



KNOWLEDGE AND LEARNING, AS SUCCESS FACTORS IN THE DYNAMISM OF THE OWNERS OF MICRO ECONOMIC UNITS

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Summary:

The result of 10 years of research work with 243 cases of Economic Units (EU), dynamic or capitalist and subsistence located in Tlaxcala, Mexico (Hernández, 2002), has left evidence that contributes to discovering where entrepreneurs in Tlaxcala learn and how is it that the owners of said UEs have acquired knowledge and learning in business informally or tacitly (which have contributed to achieving success (Hernández, 2002). The objective is to identify the business origins of the owner and the possible influence exerted by the place of birth and/or residence in the construction of knowledge and learning, to know if such learning translated into business knowledge with sustainable and dynamic organizational, productive and economic implications or only subsistence in the State of Tlaxcala. The study mixed, based on a semi-structured interview, seeks to rely on the assumptions of the hypothesis of Lundvall and Lorenz (2010), who propose that the place and circumstances where the agents participate are significant for the construction of learning and knowledge that become in the main basis of economic dynamism. Findings are obtained that make the influence of social knowledge on entrepreneurship relevant, above informal education by developing business skills based on tacit knowledge, this despite the fact that successful entrepreneurs with dynamic EU have a high level of schooling, for example. above the survival UE owners. The study suggests that how and where an entrepreneur's learning has occurred does not necessarily condition or limit its transformation into business knowledge with broader organizational, productive and economic implications; However, it is demonstrated that the experience and influence of larger cities are decisive in generating successful and sustainable EUs over time; Also, the need to make formal education more efficient in promoting dynamic entrepreneurship is raised.

Keywords: Tacit knowledge, Micro Economic Units, Business trajectory, Entrepreneurship

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EL CONOCIMIENTO Y EL APRENDIZAJE, COMO FACTORES DE ÉXITO EN EL DINAMISMO DE LOS DUEÑOS DE MICRO UNIDADES ECONÓMICAS

Resumen

El resultado de 10 años de trabajo de investigación con 243 casos de Unidades Económicas (UE), dinámicas o capitalistas y de subsistencia ubicadas en Tlaxcala, México (Hernández, 2002), ha dejado evidencias que contribuyen a descubrir dónde aprenden los emprendedores de Tlaxcala y cómo es que los dueños de dichas UE han adquirido conocimientos y aprendizajes en negocios informalmente o de manera tácita (que hayan contribuido a alcanzar el éxito (Hernández, 2002)). El objetivo es Identificar los orígenes empresariales del dueño y la posible influencia ejercida por el lugar de nacimiento y/o de residencia en la construcción de conocimientos y aprendizajes, para saber si tal aprendizaje se tradujo en un conocimiento de empresa con implicaciones organizacionales, productivas y económicas sostenibles y dinámicas o solo de subsistencia en el Estado de Tlaxcala. El estudio mixto, basado en una entrevista semi-estructurada, busca apoyarse en los supuestos de la hipótesis de Lundvall y Lorenz (2010), quienes plantean que el lugar y circunstancias donde los agentes participan, son significativos para la construcción de aprendizajes y conocimientos que se convierten en la base principal del dinamismo económico. Se obtienen hallazgos que hacen relevante la influencia de los saberes sociales en el emprendimiento, por encima de la educación informal al desarrollar competencias empresariales basadas en conocimientos tácitos, esto a pesar de que los empresarios exitosos con UE dinámicas poseen un alto nivel de escolaridad, por encima de los dueños de UE de subsistencia. El estudio sugiere que, el cómo y dónde haya ocurrido el aprendizaje de un emprendedor no necesariamente condicionan o limitan su transformación en un conocimiento de empresa con implicaciones organizacionales, productivas y económicas de mayor alcance; sin embargo, se demuestra que la experiencia y la influencia de ciudades más grandes, son decisivas para generar UE exitosas y sostenibles en el tiempo; también, se plantea la necesidad de hacer más eficiente a la educación formal en el fomento de la empresarialidad dinámica.

Palabras clave: Conocimiento tácito, Micro Unidades Económicas, Trayectoria de negocio, Emprendimiento

CONHECIMENTO E APRENDIZAGEM, COMO FATORES DE SUCESSO NO DINAMISMO DOS PROPRIETÁRIOS DE UNIDADES MICROECONÔMICAS

Resumo:

O resultado de 10 anos de trabalho de pesquisa com 243 casos de Unidades Econômicas (UE), dinâmicas ou capitalistas e de subsistência localizadas em Tlaxcala, México (Hernández, 2002), deixou evidências que contribuem para descobrir onde os empreendedores de Tlaxcala aprendem e como é que os proprietários das referidas UEs adquiriram conhecimentos e aprendizagens empresariais de forma informal ou tácita (o que contribuiu para o sucesso (Hernández, 2002)). O objetivo é identificar as origens empresariais do proprietário e a possível influência exercida pelo local de nascimento e/ou residência na construção do conhecimento e da aprendizagem, para saber se tal aprendizagem se traduziu em conhecimento empresarial com implicações organizacionais, produtivas e econômicas sustentáveis e dinâmicas ou apenas de subsistência no Estado de Tlaxcala. O estudo misto, baseado em um estudo semiestruturado entrevista, busca se apoiar nos pressupostos da hipótese de Lundvall e Lorenz (2010), que propõem que o local e as circunstâncias onde os agentes participam são significativos para a construção de aprendizagens e conhecimentos que se tornam a base principal do dinamismo econômico. Obtêm-se resultados que tornam relevante a influência do conhecimento social no empreendedorismo, acima da educação informal, através do desenvolvimento de competências empresariais baseadas no conhecimento tácito, isto apesar de os empreendedores de sucesso com UE dinâmica terem um nível de escolaridade elevado, por exemplo, acima da UE de sobrevivência. os Proprietários. O estudo sugere que como e onde ocorreu a aprendizagem de um empreendedor não condiciona ou limita necessariamente a sua transformação em conhecimento empresarial com implicações organizacionais, produtivas e econômicas mais amplas; No entanto, está demonstrado que a experiência e a influência das grandes cidades são decisivas na criação de UEs bem-sucedidas e sustentáveis ao longo do tempo; Além disso, é levantada a necessidade de tornar a educação formal mais eficiente na promoção do empreendedorismo dinâmico.

Palavras chave: Conhecimento tácito, Unidades Microeconômicas, Trajetória empresarial, Empreendedorismo

1. INTRODUCTION:

Both the use of knowledge and its environments and circumstances of origin are important for the development of local systems of entrepreneurship and business development, particularly in identifying the entrepreneurial origins of the owner and the possible influence exerted by the place of birth and/or residence in the construction of knowledge and Learning that is crucial to determine whether such learning translated into business knowledge with sustainable and dynamic organizational, productive, and economic implications or merely subsistence in the state of Tlaxcala.

This work aims to support arguments for the hypothesis of Lundvall and Lorenz (2010), which establish those sectors with knowledge bases where non-codified knowledge (experiential, informal, or tacit), but potentially codifiable, predominates. These may be the sectors where progress towards more efficient and economically profitable practices is feasible. The authors "suggest that the place and circumstances where the agents participate are significant for the construction of learning and knowledge, which become the main basis for economic dynamism, productivity, organization, and effectiveness." Thus, this research proposal aims to contribute to entrepreneurship studies based on the places, circumstances, and learning characteristics of the entrepreneur.

The work seeks, empirically, through the description and analysis of results from 243 case studies conducted over the past 5 years (2015-2021), to approach a profile with the characteristics of Micro Economic Units (MEUs) in Tlaxcala. It proposes an analysis and response based on the research findings to two guiding questions: To what extent did the entrepreneur's place of origin influence dynamic business learning? And how was this business learning in the origins of the owners that led them to create formal, descriptive, and dynamic business knowledge? Therefore, the article is organized as follows: in section I, a brief theoretical approach to the authors and concepts that frame the main idea of this proposal is established, that is, the environments and circumstances of an entrepreneur's learning, how and where their business experience begins to transform into knowledge with sustainable and dynamic

organizational, productive, and economic implications; in section II, the methodology of the work is described, in addition to a description of the socioeconomic context where the studied enterprises are located (the state of Tlaxcala, Mexico); in sections III and IV, results and their analysis are presented, respectively; finally, the closing considerations of the research are addressed.

2. THEORETICAL FRAMEWORK

This study begins with some useful definitions that have been previously addressed and have served as references in the analysis of entrepreneurship for the authors. For example, companies have been differentiated based on their behavior, due to various reasons that make them capable of having sufficient income to grow, while others are very sensitive to what happens in the environment, no matter how minimal, placing them in a vulnerable state. Such fragility and lack of stability are largely due to variables whose solution basically lies with the business owners, based on their vision, maturity, experience, and motivation as qualities that complete a functional equation in business formation (Hernández, 2022). These factors contribute to the dynamism and capitalist accumulation of their economic units or, conversely, to stagnation or mere subsistence (Smith, 1985). Accordingly, the literature on entrepreneurship defines the characteristics of successful entrepreneurs as having certain common qualities applied to the study, namely:

“the outstanding characteristics of successful EU owners, defined as those companies that have managed to remain in operation for more than a year, have accumulated capital, and hence, have grown or tend to continue growing” (Hernández, 2009).

In this context, research on the determinants of entrepreneurship has explored other qualities, such as the psychological factors influencing entrepreneurs' intentions (Davidsson, 1995), the life cycle stage of the entrepreneur, their experience in salaried work, or their condition of unemployment (Evans and Leighton, 1989; 1990), or the ethnic origin and migration status of those who start a business (Lee, 2001). Therefore, the approach intended to be developed in this proposal is based on the places, circumstances, and learning

characteristics of the entrepreneur and how much these circumstances determine learning in a sustainable and dynamic manner, in contrast with those who have not achieved business success.

For entrepreneurial learning environments, studies like those by Vera-Cruz and Dutrénit (2005) propose the accumulated experience of some collaborators in large companies as a precursor to their own entrepreneurship. Or research such as that by Lee, Florida, and Acs (2004), which identifies social diversity and creativity in certain metropolitan areas as positively related to the formation of new businesses. It is important to note that for the characteristics and circumstances of learning, we basically refer to the forms of knowledge production, whether humanistic or scientific (Foray & Hargreaves, 2003), tacit or codified (Polanyi, 1966; Nonaka and von Krogh, 2009; David and Foray, 2003), that is, knowledge produced by experience, stored in memory, and that externalizes these experiences by translating them into written or explicit language.

In fact, to achieve successful entrepreneurship, we consider learning and knowledge to be two latent processes and assets with different origins that converge mainly at an initial moment in the entrepreneur's life. Learning responds to where, how, and for what purpose we generate what we can do (market, product, logistics, and purpose); while knowledge represents why, when, and by whom it can be done (plan, management, and control). Thus, in a logical order or sequence, it is assumed that learning precedes knowledge, but this transition does not necessarily occur, and consequently, it may not transform into business knowledge focused on achieving economic dynamism.

Learning in entrepreneurship, as some studies indicate, is a process that involves repetition and experimentation, dependent on practice and routine, with a gradual, cumulative, systemic, and idiosyncratic character (Dutrénit, 2009; Oslo Manual, 2006). Other studies propose that in addition to being a process of socially shared knowledge, it is built through sustained communities of practice (Lave and Wenger, 1991; Wenger, 1998). Coraggio (2000, p.12) argues that the ability to learn refers to how to position oneself in a space of symbolic exchange based on local knowledge, and to seek ways to valorize this knowledge in the market. Basically, learning, as an

experiential knowledge repository, is called upon to perform or execute a task and transforms into knowledge. The point now is to support whether this learned knowledge is really useful for entrepreneurship.

For its part, knowledge, according to David and Foray (2003, p.4), "empowers those who possess it with the capacity for intellectual and physical action." It provides the individual, analogously, with a toolbox and instructions for its use. In this line of business research, some authors have recently focused on how business knowledge based on learning was acquired, which made success possible. In our opinion, this aligns, given its nature, with the complexity of the process of "knowing" and the reproduction of knowledge to articulate it explicitly and transfer it to others, thus identifying or proposing a duality in knowledge in its tacit and codified dimensions (Hildreth & Kimble, 2002; David and Foray, 2003; Cohendet and Steinmueller, 2000; Cowan et al., 2000; Nonaka and von Krogh, 2009). This theoretical analysis also questions Lundvall and Lorenz's (2010) hypothesis, which establishes those sectors with knowledge bases where non-codified knowledge (experiential, informal, or tacit), but potentially codifiable, predominates and may be sectors where progress towards more efficient practices for achieving business success or dynamism is difficult.

3. METHODOLOGY

The construction of the empirical evidence for this work is based on 243 case studies conducted over a 10-year period (2011-2021). The methodological design has a mixed approach, which gathered information using an instrument modeled after the National Microbusiness Survey (ENAMIN-2008), developed by the National Institute of Statistics and Geography (INEGI) in Mexico. This model has been modified over a decade to suit the purposes of this research. Our instrument includes two sections: a block of 80 coded items and a block of 11 open-ended questions, compared to the ENAMIN-2008's 110 coded items.

The semi-structured survey comprises 45 qualitative variables (44 independent variables and 1 dependent variable); being mixed, it contains both open and closed questions. On one hand, they focus on a predominantly nominal level of measurement, with some others at the ordinal level, and on the other hand,

the open questions relate to data regarding the structure of productive resources, organization, and working conditions of these enterprises; the operation, owner's trajectory, and business history. In this last section, the realities of these cases were explored through in-depth interviews, as a strategy for collecting and analyzing specific information and constructing cases.

The statistical analysis performed on the database was based on the systematization of the information and a comparison of descriptive results to obtain significant data for understanding the study phenomenon, according to the research objective. Both qualitative and quantitative data from the interviews were systematically collected with the support of undergraduate and graduate students from the Faculty of Economic-Administrative Sciences at the Autonomous University of Tlaxcala, Mexico. The purpose of this stage is to raise awareness and develop consulting skills by first conducting – through the non-probabilistic application of the interview – an individual diagnosis of the structural and functional status of micro and small businesses⁴ in the municipalities of the state of Tlaxcala, to then propose a series of recommendations that provide feedback to the local business sphere under study.

The methodological utility of this work lies in presenting case results in an articulated and comprehensive manner. On the other hand, the research purpose, based on organizing the empirical evidence, is to identify the entrepreneurial origins of the owner and the possible influence exerted by the place of birth and/or residence in the construction of knowledge and learning. This is to determine if such learning translated into business knowledge with sustainable and dynamic organizational, productive, and economic implications or merely subsistence in one of the most densely populated and urbanized areas in the state of Tlaxcala.

⁴ Starting in 2009, by governmental decree through the Official Journal of the Federation in Mexico, one of the criteria for defining micro and small enterprises is: a micro enterprise is one that employs 1 to 10 workers (in the industrial, commercial, or services sectors); a small enterprise is one that employs 11 to 50 workers (in the industrial and services sectors), except in the commercial sector (11 to 30 workers).

Geo-demographic Delimitation

Contextualizing the socioeconomic profile of the area where the studied enterprises are located, the central zone of the state of Tlaxcala (including the state capital) is situated in the southern part of Tlaxcala.⁵ This central zone has a population of 512,920 inhabitants (INEGI, 2021). Additionally, Tlaxcala capital, along with three other municipalities in its periphery, forms a metropolitan area that concentrates 38.1% of the state's total population. The economically active population (EAP) of the state of Tlaxcala represents 46.3% (622,000 people) of the population aged 12 and over (INEGI, 2021). Following INEGI's results for the central zone, by activity sector, the tertiary sector stands out with 76.4% of the total employed population (37,832 people), followed by the secondary sector with 20.5%, and the primary sector with only 3.1%.

Derived from the 2021 Business Demography Study (EDN), also conducted by INEGI, the state of Tlaxcala has 85,406 Economic Units (EU), with 3,359 fewer than the previous year, and a little less than half of these businesses are located in the study area (46%). Of the total establishments in the state, the most prominent are in the commerce sector with 15,329; followed by private non-financial services with 10,190; and finally, the manufacturing industry with 5,368 establishments (INEGI, 2021). Finally, at the state level, 97.6% of the EUs are in the stratum of 1 to 10 employed persons (microenterprises), grouping the largest percentage of the total employed personnel with 62.0%, contributing 9.1% of the total gross production (DENUE, 2021).

4. RESULTS:

The presentation of data and information derived from the application of the research instrument is organized into three groups: i) those born in the state of Tlaxcala with mobility before starting their ventures; ii) those born in the state of Tlaxcala without mobility before

⁵ Along with the state of Tlaxcala, the central region of Mexico is comprised of the states of Hidalgo, Puebla, State of Mexico, Querétaro, and Mexico City, comprising 40.5 million inhabitants (31% of the country's total population), according to the latest national census by INEGI in 2021.

starting their ventures; iii) those not born in the state of Tlaxcala, including cases with mobility and prior business experience, different from their establishment and initiation of ventures in the state. Mobility is defined as any movement within or outside the state of birth, whether national or international, for six months or more, prior to the start of the ventures, for any reason or circumstance. Therefore, the first descriptive criterion of the study is to determine whether the entrepreneur is a native of Tlaxcala (*Graph 1*). The graph shows that 67.08% of the respondents are local, double the 32.92% who come from another state or abroad. This differentiation in the interview is very useful for data analysis.

For the overall study, Education (of natives and non-natives of Tlaxcala) (*Graph 2*), higher education (bachelor's and postgraduate) stands out with 37.45% and upper secondary education (high school) with 38.68% of all respondents. The percentage representing the classification of Success, which also serves as the dependent variable, indicates that there is 56.38% for dynamic enterprises, compared to 43.62% for subsistence enterprises (*Graph 3*). These two data points and the place of origin are fundamental for the analysis of this work as will be addressed throughout the study.

Description of Group I (Born in Tlaxcala, with Mobility Before Entrepreneurship)

In the Mobility category, the frequency of movements among locals stands out (almost 6 out of 10) to the rest of the country, (with Puebla, Estado de México, and Mexico City (CDMX) being the main destinations). Meanwhile, the percentage of movements from other states to Tlaxcala is 65%, primarily from neighboring entities forming the central region of Mexico, while international movements account for 14.3%. In this study, of all the respondents, intrastate mobility was directed to the central zone of Tlaxcala as a destination (both permanent and temporary); the same situation applies to the two cases that lived in England and Spain.

For the question "What was the reason for leaving where you lived?", indicative of mobility, the responses were directed towards education, personal reasons, and others, especially healthcare (treatments, assisting other family members) (*Graph 4*), which accounted for slightly more than half of the records (53.09%); whereas the search for better opportunities or the

inability to find employment (17.7%) occupied the second most common reason for mobility.

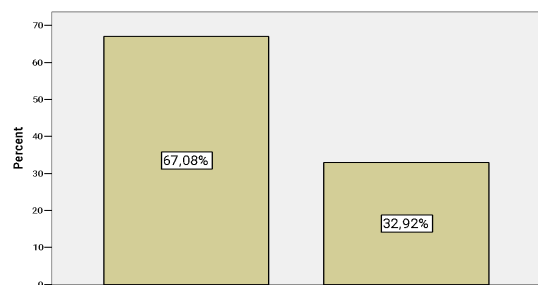
Regarding the Experience acquired in the company and the reasons that motivated their mobility, 46.91% of the responses indicated that the entrepreneur had and developed their first productive approach as an employee, salaried, or occasional worker; followed by a significantly lower percentage (17.7%) of those who worked on their own (*Graph 5*).

In the collection of information, the experience due to mobility in their previous residence indicates that 46.91% of the cases developed a degree of responsibility at the managerial level, performing administrative, accounting, or financial activities as employees, and 17.7% as employers, according to the owners. Similarly, the interview data indicate that half of the frequencies in this category reflect a profile built at the attendance level, whether as auxiliaries, delivery person, or salesperson, in all cases on a remunerated basis.

Consistent with the above, in (*Graph 6*), when asked "Did you acquire the experience to run your current business in your previous company?", 60.08% of the owners strongly agreed, especially in sectors such as restaurants, professional consulting, mechanical workshops, public administration, transportation, education, and office equipment repair, which were their previous jobs before establishing themselves as entrepreneurs in Tlaxcala.

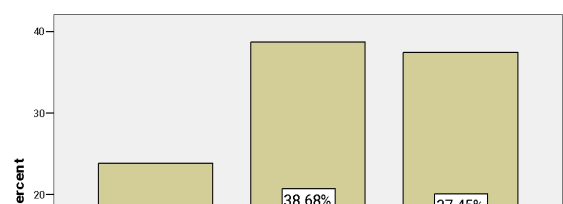
Graphs 1-6.

Graph 1. Were you born in Tlaxcala?



Source: Own elaboration. Interview with entrepreneurs in the state of Tlaxcala, 2021.

Graph 2. Schooling of the interviewed person

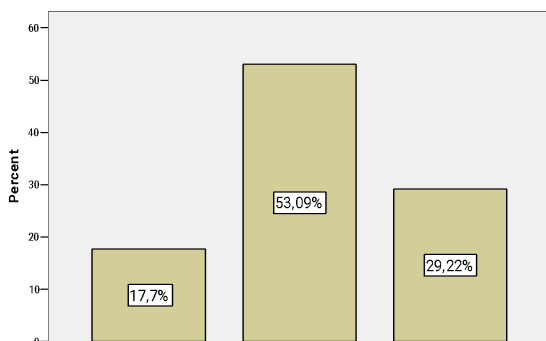


Description of Group ii (Born in Tlaxcala without Prior Mobility before Entrepreneurship)

In the category of Business Experience, entrepreneurs born in Tlaxcala without mobility outside their place of origin, account for 58.85% of cases as employees, with only 15.23% acting as employers or self-employed individuals (Graph 7). Additionally, cases describing the Productive Sector where the business experience of these UE owners was located highlight manufacturing activity at 11.11%, with services, communications, and trade comprising 88.89% (Graph 8). Regarding Age, the onset of experience in the company, cases show more homogeneous percentage relationships, between 11 and 15 years old, and between 16 and 20 years old, each accounting for a third.

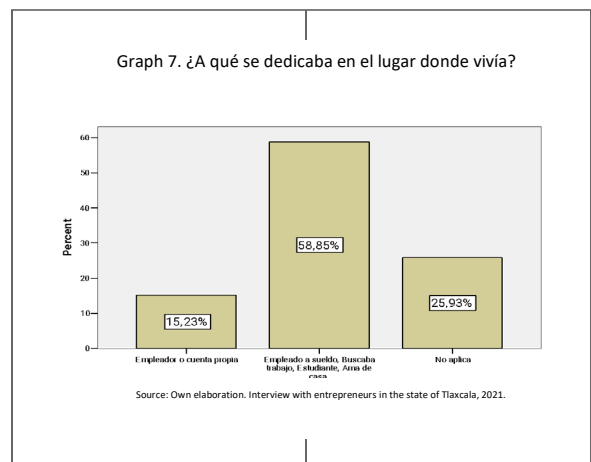
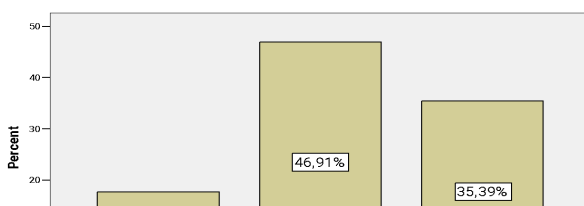
Graphs 7-9.

Graph 3. Is the company dynamic or subsistence?
Graph 4. Which is the reason you left where you were living?



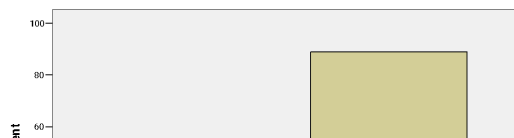
Source: Own elaboration. Interview with entrepreneurs in the state of Tlaxcala, 2021.

Graph 5. What did you do before going into business?



Source: Own elaboration. Interview with entrepreneurs in the state of Tlaxcala, 2021.

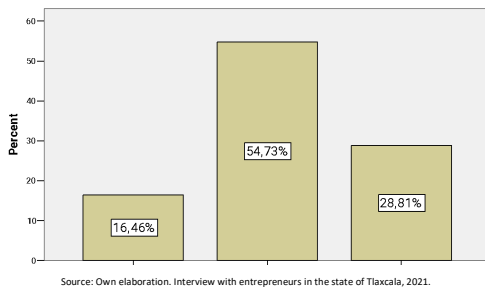
Graph 8. To which productive branch does your business belong?



Demographically, Tlaxcala records at least 4 out of every 10 movements (43.8%) to the state coming from within the country (primarily from CDMX, Puebla, Veracruz, and Estado de México). It is worth mentioning that, in this study, 50% of the cases involving mobility correspond to relocations directly from their place of origin to the capital city, with the remaining cases moving to other surrounding municipalities within the state.

The reasons given by the interviewees are situated at 60%, in the category of personal situations as the motive for mobility, which are the highest. On the other hand, the Experience acquired in the company shows that 72.4% of the cases initially started as employees. The Experiential profile is developed, in a divided manner, firstly at the assistance level (delivery person, salesperson, assistant) with 47.6% of the cases, and secondly, at the management level with 43% of the frequencies, as expressed by those who migrated to Tlaxcala without being natives of the state. In terms of activity, the services sector stands out with 54%, followed by commerce with 32%. Regarding the Age of onset of company experience, the most frequent ranges are between 16 and 20, with 47.7%. It is important to note that, in all three groups, the productive sector where the studied ventures are located in Tlaxcala is services, accounting for 60% of the cases, and commerce with 21.1% of the frequencies.

Graph 9. Reason for starting your business



According to the collected data, the Reasons for Entrepreneurship in the central area of Tlaxcala show that the majority of respondents cited "wanting to be independent and finding a good business opportunity" with 54.73%, "family tradition" with 16.46%, and "to supplement income and not finding a job" with 28.81% (Graph 9). In the Productive Sector where the enterprises in Tlaxcala are located, services such as real estate rental for social events, machinery repair, professional consulting, grocery stores, restaurants, auto repair shops, and hospitality stand out. For manufacturing activities (e.g., making bed linens, uniforms) and other textile activities, these have the highest frequencies. The enterprises with a Current Number of employees between 1 and 10 represent nearly nine out of ten cases (89.5%). Disaggregating the Educational Level of the entrepreneurs for this group ii, the bachelor's degree level has 16 cases, followed by the upper secondary level with 20. In the end, these results are almost identical to those of group i.

Description of Group iii (Not born in Tlaxcala who came to start a business)

DISCUSSION

Comparison of Groups

In the three groups, Company Experience, Experiential Profile, and Sector define the scenarios and types of learning upon which these ventures may have developed their current business profiles. Among the subjects studied, those from other locations and those native to Tlaxcala with prior mobility stand out. These individuals likely encountered organizational, productive, and commercial conditions that provided them with greater instruction in well-defined areas, resulting in narrower margins for experimentation. This situation changes somewhat for the entrepreneurs in Group II, who began their formation as assistants. This suggests they started under conditions of lower instruction or rank, providing greater opportunities to understand different roles or responsibilities at the same level.

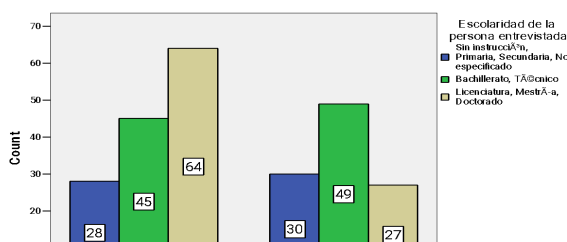
The mobility trends among entrepreneurs established in Tlaxcala are proportionally clear: Groups I and III primarily chose Puebla and CDMX as their main reciprocal destinations, which highlights the influence of larger cities and, conversely, an orientation toward services with little to no involvement in more complex productive activities like industry

In terms of the type of entrepreneurship, both Groups (i and ii) report an equal number of cases with dynamic characteristics, the non-native group, although smaller in number, includes a majority who are successful. This rejects the hypothesis that "those sectors and territories with productive organization bases, where experiential, informal, or tacit knowledge predominates, may be those where it is difficult to progress toward more efficient practices" (Lundvall and Lorenz, 2010). This is because almost all entrepreneurs learned from uncoded experiential knowledge (experiential, informal, or tacit) and demonstrated the ability to be efficient and, over time, dynamic. Perhaps one of the things we should analyze in a project could be how long it took them to achieve economic dynamism and whether they replicate their results in a codified or non-codified way.

Besides, there are proportional relationships characterizing the dynamic ventures in Group III related to immigrants: 78 cases in total, with 59% involving national displacement (46 cases), primarily from cities like CDMX and Puebla, point previously noted. Of these, 30.4% moved directly from their places of origin to the city of Tlaxcala; 59% cited health reasons or the search for more tranquil locations as motives for their moves. 64.1% were employees; 47.4% started their experiential profile at the managerial level, and 41% at the assistant level. 70.5% belong to the services sector, mainly restaurants, and only 11.5% to commerce. 47.4% of the owners started working, even without pay, between the ages of 11 and 15, and 59% of them identified a business opportunity. 94.8% of have been in the market for more than five years, and 52.5% of the owners have a bachelor's degree.

Graph 10.

Graph 10. Dynamic and subsistence enterprises.



The dynamic ventures from the three groups (Figure 10) exhibit the following characteristics: The comparison is notable in terms of educational level, as there were 109 cases of dynamic enterprises (44.85%) with secondary and higher education, compared to 76 subsistence entrepreneurs (31.27%) under the same conditions. Esto es relevante porque el empoderamiento del que hablan David y Foray (2003, p.4) se sitúa en el conocimiento de quien tiene capacidad intelectual y física. This is significant because the empowerment described by David and Foray (2003, p.4) lies in the knowledge of those with intellectual and physical capabilities. Although there is a greater number of cases in the dynamic ventures segment, the percentage of subsistence ventures is relatively not that low either

It is important to highlight that, according to this perspective and those of the authors who argue that learning in entrepreneurship is a repetitive process but becomes gradual and cumulative (Dutrenit, 2009; Oslo Manual, 2006), there is a significant number of individuals who acquired prior experience before starting their ventures, among the three groups, 128 cases developed their first business experience as employees, and 114 of them performed roles at the assistant level, such as supervisors, salespeople, or aides. This is explained by the fact that such knowledge was socially shared through sustained practices (Lave and Wenger, 1991; Wenger, 1998; Coraggio, 2000), both in their previous jobs and in their day-to-day operations of their own businesses. This finding suggests an area for further study regarding the cultural factor's influence, both from the local environment and the origin, and how each individual leverages it.

For groups i and iii, 69 out of 137 cases had the service sector as the space for their first business experience, while group ii, with 32 out of 64 cases, recorded manufacturing activities (craft production, textiles, floor

manufacturing) as the main productive scenario. This can be explained, for groups i and iii by the productive conditions of the destination in their movements (the two main cities and urban centers of the central region of Mexico, which are evidently larger than the destination place). This difference between people from larger places and locals who migrated before starting their ventures indicates that they indeed learned socially (Lave and Wenger, 1991) in commercial and service-oriented places, therefore, their learning are ratified in this sense in their ventures in Tlaxcala.

Among the three groups, the majority began their business experience, even without pay or compensation, at an age between 11 and 15 years, suggesting that those who develop some productive responsibility at an earlier age prosper when starting their ventures. However, this learning is not codified but systemic and idiosyncratic (Dutrenit, 2009; Oslo Manual, 2006). This case highlights the minimal or nonexistent influence of the educational sector in promoting, fostering, and teaching entrepreneurship, as well as in developing the qualities necessary to undertake it (Hernández, 2022).

5. CONCLUSIONS

This work, from a very particular socio-economic context of entrepreneurship (the capital city of the state of Tlaxcala, Mexico), rejects the hypothesis that sectors and territories with productive organization bases where experiential, informal, or tacit knowledge predominates may find it difficult to progress towards more efficient practices. The empirical evidence partially indicates that how and where an entrepreneur's learning occurred (whether in a productive environment different from their place of birth, in one or several sectors, as an employee or employer, at a managerial level or with lesser responsibility) does not necessarily condition or limit its transformation into business knowledge with broader organizational, productive, and economic implications, sustainable over time. This means that the learning circumstances of dynamic business owners were not necessarily different from those of subsistence, nor was the knowledge learned in a codified manner. This is significant because such knowledge was socially shared through sustained practices.

While the environments and learning circumstances for the set of entrepreneurs have been diverse, the findings of the work identify some empirical regularities, for example, mobility (movements towards large cities), the profile of business experience (as employed collaborators in secondary responsibility levels), the initial and current productive sector (mostly services), the age at the start of business experience (between 11 and 15 years), the time in the market (over 5 years), and educational level (higher education).

Other findings indicate that none started their business due to unemployment and none began their activity with the help of any governmental program or incentive. However, the finding of continuity in the original sector of experience as an explanation for consolidating a dynamic or non-dynamic business deserves further investigation. This is because the characteristics of the research instrument do not provide data and information regarding market conditions or other spheres of probable relation, not strictly economic, that could be added to this analysis. We place special emphasis on the limited influence of the educational sector in promoting and teaching entrepreneurship as a socio-economic change driver in the state of Tlaxcala.

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