

This issue of *Innovar* journal reaches our audience in a setting that would have seemed like a science fiction story a few months ago: A prolonged physical distancing that has taken a toll on various areas of human life, such as economy, work, mental health, and education. COVID-19 and the measures adopted by most of the governments around the world to stop its expansion have led kindergartens, schools and universities to use virtual spaces in order to continue developing their study plans, forcing teachers, students and parents to adapt to this change —although under different circumstances and unequal conditions for each particular case.

The telematic education model has revealed the lack of training of some teachers for virtual environments and the shortcomings of many students and parents in terms of learning resources. Not having an appropriate electronic device or adequate Internet connection implies that students are very likely to fall behind their training processes, which contributes to widening the inequality of educational opportunities (see Cabrera, 2020).

For example, in the Colombian context, an increase in school dropout and grade repetition is anticipated for primary and secondary education. In a “normal” school year around 200,000 students fail to be promoted to next academic year, a number that will surely grow considering current conditions, in which 62% of students do not count on Internet connection, according to some estimations (Ibargüen, 2020). As for higher education, the Colombian Association of Universities expects dropout rates around 25% for the second semester of 2020; a phenomenon that could even expand until 2022 (Miranda, 2020).

A student who is unable to attend an online meeting to solve doubts or should review class sessions on a deferred basis for not having a stable connection loses the opportunity to ask and delve into the topics. This makes that student more likely to fail their courses. To this, one should add the effects of the current economic crisis —that have particularly affected the poorest households—, mainly associated with income informality and the dependence on a subsistence economy. In short, it is clear that repetition and dropout rates will grow, although to a greater extent for the most socioeconomically vulnerable social

classes, which suggests long-term effects on income concentration.

This situation makes the future of the education sector full of challenges and risks, which in the short term has implied a greater demand for financing (Miranda, 2020). As an example, it is expected that many university students, despite having the economic resources and even enjoy some discounts, decide not to enroll next semester because they find that remote classes are not worth the price they have to pay, according to their perception of quality. Likewise, the directive of maintaining a physical distancing of at least two meters between people implies a smaller offer of in-class admissions. Therefore, the first question that arises is: How will education institutions manage to pay government-guaranteed credits they have access to?

In addition to students, another little considered actor is the teaching staff. Although students and their families have had to make great efforts to adapt to online education, even in a context of unequal opportunities, teachers have also had to modify their practices and prepare extra material to continue fulfilling their duties, despite family and personal concerns. Preparing remote study sessions implies a work overload, depending on the number of courses and other academic-administrative activities teachers are responsible for. Notwithstanding this effort, additional improvement is required with regard to remote teaching, in part due to the limited knowledge of teachers about computer tools and virtual education environments.

The above poses another question: What support strategies are educational institutions implementing in order to train their teaching staff? I am afraid that in many cases the answer is none, which is worrying in view of the need that at least during the next semester virtual-based education must be combined with in-class sessions. In short, and even though I consider that virtual education does not replace face-to-face interaction, the first one came out to stay because of necessity —in the beginning— and opportunity —after the pandemic—, making it necessary to start thinking about strategies to prevent the deterioration of quality in Colombian education, an issue that has historically been downgraded in favor of coverage.

Now, as for the current issue of *Innovar*, we are pleased to present ten research papers and a book review that we

hope our readers will enjoy. These contents are included in three sections, namely: "Entrepreneurship and Business Management," "Marketing," and "Strategy and Organizations," the first with two works and the last two with four contributions each.

Entrepreneurship and Business Management section begins with the research paper "Intergenerational Succession and Innovation in Family Businesses: A Literature Review," written by Professors Cristina Hillen (State University of Paraná, Brazil) and Carlos Eduardo Facin Lavarda (Federal University of Santa Catarina, also in Brazil). This paper reviews the literature regarding innovation and its relationship with intergenerational succession in family businesses, considering the works published until 2018 in databases such as Scopus, Science Direct, and Web of Science. Among the results of this study, it is found that the association of both factors is not clear due to the multiplicity of contextual aspects at stake, so that innovation may depend more on the degree of family adaptability or on family's closeness to their own business.

The second article in this section is authored by Professors Gustavo M. Guillemin Franco and Alvaro R. Pedroza Zapata, both from the Instituto Tecnológico y de Estudios Superiores de Occidente (Jalisco, Mexico), and is titled "Social Capital and Core Competencies: Enablers Developing Electronic Design Technological Capabilities in Guadalajara, Mexico." Based on a multiple case study, the authors seek to establish how social capital and some basic competencies have eased the development of electronic design capabilities in SMEs from the Guadalajara Metropolitan Area. In this regard, the study concludes that social capital—which contributes to customer acquisition, knowledge transfer, and access to resources—along with the ability to identify the basic competencies to be developed are among the key elements in the construction of electronic design capabilities.

In our second section, *i.e.* Marketing, we first introduce the study "Product Requirements for a Craft Beer Project," a contribution by Professor José André Villas Boas Mello and researcher Jayme Leonam Nogueira da Silva, both affiliated to the Federal Center for Technological Education Celso Suckow da Fonseca (Nova Iguaçu, Brazil). Based on the responses of 203 interviewees, this work aims to identify and qualify the product requirements that new

craft beer production projects must consider to attract the interest of potential consumers in the city of Rio de Janeiro (Brazil). The authors, among other aspects, identify that the full-bodied appearance, malt aroma, and the concentration of malt and hop compounds are essential characteristics sought by prospect consumers. In contrast, price does not seem to be a fundamental factor for ale and weiss beer varieties.

The next paper in this section is titled "The Importance of Quality Certification in the Purchase Decision of Artisan Agri-Food Products," a contribution by Chilean Professors Sebastián Cristóbal Araya-Pizarro (University of La Serena) and Camilo Romelio Araya-Pizarro (Saint Thomas University). This quantitative research seeks to validate the importance of quality certification in the consumption preferences of agri-food products by studying a sample of 398 subjects from the Coquimbo region (Chile) and considering three variables (price, packaging and origin). The researchers find that quality certification is indeed the second most important attribute in the purchase decision of this type of product.

Afterward, readers will find the work titled "Application of the Experiential Approach to Innovation in Destination Marketing: Recommendations for its Implementation in Ecuador," written by Professor José Manuel Hernández Mogollón and the researcher Bárbara Sofía Pasaco González, both affiliated to the University of Extremadura (Cáceres, Spain). The purpose of their work is to establish how experiential marketing could foster marketing innovations for the tourist industry in aspects such as product design and promotion, taking previous studies as point of reference. Among the recommendations that arise from this research, emphasis is placed on the need of this industry to create unique and memorable experiences for tourists and to communicate their related emotions and feelings.

The last article in this section was prepared by Professors António Pimenta da Gama and Joaquim A. Casaca, both from the European University of Lisbon (Portugal), and is titled "A 'Strategic Map' for Marketing." This work developed a model based on the principles of the Balanced Scorecard for evaluating marketing performance. Then, such a model is tested using the information provided by 107 companies in Portugal. Through the application of a structural equation model and under the partial least

squares regression method, the authors show that their proposal is adequate to evaluate marketing performance. They also emphasize that the measurement and management of indicators valued by customers is a fundamental element in contemporary marketing.

In turn, the section Strategy and Organizations introduces the research study "Comparative Analysis of Technological Innovation Capabilities in the Colombian Manufacturing Industry, 2006-2014. A review Based on the Latent Class Analysis Method," developed in the city of Medellín (Colombia) by María Elisa Gómez Rodríguez and María Luisa Villalba Morales, Professors at the Instituto Tecnológico Metropolitano, and Diana Marcela Pérez Valencia, Professor at the University of Antioquia. This work tracks the evolution of five innovation capacities (R&D, resource management, organizational learning, production, and marketing) in the Colombian manufacturing industry based on the Technological Innovation and Development Survey for 2006, 2008, 2010, 2012, and 2014. The authors identify that a good part of the companies studied (around 70%) obtained a poor assessment of such capacities, which suggests, among other aspects, the lack of accurate public policies in relation to the promotion of innovation in Colombia.

The second contribution to this section is "Business Partnership and Sources of Social Capital: Towards an Explanatory Model," a research study prepared in Caracas (Venezuela) by Professors Maribel Rodríguez de Pepe and María Antonia Cervilla Ruano, both from Simón Bolívar University. This work is aimed to establish whether the intention of engaging in inter-business networks depends on sources of social capital (sc), considering opportunity, motivation and ability as main drivers. From the data provided to a questionnaire by 86 companies in Caracas and using a logistic regression, which includes sociodemographic and organizational control variables (e.g., type of company and location), the authors established that the intention of association by businesses is largely explained by a source of sc —opportunity— and two purposes —economies of scale and capturing externalities.

The following article in this section is titled "Managerial Profile of Teacher-directors in Antioquia and Administrative Management Approaches," written by Norely Soto Builes and Solbey Morillo Puente, Professors at the

University of Medellín (Colombia), and Gregorio Calderón-Hernández and Héctor Darío Betancur, Professors at the University of Manizales (Colombia). These authors try to determine whether there is any relationship between management approaches and the professional and personal characteristics of the directors of educational institutions in 117 municipalities of Antioquia, using the application of surveys to 242 randomly selected teacher-directors. Among the results, it is found that gender is not associated with the dimensions of directors' management, while, on the other hand, postgraduate education and experience are related to a trend towards a critical approach managerial style.

This section closes with the paper "Empirical Review of the Endogenous Development Model Based on Business Innovation in Chile," authored by Francisco Gatica Neira, Professor at the University of Bío-Bío (Concepción, Chile). This work attempts to identify the forces that favor innovation, emphasizing on its temporal dimension and considering various factors related to the endogenous development, for which some data from the National Survey of Innovation in Companies, Public Investment and Urban Quality of Life in Chile is approached. Results suggest, for example, that there is certain dependence on the trajectory in terms of innovation; that is, innovative companies tend to continue innovating (and vice versa). Furthermore, it is found that public policies and links with universities and technological institutes are relevant factors to explain the behavior of future innovation.

This current issue also presents a critical review of Edgar H. Schein's book "Organizational Culture and Leadership: A Dynamic View", written by University of Ankara (Turkey) Professor Hatem Alsaqqa. This review highlights the vision of organizational culture built by a leader taking into account the dynamic process of organizations, the organizational culture that has been managed, and the projection of what is to come, including technology, in order to unite these factors and contribute to the reduction of time and space in the consolidation of a vision as close to reality as possible. The various elements combined in the role of a leader that merge in the construction and the understanding of the organizational culture strengthen an organization and, in the face of the crisis, make of it a challenging and motivating element to survive in the future, as the major challenge, if

the situations that make organizations and their leaders reinvent themselves are properly addressed.

I trust this issue generates great interest among our readers and contributes to the development of Management Sciences. I would also like to acknowledge the work of our editorial team, authors, reviewers, and *Innovar* Editorial and Scientific Committees, who made this edition possible.

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