



Research Article

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Exploring Digital Entrepreneurship and the Development of Entrepreneurial Skills in General Studies Students

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Abstract

In a changing and complex world, the university is no stranger to the incursion of the digital world and the development of entrepreneurial skills in the learning of young university students. Currently, digital ventures have emerged and many of them are seen as tools and spaces for the development of entrepreneurial skills such as leadership, creativity and even new forms of teamwork. The development of skills that lead to the creation of different ventures is a window of opportunity to achieve personal and social improvement. This research was developed under the qualitative approach, and, from the methodology of grounded theory, the experiences of general studies students and their entrepreneurial skills were analyzed using digital resources developed from their curricular experiences. Thus, through semi-structured interviews and content analysis, it was possible to know how these entrepreneurial skills were able to develop learning based on creativity, leadership and teamwork. Ten general studies university students selected under inclusion criteria participated. The technique used was in-depth interview, description and categorical analysis. The results show that the students' experience reflects a partial knowledge of what is meant by digital entrepreneurship. Likewise, it is concluded that the learning experiences of general studies students about their entrepreneurial skills are very important in vocational training. Finally, it is hoped that this research can lead to new studies on the impact that digital entrepreneurship has on society and the culture of our young university students.

Keywords: digital entrepreneurship, creativity, leadership, general studies, teamwork

1. Introduction

Currently, universities in Peru have understood and assumed the important role of fostering an entrepreneurial culture. For this reason, they are restructuring their traditional educational models for models that seek to strengthen their students' entrepreneurial skills that provide them with sufficient tools to face a changing and globalized society.

The interest of university students in developing their entrepreneurial competence arises from

the activities they carry out in the classroom, that is, they consider that the university provides them with the tools to generate entrepreneurship skills in them even before completing their professional career (Lopes da Rocha et al., 2022)

In this sense, Damián Simón (2020) points out that, in order to promote entrepreneurship in universities, it is not only necessary to have a trained teaching staff, develop a multidisciplinary curriculum, promote entrepreneurship projects and events, but also create the appropriate infrastructure for such purposes.

To understand the meaning of a digital venture, it is necessary to specify what is meant by entrepreneurship. Entrepreneurship, in general, is understood as an activity that is based on the ability to generate ideas to solve problems of a social nature and that has the characteristic of being durable over time, in other words, it aims to create a sustainable social value (Caldera González et al., 2022).

Vorbach et al. (2019) mention that digital entrepreneurship refers to the creation and development of ventures through the use of digital technologies and tools. In other words, the tools and platforms provided by digital technologies are used to develop and promote an activity, which can often be a business, mainly through social networks; in addition to performing digital marketing, meeting potential customers and interacting with them.

However, there is a gap between what the university offers and what is required to make the potential use of digital technologies. There is a gap between the use and exploitation of digital tools and their integration into university learning objectives, especially at the stage of general studies. Thus, it is necessary for students to develop this digital competence by orienting them towards entrepreneurship. That is, that they integrate their abilities to search, manage, store information and create digital content, in such a way that their entrepreneurial capacities are developed and strengthened (González-Calatayud et al., 2022).

From another angle, Hernández Junco et al. (2019) add as other entrepreneurial skills: proactive personality, tolerance, strategic thinking and orientation to technology and innovation. Likewise, the motivation to achieve stands out because while they feel motivated to participate in entrepreneurial activities, they are more likely to take risks, have a greater tolerance to unfavorable situations and show innovation in their academic activities. (Anwar & Saleem, 2019).

However, the development of these skills alone is not enough. There are others that are also important for optimal professional development, such as creativity, leadership, teamwork, all of which are oriented towards entrepreneurship, since in every profession they will become milestones that will lead them to not only personal but professional success (Jardim, 2021).

As mentioned by Comesaña-Comesaña et al. (2022), one of the concepts that emerge from digital entrepreneurship is creativity. This is understood as a skill that uses technology in an innovative way to generate solutions to specific problems and opportunities to take advantage of. In other words, to develop creative skills and work methodologies with the purpose of preparing them as competent future professionals for a multidisciplinary labor market.

In the stage of humanistic training or general studies, the development of enterprises, including digital ones, to be executed in a learning environment in university education, needs to be complemented with the ability of leadership. This capacity should not be understood from a univocal vision where the responsibility lies with one member, but shared among students in such a way that the leader is considered as one among peers and is understood as a democratic and transformative leadership (Geraldo Campos et al., 2020).

In this sense, leadership is considered as the ability to guide and at the same time accompany other people in their personal, social or community development. Leadership is a team process where one influences the other as one more, establishing a democratic and transformational leadership relationship (Coluccio Piñones & Muñoz-Pareja, 2021). The main characteristic of the leader, always understood from a positive point of view, is that he is able to communicate and lead his colleagues towards higher goals proposed as learning objectives.

In the same way, the leader, who is called to develop multiple leadership styles, shows his skills

through teamwork that is often complex and full of challenges. Leadership skills must be strengthened in the adversities that teamwork presents, especially among students. This leadership style is called resilient leadership (Villa Sánchez, 2020) since the effectiveness of a leader is based on the vision he projects and inspires in others rather than on the goals to be achieved.

Thus, a university education focused on digital entrepreneurship enables the development of these skills: it promotes social growth through teamwork and promotes the development of creativity and leadership through decision-making (Calanchez Urribarri et al., 2022). Therefore, this way of educating young people prioritizes the integral growth of people within society, that is, in an entrepreneurial education the explicit relationship between person, education and society is made visible (Azqueta & Naval, 2019).

So, if the development of entrepreneurship provides so many benefits to our students, what is missing is to strengthen that development. Definitely, the problem of developing digital ventures at the higher level that favor entrepreneurial skills does not lie in educational models, logistics or administration. The challenge is to generate the means to develop these entrepreneurial skills (creativity, leadership and teamwork) and make them sustainable over time.

This research is justified from a theoretical point of view, since what it seeks is to generate new knowledge about the relationship between digital entrepreneurship in the development of entrepreneurial skills: creativity, teamwork and leadership in university students (Baena Paz, 2017).

For all the above, the purpose of this research is to analyze the experiences of university students on their entrepreneurial skills through the use of digital resources developed in their courses, subjects or subjects (in some curricular models in Latin America they are called "curricular experiences"). Creativity, teamwork, and leadership are elementary qualities in every professional today (World Economic Forum, 2023); It is true that there are other skills to consider, however, these can be better developed in what are known as digital ventures which can be used as a tool to develop successful learning processes.

The aim of the research is to analyze the experiences of general studies students on their entrepreneurial skills through the use of digital resources developed in their curricular experiences.

Likewise, through the review of the literature, four specific objectives emerge from the general objective: (a) to analyze the experiences of general studies students on leadership through digital entrepreneurship, (b) to analyze the experiences of general studies students on teamwork through digital entrepreneurship, (c) analyze general studies students' experiences of creativity through digital entrepreneurship and (d) analyze general studies students' experiences of entrepreneurship through digital entrepreneurship.

Up-to-date research on entrepreneurship, such as that of Tassara Salviati (2021) factors that influence university student entrepreneurship. He concluded that one of the six factors found is digital competence, which should be included in the Strategic Plan to boost entrepreneurial activity.

The study of Barroso Tanoira et al. (2020) identify the factors that affect entrepreneurship in university students. They concluded that educating entrepreneurs from the university helps to form leaders that will contribute to the development of society.

About digital entrepreneurship, Calderón Martínez (2023) concluded that it is necessary to include entrepreneurship topics in professional careers unrelated to business and that digital entrepreneurship is beneficial because it is a process of knowledge transfer. The research of Flores Oré, 2023) concluded that digital entrepreneurship has both a business and a social dimension; likewise, the barrier that prevents students from engaging in this type of entrepreneurship is the lack of technological skills. The research of Fernández Scagliusi (2023) on digital entrepreneurship had the objective of analyzing digital skills in university student entrepreneurship. It concluded that if there is no preparation of students in digital and entrepreneurial skills, their opportunities and professional development will be limited.

Cuadra Morales et al. (2023) among their conclusions, they pointed out that having experience is one of the challenges of entrepreneurship and that in order to undertake digital entrepreneurship one must be creative and have a good command of new technologies. Regarding entrepreneurial

skills, Ávila Angulo (2021) concluded that the triangulation between knowledge, entrepreneurship and innovation generates skills such as creativity, among others. Škare et al. (2022) pointed out in one of their conclusions that creativity and leadership skills are important in the initiative of an entrepreneurship model. In addition, communication is not only directly and indirectly related, but also has a positive influence on the entrepreneurial activity.

Also, Prendes Espinosa (2022) concluded in his research that the success of digital ventures is related to certain soft skills, highlighting teamwork and leadership. Montiel Méndez et al. (2023) concluded that it is important to promote transversal entrepreneurial education so that university students acquire multi- and transdisciplinary knowledge, thus generating skills such as teamwork and leadership capacity.

In relation to creativity, Išoraitė & Alperytė (2023) concluded that it is an inherent ability of human beings that allows them to see a phenomenon in a different way and to solve problematic situations. Also, De Caleyá Dalmau, (2023) concluded that being creative emerges when the team uses its knowledge, experience, skills, and abilities to highlight a problem, communicate and work collaboratively.

Gallardo et al., (2023) state that through an innovative experience of teaching ethics, an impact on leadership styles is achieved and promotes reflection on the role and ethical behavior of the leader, since his actions affect his followers through the example he transmits.

On the other hand, as mentioned in the research of Figueroa González et al. (2023) Leadership can be defined as the impulse of the rational use of the individual to enhance their individual and group capabilities. This non-experimental and descriptive study seeks to determine the types of leadership in graduate students through applied surveys, concluding that the preferred style is transformational rather than transactional.

Finally, although the ethical approach and the transformational style are the most appropriate for university students, the literature search revealed a certain void and updated information on the relationship between leadership and general education student environments. There are several studies on pedagogical leadership and in organizational and business culture contexts.

About teamwork, there is currently a diversity of approaches that for a moment may cause some uncertainty (Teamwork; teamwork, collaborative work, etc.). Sánchez Paredes & Ñañez Silva, (2022) describes teamwork as a transversal competence that is strongly related to the acquisition of social skills. In the research work presented by Piñeiro López et al., (2022) he development of skills related to empathy, such as communication in teamwork, assertiveness, among others, are highlighted. Finally, the research of Escandell-Poveda et al. (2023) indicate that the least requested skills in companies are communication skills and teamwork. In addition, the results showed a greater presence of men for jobs in the digital field.

The theoretical basis of this research is based on several authors and theoretical approaches. Respect to entrepreneurial competence, we have González-Calatayud et al. (2022) who argue that entrepreneurial competence refers to the ability to plan, manage and develop innovative ideas, even if risks are taken and decisions are made to create value and sustainability in the product not only in the business but also professionally. Also, Barragán Miranda et al. (2022) mentioned that, at the end of university studies, a student possesses teamwork, leadership, the need for achievement and a sense of risk as entrepreneurial skills.

An educational system that prioritizes entrepreneurship in its curriculum strengthens a culture of entrepreneurship, an entrepreneurial mindset, and a positive entrepreneurial attitude (Wardana et al., 2020). Therefore, the university must prepare students by giving them the right tools to enter the world of work (Guillén Tortajada & Jiménez Martínez, 2022).

In the Peruvian case, one of the greatest challenges is the formation of entrepreneurial skills. Despite having an entrepreneurial education in many universities, there is a lack of development of these skills (Nolasco-Mamani et al., 2023).

Establishing a culture of entrepreneurship requires time to be assumed by society. For this it is important that the entrepreneur knows how to transform knowledge into a service or product that

generates value (Ávila Angulo, 2021). Entrepreneurial skills are those abilities that an entrepreneur possesses to develop ideas and execute them successfully. Among those that are most appreciated in university students are leadership, creativity, motivation, and perseverance (Dávila Morán et al., 2022).

The term entrepreneurship has its origin in the 90's after the impact and diffusion of the Internet. It has evolved over time and with the emergence of different areas of study, especially in technology, and has even been related to the term online entrepreneurship (Kollmann et al., 2022).

In a context of digital entrepreneurship, the more digital tools entrepreneurs know, the better products or services they will develop (Wibowo et al., 2023). This means that digital competence is not only important but necessary to strengthen this inclination towards entrepreneurship (Triyono et al., 2023). Certainly, this intention to undertake is the beginning of the entrepreneurial process (Idris et al., 2022).

Machali et al. (2021) that creativity is a process of idea generation and the generation of ideas. Also, Entrialgo & Iglesias (2020) define creativity as an ability to create useful and novel products, services, or solutions. Creativity is important in the behavior of the entrepreneur. First, it influences positive attitudes since the more creative you are, the more capable you will feel of entrepreneurship. Secondly, it strengthens entrepreneurial intentions since it tends to convert your attitudes into concrete entrepreneurial

Creativity is also considered an ability to observe an event and identify a need to generate a solution. (Išoraitė & Alperytė, 2023). However, Nguyen et al. (2021) state that although creativity is an important characteristic of the entrepreneur because it leads him/her to be more innovative, it is often not directly related to entrepreneurial intention. This relationship is observed through other factors such as subjective norms and behavioral control. On the other hand, leadership is understood as a capacity, ability, or competence to be able to guide others towards goals or objectives; in addition, it has as a fundamental characteristic its ethical character to lead others towards the good, towards what makes others a better person (Gallardo et al., 2023).

Along with ethical leadership, in higher education contexts, the most significant styles in university students will be democratic and transformational styles. (Geraldo Campos et al., 2020). It is also important to consider that among the leadership styles that are considered most favorable to teamwork is the so-called resonant leadership (Araque et al., 2009).

Leadership today has left aside a not unimportant characteristic, the perfectionism of the leader (Otto et al., 2021) The democratic leader is often used to differentiate between leadership centered on results and leadership centered on people. In this sense, the democratic leader is preferred over the authoritarian or merely transactional leader (Velázquez Hernández & Hernández Romero, 2020). Thus, democratic, transformational, resilient and effective leadership is that which focuses on people, on their capabilities, promoting intrinsic motivation rather than extrinsic motivation.

From another perspective, in the study of Cardona & Wilkinson (2006) we find that, to analyze the meaning of teamwork, it is first necessary to differentiate between what is a team and what is not a team. It is not the mere sum of individualities but the conjunction of the interdependencies of the members. In this sense, teamwork skills require other skills such as leadership and other interpersonal development skills (Asún Dieste et al., 2019) so we find a strong relationship between the two. It is important to consider that teamwork is part of the generic competency development framework for higher education students which, in many universities, belongs to the general studies programs (Rojas et al., 2019). In that sense, the teamwork competency is more important than other competencies such as learning itself (Alatrística Oblitas, 2020) that the latter can flourish if the conditions for interaction with others are present. The relationship between leadership ability and the figure of a boss lies in the fact that leadership requires the ability to manage people. Authority and respect are not the same as instilling fear or holding power over others. From the above, it is important to mention that virtuality, very present today, has meant a setback in the development of teamwork skills and implies a return to isolation and individualism of students, since it makes it possible to overcome and go beyond the simple achievement of goals (Sánchez-Rodríguez et al.,

2021). Last but not least, the teamwork competency, which is also understood as working collaboratively, requires cooperation, commitment, trust, mutual respect and a focus on problem solving, emphasizes the importance of processes rather than results, according to the scheme: input, process and output or IPO (Input, Process and Output) (Hebles & Yániz-Álvarez-de-Eulate, 2020).

2. Methodology

Creswell, (2013) can be considered the classic reference of qualitative research methodology. Since its first approaches to qualitative analysis methods back in 1994, to date, it has allowed the creation and development of multiple approaches to data analysis from the qualitative approach. Thus, in the educational field its designs such as Grounded Theory, case analysis, ethnographic and phenomenological approaches, among others, are classics.

This research was developed under the qualitative approach. It was based on an interpretation of the data extracted from the interviews conducted with the participants according to the characteristics previously established in the research.

Educational sciences are part of the social sciences, which is why, from the point of view of educational research Piña-Ferrer, (2023) understands that qualitative research goes even deeper than quantitative research.

Mora Ramírez, (2022) from a Heideggerian perspective, he establishes the classic dichotomy between quantitative and qualitative research. Thus, the author points out, it should be realized that the question of being is currently more important than the ontic or material. Qualitative approaches make it possible to go beyond the quantifiable to address the complexity of human actions, such as administrative and managerial phenomena in social contexts. This approach makes it possible to collect complex discourses from the participants (interviews) in a phenomenological-interpretative way.

The grounded theory method was applied in the research. In this sense, we sought to generate rigorous theories from data. In addition, this method allowed us to study processes and to be in a constant process of comparison (Vives Varela & Hamui Sutton, 2021; de la Espriella & Gómez Restrepo, 2020).

Likewise, the present work was developed under the constructivist model, which allowed the interviewed subjects to construct and sustain, through their participation, interpretations of reality (Tamayo Guajala et al., 2021). Likewise, the present work was developed under the constructivist model, which allowed the interviewed subjects to construct and sustain, through their participation, interpretations of reality.

For the collection of the information, a literature review was carried out for the theoretical support of this research work, which allowed us to know the category and subcategories to be analyzed. Likewise, coordination was made for the interviews by mail with the selected university students and the acceptance of the respective informed consent. Then, a schedule of dates and times for the interviews was drawn up, which were programmed with an average time of 20 minutes per interview.

In-depth interviews were conducted to listen to the students' experiences in relation to the topic of study. The interviews were rigorously transcribed, the information was organized, and the data were analyzed and interpreted.

The object of study of the research consisted of the analysis of the experiences of university students about their entrepreneurial skills through the use of digital resources in their academic courses. The subject group of the study consisted of 10 students from a university in Lima.

To select the key participants, selection criteria were defined. The research participants were university students selected on the basis of the following criteria: students of second cycle of study, students who have approved the semester's courses of study, students who are beginning a new cycle of studies, students who have assumed the role of team leader and students who have not transferred from other universities, as shown in Table 1.

The interview questions revolve around four themes (a) leadership (b) creativity (c) teamwork

(d) entrepreneurship. These four subcategories are derived from the review of reliable sources. Table 2 presents each of them.

Table 1: Coding of interviewees

Nº	Gender	Cicle of study	Team leader	Approved the cycle of studies	Started a new cycle of studies	Transfer students	Code
01	Masculine	Second	Yes	Yes	Yes	Not	So1
02	Masculine	Second	Yes	Yes	Yes	Not	So2
03	Female	Second	Yes	Yes	Yes	Not	So3
04	Female	Second	Yes	Yes	Yes	Not	So4
05	Female	Second	Yes	Yes	Yes	Not	So5
06	Masculine	Second	Yes	Yes	Yes	Not	So6
07	Female	Second	Yes	Yes	Yes	Not	So7
08	Masculine	Second	Yes	Yes	Yes	Not	So8
09	Female	Second	Yes	Yes	Yes	Not	So9
10	Female	Second	Yes	Yes	Yes	Not	So10

Table 2: Category and subcategory coding

Category	subcategory	Code	Emerging subcategories	Emerging subcategories code
Digital entrepreneurship	Leadership	(a)	- Guiding skills - Communication skills - Effective collaboration promoter - Interpersonal relationship management	(a.1) (a.2) (a.3) (a.4)
	Creativity	(b)	- Innovative ideas - Creative solutions - Creativity in the initial stage - Creativity in the development stage	(b.1) (b.2) (b.3) (b.4)
	Teamwork	(c)	- Assertive communication - Active listening - Empathy - Delegating functions - Respecting opinions	(c.1) (c.2) (c.3) (c.4) (c.5)
	Entrepreneurship	(d)	- Social enterprises - Cultural ventures - Educational ventures - Related to any profession - Related not only to men - Related to awareness raising, learning and dissemination	(d.1) (d.2) (d.3) (d.4) (d.5) (d.6)

Table 3: Category and subcategories

Category	Subcategories	Questions
Digital entrepreneurship	Leadership	How do you consider leadership in developing the digital entrepreneurship project? Could you comment on some characteristics of good leadership, which ones, and why is it important in your learning?
	Creatividad	Do you consider that working on a digital project develops individual and group creativity, why, how have you demonstrated it? At what stage (initiation, development, closing) of a digital project do you think individual and group creativity is most demonstrated?
	Teamwork	What advice would you give to other students to improve teamwork? Could you comment on an anecdote or peculiar situation in which good teamwork was evidenced and another in which it was not?
	Entrepreneurship	At this early stage of your university career, could you share some concrete examples of digital ventures that have impressed you or that you consider relevant in the current context? Do you consider that a (digital) entrepreneurship is only for one type of professional (e.g. administrator) or is it valid for men or is it only about selling things?

This instrument was validated with the support of five experts in the field of education. For the development of the instrument, the quality criteria were (a) credibility (b) transferability (c) reliability and (d) confirmability. After all the interviews were conducted, the research team proceeded to tabulate and analyze the responses of the interviewees to establish the new subcategories.

3. Results

To respond to the general objective, the students' interviews were analyzed, and it became evident that the students' experience reflects a partial knowledge of what is understood as digital entrepreneurship, since they do not explain how social, cultural or educational digital entrepreneurship can be developed. In some cases, there is a knowledge of entrepreneurship closely related to the organization of companies or the development of ventures with an economic purpose, although without falling into gender stereotypes ("it is not an activity exclusively for men" "it is not only useful to promote the company") or marketing stereotypes. This can be supported by the prevalent idea of leadership as an ability to guide others through effective communication, in addition to considering that creativity is present at all times during the execution of an enterprise, especially in its initial stages. In relation to teamwork, they have a positive appreciation of it, however, they have not delved into its most important characteristics such as the relationship with the goal to be achieved and the process that leads to it.

In general, the interviewees mentioned that "Leadership" is an ability to guide others towards a common goal. Most of the interviewees consider the leader as a person with elementary qualities with which he/she will perform his/her work. In this sense, the leader has the ability to lead towards a common goal, he/she is the one who shows a vision, traces a path, is the one who organizes and provides assistance and support to the team.

It is therefore established that, if he/she possesses the characteristics of mastery of communication skills, promoter of effective collaboration and good management of interpersonal relationships, he/she can be considered a leader.

Figure 1 shows that four emerging subcategories emerge from the Leadership subcategory: "ability to lead" (a.1) "communication skills" (a.2) "promoter of effective collaboration" (a.3) and "management of interpersonal relationships" (a.4) that answer the question: could you comment on some characteristics of good leadership, which ones, and why is it important in your learning?



Figure 1: Emerging subcategories of "Leadership"

The first emerging subcategory "ability to lead", expressed by the key participants, emerges as a quality that allows the leader to be in charge of the team and that implies follow-through, relative obedience, and loyalty on the part of the others. However, we find a very peculiar vision in the interviewees because, although they pay respect and follow the leader, they consider him to be one

among equals and his leadership is strengthened to the extent that he leads the team to the goal. Thus, they identify themselves through expressions such as:

So9 "able to motivate"

So9 "knows how to guide the team and establish clear objectives".

The second emerging category "communicative skills" arises from the consideration of the skills that are considered fundamental and primordial in leaders. Thus, the most important is to know how to communicate, it is understood "the messages" as well as how to communicate effectively with others; that the messages are clear and understandable by all or if there is any doubt, the leader will know how to respond to it promptly and effectively.

Thus, the following expressions are identified:

So4 "[maintaining] appropriate communication [...] strengthens commitment and accountability".

The third emerging category is "promoter of effective collaboration". It is considered that the leader, being the guide, must also promote that everyone in the group collaborate in achieving the goal, so that it does not remain a good attempt but the successful achievement of the goal. To this end, the leader intervenes, suggests, and also corrects in a timely manner any possible errors that may arise in the activity. The following expressions are identified:

So9 "[must] make sure that everyone is working together toward a common goal."

So7 "the most important thing, [is] to be organized, to be consistent with the people we work with".

The fourth emerging category "management of interpersonal relationships". This is perhaps the most complex of the leader's skills due to the diversity of the members, which also demands and challenges the function of guiding others. It can be seen that it implies the development of tact and prudence in order not to lose one's own initiative and that of one's peers. Thus, the following expressions are identified:

So3 "it provides the stamina to keep aiming at the goal or project".

So8 "it is a very big responsibility".

So8 "[is] a person in whom the whole team trusts, a reliable person".

The interviewees or key participants consider that individual and group creativity is developed through the contribution of innovative ideas and creative solutions in digital entrepreneurship projects. When describing the steps of teamwork, it is demonstrated that it is required to develop innovative thinking or development of original ideas. Likewise, it follows that creativity requires the ability to provide unique solutions or at least a creative approach to the solution. It is a matter of bringing creativity to the leader's decision making. These answers are derived from the question: Do you consider that the work of a digital project develops individual and group creativity? why? how have you demonstrated it?

On the other hand, these innovative ideas and creative solutions can be presented at the start-up stage, i.e., at the time of project formation, when brainstorming ideas to start the project, for example, or at the development stage, when the project objectives are already fully designed and planned to improve and implement and even correct certain points of the project itself.

Figure 2 shows that four emerging categories emerge from the Creativity subcategory: "innovative ideas" (b.1), "creative solutions" (b.2), "creativity in the initial stage" (b.3) and "creativity in the development stage" (b.4).



Figure 2: Emerging subcategories of "Creativity".

The first emerging subcategory "innovative ideas", to which the key participants allude, considers that every entrepreneurship project needs to be based on innovative ideas, as this is the most important characteristic of entrepreneurship. There is no successful venture without the innovative element. These innovative ideas can be generated individually or as a result of joint action, for example, in brainstorming. Thus, expressions such as:

So1: that helps us to some extent to be creative since the other person can give an idea [and] we can complement it.

So1: We have demonstrated it [...] when we made designs, presentations, and our colleagues contributed with their ideas for improvement.

So4: when carrying out a project, creativity and above all the essence of innovation is shown.

So4: We have demonstrated creativity by generating efficient and unique innovative ideas.

So6: but if you work in a team there is brainstorming [that] you share. It is better because you learn more.

So3: individually we think of ideas that we can realize for our project.

The second emerging category "creative solutions", from the responses of the key participants, creativity is also present, not only in the innovative ideas supported by the project, but also in the creative solutions it provides. Every entrepreneurial project must be a contribution to the solution of complex or problematic situations, whatever their nature or dimension. The contribution of creative solutions is what makes the venture interesting and attractive, and therefore worthy of imitation or replication. Below are some references presented by the participants:

So3: In a group way it is through brainstorming [...] contributions, solutions for the improvement of the project.

So5: we are also going to divide some topics and each one will question his creativity and give the best of himself.

The third emerging category "creativity in the initial stage". The key participants consider that creativity is present in the project, however, it is required and appreciated more at certain moments of its execution. Thus, a group of interviewees considers that it is present at the beginning because only from an innovative or creative idea can a good entrepreneurial project be built. The following allusions allow us to corroborate this statement:

So5 I consider that it is achieved more at the beginning because we are always looking for ideas to develop the venture.

So6 It is more difficult at the beginning stage.

So10 I think that group creativity is generated at the beginning.

So2 In my opinion, in the initial stage of the project since this is where the direction the project is going to take is analyzed.

The fourth emerging category "creativity in the development stage". Key participants have also expressed that although creativity is in the initial stage, it must be sustained in some way in the development stage of the project. Sustaining a project over time or in the process of its execution requires injecting doses of creativity in order not to stagnate in the steps or stages. It is in the execution or development stages that creativity allows adjustments and improvements in the project, making it even more creative and innovative. Likewise, this constant creativity allows the creation of new entrepreneurial projects, maintaining the circulation of the creative wheel of entrepreneurship. The following allusions support this statement:

So2: in [the stage of] development to make it more concrete and more solid.

So1 Individual and group creativity has been demonstrated in the development, since different challenges and difficulties are presented here.

So9 I think in the developmental stage. It is where individual creativity is demonstrated the most [...] in a digital project.

So4 It can be shown in all stages, but it is shown more in the development stage because team collaboration is evaluated [and] proposed ideas are shared.

It should be noted that there is a difference between the questions related to the Creativity category that should be highlighted:

In relation to the question In which stage (initiation, development, closing) of a digital project do you think that individual and group creativity is shown more? it is evident that there are some comments about creativity throughout the whole project, not necessarily in one part or stage of it:

So3 I think in the development part and [in] the start-up part.

So7 Well, I could say in all three stages.

So8 Ah, I think it would be more at the end. It's where everybody puts the finishing touches on [the project] or after the whole journey of working together.

The results of the subcategory "Teamwork" show that the interviewees have an implicit and practical knowledge about this subcategory since they have been able to advise their peers about good teamwork. In that sense, they consider "assertive communication", "active listening" and "empathy" as the most important pieces of advice.

Likewise, "delegating functions" and "respecting opinions" are other ways of good teamwork. This is the positive memory they keep and, on the contrary, the negative memory refers to a lack of communication among team members.

Figure 3 shows that from the subcategory "teamwork" five emerging subcategories can be distinguished: "assertive communication" (c.1), "active listening" (c.2), "empathy" (c.3), "delegating functions" (c.4) and "respecting opinions" (c.5). These subcategories answer the question What advice would you give to other students to improve teamwork?



Figure 3: Emerging subcategories of "Teamwork".

The first emerging subcategory (c.1) found in the responses of key participants indicates that from their experience the most important advice they would give is to maintain "assertive communication" among all team members in order to do a good job.

So1 "maintain good communication and active listening".

So6 "communicate, trust each other".

So5, So7, So8 and So9 "focus more on communication with each colleague".

The second emerging subcategory (c.2) extracted from the interviews of key participants shows that another of the relevant tips for good teamwork is "active listening", i.e., attending to concerns and doubts that arise during the development of an activity.

So1 "good active listening".

So2 "listening to others"

So9 "being able to listen to others' points of view".

The third emerging subcategory (c.3) identified from the interviews of key participants shows as another of the tips for good teamwork "empathy", i.e., identifying with the needs of other team members.

So3 "Be empathetic and not indifferent".

The fourth emerging subcategory (c.4) shows that another tip for good teamwork is to "delegate functions", that each team member assumes responsibility for activities with the objective of achieving the goals set at the beginning of the work.

So1 "define roles for each team member".

So4 "delegation of tasks".

So9 "establish roles so that each one can know what he/she is going to do".

The fifth emerging subcategory (c.5) for good teamwork is "respecting opinions", i.e., understanding that every point of view different from one should be taken into account as a sign of respect for the other.

So9 "be respectful of the ideas and opinions of others".

So10 "one must know how to accept opinions".

The interviewees point out as important digital ventures "social ventures", "cultural ventures" and "educational ventures" and that "ventures are not related to a gender" or "specific profession", even more to just selling a product, since through ventures one can "raise awareness, learn and disseminate issues".

Figure 4 shows that six emerging subcategories stand out from the Digital entrepreneurship subcategory: "social entrepreneurship" (d.1), "cultural entrepreneurship" (d.2), "educational entrepreneurship" (d.3), "is related to every profession" (d.4), "related not only to males" (d.5) and "related to raising awareness, learning and disseminating" (d.6). These subcategories answer the questions: Could you share some concrete examples of digital entrepreneurship that have impressed you or that you consider relevant in the current context? Do you consider that (digital) entrepreneurship is only for one type of professional (e.g., business administrator), is it only valid for men or is it only about selling things?



Figure 4: Emerging subcategories of "Entrepreneurship"

The first emerging subcategory (d.1) refers to "social entrepreneurship" as a type of digital entrepreneurship, which they consider important and relevant in the current context.

So1 "recycle polo shirts to make hand bags".

So6 "entrepreneurship with animated videos".

So8 "regarding an [application] they had made for university students" "know what routes were more accessible"

So10 "entrepreneurship through the Internet, some consulting".

The second emerging subcategory (d.2) refers as another type of digital entrepreneurship to "cultural entrepreneurship" which they consider important and relevant in the current context.

So2 "value and learn about our culture".

So3 "theater play or documentary".

The third emerging subcategory (d.3) refers as a type of digital venture to "educational ventures" which are considered important and relevant in the current context.

So4 "newscast where the message was highlighted".

S05 "theater for the impacting message [...] generating reflection".

S09 "Moodle applications for education".

The fourth emerging subcategory (d.4) considers that digital entrepreneurship does not apply only to Business Science professionals, but that it is "related to all professions", i.e., it is independent of the professional career that the person pursues.

The fifth emerging subcategory (d.5) refers to the fact that they consider that digital entrepreneurship is not "related only to men" but is related to any gender. In other words, it is not necessary for men to be entrepreneurs.

The sixth emerging subcategory (d.6) indicates that they consider that digital entrepreneurship is not related to selling things, i.e., it is not only an economic issue nor is it necessarily lucrative, but it is "related to raising awareness, learning and disseminating" about different topics.

4. Discussion

One of the most important findings emerging from the research indicates that the qualities of the leader are focused on the soft skills of the person, especially effective communication and knowing how to guide others. This, although perfectly clear, always seeks the achievement of the goal or objective. In this sense, there is coincidence with the contribution of Avila Angulo (2021) who considers that creativity is the product of the development of soft skills, including creativity and leadership skills. However, the importance of the ethical dimension of the leader at the time of exercising his role is not appreciated in the interviewees or in the emerging categories. This establishes a difference with the contributions of Gallardo et al. (2023) who emphasizes that the ethical dimension is fundamental to avoid in leadership the pursuit of the goal as an end, leaving aside the ethical behavior that this implies.

Another important element that can be seen in the results in relation to leadership is that, although the interviewees consider leadership to be important, it is worrying that only the utilitarian purpose of leadership is appreciated in young people. In this sense, it differs with what Geraldo Campos et al. (2020) mentioned, since leadership is not understood in its transformative or democratic dimension. Thus, from the interviews it appears that a leader with almost authoritarian traits is better than a democratic one because it is always more convenient in order to achieve goals or objectives. The soft skills of communication, guiding and establishing interpersonal relationships are not aimed at joint growth, but rather at the benefit of what is yet to be achieved.

Also, the leader's work is temporary and even circumstantial; the rotational nature of the leadership function is not appreciated. It is understood that only some have the ability while others simply do not have it, either because of shyness or for the convenience of avoiding commitments.

Leadership is considered a skill but is not desirable for everyone. It is not apparent that the interviewees seriously consider the possibility of being leaders. The leader should preferably be "someone else" who is "not me". It is clear that accepting to be a leader within the entrepreneurial team is not attractive because of the responsibilities it entails and the few benefits that can be obtained.

This changes when pedagogical leadership establishes certain privileges for the leader (for example, the possibility of establishing bonds of trust with the teacher that may result in a better grade or empathy), which is seen as a benefit. In contrast to what was mentioned by Araque et al. (2009) leadership is perceived as a role that is not "desired" by the interviewees since they either do not consider themselves capable or consider that they do not have the skills to exercise it. This differs greatly with the theory that leadership is something that can be developed in "all" and not in "some".

In relation to the category Creativity, the results consider it to be an indispensable soft skill in the development of entrepreneurship. All agree on its importance and necessity; however, it is not considered that this skill is the result of experiences and other skills such as social skills. Creativity is

an ability that, although it can be generated from individuality (they call it "genius"), it is also an ability that is contagious and develops in the social environment. It is in this sense that there are partial coincidences with what is mentioned by Nguyen et al. (2021) when mentioning the intentional character of the creative ability or also called entrepreneurial intention.

Another important finding is that most of the interviewees, from a methodological point of view, or from the dimension of the "steps" of a project, consider that it is present at the beginning as a generator of novel or innovative ideas and that in general they are all open to the possibility that it is present throughout the development of the project in all its stages. This differs from the theory of Machali et al. (2021) because from the business and organizational point of view, creativity is necessary at the beginning but not throughout the whole process of the venture.

Creativity has a social dimension since the interviewees consider that the contribution of "creative solutions" is fundamental for the development of entrepreneurship. Again, as in the case of leadership, it is perceived that this skill is desirable to have, but it is not clear from the interviews that it is a "sought after" skill, but rather that it is desired that "someone else" develops it. The interviewees do not consider themselves "creative" despite having participated as leaders in work teams and developed a type of digital and cultural entrepreneurship.

From another point of view, communication is important for good teamwork, as evidenced by the key interviewees. Six of the ten subjects focus their interest on communication with colleagues, trust and active listening, which indicates that work teams would not function properly if this communicative capacity is not developed among its members. Therefore, it is essential to start an entrepreneurial project since it positively influences the entrepreneurial activity. This finding is consistent with Škare et al. (2022) who found a direct and indirect relationship between communication and digital entrepreneurship. However, publications this year show that neither communication nor teamwork are primary requirements for the selection of personnel for companies that require a certain digital profile of general competencies. In other times, these two skills were valued and required for important positions in an organization. This does not agree with what was reported by Escandell-Poveda et al. (2023) who found that the least requested skills in organizations were communication skills and teamwork.

The ability to listen to others leads to better develop teamwork to carry out a digital venture. This is stated by the interviewees when mentioning that the activity improves when they are attentive to the opinions, suggestions and comments of others. This finding coincides with that mentioned by Prendes Espinosa (2022) who points out that digital ventures fail when they are not related to soft skills.

Another of the findings is related to empathy as a tip for good teamwork. The interviewees stated that it is important to be empathetic and not to show indifference to the opinions of others. This coincides with Piñeiro López et al. (2022) who emphasize that both communication and teamwork are skills that are closely related to empathy. In other words, the development of these skills depends on how empathetic the team members are.

Delegating functions and respecting the opinions of others are very important aspects for the interviewees. Key informants indicated that defining the roles of each person (so that they know what task they will perform) contributes to good work, since each person will know what to do. Likewise, showing respect for others and knowing how to accept their opinions also strengthens their team activities. This is in agreement with what was reported by Hebles & Yániz- Alvarez-de-Eulate (2020) who found that mutual respect is important for collaborative work.

Another finding highlights the importance of digital ventures, especially social digital ventures as being necessary in the current post-pandemic juncture. The interviewees pointed out that these types of entrepreneurs contribute not only to the economic and social growth of the country. This was also stated by Flores Oré (2023) who found that digital entrepreneurship should have a social dimension. It is essential to work more on this type of social entrepreneurship, especially in higher education.

This coincides with what was mentioned by Fernández Scagliusi (2023) who found that digital

and entrepreneurial skills are a way to take advantage of and access job opportunities. (2020) who reported that training entrepreneurs from the university will contribute to future leaders participating more in the social development of a country.

In this line of discussion, it should be mentioned that the most important digital ventures found in this research are cultural ventures and socio-educational ventures. The interviewees pointed out that through these ventures, culture is valued more, identity is reflected upon, and new learning is generated. For this, the necessary knowledge must be provided to university students. This is mentioned by Tassara Salvati (2021) who found that digital competencies should be included in the work plan of teachers so that entrepreneurial activity is strengthened in every higher institution.

5. Conclusions

It is concluded that the learning experiences in general studies students about their entrepreneurial skills are very important in professional training. These are developed from curricular experiences using diverse digital resources.

On the other hand, general studies students' experiences on leadership through digital entrepreneurship show leadership from a utilitarian dimension, focused on the objective to be achieved. It is not considered an important skill to develop in their learning process. It is important to rethink the curricular models towards the development of soft skills.

Similarly, the experiences in general studies students on teamwork through digital entrepreneurship show that it is highly valued from the communicative and empathic dimension. There is a difference between the organizational concept of teamwork and the practical sense of working collaboratively as evidenced by the students.

Therefore, in general studies students' experiences of creativity through digital entrepreneurship does not link with the previous development of other soft skills or the fruit of social experiences integrated into their learning. A more systematic view of this skill from the different curricular experiences can contribute to understanding creativity as a process related to previous experiences rather than a skill that arises in the moment as a result of chance.

Likewise, the experiences of general studies students on entrepreneurship through digital ventures have shown that digital ventures related to culture and socio-educational development are gaining importance. In addition, when talking about digital entrepreneurship, the frequent stereotype of relating it only to organizational entrepreneurship or exclusive to a particular gender focus (male) is left aside.

Finally, it is important to point out the different concept of digital entrepreneurship expressed by the interviewees. From their experience, digital ventures are not necessarily related to economic issues, but to social, cultural and educational issues. These ventures focus on raising awareness, generating reflection in society on social issues, learning more about their environment and disseminating their learning through social networks. Therefore, it deserves special attention and in-depth analysis in future research. It is also suggested to propose mechanisms in the development of curricular plans to generate entrepreneurship experiences in all professional careers and to encourage more women in this task. This will reduce the gender gap that exists in terms of equal access to job opportunities.

One of the limiting factors of the research was to obtain the informed consent of the interviewees who, in spite of having accepted via telephone or other means, did not sign the document. This situation resulted in more time than established for the collection of information.

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