



Research article

Knowledge and female entrepreneurship: A competence and social dimension



M. Belén García-Palma^{a,*}, M. Isabel Sánchez-Mora Molina^b

^a Master in Management and Direction of HR, Sociologist and Employment Guidance Service and Associate Professor at the University of Murcia, Department of Sociology and Social Work, Faculty of Economics and Business, Campus Universitario de Espinardo, 30100 Espinardo, Murcia, Spain

^b Doctor in Sociology, Professor at the University of Murcia, Department of Sociology and Social Work, Faculty of Economics and Business, Campus Universitario de Espinardo, 30100 Espinardo, Murcia, Spain

ARTICLE INFO

Article history:

Received 5 May 2015

Accepted 15 October 2015

Available online 11 February 2016

Keywords:

Female entrepreneurship

Knowledge

Skills

Learning processes

Social processes

ABSTRACT

This paper, the result of a broader research on female entrepreneurship, aims to analyze the competence dimension of knowledge on women entrepreneurs. The method used is qualitative, comparatively analyzing the speech and enterprising entrepreneurs develop knowledge about and taking these as a constitutive dimension of competencies, while a construction linked to processes and social structures. To this end, a descriptive analysis and a sociological analysis level were conducted, trying to identify whether there are specific features in such dimension on female entrepreneurs. The results show that a particular construction of knowledge in women entrepreneurs, whose justification would be given by the educational level and starting the process of building knowledge and learning process thereof may occur.

© 2015 Fundación Universitaria Konrad Lorenz. Published by Elsevier España, S.L.U. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Conocimiento e iniciativas empresariales femeninas: competencia y dimensión social

RESUMEN

Este artículo, fruto de una investigación más amplia sobre emprendimiento femenino, tiene como objetivo analizar la dimensión competencial de los conocimientos en la actividad emprendedora de las mujeres. El método empleado es de tipo cualitativo, analizando comparativamente el discurso que emprendedores y emprendedoras desarrollan en torno a los conocimientos, y tomando estos como una dimensión constitutiva de las competencias, a la vez que una construcción vinculada a procesos y estructuras sociales. Para ello se ha llevado a cabo un análisis de nivel descriptivo y un análisis sociológico, tratando de identificar si

Palabras clave:

Emprendimiento femenino

Conocimiento

Competencias

Procesos de aprendizaje

Procesos sociales

* Corresponding author.

E-mail address: mbelengp@um.es (M.B. García-Palma).

<http://dx.doi.org/10.1016/j.sumneg.2015.12.005>

2215-910X/© 2015 Fundación Universitaria Konrad Lorenz. Published by Elsevier España, S.L.U. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

existen rasgos específicos en dicha dimensión en las emprendedoras femeninas. Los resultados muestran que puede producirse una construcción particular de los conocimientos en las mujeres emprendedoras, cuya justificación vendría dada por el nivel educativo de partida y por los procesos de construcción del conocimiento y del proceso de aprendizaje de las mismas.

© 2015 Fundación Universitaria Konrad Lorenz. Publicado por Elsevier España, S.L.U. Este es un artículo Open Access bajo la CC BY-NC-ND licencia (<http://creativecommons.org/licencias/by-nc-nd/4.0/>).

Introduction

Knowledge is part of the very existence of society and the “question of knowledge” has been a constant in the various academic disciplines, not only in pedagogy, but also in psychology, sociology ... and the mother of the sciences, philosophy. Such is the case that the term composed of philosophy, translates as “love of wisdom”, which tries to offer an explanation for the disparity that occurs in the apparent order of things and reality itself. It is not the subject of this research paper to show “clear predominance of reason” but giving a big jump, placing the issue in a much closer and pragmatic point of reality, and alerting the awareness of the deep and latest implications that the analysis of any reality, also knowledge, can reach.

The breadth of the concept “knowledge” is very high, but in an explanatory classification (Berrocal Berrocal & Pereda Marín, 2001); this may be, in its classical sense, a storage of knowledge with a degree of connection; a set of data as raw material for any decision; or information that runs through the messages from a sender. But none of these contents would be enough, and would not limit the content of knowledge. For the same authors (2001: 644), when it comes to knowledge we mean a learning process through which a person is able to do something he could not do, or can do better than they did before. [...]. *The “knowledge” is something more: it is a set of structured information and experiences, values and contextual information that let you change the modus operandi of the receiver. Knowledge, therefore, include both “knowledge” as the “know-how” and the “know to be”, included in the concept of competence; that is, the theoretical knowledge on a given subject, applying them to solving the practical problems of labor, and the attitudes that facilitate a behavior in line with the values and culture of the organization.*

With this definition, we can connect with the term competence. Olaz (2011) comprises three dimensions: the knowledge, skills and abilities.

Following the author, in the first dimension, the subject of analysis in our work is related to knowledge, regulated or unregulated, available to individuals from a theoretical and practical perspective. In short, knowledge is a constitutive element of the skills necessary for their development.

The social role of knowledge

From the above brief introduction, it is easy to predict the component “social” of knowledge, or in other words, the relationship between social processes and knowledge, whose

analysis is developed by the sociology of knowledge. As stated by Lamo de Espinosa (1993–94: 21) *the essence of the sociology of knowledge is to claim that the knowledge emerge in particular and concrete social conditions, that is, the subject of knowledge is empirical and historical.*

In Vera (2012), despite the diversity of theoretical and methodological approaches for the analysis of the relationship between knowledge and social structure, there is a common denominator in that diversity, consisting in consider knowledge as a social product, otherwise the opposite of a self-sufficient reality or the creation of isolated individuals. The social component of knowledge implies to consider social relations and structures in which people are immersed, as well as the material and intellectual resources that societies offer and allowing them to organize their thinking.

There is another interesting element to consider in this area and it is the “active” character of knowledge. Mannheim (1987) argues that the nature of human knowledge is fundamentally active, not passive. Knowing is an activity of collective historical subject in view of interests which have an “instrumental value”.

Also from other disciplines, it has emphasized the active character of knowledge. In Hernandez (2008), citing Inhelder and Piaget (1955), the individuals feel the need to “build” their own knowledge. This is built through experience, generating mindsets that are changing, expanding and becoming more sophisticated. From a complementary level, Kolb (1984) puts *experiential learning*, as a model that involves a process whereby knowledge through experience is created, although this by itself is not enough, and must be analyzed through the reflection. Also, that knowledge is a transformation process that is continually creating and powered by the same relevance in everyday life.

Advancing through the levels of the analysis that are steps in this work, it is interesting at this point to refer to an article in the American Economic Review, XXV in 1945 by Friedrich A. von Hayek, later published in issue 80 of the REIS in 1997. In the article, titled as clearly as suggestive “The Use of Knowledge in Society”, the author wondered *what problem we intend to solve when we tried to establish “a” rational economic order?* To raise it (1997: 2) *the economic problem of society is not simply about how to assign resources “given” such-understanding by those “given” to a single mind that after examination solves the problem raised by these “data”. It is rather the problem of how to ensure the best use of resources known to any members of a society to achieve ends whose relative importance only they know. Or, in short, is the problem of the use of a knowledge that is not given to anyone in its totality.* For the author, beyond scientific knowledge, identified by stick based on general rules, there is a significant set of knowledge

Download English Version:

<https://daneshyari.com/en/article/1025256>

Download Persian Version:

<https://daneshyari.com/article/1025256>

[Daneshyari.com](https://daneshyari.com)