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Formación en Coaching: un enfoque para impulsar el espíritu emprendedor Latinoamericano

Coaching training: an approach to boost Latin American entrepreneurship

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Abstract

The general aim of this systematic review article is to analyze coaching training as an approach to promote entrepreneurship; Therefore, we proceeded with the search for information in databases and electronic libraries such as Scopus, Redalyc, Scielo, Dialnet, Proquest and Taylor & Francis of scientific articles subject to eligibility criteria that were met by applying the PRISMA method. The findings concluded by confirming the validity of the coaching training approach to promote the entrepreneurial spirit through seven aspects that involved both variables, having the individual's actions as the central axis; and that is expected to serve as support for the form of a future theoretical proposal.

Keywords: business creation, growth, business training, learning strategy and business management.

Resumen

El objetivo general de este artículo de revisión sistemática, analizar la formación en coaching como enfoque para impulsar el espíritu emprendedor; por lo que se procedió con la búsqueda de información en bases de datos y bibliotecas electrónicas como Scopus, Redalyc, Scielo, Dialnet, Proquest y Taylor & Francis de artículos científicos sujetos a criterios de elegibilidad que se cumplieron mediante la aplicación de la metodología PRISMA. Los hallazgos concluyeron en confirmar la validez del enfoque de formación en coaching para impulsar el espíritu emprendedor por medio de siete aspectos que involucraron a ambas variables, teniendo como eje central el accionar del individuo; y que se espera sirva como sustento para la conformación de una futura propuesta teórica.

Palabras clave: creación de empresas, crecimiento, formación empresarial, estrategia de aprendizaje y gestión empresarial.

I. Introducción

In recent years, the generate of various economic activities has been carried out on the initiative of people who, faced with the need or opportunity to start a business, have become entrepreneurs, which has contributed to the economic development of countries, with entrepreneurship being described as a social strategy supported and promoted by governments for its contribution to the improve of economic and social indicators (Espino-Barranco et al., 2021). In view of this, qualities such as adaptability and conditions such as knowledge, both part of the entrepreneurial spirit, represent fundamental aspects within the profile that one must have, which condition favourable results in the execute of business ideas; and with this, the create of an entrepreneurial ecosystem capable of facing the complexities and particularities of the market (Ochoa et al., 2020).

However, entrepreneurship and thus having an entrepreneurial spirit is not inherent to all people, there are key qualities and/or characteristics that must be possessed and can be formed from a solid preparation, besides access to other resources, but which will require the exist of organisations that foster in individuals the vocation to create a company from their training processes, whether academic or business Quillas et al., 2023). In this sense, higher education institutions such as universities are institutions in which the entrepreneurial spirit has been promoted through the install of incubators or

business laboratories in order to provide self-employment resources for students and graduates, so that they themselves can self-manage their professional and economic development (Arango-Botero et al., 2022; Pacheco-Ruiz et al., 2022).

This line has implemented various approaches to stimulate entrepreneurship, all designed to inspire people, especially young people, to take action as most of them demonstrate a high level of ambition when it comes to their plans in different areas of life, being sure of their objectives and how they want to accomplish them (Minialai et al., 2018). Under the above, coaching, from an integrative personalist perspective, aims to accompany the individual from an initial state or where they are to a final state or place where they wish to be in the future, in their current or real state to a future or ideal scenario; in such a way that it provides valuable techniques and resources, being a relevant tool in favour of the creators of ventures. However, although training in coaching can generate positive effects for those who are trained, this does not exempt that negative effects can be registered, which contravene to a lesser or greater extent in the coach's fulfilment's purpose, so the factors that condition the context in which it is carried out must be considered (Delgado, 2020; Watling & LaDonna, 2019), depending on the approach that is attributed to it or part of it, which is where the interest of the present literature review lies.

The justification for carrying out this article responded to the theoretical contribution that has been incurred after the bibliographic analysis from different databases, which has shaped the identify of a clear and consistent approach to coaching training to promote entrepreneurship, and thus in the state of knowledge, explained by the dimensions that have been able to respond to the study of each variable. Likewise, the method adopted explains and facilitates the aims of the research, since it allowed the use of secondary sources in order to respond to the planned objectives. Considering the practical stance, the results got made it possible to form scientific evidence of value in terms of the topic addressed, contributing to the understand of one topic of greatest interest in recent years such as entrepreneurship, and that added to implementing coaching as a viable process to apply, generates the combine of two constructs of relevance in today's world, and which is expected to serve as input for those involved and be able to expand their analysis in future research.

The general aim is to analyse training in coaching as an approach to promote entrepreneurship, with specific objectives: a) To find out the components that explain training in coaching and b) To find out the components that explain entrepreneurship.

II. Theoretical framework

Wiginton & Cartwright (2020) affirm that the cost-benefit margin got by companies that decide to implement practices based on coaching increases the value of their services, with satisfied customers, with the improve of soft skills: leadership, decision-making and commitment, which explain and show the advantages of coaching. Pagis (2021) states that coaching, as part of the so-called positive psychology, contributes to self-realisation at work, benefiting the profiles of personnel, being enhanced; in collation, London et al. (2023) shows that self-awareness allows the individual to change their behaviour, which generates effects on their environment, and coaching represents a tool that contributes to this.

Lepre-Nolan & Houde (2023) found that coaching practitioners provide feedback in the training process, not only helping their students discover who they are, but also learning from those experiences.

Dermawan et al. (2022) and Valdez-Juárez & García (2023) mention that the interest to dive into the entrepreneurial field can be formed in young age groups, as they have the spirit of not giving up (self-efficacy), which represents a key input for entrepreneurship; but as Sabahi & Parast (2020) refer, it should be oriented to ensure the success of the business ideas that are proposed, having business education as the main means to awaken entrepreneurial intention, and also to know business management tools (Costa et al., 2022).

According to Rodríguez & Franco (2021), the aforementioned can be achieved if important actors such as the government and the State generate policies aligned with facilitating mechanisms for entrepreneurs. For Huang et al. (2022) it is showed that entrepreneurship policies are those that allow economic activities, created by people, to contribute to innovation, and above all, to the improve of social and economic indicators; this generates the conceive of the new public governance, which as Abildgaard &

Jørgensen (2021) explain, is based on alliances between the public sector (State) and the private sector (entrepreneurs) generating innovative proposals for the benefit of society.

III. Methodology

The scientific literature review article was carried out following a qualitative approach of a systematic review type, having the imply of carrying out the characterisation and detailed explanation of the knowledge presented in a scientific document, regarding a particular topic, and thus to know the level at which this research has been developed (Jiménez & Aldana, 2020). In this sense, a systematic review represents a high hierarchical level within the scientific world, since it is conceptualised as an aim, understandable and systematised summary of information from valid scientific documents (Moreno et al., 2018). Regarding the method described, this will be executed with the analysis of coaching training as an approach to boost entrepreneurship.

Regarding the data collection procedure, this meant searching for and selecting information according to the guidelines given by the PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis) method, which is defined as a guide that provides all the guidelines for conducting a valuable systematic review (Page et al., 2021). Therefore, a series of identification, screening, eligibility and inclusion criteria were established, of which the scientific papers found were part, having: (1) The last seven years were considered, i.e., from 2017 to 2023, because, it is relatively recent, and it is in recent years that it has been taking greater prominence; (2) The source or provenance responded to scientific databases with a high level of research production, since this guaranteed the originality, veracity, consistency and relevance of the information; (3) The language of publication in Spanish, as well as in other foreign languages (English, Portuguese, French, among others), which allowed the volume of global information collected to be expanded; (4) The exist of words or phrases linked to coaching and entrepreneurship training, which affirmed that the selected documents are within the subject and purpose of this.

As far as processing is concerned, we started by discarding documents that are incurred in: (a) The publication period prior to the year 2017, since this would generate the exist of outdated information for this study; (b) The subject developed in the scientific

documents lacks concordance with that established in the scientific literature review article, since this would not contribute to resolving the planned objectives; (c) Scientific papers that, despite being published in a scientific journal, are not indexed in a database or in recognised electronic libraries, as this may condition the validation of the information disseminated; (d) Scientific papers whose full version cannot be accessed, mostly because of the absence of the link or maintenance of the platform at the time of selection, which prevents them from being downloaded.

Within the search process, the following sources of information were identified: Scopus, Redalyc, Scielo, Dialnet, ProQuest and Taylor & Francis Online. First, the use of keywords and phrases such as “coaching”, “requirements to be a coach”, “emergence of coaching”, “coach training”, “entrepreneur”, “entrepreneur profile”, “qualities of an entrepreneur”, “entrepreneurial spirit” and their translation into English was applied. In order to carry out a comprehensive search, the so-called Boolean operators were used as a link, with factors such as [“coaching” AND “training”], [“spirit” AND “entrepreneur”] and [“coaching” AND “entrepreneurship”]. As a second step of the analysis, the require of age of the scientific papers was executed, considering those that have been published from 2017 onwards.

Based on the above, 180 articles were selected, of which, after being subjected to compliance with the aforementioned criteria, such as keywords aligned with the variables studied and originating from recognised databases and electronic libraries, yielded 60 articles, i.e. 30 for each variable, with the following distribution: (1) Scopus, out of 8 documents, 6 were selected, 5 for the coaching training variable and 1 for the entrepreneurship variable; (2) Redalyc, out of 9 documents, 7 were selected, 2 for the coaching training variable and 5 for the entrepreneurship variable; (3) Scielo, out of 27 documents, 23 were selected, 8 for the coaching training variable and 15 for the entrepreneurship variable; (4) Dialnet, out of 20 papers, 16 were selected, 11 for the coaching education variable and 5 for the entrepreneurship variable; (5) ProQuest, out of 6 papers, 5 were selected, 1 for the coaching education variable and 4 for the entrepreneurship variable; and (6) Taylor & Francis Online, out of 4 papers, 3 were selected, all for the coaching education variable.

After this, all the selected documents were listed and ordered using the Zotero bibliographic manager, checking that none were duplicated and that they had their respective link (URL or DOI), in order to identify, after reading, their contribution and thus conceptualise the variables, and thus form the operationalization of each one (dimensions, indicators, indices, instrument, technique and scale of measurement); besides the description of attributes such as year, language, country and type of publication. Finally, resolving each aim postulated within the research was undertaken

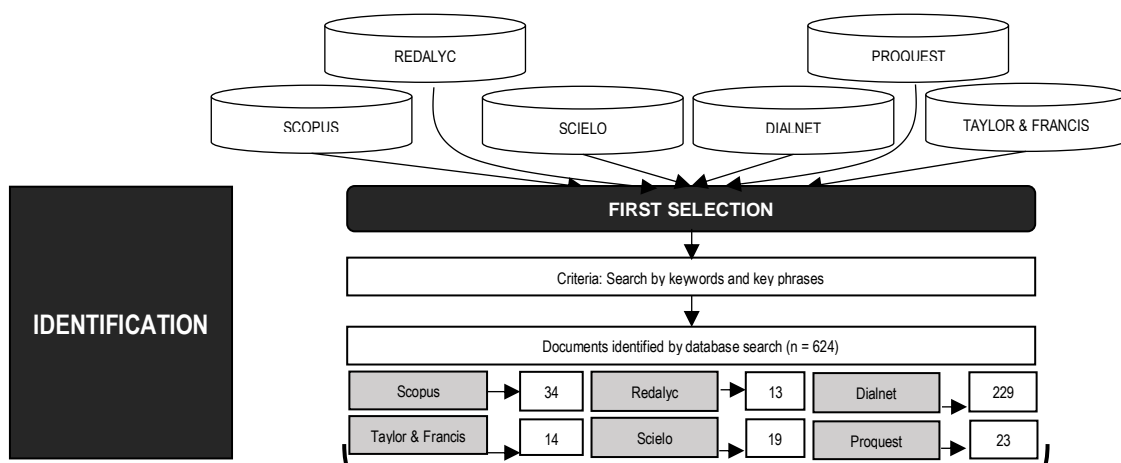
IV. Results

The search in the databases produced 74 original scientific research papers, which, after responding to the defined filters, were reduced to 60, specifying that 30 were chosen by variable: training in coaching and entrepreneurship; where 38.3% came from Scielo, 26.67% from Dialnet, 11.67% from Redalyc, 10% from Scopus, 8.33% from Proquest and 5% from Taylor & Francis. Regarding the attributes of each paper, 23.33% were published in 2020, followed by 21.67% in 2019, 16.67% in 2021, 15% in 2022, 10% in both 2017 and 2018, and 3.33% in 2023.

As for the language in which the articles were published, 80.00% of the articles were in Spanish, 18.33% in English, and 1.67% in Portuguese. Likewise, considering the origin or place of study of these documents, it was very varied, corresponding to countries in the Americas, such as Ecuador, Colombia, Peru, Venezuela, Argentina, Brazil, Mexico, Cuba and El Salvador, as well as Spain and Morocco. As for the type of publication, 100% corresponded to scientific articles, including editorial articles, original research articles, and systematic review articles. Figure 1 below shows the PRISMA method used and the select of scientific documents following each of the phases that make up this method.

Figure 1

Selection process for studies identified in the databases



Note: Prepared by the authors based on the PRISMA matrix.

Components of coaching training

Regarding the first specific aim, to know the components that explain coaching training, the 30 articles selected allowed us to identify the humanistic view that coaching involves as a process of guidance and support for those who receive it (Delgado, 2020). In this sense, human development involves three important aspects, such as context, interaction and personal development; which within coaching will allow to delimit what the individual wishes to achieve with the guided learning that they will receive, for their own benefit (individual) and with repercussions on others (collective), as it involves collaborative work, revealing the potential that they have and achieving valuable personal growth (Reyes & Rodríguez, 2020).

The empowerment of capabilities with the help of coaching is based on knowing oneself, through the execute of a permanent reflective process, which leads to look inward to people, and from there, self-regulate, in the manage of thoughts, which can play against as soon as these are not managed as an incentive to meet or achieve the goal; In addition, to identify elements such as opportunities and barriers, which provides an objective view, which brings the trainee down to earth, as training in coaching does not seek to draw a goal that borders on the utopian, but that can be realised, based on reality, where the physical and emotional capacities that one has are clear, and to work on them beneficially (Gavilano et al. , 2019; London et al., 2023b).

The impact that coaching generates in people responds to a large extent to the fact that its training involves the manage of social skills, where undoubtedly, the skills to know how to act in all kinds of scenarios will be key to being able to face complex situations that can lead to giving up an aim; therefore, knowing how to negotiate, plan and above all manage stress, must be developed so that, besides the knowledge or information that is wielded regarding a particular subject, associated with the reason for training, there is the ability to act assertively and conveniently (Alegre & Bravo, 2022).

Now, as mentioned above, the purpose of coaching training is to move from an initial or final state, the latter being the desired state and the one that represents for the individual the achieve of a goal. For this, being motivated or having the spirit to achieve

it is not enough, it is imperative to incorporate a sense of responsibility, since this represents being committed, having a focus and guidelines of a plan or route to follow, besides fulfilling tasks; and above all, knowing how to attend to and manage the virtues or vices that one may have, and that are part of the imperfect of people, but that coaching seeks to condition them positively (Pérez et al., 2019; Tobon, 2022).

In that order of ideas, ethics is also an ingredient that coaching seeks to preserve throughout its training process, given that the pedagogical or socio-educational look that links it, traces the existence and application of morals and principles, which guides the trained person to discern between good and bad (knowledge); and with this, the behaviour he/she has, which is expected to be accompanied by aspects such as justice and humanity, which undoubtedly postulates coaching with an altruistic purpose, where the individual good implicitly involves the collective good, so that a balance can be given between material or tangible interests with the subjective implications that may feel or affect the perform of the individual (Pérez, 2019).

Based on what has already been explained for each component, the following details the operationalisation of the coaching training variable, which has established five dimensions, 20 indicators and 41 indices, besides which it was found that most of the research approach is quantitative and qualitative. The former through the use of instruments such as the questionnaire, and the latter with the apply of interview guides, this for the convenience of analysing indicators linked to more abstract qualities that are difficult to quantify.

Table 1*Operationalisation of coaching training*

Variable	Conceptual definition	Dimensions	Indicators
Coaching training	Coaching from an integrative personalist perspective involves elements such as human development, social skills, ethical competences, self-knowledge and responsibility in its training (Delgado, 2020).	Human development	Personal growth Guided learning Teamwork Capacity building
		Responsibility	Task accomplishment Achievement of objectives Management and attention Commitment
		Social skills	Basic Negotiation Linked to planning Coping with stress
		Ethical competences	Behaviour Balance Accompaniment Knowledge
		Self-awareness	Identification of elements Reflective process Self-regulation Capacity

Note. Prepared by researchers based on Delgado (2020).

Components of the entrepreneurial spirit

Considering the second specific aim referred to knowing the components of entrepreneurship, it is conceptualised as an attitude or stance towards the business world, where the individual decides to bet on an idea and take it to its execution (Ortiz-Ledesma, 2022). Faced with this, it is essential to have the knowledge, in principle, for the individual to be interested in the world of entrepreneurship and then dive into it conveniently; Where aspects such as business management, planning, vision and management of technological tools or processes, contribute significantly in the way, reducing the probability of failure, which is very recurrent in entrepreneurs, given that, despite having determination to fulfil dreams and objectives, not knowing the theoretical part of what it means to run a company conditions that can desist and even affect practices that in the long term are a threat Sánchez et al. , 2017).

The scenarios that entrepreneurs face require them to resolve them, understanding how they work in order to adapt and extract the maximum benefit, considering the uncertainty and risk they are subjected to because they are unknown situations, from which they may or may not get satisfactory results, but which will undoubtedly leave lessons that will allow them to continue to grow and solidify their experience. Entrepreneurs allocate their decisions in order to meet a need, where their target audience, called customers, will have tastes and preferences that will delimit the pattern of the strategies they generate, which can be complex, but the exist of technology, and the scope it currently has, provide a clearer field of action for the entrepreneur, especially in online platforms and social networks; depending on him to get the most out of it (Rivas et al., 2017).

Innovation represents an inherent aspect of the entrepreneurial spirit, because unlike any other business manager, the initiative and creativity used is based on offering a new service and/or product, not seen or which may already exist, but which has a unique added value that the entrepreneur provides, leading to customers opting to purchase it; The search for inventions planned in an empirical and then more technical or structured way is constant; therefore, absolute perseverance is required in the face of the successes and mistakes that may be made until the ideal product and/or service is created for the target public. In this line, the practice of values such as honesty, respect and responsibility

must be materialised by the entrepreneur within the attitude he/she adopts, explained because this also conditions the originality and quality of his/her inventions, which implies the sustain of the venture (Vera et al., 2021).

In relation to the above, within the entrepreneurial spirit, the contribution or contribution must be present, evidenced by the solution of problems and the attention to needs that is carried out with the execute of the business idea; giving way to the conformation of an economy with positive indicators, as the ventures generate jobs and improve the quality of life (economic development), since the economic flow is energised and with it resources are generated, especially monetary, to carry out projects and programmes for the benefit of the community. The multiplier effect of entrepreneurship has been showed, mainly in self-employment and the convergence of economic agents at all levels that can generate economies of scale of value (Sepúlveda et al., 2017).

The exist of the venture will not be sufficient if it is not socialised, which involves the communication exercised by the author of the business idea, through which he/she must explain the economic benefits and viability of his/her idea, having to have facility with words (diction, intonation and fluency) and being able to convince; in good faith, persuade to attract partners or investors, as well as customers. It is usual for most entrepreneurs to turn to family and friends as a network of contacts to start with the disseminate of their product and/or service, given that this does not imply incurring in using strategies that represent administrative costs, and can even be sources of financing (Fernández et al., 2020).

With the explain of each component, it has been possible to establish the operationalization of the entrepreneurial spirit variable, with five dimensions, 20 indicators and 42 indices; recording that the documentary analysis technique and its instrument, the data registration form, have been used for its measurement and study; the latter, documentary analysis, above all in the contribution component, given that it involves a base indicator of economic development. Below is the detailed table with the aforementioned:

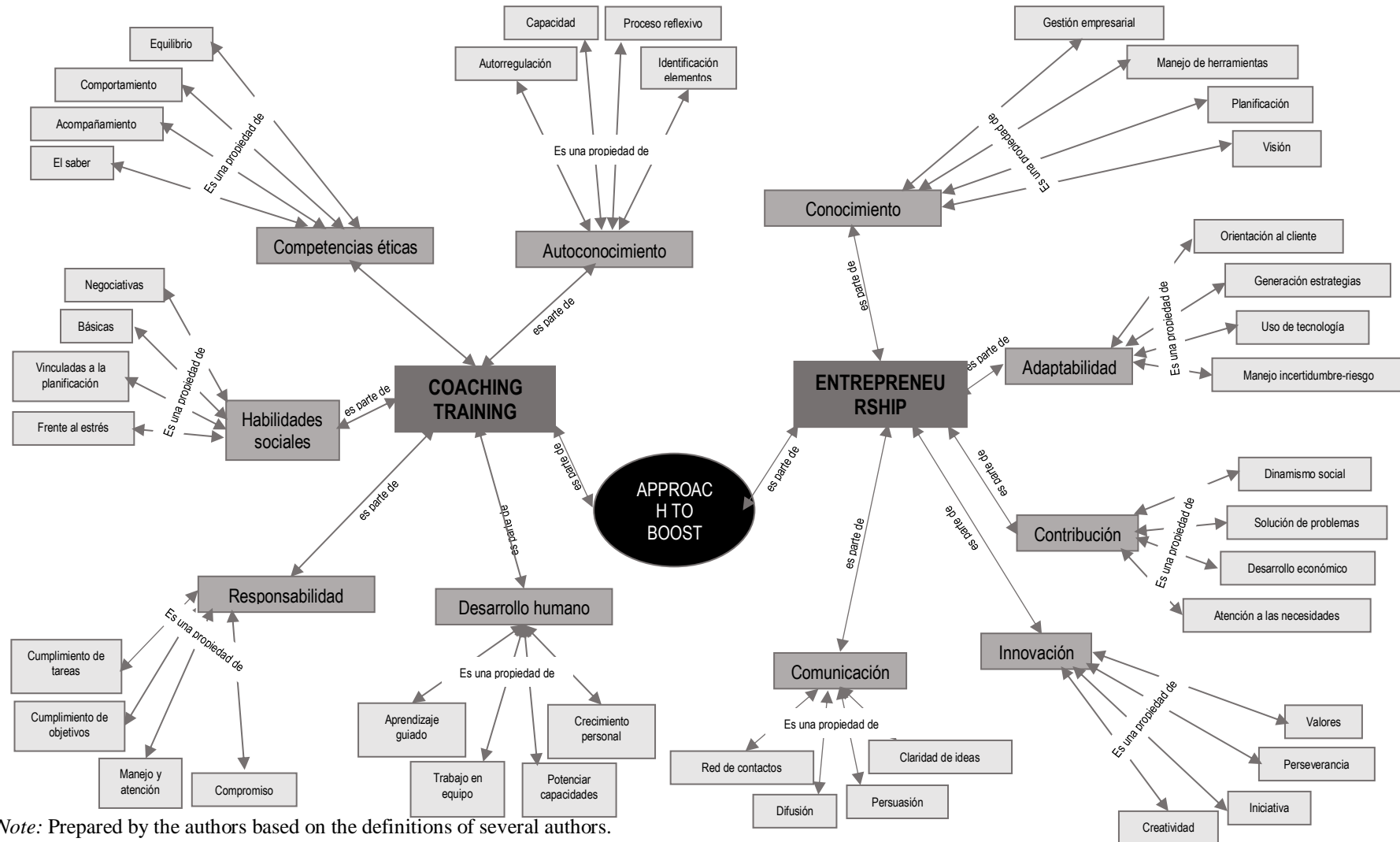
Table 2*Operationalisation of Entrepreneurship*

Variable	Conceptual definition	Dimensions	Indicators
Entrepreneurship	Entrepreneurship demands the presence of knowledge, communication, adaptability, contribution or bearing, and innovation in whoever decides to materialise it (Ovalles-Toledo, 2018).	Knowledge	Business management Tool management Planning Vision
		Communication	Clarity of ideas Persuasion Networking Dissemination
		Adaptability	Uncertainty and risk management Client orientation Strategy generation Use of technology
		Contribution or contribution	Economic development Attention to needs Problem solving Social dynamism
		Innovation	Creativity Initiative Perseverance Values

Note. Prepared by the researchers based on Ovalles-Toledo (2018).

Below is a diagram that summarises the linkage between the variables:

Figure 2
Linking the components of both variables



Note: Prepared by the authors based on the definitions of several authors.

The coaching training approach to boost entrepreneurship

Responding to the general aim, to analyse coaching training as an approach to boost entrepreneurship. In principle, within the different definitions, it has been agreed to understand coaching as a viable process and tool within the train of the individual to achieve certain objectives, based on the conception that he or she gives within the personal and work environment,; and having to have certain requirements to start such training (Graßmann et al., 2020; Roberts et al., 2019). Meanwhile, entrepreneurship is defined as the posture that a person adopts to start and execute a business idea, having to comply with a series of qualities or conditions that attribute this qualification within their actions (Bonomo-Odizzio et al., 2023; Espino-Barranco et al., 2021).

Both constructs converge in a series of aspects that allow us to assert the synergy between their application and presence:

Table 3

Aspects that converge between Coaching Education and Entrepreneurship

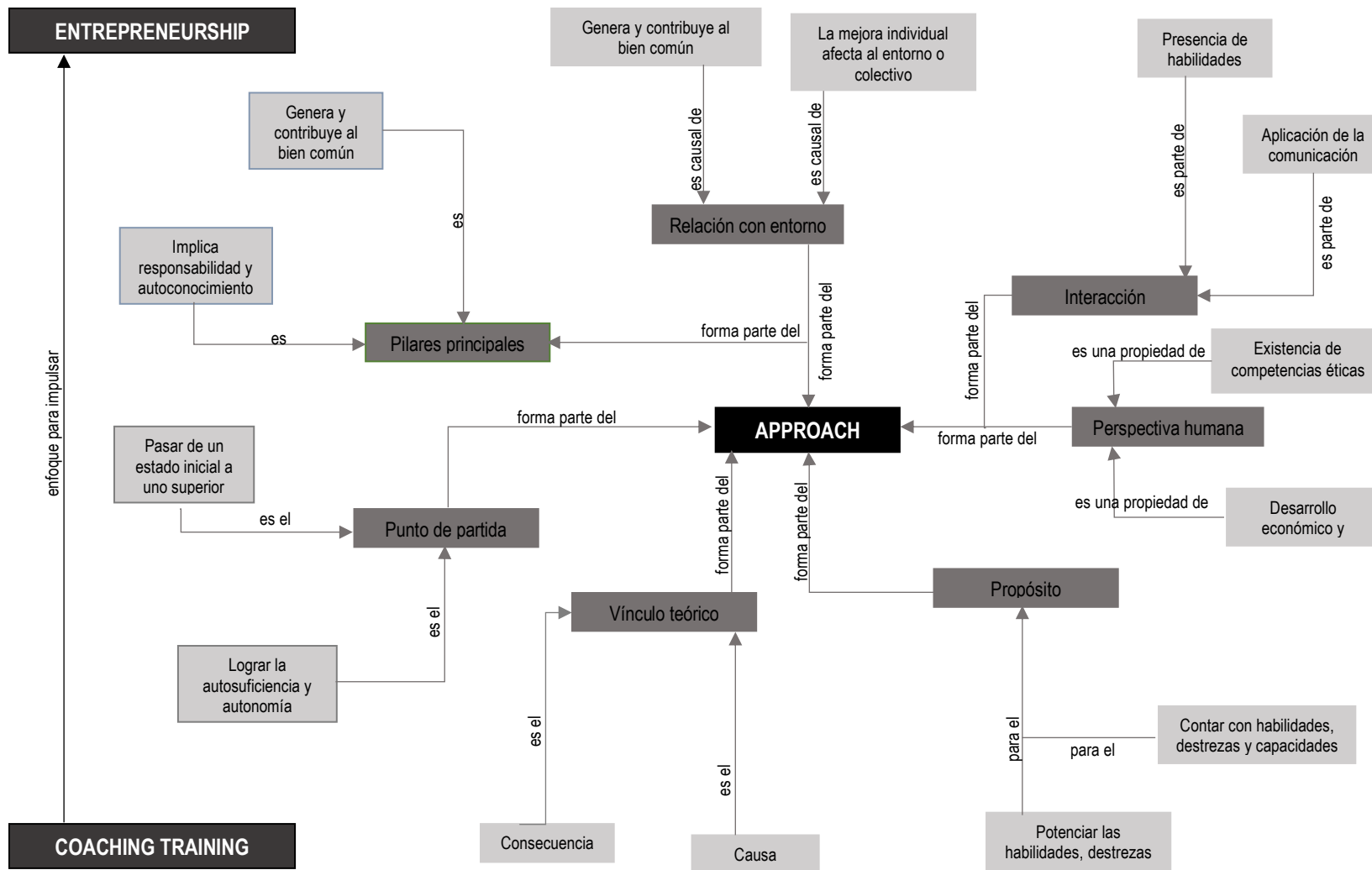
Arista	Coaching training	Entrepreneurship
Starting point	Moving from an initial state to a higher state.	Achieving self-sufficiency and autonomy.
Main pillars	It involves responsibility and self-knowledge.	Involves innovation and knowledge.
Purpose	Enhancing skills, abilities and capacities.	Requires a range of skills, abilities and capabilities.
Interaction	Presence of social skills.	Application of communication.
Relationship to the environment	Individual improvement affects the environment or collective.	Generates and contributes to the common good.
Human perspective	Existence of ethical competences.	Economic development and social dynamism.
Theoretical link	Cause	Consequence

Note: Prepared by the authors based on the contribute of various theories.

The approach of coaching training to promote entrepreneurship is postulated considering seven aspects. The first is based on the starting point of both constructs, which allows us to understand the context in which each one arises, carried out by the person interested in training and entrepreneurship. The second focuses on explaining the pillars that are required to generate the requirements, qualities and conditions that validate the convenience of training in coaching and betting on a business idea and developing it; and which is linked to the purpose, the third aspect. The fourth, interaction, understood as the behaviour that must be adopted to establish contact with the rest of the people, and which, without a doubt, is transversal, both for coaching and for entrepreneurship in both variables reciprocal action is necessary.

The fifth, relationship with the environment, makes clear the effects that are influenced, in both cases, for the benefit of society, based on individual interests, since both the student (who is coached) and the entrepreneur seek to achieve certain objectives (starting point). In collation, the human perspective on both variables either through ethics or economic and social effect, justifies, and is even reason enough to bet on the development and deepening of the theoretical link between coaching training (cause) and entrepreneurship (consequence), the latter aspect. Therefore, the approach can be explained under a holistic and common view of the components, which involve both variables, with the individual's actions as the central axis.

Figure 3
Description of the Entrepreneurship Coaching Training Approach



Note: Researchers' elaboration based on contributions from various authors.

V. Conclusions

1. The components of coaching training are five: human development, responsibility, social skills, ethical competences and self-knowledge; which could be explained after the analysis of 30 scientific papers, having that, given the personalistic integrative view of coaching, it is supported by several key requirements for its training.
2. The components of entrepreneurship are five: knowledge, communication, adaptability, contribution and innovation; which have been explained after the information gathered from 30 scientific articles, which have allowed us to analyse the qualities and conditions that an individual must have in order to be attributed to an entrepreneurial spirit.
3. The approach to promote entrepreneurship from coaching training is based on seven aspects: starting point, main pillars, purpose, interaction, relationship with the environment, human perspective and theoretical link; each one denominated according to the synergy that exists between both constructs, and that has given way to a consistent and clear explanation, admitting to outline the starting point of the conformation of a theory that it is hoped can be created.

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Anexos

Tabla 4

Cantidad de documentos consultados sobre la formación en coaching

Fuente	Número de archivos	Variable 1: Formación en Coaching					Formación en Coaching
		Desarrollo humano	Responsabilidad	Habilidades sociales	Competencias éticas	Auto-conocimiento	
Scopus	5	1		1		1	2
Redalyc	2				1	1	
Scielo	8	3	2	1	1		
Dialnet	11	1	2	1	2	2	4
ProQuest	1						1
Taylor & Francis Online	3			1			2
Total	30	5	4	4	4	4	9

Tabla 5

Cantidad de documentos consultados sobre el espíritu emprendedor

Fuente	Número de archivos	Variable 2: Espíritu emprendedor					Espíritu emprendedor
		Conocimiento	Comunicación	Adaptabilidad	Contribución o aporte	Innovación	
Scopus	1		1				
Redalyc	5	1	1	3			
Scielo	15	1	1		3	4	6
Dialnet	5	1	1		2		1
ProQuest	4	1		1		1	1
Total	30	4	4	4	5	5	8