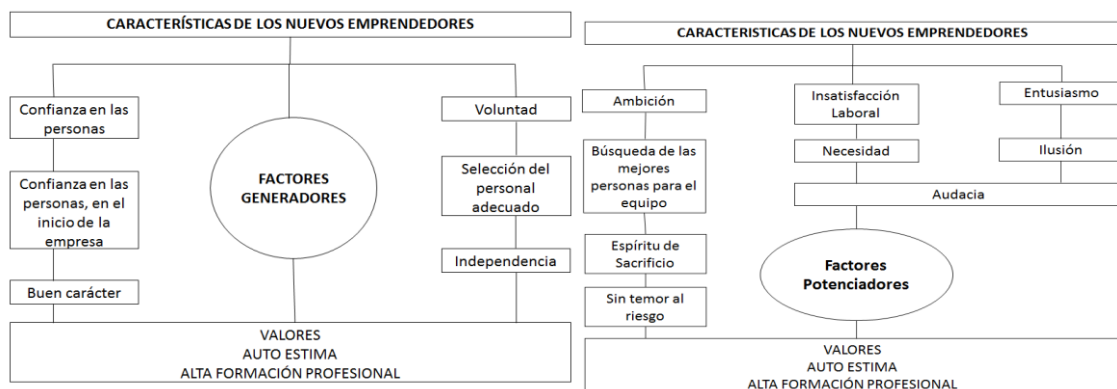
characteristics that generate a differentiating factor compared to others, such as their age, their initiative in innovation, the use of new technologies, the interdisciplinarity of their knowledge, among others, is striking.

In general, the study by academics shows that companies with accelerated growth have in their management businessmen capable of reading the opportunities in their environment and taking advantage of them, who are usually people under 40 years of age, with previous experience in the sector and higher academic studies. These characteristics then provide them with the ability to respond to market dynamics, with the timely development of innovative strategies that tend to satisfy the needs of their clients and the optimization of their productivity and efficiency (Confecámaras, 2017b).

On the other hand, new entrepreneurs must have the ability to direct their actions towards achieving the objectives and goals previously planned for their lives. In this sense, human beings, as part of their nature, have the power to dream big and to undertake (Triana *et al.* , 2013). However, the business ideas that are continually generated are often not materialized, either due to lack of sufficient support, the belief of not being capable or ignorance of existing opportunities (Durán *et al.* , 2016). In this sense, the aforementioned difficulties can be overcome through adequate management of knowledge for the development of a culture of entrepreneurship and continuous learning capacity that, in turn, provides the new entrepreneur with sufficient elements for success (Nova, 2014). In relation to the above, Castro *et al.* (2015) has managed to establish the following factors as the main characteristics of current entrepreneurs:

Figure 1

Factors such as the main characteristics of current entrepreneurs



Source: Cuellar (2022).

According to the GEM report (2020), Professor *Osorio Tinoco Fabián*, professor at the Pontificia Universidad Javeriana and member of the GEM Colombia Team, states that the entrepreneurial spirit begins when an individual decides to start a new business. The entrepreneurial intention is the first step for the entrepreneur to begin the steps towards the



implementation of new businesses, thus generating and promoting entrepreneurial activity and motivating the entrepreneurial intention of the population. For its part, the GEM National Report (2020) Colombia shows that in 2016 the entrepreneurial intention in our country was 53%. This means that 53% of the adult population in Colombia was thinking of starting a new business within a period of three years. In 2020, this number was reduced to 43.3%.

This 10 percentage point drop may be due to many factors, including individual perceptions, perception of economic opportunities, and sociocultural perception. However, the 10 percentage point drop could be worse. In particular, the COVID-19 pandemic changed the downward trend in 2020. Entrepreneurial intention in 2019 was 42.2% and in 2020 it increased to 43.3%. This explains why the pandemic generated massive layoffs and closures in Colombia, and people needed to continue generating income, with entrepreneurship being the best alternative. These factors influence the drop in entrepreneurial intention.

The GEM National Report shows scores that contribute to these factors over the past five years. For example, for individual perception, fear of failure increased by more than 10 percentage points over the past five years. In 2016 it was 25.6% and in 2020 it was 39.5%.

The perception of the skills and knowledge needed to start a new business fell from 67.9% in 2016 to 64.8% in 2020. Regarding the perception of economic opportunities, in 2016 the score was 51.4%; in 2020 it fell to 47.9%. Finally, regarding the perception of entrepreneurship as a desirable career option, Colombians are losing faith. In 2016 this perception score was 67.2% and by 2020 it dropped to 53.5%. Likewise, the status and respect for entrepreneurship in Colombia plunged from 76.2% in 2016 to 58.3% in 2020.

It is worth analyzing that while entrepreneurial activity is growing, the entrepreneurial intention of Colombians is decreasing. It is worth recognizing that GEM is the largest ongoing study on global business dynamics and for Colombia the analysis offers a perspective on entrepreneurship at the country level, which is only available in this study, so that academia and policy makers must guide and develop activities that motivate the generation of new companies.

Likewise, the Global Entrepreneurship Monitor (GEM), (“2020-2021) states that globally during the Covid 19 period in the years 2020 - 2021, entrepreneurs reinvented themselves and innovated ideas with effort, perseverance and advances in the challenges of technological development. However, in recent years Colombia has not been alien in this sense since different projects have been developed in conjunction with the country's current trends in terms of innovation and entrepreneurship. In some cases, government plans have chosen to



implement regulations and strategies that mitigate unemployment and the negative effects of the economic crisis.

An example of this is Art. 25 of Law 2069 of December 31, 2020, which establishes the Strengthening of the export capacity and vision of entrepreneurs. The Ministry of Commerce, Industry and Tourism, and other government entities, will work for the management, training, accompaniment and support, to the export vision and capacity of national entrepreneurs, so that they can open a field in foreign markets and prepare for the dynamics of international trade. (Law 2069, 2020)

In light of the country's current provisions in terms of innovation and entrepreneurship, the search for new studies and knowledge, the way in which the market interacts administratively, the impact of the qualification of competencies and skills in training and promoting managers with an entrepreneurial vision in the different disciplines and contexts of globalization, social responsibility, government plans, market trends, and the transformation of regional realities, it is necessary to present training alternatives and viabilities in accordance with new technological, digital and market trends.

2.3 INNOVATION AND ENTREPRENEURSHIP

This study aims to present the entrepreneurial activity that is positive on the economic and social progress of the country, as explained by Angelelli and Prats (2005) where it is recognized that entrepreneurship is a dynamic concept related to the processes of transformation of business structures that, when applied, allows generating: greater efficiency, structural change, innovation and a greater variety of products, without leaving aside that entrepreneurship has been associated with economic growth and job creation (Angelelli, 2005).

Law 1014 of 2006 on the Promotion of Entrepreneurship Culture in the country establishes as one of its main objectives to "promote the entrepreneurial spirit among students and make them people capable of innovating and generating goods and services aimed at developing business skills" (Colombia C. d., 2020), leaving the responsibility to educational institutions at all levels to teach and develop entrepreneurship in the Colombian population. The first approaches to entrepreneurship education took place in the 1940s, where Harvard University, among others, with the Harvard Business School designed an entrepreneurship establishment model based on three axes: the market, people and resources, where the entrepreneur can be trained at any stage of life, this being an aspect that has always been debated, whether the entrepreneur is born or made, but Harvard Business School studies and



research conducted by Valero (Valero, 2019) establish that skills and abilities can be acquired and/or polished through entrepreneurship education.

In addition to the above, the entrepreneur's attitude is important, which is shaped by many factors such as family, environment, need, values, motivations, personality traits, among others, where perhaps education is a primary variable. And to all of the above, it is important to add the entrepreneurial skills that will allow adding value to what has been developed, to carry out an undertaking and bring it to a successful conclusion sustainable over time (Numa R., 2020). This is where the studies and research carried out by Joseph Schumpeter have been key, who addresses creativity and entrepreneurial attitude through the concept of new consumer goods, new markets, new production methods and industrial organization, while David McClelland addresses the issue more from a psychological point of view, where he establishes that entrepreneurs are driven by a need for achievement, control, acceptance of uncertainty, and tolerance for ambiguity (Portilla Linares, 2010).

McClelland studied the motivation and need for achievement as the main fuel of the theory he proposed, since this need for achievement leads a person to set goals, to persevere in order to achieve the goal, to be risky, to stand out from others, leading him to propose the Characteristics of Entrepreneurial Behavior as a result of the studies carried out, where the characteristics that should define the profile of an entrepreneurial person are defined.

The scope will allow to determine some current skills and competencies in micro-entrepreneurs that may lead to establishing in the future whether the entrepreneurial ideas presented to opt for their degree of technologist or engineer have a future as a concrete and life project, or are only one more requirement fulfilled in order to achieve their respective degree.

This is why, by carrying out the work of finding how entrepreneurial the students of the programs can become with the help of the Entrepreneurial Characteristics proposed by David McClelland, an American psychologist specializing in human motivation and entrepreneurship, a technique known as the Harvard Business School Method and adopted by the United Nations Conference on Trade and Development, an agency dependent on the United Nations for trade and development issues, in order to detect and enhance the behaviors and characteristics that every entrepreneur should have, cultivate and develop, a first approximation can be made to the entrepreneurial profile of the students, as well as finding out how much the current curricular mesh contributes to strengthening, training, and giving tools that enhance the entrepreneurial profile of students. However, it must be related to the profiles stipulated by the GEM for entrepreneurs and that point to the required competencies, including the classification of the characterization as potential entrepreneurs, nascent entrepreneurs, new entrepreneurs,



intrapreneurs, established entrepreneurs. Likewise, combining internal factors within the company, social, academic, political and environmental factors that make the characterization of these skills perceived from the realities themselves.

Entrepreneurship is a term that generates entrepreneurial strategies from an already established business, based on economic activities, they can be complemented and create a business culture, which allows generating the option of a network of entrepreneurs between different goods and services, giving rise to a sustainable business strategy economy providing long-term synergy skills.

A business network can be defined as “a permanent strategic alliance between a clearly defined group of independent companies that collaborate to achieve common objectives aimed at developing the competitiveness of the participants” (Guerrero, 2016:9), “they are sets of relationships between productive units to overcome obstacles and conquer markets beyond individual scope.” (Cardona, 2017:58). Taking these definitions into account, these networks allow support in the different processes of the same company, where strategic market cooperation is evident.

Entrepreneurship is considered a key factor for a country's economic development. The economy is currently strengthening, but the main risks remain, says the OECD - Organization for Economic Cooperation and Development in its most recent Economic Outlook, "But with the world still facing persistently high unemployment, countries must do more to increase resilience, encourage inclusion and strengthen job creation. The time for reform is now: policies that encourage growth but at the same time create opportunities for all, ensuring that the benefits of economic activity are widely shared," (GURRIA-OECD - Paris, May 6, 2014). This complexity of global economic development has posed new challenges to the education sector, in the sense that it must respond to the labor needs of the population, generating well-being and quality of life for citizens. Not in vain, developed countries invest primarily in education as a factor of progress.

2.4 BUSINESS LEADERSHIP CULTURE

Countries have established policies that govern this process with the purpose of promoting activities through educational methods with a view to achieving training in work and business skills; the idea of increasing the number of entrepreneurs in society is interesting.

In Latin America, most countries initiated changes in the educational system. ECLAC presented guidelines to address the various situations, initiating innovation processes, directing



institutional policies as a determining factor in the availability of resources, and social and political agreements for the different educational reforms.

Then, in these economic and social changes, the articulation between education and work places them with greater responsibility in the aforementioned circumstances, the concept of entrepreneurship becomes more relevant for our society, making its study increasingly attractive and necessary; Nassir Sapag Chain defines an entrepreneurial project as the "search for an intelligent solution to the statement of a problem tending to solve, among many, a human need." (Sapag, 2019).

So, it is worth asking whether we are responding to these demands and, as an educational sector, are we leading the training in work and business skills that are framed in economic realities, trade, the business world, employment, productivity, internationalization as a factor of development and social well-being?

According to Colombian legislation, "Entrepreneurship is a way of thinking, reasoning, and acting focused on opportunities, presented with a global vision and carried out through balanced leadership and the management of calculated risk, its result is the creation of value that benefits the company, the economy and society" (Law 1014 of 2006, art. 1). The purpose of this Law is "To promote the entrepreneurial spirit in all educational institutions in the country."

Currently, educational institutions in Colombia include the Entrepreneurship Chair in their preschool, basic, secondary and higher education curricula, generating training spaces in basic, labor, civic and business skills, highlighting the importance of the articulation of educational environments with the productive world.

By encouraging an entrepreneurial culture, it becomes one of the most relevant strategies to boost the country's economic development and a training system for work and human development, it is a challenge that needs to be complemented in Educational Institutions beyond the general guidelines, for this purpose, Castellanos (2007), finds aspects related to thematic contents, "The entrepreneurship chair goes hand in hand with the teaching of ethics and human values, as well as with all other areas of knowledge since it is taught in a comprehensive way where the student establishes his vocation and professional performance depending fundamentally on the coherent experience of moral values and principles which are strengthened in the educational core with the implementation of the transversal axes of entrepreneurship".

In this sense, it is necessary to take ownership of the social scenario, through the interaction of the agents that intervene in the local, regional and national development. Higher



Education Institutions must be guarantors of the training of entrepreneurial professionals, where the ability to undertake can be taught, planned and executed (Gibb 2005), intentionally including in the plans and programs, strategies and pedagogical models, to create culture, thought and behavior of entrepreneurs. Entrepreneurship training varies from one Educational Institution to another, despite the fact that the nature and purposes are the same, the important thing is that, from the initial cycle of education, to higher education, they strengthen the entrepreneurial skills of students, through the use of tools and didactic strategies designed for this purpose.

Higher education, for its part, becomes an opportunity to raise awareness among future professionals from different disciplines about the importance of the country's development, as well as the possibility of projecting themselves as entrepreneurs with options for personal and professional progress, regardless of the area of knowledge they have chosen.

Gaitán (2009) states “Being an entrepreneur is a way of life that is inspired by beliefs, by a particular way of seeing, knowing, and doing. It is creating and carrying out innovation processes and projects in which new ideas are provided for old and new needs, it is administered, managed, and evaluated.” All of these characteristics establish a parameter to cultivate and exploit aptitudes and attitudes towards entrepreneurship with a supportive approach. Being an entrepreneur is not an easy subject; it is clear that there are internal and external factors that, with *creativity and skills*, determine its success.

According to Torrance (1976) "Creativity is the process of being sensitive to problems, deficiencies, gaps in knowledge, overlooked elements, disharmonies... of seeking solutions; of making assumptions or formulating hypotheses about the deficiencies; of examining and testing these hypotheses and modifying them if necessary, perfecting them and finally communicating the results."

Human beings are creative and tend to constantly generate new trends that serve as support to reach new inventions; favoring the realization of cognitive processes, taking advantage of global trends, technology, innovation, science and research, updating themselves in order to redefine ways of doing business because the market itself evolves with new dispositions, preferences and knowledge.

From this perspective, for San Martín (2012), the verb *competere* (to correspond, to agree) designates an obvious, external, sufficiently appreciated and known quality; such that a competence is something acquired, certain and evident, beyond the qualification that determines the sufficiency or insufficiency of knowledge.



For Tobón (2016), competencies are projected as a pedagogical and didactic approach with the objective of improving the quality of education, training processes for work, human development and the training of researchers. They are based on the analysis and resolution of problems that make sense for people; from these competencies, the requirements of the social and work world are intended to be identified in order to guide the design of the contents and didactic strategies of education.

From this perspective, Tobón (2016) defines *competencies* as: complex processes that people put into action - performance - creation, to carry out systemic activities and solve work and daily life problems, in order to advance in self-realization, live life authentically and contribute to human well-being, integrating know-how (apply procedures and strategies), with knowing how to know (understanding the context) and knowing how to be (having initiative and motivation), attending to the specific requirements of the continuously changing context, with intellectual autonomy, critical awareness, creativity and a spirit of challenge (p. 9).

In this way, competencies are obtained as a reasoned know-how to face insecurity and uncertainty, so they cannot be challenged as observable behaviors alone, but as a complex structure of attributes necessary for performance in various situations where attitudes, knowledge, skills and values come together with the tasks that must be performed in specific situations (Gonczi and Athanasou, 1996).

The above implies moving from competencies understood as know-how in context, to self-critical and critical performance processes of personal reality and the external context with a view to exerting a transformation on it (Tobón, 2004).

3 METHODOLOGY

The methodology that composes this article is given in relation to a qualitative study of a documentary order, in a transversal manner, established from a scope of concepts and dissertations regarding strategies of the entrepreneurial profile of microentrepreneurs from the perspective of the leadership culture, study range years 2017 - 2021.

With a view to field study analysis, to relate the most relevant components of the theoretical positions and the original skills of the being, to articulate entrepreneurship, innovation and scope. In this order, the methodological design allows from the qualities and the documentary study, to centralize the results obtained as a proposal for the second phase of research as a look at the transversal social relationship.



4 CONCLUSIONS

In this regard, renowned experts in their most recent studies insist that if Colombia wants to improve its competitiveness, one of the central elements that it must take into account to build a country is the change in its statements regarding scientific and technological development, innovation and entrepreneurship, which seem to be somewhat absent.

The impact and relevance of the university in its institutional, economic and social environment, as the main driver of local development, is the implementation of projects that fruitfully connect training and research with the needs of the environment, while establishing mechanisms of connection with the productive system and facilitating entrepreneurship and labor insertion of graduates in close cooperation with governments, companies and other institutions. Likewise, José Fernando Isaza, in a satirical, irreverent, provocative and humorous way, summarized a series of ideas that have become a dangerous creed within the Colombian academic and scientific community, one of them is "We believe that by mixing the words relevance, competence, quality, globalization, innovation, articulation, entrepreneurship, with phrases such as "university-business relationship", "education for work", "increase the number of patents" (Isaza, 2020)

Among some of the characteristics to be studied, as proposed by the Bogotá Chamber of Commerce, 7 factors could be considered to assess the level of entrepreneurship of a university: 1) Leadership and governance; 2) organizational capacity, people and incentives; 3) development of entrepreneurship in teaching and research; 4) trajectories for entrepreneurs; 5) university-business relationship for the exchange of knowledge; 6) internationalization; 7) impact measurement. (CCB, 2020)

Based on the above and as an indication of possible research, it is worth reinforcing that a network of institutional entrepreneurs would reflect an important synergy within the application of the curriculum, norms and guidelines of institutional quality, since it allows the application of academic and normative theory within a sustainable economy of joint development.

It is important to mention that there are organizations such as chambers of commerce, Acopi and territorial and governmental entities that have sought support for microentrepreneurs through different market strategies such as: clusters, associations, strategic benefits, guarantees, among others. Taking into account that most of these are companies that generate their resources from the collection of these memberships. But they do not get involved in the environment of educational institutions.



SENA is one of the academic entities aimed primarily at entrepreneurs and the generation of labor for work. It is evident that within university institutions there are different entrepreneurship programs within them.

But all these issues are not limitations for this social need for entrepreneurship, since, when the daily routine of doing business disappears, other new businesses appear with new industries and more technological opportunities that provide new challenges to encourage academic training, and interest in discovering new knowledge that brings with it new leading, innovative, investigative and imaginative entrepreneurs.

For this reason, it is not enough to want to be, but to make the decision to train and in this way see the true vision of being generators of your own income, taking into account that it cannot remain in the attempt, it is necessary to generate projects, research, that evaluate all the scenarios which allow to provide the necessary skills and aptitudes to not give up.

It is also necessary to establish a critical analysis of the business opportunity that you want to undertake in terms of: what is produced, its sales, daily operations, profitability, the market, the environment and stability. " **Bogotá Emprende**, Of the total number of respondents, almost **30% (933,090)** claim to know of some entrepreneurship program and of these, **13% (125,034)** participate in one of them ." (**Bogotá Chamber of Commerce**).

Entrepreneurship means taking on economic and labor risks, among others, which an empirical entrepreneur does not stop to consider due to a lack of advanced levels of education, which is a sure reason for failure. It is essential that those who have the opportunity to undertake become aware that without academic knowledge, very little can be achieved. This way, they can obtain better opportunities and options to get involved in a strategic way in the market, be successful, analyze different options, know how and when to take risks, be innovative, have leadership training, the ability to guide and solve problems, strategic thinking, among others.

Innovation is understood as the introduction into use of a new or significantly improved product (good or service) or process, or the introduction of a new marketing or organizational method applied to business practices, work organization or external relations.(COLCIENCIAS, s.f.)

Innovation encompasses a broad set of activities within companies that contribute to generating new technological knowledge or improving the use of existing knowledge. This knowledge is applied to obtaining new goods and services, as well as new forms of production.(Mathison, 2007)

The innovative process, according to Mulgan (2006), begins with an idea of an unmet need along with an idea of how to meet it; sometimes the needs are barely obvious, such as



hunger, homelessness, and illness; other times, they are less obvious, such as racism or domestic violence. Innovation will then strive to find diverse, creative, and new ways to meet these needs (MORENO).

From the above, the knowledge of Social Innovation arises, which according to Week (FUENZALIDA, 2017) refers to new forms, techniques, procedures, laws and agreements, applied to plans in education, justice, professions, economy, commerce and international business that tend towards more equitable and fair social orders. Under this perception, definitions arise that place the social dimension of innovation as a consequence of it.

The Economic Commission for Latin America and the Caribbean (VALLEJO, 2017) defines social innovation as “new processes, practices, methods or systems to carry out traditional processes or new tasks that are done with the participation of the community and the beneficiaries.”

For others, it would also include those original initiatives that improve the effectiveness of public action. Many identify social innovation with the social applications of technological innovation and even the part that corresponds to the participation and management of human talent.

In depth, Morales (2008) mentions social innovation as an endogenous action or exogenous intervention (arisen from people in need or from those who want to help) of social development (which improves well-being and/or social cohesion) that through an original/novel change (a different situation to the pre-existing one is produced) in the provision of a service or in the production of a good (it admits different forms of intangible and/or tangible manifestation) achieves results (there are objective indicators of the change produced) generally through a network system (inter-organizational relations acquire greater prominence rather than intra-organizational ones) and which has the potential to be reproducible (it tends to unlimited diffusion instead of restricted or controlled reproduction) Morales (2008). This article allows to mesh upcoming postulates of quantitative order for the analysis of skills and their application.

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