

# Cultura organizacional y desarrollo local en micro y pequeños negocios emprendedores e innovadores

*Organizational culture and local development in micro and small entrepreneurial and innovative businesses*

*Cultura organizacional e desenvolvimento local em micro e pequenas empresas empreendedoras e inovadoras*

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ARTÍCULO DE REFLEXIÓN<sup>7</sup>

*Resumen: El objetivo de este trabajo fue la revisión y discusión de los marcos teóricos y conceptuales relacionados con el desarrollo local en relación con los estudios organizacionales. Se realizó una revisión del estado del asunto, considerando el período de 2010 a 2020, así como la inclusión de las palabras clave. La consulta se orientó hacia la relación entre las micro, pequeñas y medianas empresas en relación con el emprendimiento y la innovación local, aunque el tipo de trabajo está limitado por el diseño del procesamiento de la información.*

**Palabras clave:** *Desarrollo, localidad, cultura, emprendimiento, innovación.*

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**Abstract:** *The review and discussion of the theoretical and conceptual frameworks related to local development in relation to organizational studies was the objective of this paper. A review of the state of the art was carried out, considering the period from 2010 to 2020, as well as the inclusion of key words. The search was oriented towards the relationship between micro, small and medium enterprises in relation to entrepreneurship and local innovation, however, the type of work is limited by the design of information processing.*

**Keywords:** *Development, locality, culture, entrepreneurship, innovation*

**Resumo:** *A revisão e discussão dos referenciais teóricos e conceituais relacionados ao desenvolvimento local em relação aos estudos organizacionais foi o objetivo deste artigo. Foi realizada uma revisão do estado da questão, considerando o período de 2010 a 2020, bem como a inclusão das palavras-chave. A consulta foi orientada para a relação entre micro, pequenas e médias empresas em relação ao empreendedorismo e inovação local, embora o tipo de trabalho seja limitado pelo desenho do processamento da informação, sugerindo a extensão deste.*

**Palavras-chave:** *Desenvolvimento, localidade, cultura, empreendedorismo, inovação*

## Introduction

Organizational cultures refer to workplace skills linked by climate of collaboration and tasks, this culture reflects the influence of contexts to which SMEs and multinationals are exposed in an effort to improve internalization for the first ones, and incursion in local markets for the second ones (Sandoval, Bustos and Garcia, 2018).

If we consider that Globalization is a context in which the global and the local are linked through transnational organizations in alliance with SMEs, then the possibility of discussing the implications that such context has on the formation of human resources opens up, and it is also possible to discuss labor competencies (García, Juárez and Bustos, 2018).

Local development through strategic alliances between micro and small companies with transnational companies consists in the optimization of resources and the innovation of processes (García, 2019). This is the case of local development based on the management, production and

transfer of information and communication technologies (Quiróz, 2019). In this scenario, the axes and topics for discussion in the local agenda are efficiency, effectiveness and effectiveness in transparency for the regulation of legal data protection frameworks.

In this way, the socially responsible organizational culture adopts and adapts regulatory frameworks for patent management, innovation production and knowledge transfer, although limited by regional legal frameworks (García, 2020). The opening to a culture of responsibility and transparency in the development of optimizing and innovative knowledge systems implies alliances between micro, small and large companies (Bolívar, 2019). In this sense, the review of the axes and topics of discussion is necessary to clarify the differences and similarities between companies and their implications in their work culture.

As labor cultures adopt management, production and data transfer systems to transparent their internal systems and strategic alliance relationships, they allow responsible development at the local level, attaining accreditation and certification of their processes and products (Juárez, 2020).

The present document has the purpose of exposing the relationships between management cadres of employees within the framework of the organization cultures with emphasis on labor competencies training, and their implications for social and environmental responsibility. It should be anticipated that this is not an exhaustive review of the concepts related to culture and competencies, it is not even focus on the analysis of competencies as factors of production or competitiveness, although their definitions have been implemented as instruments for the achievement of objectives. The present work exposes some elements in which the organizational cultures seem to be linked with the specific competencies of managerial staff and employees. In this regard, there is a substantial difference between what organizations want, know and can do (Hernández, Carreón, Bustos and García, 2018).

The assumption that considers organizations as networks of knowledge, skills and values, allow the construction of a social and environmental responsibility. However, at the same time, organizations are determined by relationships and tasks that subsume their traditions, which prevent socially responsible companies from moving towards a sustainable culture, this culture implies competencies in perfect balance. However, SMEs are far from inserting themselves in the global market, while the transnational companies participate in the local market, since SMEs products lack add-value in the market. (Amemiya, Valdés, Espinoza and García, 2018).

As organizations have privileged the formation of competencies that focused on the training to perform specific processes, the companies are exposed to elaborate products and offer services that disengage their clients from themselves. Such phenomenon not only implies disloyalty or distrust, but it also implies the loss of responsibility respect to the context that provides them with resources and capital (Hernández, Sánchez, Espinoza, Sánchez and García, 2018).

In the future, the formation of human capital should be limited to the acquisition of moral values, norms and beliefs that link organizations with consumers. Otherwise, the companies that are reproducers of models, knowledge and processes will aspire to sell only to a well-off sector that will demand even more innovations and added values without guaranteeing their loyalty (Pérez, García and Carreón, 2018).

**Formulation.** There will be significant differences between the frequencies, percentages, contingencies and proportions related to entrepreneurship in relation to innovation reported in the literature compared to the qualifications of experts in the field?

**Null hypothesis.** There are significant differences between the frequencies, percentages, contingencies and proportions related to entrepreneurship in relation to innovation reported in the literature compared to the qualifications of experts in the field.

## 1. Method

**1.1 Design.** A documentary, retrospective and exploratory study was carried out.

**1.2 Sample.** A selection of findings related to entrepreneurship and innovation was carried out within the framework of strategic alliances between micro, small and large companies, considering the period of publication from 2000 to 2020, as well as the search in international repositories; Academia, Copernicus, Dialnet, Ebsco, Latindex, Publindex, Redalyc, Scielo, Scopus, WoS, Zenodo and Zotero, using the keywords of entrepreneurship and innovation, as well as the boleanos “and” and “o”.

**1.3 Instrument.** Matrices of content analysis, opinion and feedback were used. It includes a column of findings, another of qualification, feedback and consensus.

**1.4 Process.** An information search was carried out by keywords of “entrepreneurship” and “innovation” considering the Boolean operators “and” and “or”. A selection of the summaries was made based on contextualization and problematization related to strategic alliances

between micro, small and medium-sized local companies with respect to transnationals. Expert judges rated the findings, considering; -1 for negative relationships between entrepreneurship and innovation, 0 for spurious or null relationships and 1 for positive relationships. The data was processed in the qualitative analysis package version 3.0.

**1.5 Analysis.** The percentages and frequencies were estimated to show the differences between the findings reported in the literature with respect to the qualifications of experts in the field. Donation parameters and proportions were calculated to test the null hypothesis.

## 2. Results

The frequencies of the findings reported in the literature regarding the qualifications of the judges are similar; entrepreneurship negatively related to innovation (9% in literature and 7% in judges); entrepreneurship spuriously related to innovation (2% in literature and 1% in judges); entrepreneurship positively linked to innovation (89% in literature and 92% in judges).

With respect to the contingent relations between entrepreneurship and innovation [ $\chi^2 = 14,21$  (23df)  $p < ,05$ ], the differences between the literature consulted and the qualifications of the experts in the field reveal a systematic study of the variables in a scenario of alliances between micro, small, medium and large local companies and transnationals.

As for the proportional relationships of probabilities between entrepreneurship and innovation [ $OR = 29,34$  (19,20 37,40)], these are a reduced risk threshold for strategic alliances between micro, small, medium and large companies.

## 3. Discussion

The contribution of the powerful work to the state of the matter lies in the unveiling of the relations between entrepreneurship and innovation by comparing the findings reported in the literature with respect to the qualifications of experts in the field; although the research design limits the results to the information search scenario, as well as to the sample surveyed by experts.

### 3.1 Globalization, culture and organization

Economic globalization is a series of organizational guidelines that impact education systems, primarily those in which the implementation of development of skills imply job opportunities (and Roque Peña, 2005: 3).

Instead, organizations with human resources build an archetype of themselves known as labor culture:

«A system of meanings that generates some kind of shared identity, a kind of code that guides the social practices of people belonging to various social groups and categories within a society» (Toca and Carrillo, 2009: 119).

Organizational culture identifies four dimensions related to vocational training and development of organizational competencies: Cooper-cracy, adhocracy, competicracia, pretocracia and marketocracy (Touch and Carrillo, 2009: 119). The first refers to the collaboration indicated by the degree of commitment, the second suggests a hedonistic dynamic in which the leaders are creative, the third is confined to competencies in the sense of knowledge production for increasing efficiency of processes, those process considering their degree of specialization require leaders trained in technical knowledge (Sparrow, 2002: 134). The fourth dimension takes up order as the hallmark of a conservative leadership. Finally, the fifth dimension is adjusted to the market dynamics, in this case, the leaders seek at all costs to meet the established objectives.

The labor culture frames are a series of principles that guide the relationships between individuals and economic, political or social systems. As organizations are limited to global or local processes, leadership styles emerge to adjust the objectives of organizations to the parameters of competitiveness demanded by the context. Even, if the individuals and groups inside the organization have adopted attitudes, decisions and actions, the main factor to determine the structure of the organizations are the organizational purposes linked to social structures, economic systems or government regimes. (García, 2018) .

### **3.2 Cultures, climates, competencies and organizational behaviors**

In organizations, the relationship between cultures, climates, competencies and behaviors affects the management of leadership, knowledge, technologies and skills that, in reference to values and beliefs, privilege the achievement of goals over satisfaction or collaboration (García, Carreón and Hernández, 2017).

Competencies, seem to curb the diversity of ideas that the student generates when carrying out an activity (Rodríguez, 2011: 115). In effect, identity is linked to access to unstructured information, but consistent with meaningful learning. The student learns based on a repertoire of symbols and meanings produced by the context in which

the symbol is found and translated by the group to which it belongs. (Gómez, 2010: 62).

However, the competencies related to the groups have been defined starting from an individualistic logic since they are determined by opportunities, capacities and responsibilities inherent to the person rather than to the interdependence of the person with the other team members ( Toremel, Coiduras, Isus, Carrera, Paris and Cela, 2011: 340). Even the autonomy of the institutions affects the process to choose a school and therefore the professional training through a curriculum (Prieto and Villamor, 2012: 157).

Competencies are influenced by organizational structures and systems that can inhibit or facilitate the development of more specific competencies. Arias, Mantilla and Padilla (2009) found that the processes of training for the development of competencies related to sales are inhibited by the traditional organization culture.

In technological areas, organizations develop competencies related to the use of computers and programs that in principle make them more valuable and more competitive for the company (Secanella, 2011: 42). Besides, the development of skills related to leadership or planning are essential to start businesses based on strategic alliances.

However, the organizational climate, when affected by the subcontracting of specialized personnel, reduces the opportunities, and the capacities and responsibilities of the full-time employees, therefore, they are replaceable. (Quintero, Africano and Faria, 2008: 50). As organizations make their processes more complex, they demand more from their employees, the organization, to accelerate productivity and increase control, look for alternative hiring, thereby inhibiting the work culture, trust and loyalty of their potential talents.

In this context, organizational competencies are assumed as skills rather than knowledge and values. For this reason, the organization goes from being a producer of value to just reproduce processes. As consequence, the organization drastically reduce its competitive advantages. In the field of education, job skills are the result of a series of deliberate processes in which training is knowledge management tools determined by the demands of the market and the economic context in which organizations operate (García, Carreón, Mendoza and Aguilar, 2015).

However, the opportunities seem to derive from scenarios in which both the culture and the work climate are coherent with the capacities and responsibilities of their managers and employees. But, the formation of leaders involves the implementation of strategies aimed to achieve specific goals rather than to achieve job satisfaction. Organizations are

considered as extensions of culture and their goals should be anchored to the climate of relationships as well as to the climate of tasks (García, Carreón, Hernández, Mejía, García and Rosas, 2015).

If the culture and the organizational climate, despite being dissimilar, affect professional training, then the learning of competencies is more oriented to know-how to do something than to know how to be. In those professions, where social and interpersonal skills are fundamental to develop new forms of collaboration, competencies are focused on learning technologies and programs linked to professional practice rather than to the production of knowledge (Uribe, Aristisabal, Barona and López, 2009: 38).

The professional dimension of competencies is focused on the development of techniques to increase skills, while knowledge and values remain unchanged. Professional training of human resources is defined by technological advances rather than human development or social and environmental responsibility of organizations. The optimization of processes and minimization of waste are considered competitive advantages, and organizations are moving towards the technification, which implies the training of their talents to add a set of skills rather than to add knowledge or values (Hernández, Carreón, Morales, Aguilar and García, 2014).

In such a scenario, organizations seem to generate opportunities for technical training, focusing on computer skills and decreasing the responsibility involved in the consumption of technologies and energy.

The differences between professional training styles that focus on skills rather than the production of knowledge or social and environmental responsibility can also be observed in the relationships between managers and employees. Within the framework of educational institutions, organizational differences translate into differences in the learning process of competencies.

Leaders usually emphasize more achievements than the learning of skills or respect for the values of the organization. In contrast, employees emphasize more the learning of strategies in terms of the efficiency of processes rather than the achievement of goals or the implementation of a work culture.

On the other hand, managers who focus on the values of the company tend to minimize the training and training programs. Even, if employees acquire a series of techniques and strategies to fulfill the goals of collaboration, productivity, quality and competitiveness; the production of knowledge is not relevant, and the focus is to proliferate a management identity. (Genesí, Romero and Tinedo, 2011: 127). In this regard, orga-

nizations are differentiated by the formation of their human resources and their focus on three competency dimensions:

- What the organization **wants** or wants to do alludes to normative principles in which the organizational culture predisposes managers and employees to consider the traditional forms of production that are seen as role models as long as they resemble leadership, behavior styles, and organizational structure in companies.
- What the organization **knows how to** do and that involves a set of skills and knowledge based on values and beliefs that, by influencing production, quality or competitiveness decisions, diminish the importance of generating knowledge or managing technologies and processes.
- What the organization **can do**, it is delimited by the production of knowledge more than by the management. The formation of human resources, more than the satisfaction of its talents. The establishment of goals before fulfilling objectives, and , the possibility of changes before the purposes and strategies run out.

Organizations that want to know and that are capable of carrying out leadership styles and processes are closer to an organizational culture in which competencies are resources for change rather than a source of compliance or satisfaction (Henao and Londoño, 2012: 204).

In summary, organizational competencies seem to link standards, values and beliefs with knowledge and skills that would indicate an organizational culture focused on processes rather than production and knowledge management. Competencies determine the seal of the organization, since the implementation of technologies implies training and training processes and programs. Skills rather than values describe technical organizations according to market demand, leaving planning as secondary, the skills should be only tools to achieve the essential purpose of insert the organization into the global concert. At local level, social and environmental responsibility is immersed into the requirements of multinationals, while process technification is only an added value to system management of the business culture for SMEs. This companies show the desire to do more than their know-how or their ability to do.

### 3.3 Future lines of research

The relationship between entrepreneurship and innovation of micro, small, medium and large companies within the framework of strategic alliances for local development poses questions such as; What is the role of management, production and knowledge transfer in organizational climates focused on support, cooperation, tasks or emotions?

The systematic review and meta-analysis of studies related to the management, production and transfer of knowledge in relation to entrepreneurship and innovation will reveal the contributions of companies to local development.

## 4. Conclusions

The implications that production and management of organizational knowledge have for social and sustainable responsibility are diverse. It is possible to consider that the culture and the work climate are transversal axes in which competencies are supported, these competencies help to adjusted the SMEs to the global market while inserting transnationals into local markets. As organizations move from wanting to do something, towards having the capacity to do what they want, the organizations limit planning and make their processes more flexible, focus on vocational training of the personal, move the organization towards entrepreneurship rather than the reproduction of knowledge. In this scenario, organizational cultures transform their knowledge into skills since the entry of technology implies a reproduction of processes that training can solve.

Labor competencies, have their origin in unstructured organizational climates, this favored salary differences between managers and employees, which has influence into the culture of the organization. In effect, achievement-oriented organizations seem to ignore the initiatives of individuals or groups to elevate goals, ignoring main areas of opportunity related with knowledge production, technological innovation or competitive processes.

The approach to social and environmental responsibility of the organization culture is not the result of knowledge management or processing of knowledge, instead, the responsibility is determined for events arising from the differences between global and local markets, or multinational and SME areas, or senior managers and employees, or on a personal level, the differences between values, skills and knowledge.

Currently, organizations have been able to navigate in the storm involving markets and the challenges of their competitors, they have even established alliances that force them to divide, many times to share their profits more than their losses. They have adjusted their resources and capital to satisfy clients and partners, but they have understood that social and environmental responsibility is only limited to production, it is rather related with management, and it is in the construction of their cultures that their values have lost relevance in the face of skills.

In such a scheme, competencies have been transmuted into practices and processes that involve the reproduction of knowledge rather than innovation and autonomy, organizations are directed towards conformity and dependency. The reproduction of organizational models, planning strategies and training of processes indicates the state in which the organizations are and the future that awaits them, while they do not modify their culture; values, norms and beliefs.

In a scenario in which competencies are the result of the promotion of values, the production of knowledge, the formation of skills, and the culture organization would be in perfect balance with the work environment, investment in technology, and the formation of human resources. In contrast, in an scenario in which organizations reduce their cultures to simple protocols of coexistence approach, competencies are skills that lead to dissatisfaction and disloyalty.

The contribution of the present work to the state of the art lies in explaining how the organizational culture is a competition factor for the future. Sustainability is the main factor for Local Development. Desires, knowledge and abilities serve as conditioning factors for the entrepreneurship of business development projects.

Within the framework of community development, the organizational culture is a factor that inhibits or potentiates the insertion of local companies in the global market, as well as the inclusion of transnationals in the local market.

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