Media entrepreneurship skills in Latin American universities social communication and journalism programs

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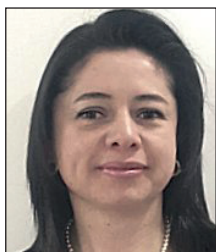
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Abstract

This study analyzes the social communication and journalism programs accredited by the *Latin American Council for Accreditation of Education in Journalism and Communication* (*CLAEP*) to identify the competencies and subjects whose expected learning outcomes contribute to general innovative professional profiles in media entrepreneurship. The study is a qualitative, descriptive study in which in-depth interviews were conducted with deans, program directors, and lecturers in communication, and syllabi and programs of the subjects that contribute to strengthening the components of entrepreneurship and innovation were analyzed. The main conclusions make it clear that entrepreneurial profiles should be strengthened since there are market opportunities for future communication and journalism professionals; there is no traceability in the projects developed in the different subjects in a way that allows for the strengthening of the entrepreneurial proposal; these reach an ideation and prototyping phase, which does not allow for the transfer of entrepreneurship to acceleration and growth units external to the program. Likewise, a proposal for the design of expected learning results is made for programs to use in their curricular designs to strengthen the profile and competencies in innovative entrepreneurship on the basis of eight categories: 1) identify the conditioning factors that determine entrepreneurship from its context, from the form they acquire to be recognized before the state and society as media and from the elements that configure their operational functioning; 2) understand the logics of the entrepreneurial ecosystem; 3) develop capacities in entrepreneurship; 4) manage media and journalistic projects; 5) design business models; 6) generate innovation processes, prototyping, and product testing; 7) obtain resources to accelerate entrepreneurship; and 8) establish growth and consolidation plans.

Keywords

Entrepreneurship; Media ventures; Competencies; Skills; Strengths; Weaknesses; Expected learning outcomes; Journalism; Business models; Higher education; Risks; Challenges; Latin America.

1. Introduction

Media are under constant situations of uncertainty arising from the risks and challenges inherent to the information industry, which point them toward redefining their social function, their business models, their production practices, their distribution channels, etc. (**Salaverría-Aliaga**; **Martínez-Acosta**, 2021; **Tejedor** *et al.*, 2020; **Cerezo**, 2019; **Picard**, 2014). Although risk and challenge are different concepts, they are interrelated when presenting entrepreneurship as an opportunity for work for future journalists in Latin America.

The main risk that communication professionals face is death. In the last decade, 937 journalists have been killed, one every four days (*Reporteros Sin Fronteras*, 2020). Latin America and the Caribbean are the world region in which the highest number of murders have been committed, with 40% of cases (*Unesco*, 2020). It is likely that people believe those murders have occurred during the coverage of armed conflict, yet *Reporteros Sin Fronteras* (2020) has provided evidence that 68% of murdered journalists were undertaking their work in countries at peace. Corruption, drug trafficking, inequality, environmental issues, etc. are the topics covered by emergent media (*Sembramedia*, 2021), content that often evinces the structural problems of the Latin American and Caribbean region, in constant opposition to the interests established by a powerful minority, placing their status in question (**Galván**, 2022; **Rincón**, 2010). The challenge could then be presented as how to guarantee the free and safe exercise of journalism, in a way that does not entail risk to the journalist's integrity. This challenge becomes complex for media entrepreneurship. According to the *Foundation for Free Press* [*Fundación para la Libertad de Prensa*] (n.d.), there are 27 ways in which violence against journalists may be perpetrated. Digital native media outlets in Ibero-America have faced this burden over the last years (*Sembramedia*, 2021): 40% of them have been threatened, while 51% have been the target of cyberattacks –from social media profile supplantation to hacking that has taken down their websites, among others.

A further risk that entrepreneurs in the information media face is financial failure and bankruptcy. It may manifest from two perspectives, one external and another internal to the entrepreneurship.

- From the external dimension, emergent media are constituted in a competitive context in which, regardless of a varied and ample content offering, audiences distrust media, consumption of news has gone down, and younger consumers are reticent to paying for information (*Reuters Institute*, 2022). The business models that maintain the industry have been unable to address unforeseeable circumstances and emergent situations, including the one experienced during the Covid-19 pandemic, developing increasing dependence on funding and grants from the State (*Unesco*, 2022). The challenge, in this aspect, arises from the capacity of new media entrepreneurship to generate value offers that satisfy the needs of audiences and customers who have an expanding collective mindset (**Carvajal** *et al.*, 2022; **Sáez-Baeza**, 2020).

- From an internal dimension, the new entrepreneurs of communication lack education or experience (*Unesco*, 2022), which prompts entrepreneurial pursuits based on trial and error and informed by intuition (**Ventín-Sánchez**, 2021). The profiles and competencies of media entrepreneurs are focused on content production (*Sembramedia*, 2018) and not on media management or administration, so their financial sustainability and profitability are not properly developed. Apart from the transformation of the media industry, market evolution and the changing professional profile of journalists (**Sabés-Turmo**; **Verón-Lassa**, 2012), education in journalism entrepreneurship needs to be reinforced.

The most recent study by *Sembramedia* (2021), shows that out of 201 digital native media studied, more than 60% were classified at the lowest two levels of business development or did not report their income in 2019, which is due to many entrepreneurs working with low financial security and meager investment in their business development. On the other hand, the report highlights that 88% of the organizations of digital native media in Latin America have founders specialized in journalism and, in 37% of the cases, they are the ones who undertake fundraisers and business development. This means that

> "the chances of success by digital entrepreneurs could increase if current leaders were trained, and courses on entrepreneurial journalism, business and innovation were created in journalism schools to better prepare future media directors" (*Sembramedia*, 2021, p. 107, our translation).

The call for universities to provide training for journalism entrepreneurs is not new. **Sabés-Turmo**; **Verón-Lassa** (2012), **Casero-Ripollés**; **Cullell-March** (2013) and **Rafter** (2016) have pointed out that, before the crisis of the traditional media

business model and the precarization of journalists, the most certain option for future journalists was to self-employ in new digital media outlets. This position has been reinforced by recent studies, where researchers have shown that media developed on the web are better at capturing young audiences through innovation, the use of multiple digital tools and platforms, and content specialization (**Paniagua-Rojano**; **Vera-Hernández**, 2021) and that there is a need to re-define routine concepts and practices that describe journalists, bearing in mind that many of them are entrepreneurs or independent (**Deuze**; **Witschge**, 2017).

> "The business models that maintain the industry have been unable to address unforeseeable circumstances and emergent situations, including the one experienced during the Covid-19 pandemic, developing increasing dependence on funding and grants from the State"

Looking at the work prospects of recent graduates, associations channel the demands regarding regulation of remuneration and working conditions, the fight against uncertified participation, and the defense of the professional image of journalism along its main values, including freedom of expression (**González-Cortés**; **Paniagua Rojano**, 2008). Low wages and long working hours are factors with high negative impact (*Asociación de la Prensa de Madrid*, 2021; **Gutiérrez-Coba**, 2020; **Gutiérrez-Atala** *et al.*, 2016). The entry of young people to the sector, and especially to the traditional market (**Sabés-Turmo**; **Verón-Lassa**, 2012; **Paniagua**-**Rojano** *et al.*, 2014), is impacted by the crisis of these outlets and the need to provide new business models for the new platforms (**Sabés-Turmo**; **Verón-Lassa**, 2012). **Sánchez-Tabernero**'s 2008 study provides examples of large international companies that had massive decreases in their margins: paid radio outlets in the US had to merge to avoid bankruptcy; European free newspapers experienced high loses in revenue; and decreasing advertisement incomes was reported by the largest US newspaper publisher as well as in the audiovisual sector, among other alarming prospects.

The previously highlighted issues informed the aim of the research project to analyze social communication and journalism programs in universities in Latin America to identify the strengths in the development of skills in media entrepreneurship and innovation. The following specific objectives were set:

1. Identify media entrepreneurship and innovation skills in the graduate profile presented by the social communication and journalism undergraduate programs.

2. Identify the offer of courses designed to train students in media entrepreneurship and innovation.

3. Find the connection between the research outcomes proposed and the practical relevance of the courses in media entrepreneurship and innovation.

2. Understanding entrepreneurship

Entrepreneurship has become the object of a variety of research processes since it began to be taught at education institutions (**Cabeza** *et al.*, 2017; **Byrne**; **Fayolle**, 2010). This development can be seen in the increasing number of courses and programs on the subject (**Kuratko**, 2005; **Gibb**, 1993), and the generation of an ecosystem that links more actors and promotes interest in the area (**Malecki**, 2018).

Some researchers have mentioned that entrepreneurship is an ample, complex and heterogenous domain (**Gartner**, 1985; **Verstraete**; **Fayolle**, 2005) to be encapsulated by one single definition (**Verstraete**, 2000). Thus, definitions of entrepreneurship tend to include, as stated by **Filion** (2004), the characteristics of the entrepreneur as a person (leadership, anxiety…), the factors related to the activities, and the start of these actions (value generation, innovation, coordination…) or the factors related to the possible influences upon the context (generation of dynamics within the economic sector). Therefore, it becomes relevant to analyze entrepreneurship under a global perspective, bringing together various positions. **Verstraete** and **Fayolle** (2005) do so when they present four notions as basis to define entrepreneurship:

- business opportunity;
- organization creation;
- value creation, and
- innovation.

We include a fifth notion related to entrepreneurship as a process, arising from the proposal of **Gartner** (1995), which combines four dimensions: the individual, the organization, the context under which the actions are carried out and the processes. For Gartner, the notion of process is aimed at the creation of new activities.

On the motivation for entrepreneurial endeavor, literature has highlighted as its main reasons opportunity or necessity (**Acs**, 2008). Finding a good opportunity in the market is not the only way to start a business. A business may be started by someone, because there is no other option to avoid unemployment (**Mota** *et al.*, 2019). Usually, entrepreneurship based on opportunity tends to have more influence on the economic growth of nations (**Liñán**; **Fernández-Serrano**, 2014). A third motivation can also be conceived: transition. This is part of the options of the motivation variable and recognizes the complex and dynamic character of motivation to start a business (**Puente** *et al.*, 2019). According to these authors, the dynamic characteristics of "transition" refers to the individual who may currently be under employment but

hopes to become an entrepreneur moved by opportunity or may want to continue carrying out both activities. However, it must be borne in mind that entrepreneurship with technology and highly innovative proposals may also become viable "motors of economic development" (**Lecuna**; **Cohen**; **Chávez**, 2017; **Dilli** *et al.*, 2018).

For **Ibarra**, **Ganzarain** and **Igartua** (2018), innovation and entrepreneurship stand out when technologies offer new possibilities. Innovation may include improvements in efficiency making continuous and incremental advances in technology or processes, or disruptive changes in technology and processes that may lead to the creation of new revenue streams (**Lu**, 2017). It underscores the chances of entrepreneurs to develop innovation and progress in a variety of professional fields (**Mazzei**, 2018; **Schmitz** *et al.*, 2017), including digital media. The influence of innovation, particularly in the 4.0 industries has contributed to the expansion and interdependence of industries (**Ghobakhloo**, 2018), providing a link between customers, employers, processes and suppliers to create new opportunities through shared collaboration platforms (**Audretsch** *et al.*, 2019), for instance. In this context, entrepreneurs have reached the potential to create brand-new proposals to offer goods and services in the market (**Van-der-Westhuizen**; **Goyayi**, 2019), where the entrepreneurial spirit shows its intercultural and transnational innovation potential (**Fraiberg**, 2013; **Williams** *et al.*, 2016).

Bearing in mind that entrepreneurship is of great relevance to media (**Hang**; **Van-Weezel**, 2007), entrepreneurial journalism (**Cha**, 2020; **Khajeheian**, 2017; **Casero-Ripollés**; **Cullell-March**, 2013) has drawn considerable academic and practical attention (**Hang**, 2020; **Singer**; **Broersma**, 2020; **Fulton**, 2019). Journalism has evolved in the last quarter century displaying major changes as a discipline (**Cabrera-Méndez** *et al.*, 2019). In this evolution, the concept of entrepreneurial journalism arises alongside autonomous journalism and self-employment. Entrepreneurial journalism is linked to the ability to work in new formats, which are predicated upon viable business models based on innovation and implies ample professional independence (**Cabrera-Méndez** *et al.*, 2019). It may be defined as the creation and property of a business or organization whose activity adds at least one voice or innovation to the media market (**Khajeheian**, 2017). For entrepreneurial journalism to identify a business opportunity in the media industry is to come to grips with the unsatisfied needs of a niche market willing to pay to see those needs satisfied (**Khajeheian**, 2017). In the case of journalism and media, it is insufficient to be open-minded about the people working in it, there is a need to be able to manage creative staff (**Lowe**, 2016). Furthermore, digital technologies are lowering the entry barriers to journalism, since internet tools fill their gaps in skills, resources, and technical know-how, reduces associated with commercialization and establishing connection with partners to market their products, services and brands (**Harris**; **Rae**, 2009). Many journalists have opted to create their own media, mainly in the digital environment, developing content and managing their businesses (**López-Meri**; **Alonso-Muñoz**; **Casero-Ripollés**, 2020). This has enabled the rise of new strategies based on self-employment (**Goyanes**, 2015) and demonstrates that, in the practice of journalism, there is "considerable" entrepreneurial intension (**López-Meri**; **Alonso-Muñoz**; **Casero-Ripollés**, 2020) whether because of self-motivation or need (**Buschow**; **Laugemann**, 2020). According to the studies by **Casero-Ripollés** and **Cullell-March** (2013) entrepreneurial journalism has become a professional option that should be actively encouraged via university education.

> Before the crisis of the traditional media business model and the precarization of journalists, the most certain option for future journalists was to self-employ in new digital media outlets

3. Business models

In the previous years, the traditional way of developing business models has been redefined, demanding the development of a formal plan before the implementation stage. The business model may be defined as the way in which an organization articulates dynamically its main components to generate revenue and keep it flowing in a sustainable manner. The business model describes and synthesizes the way to create value in a business, conceptualizing the various activities of an enterprise with the aim of generating value for the interest groups. For instance, the *Canvas* model favors the dynamics of the project encouraging comprehension, creativity and reflection on the same entrepreneurial project (**Osterwalder**; **Pigneur**, 2016). The *Canvas* model enables the profiling and description of an entrepreneurial project through 9 aspects: market segment, value offer, channels, customer relations, income sources, key resources, key activities, strategic alliances and costs structure. On the other hand, there is the *Lean StartUp* model, which proposes a different way to assess the progress of an entrepreneurship, focusing

> "on the quick iteration and knowledge of the consumers, with great vision and ambition" (**Ries**, 2012, p. 32).

Digital journalism companies have been studied from a variety of vantage points:

- based on the finance strategies in relation to the rigidity and the flexibility of pay walls (**Cerezo**, 2019; **Simon**; **Graves**, 2019);
- from the role of the market segments and functional relationship with the media audiences (**González**-**Bernal** *et al.*, 2018);
- via the key resources and activities in professional practice (**Martin**, 2019);
- looking at the distribution systems (**Nieborg**; **Poell**; **Deuze**, 2019);
- stemming from the concept and assessment of contents in crisis contexts (**Díaz-Noci**, 2019);
- analyzing the type of alliances that are established in the digital ecosystems of digital social media (**Méndez-Nieto**; **Rivera**; **Palomo-Torres**, 2018); or
- looking at the management systems and business organization (**Sánchez-Tabernero**, 2000).

Thus, there is room to present a complex and correlational focus of different strategies that would help to make decisions regarding consumers, technology, identity and competitiveness (**Gans** *et al.*, 2018) enabling the design of journalism business models both sustainable and profitable.

4. Learning by competencies

Education has followed different paths the world over (**Hagebakken**; **Reimers**; **Solstad**, 2021). Whereas some parts of the world consider that the objective of education is to teach concepts to students, others hope for them to develop skills that would lead them to achieve this knowledge on their own. Basically, there is a division between learning and doing, the latter taking place in those places where ideas are applied though a pedagogy based on action. Thus, people learn through experience and discovery (**Rae**; **Carswell**, 2000) and they are considered as stages in which knowledge is created through the transformation of experiences (**Kolb**, 1984). In fact, the focus on competencies holds that with experience and training, development and learning (**Kyndt**; **Baert**, 2015) may be achieved in any discipline.

The focus on competencies is considered a tool that offers a way to do and a common language for the development of human resources. Competencies are not just trained at one moment in life. Training of competencies influences the learning process of the person throughout their life, before and after university graduation, including within family and as part of society (**Arévalo-Coronel**; **Juanes-Giraud**, 2022). In the process of education though competencies, educators or facilitators may contribute by fostering questions that foster analysis and by offering spaces to engage with these debates in the classroom (**Kakouris**; **Liargovas**, 2020). Developing critical thinking becomes fundamental at the beginning of professional activity where the challenge to analyze and think creatively arises, and problems must be addressed from multiple perspectives to find an appropriate solution (**Leão**; **Ferreira**, 2022).

Through this way, institutions incorporate in their curricula education models that promote abilities and knowledge and which integrate theory and practice according to the respective discipline (**Davidsson**, 2014). Curricula developed in this manner and taught under the competencies model include extracurricular activities and fieldwork, which contribute to the development of cognitive and behavioral skills, and for those skills to be transferable (**Tan** *et al.*, 2021). Also, the need to promote transversal research skills at university arises, to foster reflections on the problems of their own surroundings and the search for their appropriate solutions (**Chávez-Vera** *et al.*, 2022).

Specifically on entrepreneurship, **Martínez** and **Carmona** (2009, p. 84) mention entrepreneurial competencies (ENCO) as those that train people in their personal (autonomy and self-realization), social (social and environmental responsibility) and economic (entrepreneurial project) dimensions so that they may develop a project that generates economic growth and social cohesion.

4.1. Entrepreneurship and training in communication areas

Universities have become incrementally invested in including entrepreneurship in their education programs. In some cases, they have gone as far as to redeploy themselves as centers of economic and entrepreneurial growth (**Veugelers**, 2016). Within education institutions entrepreneurships have been created, thanks to the intervention of professors, students, researchers and local employers (**Pellegrini**; **Johnson-Sheehan**, 2021).

For the media sector, changes in the last years have led entrepreneurship to provide new business models that may be promoted through university education (**Aceituno-Aceituno** *et al.*, 2018). The preparation of the students in the media landscape, according to **Deuze** (2019), demands for an integration of theory and practice to foster creativity in journalism and communication curricula. That way, critical analysis is fostered, while practical skills are improved. Within the institutions, students marry theory and practice to develop their creativity all along their studies, ensuring they comprehend the influence theory has on praxis and practice upon theory, which is a process that takes place until the end of their academic journey.

The chance to work in a creative system may provide the students with tools to become entrepreneurs in any area of journalism and communication (**Fulton**, 2019). And the education on these professions has shown the importance of adopting a rather practical focus, up-to-date and interlinked with the commercial world, which enables new opportunities for development where future generations of journalists fulfil their social function (**Aceituno-Aceituno** *et al.*, 2018). On this point, several authors have established the need to explore new pathways for media businesses (**Campos-Freire**, 2010; **Casero-Ripollés**, 2013), with entrepreneurship seen as the most recommended route to foster work and self-employment in the digital content industry.

5. Methodology

A descriptive, qualitative study was selected, since this type of studies tell, recover, study or identify facts, situations, traits, characteristics of a study object, particularly when the interest is to understand the who, what and how of events (**Sandelowski**, 2000; **Bernal-Torres**, 2016). For this study, 22 curricula of undergraduate programs in Communication and/or Journalism were selected for analysis, all of them holding a certification granted by the *Latin American Council for Accreditation in Education in Journalism and Communication* (*Consejo Latinoamericano de Acreditación de la Educación en Periodismo y Comunicación, Claep*) and valid for the first semester of 2022. Only 17 of the 22 programs became active part of the study (see Table 1), since four of them did not reply to requests for information and participation in the study

(three programs in Colombia and one in Perú), and the Social Communication and Journalism undergraduate program at *Universidad de La Sabana*, in Colombia, was removed from the sample, because it is the institutional affiliation of the researchers leading this study.

Table 1. Academic programs studied by country

Country	Number of programs	Institutions
Colombia	7	*Universidad Autónoma de Bucaramanga* *Universidad Externado de Colombia* *Universidad Pontificia Bolivariana* *Colegio Mayor de Nuestra Señora del Rosario* *Corporación Universitaria Minuto de Dios* *Corporación Universitaria Minuto de Dios Sede Bello- Antioquia* *Universidad Jorge Tadeo Lozano*
Ecuador	3	*Universidad de los Hemisferios* *Universidad Técnica Particular de Loja* *Universidad de Especialidades Espíritu Santo*
Mexico	4	*Universidad Anáhuac Mayab* *Universidad Anáhuac México Norte* *Universidad Anáhuac Cancún* *Universidad Iberoamericana*
Chile	1	*Universidad Católica de la Santísima Concepción*
Perú	1	*Universidad Peruana de Ciencias Aplicadas (UPC)*
Argentina	1	*Pontificia Universidad Católica Argentina*
Total	17	

In-depth interviews were carried out with the program directors of all 17 programs and, in five of them (*Universidad Externado de Colombia*, *Universidad Autónoma de Bucaramanga*, *Universidad Minuto de Dios Antioquia branch*, *Universidad Iberoamericana*, *Universidad Católica Argentina*) interviews included lecturers in charge of the courses that address topics related to competencies in entrepreneurship and innovation. Lecturers participated alongside the program directors in the interviews to provide nuanced detail about the methodological aspects of the courses. The base questionnaire applied asked about aspects such as the importance placed by the program to foster this type of skills in their students, their commitment according to the statements in their graduate profile, the way they develop these competencies through the curriculum, the teaching-learning strategies, the assessments made in the courses related to these topics and the existence of institutional support for entrepreneurship that sponsors ideas developed by the students.

Furthermore, content analysis was carried out on the syllabi of the courses aimed at the development of entrepreneurial skills taught in each of the undergraduate programs. The instrument had 13 variables, divided in three categories: 1) General information of the program (name, country, institution, number of semesters of the program); 2) information on the courses related to entrepreneurship in each program (names, semester in which it is taught, type of course and form of delivery); 3) information on the strategies for the development of competences (skills developed by the course, contents, expected learning outcomes, strategies for teaching-learning, assessment system) (see Table 2 for a summary of the definitions of the variables).

Table 2. Variable description

Item	Description
Cycle or semester	Period in which the course is taught in the study plan.
Type of course	Defined according to the mandatory/elective role of the course: core/mandatory (must be taken as part of the coursework) or elective/optional (course that may be freely selected by the students).
Form of delivery	Presence (face-to-face in the classroom), remote (synchronic, mediated by technology), virtual (combines a variety of synchronous and asynchronous processes mediated by ICTs) or mixed (allows for some students to be face-to-face, while others are linked synchronically by videochat).
Competence	The set of knowledge, skills and abilities with which the student may face the challenges of their professional activity, according to the graduate profile.
Expected learning outcome	The statements regarding what is expected for the students to know and prove upon course completion.
Contents	The units of information/knowledge that make up the course.
Strategies of teaching and learning	Procedures or resources used by the lecturer to develop meaningful learning.
Assessment system	The procedure of follow-through and control of the pedagogical process and learning by the lecturer and student, which defines the marking/grading.

6. Results

The 17 curricula analyzed serve to determine, from their description, the orientation of the programs towards communication, journalism or a combination of both: Social communication and journalism. Out of them, 11 programs required eight academic semesters to be completed, five of them are nine semesters long and only one of them demands 10 semesters. An academic semester is usually four months long, with 16 to 17 weeks of study, in which the courses are distributed. Some courses are compulsory or mandatory, because they allow the development of the main professional competencies that all students should develop, whereas other courses are elective, which implies that students may select the courses according to their personal interest to complement their education.

There is a consensus among the program directors interviewed about the relevance that entrepreneurship has for the students of these programs, especially considering the difficult labor conditions that journalists are experiencing (**Gutiérrez-Coba**, 2020; **Gutiérrez-Atala** *et al.*, 2016) and the impact of technological changes upon the business of media enterprises (**Marta-Lazo**; **González-Aldea**; **Herrero-Curiel**, 2018). Thus, in their interviews, the program directors confirm the importance of training in entrepreneurship. Víctor Rodríguez, program direction of the Social Communication and Journalism program at *Universidad Externado de Colombia* states that

> "before the pandemic, but even more now, entrepreneurship is one of the alternatives for new professionals and particularly in our field of social communication and journalism to answer to the new reality of the professional market".

However, they also highlight that they still face challenges. Juan David Bernal, director of the program of Communication at *Universidad de los Hemisferios* in Ecuador explains that

> "we are good in ideas, we are good in product development strategies, but we still must teach the students how to understand costs and develop appropriate budgets to attain sustainability. Ecuador is in the top 3 of countries with more entrepreneurships in the world, but also has a high failure rate and most start-ups do not make it to a second year".

Another aspect they highlight is the need for the entrepreneurial process creation to extend beyond the courses in each program for the development of the relevant skills, but for them to be supported by acceleration and incubation units created by their own universities to transform those good ideas into a reality beyond the classroom. Most of the projects tend to remain on paper or as a resource for the course, but do not continue further. Only six of the universities studied have institutional support divisions to foster the entrepreneurial projects developed, both student-led and from interested third parties, through counsel or contestable funding to receive financial support. Even those that have entrepreneurship centers indicate that it is necessary to work on the development of better links with the academic programs, as pointed out by Diego García, director of the Journalism and Public Opinion program at *Universidad del Rosario*:

> "this university is interested in creating an extended ecosystem regarding entrepreneurship. The entrepreneurship center opened business model workshops and we offered them [to our students], so that those students who wanted to take them could do so, but because of the singular nature of our field of knowledge, I believe it remains a challenge to work in the creation of media outlets along with the entrepreneurship center".

6.1. About the competences in entrepreneurship in the professional profile

The *International Labor Organization* (*ILO*) (*OIT* 1993, p. 10) defines professional competence as the

> "suitability to undertake a task or carry out a job successfully by having the qualifications for it".

In the same document *ILO* defines professional education as

> "the set of activities aimed at providing the theoretical and practical knowledge and the capacity required to perform an occupation or various functions competently and with professional efficacy" (p. 39).

Thus, curriculum design must guarantee that the students will develop the skills to identify themselves with a certain professional or graduate profile. That is to say, by completing the course of studies, the graduate should have the set of skills demanded to perform adequately the activity for which they have studied (**Vargas-Zúñiga**, 2004).

Following **Corvalán-Vásquez** and **Hawes-Barrios** (2006, p. 9), the graduate profile is a

> "set of traits and skills that, properly certified by whoever has the legal competence, allows for someone to be recognized socially as a professional, who can be assigned task for which they are prepared and competent".

Similarly, in the graduate profile, the job titles to which the student may aspire in the job market are presented. Therefore, the statement of the graduate profile offered by an academic program is no minor thing, because it highlights the commitment that the HEI acquires with the education of a person that will be delivered to the society to carry out a productive endeavor. By declaring the graduate profile as someone with the skills to create new media enterprises or who can manage their own media company, it is a value promise that the institution makes and are required to fulfil.

In the case of the 17 programs analyzed, eight of them state in their professional or graduate profile that they are competent in entrepreneurial skills. Out of them, five are taught at universities in Colombia and three at universities in

Ecuador. However, this does not mean that those that fail to state this competence are not providing training in the skills or that those who do are fulfilling the expectations set by the profile statement.

The first thing to bear in mind is that if a competence is stated in the graduate profile of a program, it means that all the students develop said skill, and therefore, the courses that develop those skills should be compulsory or mandatory and not optional or elective. Eight of the programs satisfy this requirement.

Secondly, it is important to consider that entrepreneurial competence may be developed in more than one course and may answer to personality traits, including self-confidence, self-efficacy or resilience (**Kerr**; **Kerr**; **Xu**, 2018); behavioral traits, such as autonomy, team work, negotiation skills (**Hodzic**, 2016; **Teague**; **Gartner**, 2017; **Ortiz-Valdés**, 2020), and operational/conceptual traits, like project management and planning or resources administration (**Ibáñez-Cubillas**; **Gijón-Puerta**, 2021), which would be expected to be developed along the curriculum in different moments and scenarios.

However, competencies of the operative/conceptual kind (**Ibáñez-Cubillas**; **Gijón-Puerta**, 2021, p. 7), generally demand specific academic spaces for their development, which allow for the students to address the necessary aspects to materialize their business idea:

- Resource collection (ability to capture and distribute resources in an orderly fashion, be they ideas, objects, materials, human resources, etc.);
- Resources management (resource acquisition, allocation and administration, including people and their skill-sets, finances, technology, materials, equipment and natural resources needed for a project);
- Project management (applying knowledge related to principles, techniques and tools used in project planning, control, monitoring and assessment);
- Project planning (systematic sequencing and distribution of tasks);
- Leadership and delegation (way in which a leader transfers decision-making powers to one or more employees, but remains responsible for their decisions);
- Finance operation (activities involved in the daily tasks of the business, carried out to generate revenue).

Because of the above, to develop entrepreneurial competences in all aspects, the study program should be supported in many courses, some of which are specifically designed for that purpose. In this case, only two out of the eight that claim to educate in entrepreneurial competence include more than four courses in their curriculum to teach these skills. Another two offer two courses and four of them only offer one course.

Table 3. Specific courses on entrepreneurship in each of the programs that **attests** to the competence in the graduate profile

Institution	Number of entrepreneurship courses	Courses
Universidad de Especialidades Espíritu Santo	5	Audiencias y Plan de Medios [Audiences and Media Plan] Desarrollo Sostenible [Sustainable development] Inteligencia de Mercado [Market intelligence] Liderazgo, emprendimiento e innovación [Leadership, entrepreneurship and innovation] Metodologías de la innovación [Innovation methodologies]
Universidad de los Hemisferios	4	Creatividad e innovación [Creativity and innovation] Laboratorio de proyectos experimentales de comunicación [Experimental communication projects lab] Gestión de proyectos de Comunicación social [Social Communication project management] Laboratorio de empresas y emprendimiento de comunicación [Business lab and communication entrepreneurship]
Corporación Universitaria Minuto de Dios	2	Emprendimiento [Entrepreneurship] Emprendimiento creativo [Creative entrepreneurship]
Universidad Jorge Tadeo Lozano	2	Dirección organizacional [Organizational management] Gestión en comunicación [Communication management]
Universidad Técnica Particular de La Loja	1	Emprendimiento [Entrepreneurship]
Universidad Externado de Colombia	1	Emprendimiento y estrategias de liderazgo [Entrepreneurship and leadership strategies]
Corporación Universitaria Minuto de Dios, sede Bello	1	Emprendimiento [Entrepreneurship]
Pontificia Universidad Católica Argentina	1	Proyecto informativo [Informative project]

Also, some of the institutions that do not state entrepreneurial competence as part of the graduate profile, have a clear path of courses in this field.

Table 4. Specific courses on entrepreneurship in programs that do not state the entrepreneurial competence in their graduate profile

Institution	Number of entrepreneurship courses	Courses
Universidad Iberoamericana	4	Emprendimiento periodístico y plan estratégico [Journalistic entrepreneurship and strategic plan] Revisión de proyecto periodístico crítico y construcción de agenda [Project review on critical journalism and agenda setting] Sistema de medios y culturas del periodismo [Media systems and journalism cultures] Intrapreneurship
Universidad Peruana de Ciencias Aplicadas	4	Design thinking Emprendimiento de Negocios Sostenibles: Formulación [Sustainable business entrepreneurship: Formulation] Emprendimiento de negocios sostenibles: Implementación [Sustainable business entrepreneurship: Implementation] Estrategias de Negociación [Negotiation strategies]
Universidad Autónoma de Bucaramanga	3	Identidad y emprendimiento [Identity and entrepreneurship] Gestión de departamentos y empresas de comunicación [Communication department and enterprise management] Comunicación y gestión de proyectos [Project communication and management]
Universidad Anáhuac México Norte	3	Creatividad e innovación publicitaria [Advertisement creativity and innovation] Habilidades para el emprendimiento [Entrepreneurial skills] Emprendimiento e innovación [Entrepreneurship and innovation]
Universidad Anáhuac Cancún	3	Creatividad e innovación publicitaria [Advertisement creativity and innovation] Habilidades para el emprendimiento [Entrepreneurial skills] Emprendimiento e innovación [Entrepreneurship and innovation]
Universidad Pontificia Bolivariana	3	
Universidad Anáhuac Mayab	2	Creatividad e innovación publicitaria [Advertisement creativity and innovation] Habilidades para el emprendimiento [Entrepreneurial skills] Emprendimiento e innovación [Entrepreneurship and innovation]
Universidad del Rosario	1	Empresa informativa [Information enterprise]
Universidad Católica de la Santísima Concepción	0	Six courses deal with generic entrepreneurial skills (leadership, ethics, resilience, etc.), but not with operative/conceptual skills

The information previously presented shows that the analyzed academic programs have improvement opportunities when it comes to stating their graduate profile. On the one hand, those that state this competence in the profile, must pay attention to offer a clear series of courses that address the required operative/conceptual skills, alongside behavioral and attitudinal ones. In those programs which do not present entrepreneurial competence as part of the graduate profile, but do develop it, should redefine the profile, so that it reflects these aspects. For those who do not declare the competence and do not address it clearly in their courses, it is an opportunity to reflect on whether, depending on the job context in each country, entrepreneurship constitutes a necessary competence, to chose to include it in their graduate profile and study program.

6.2. Courses for competences on media entrepreneurship

The work of **Aceituno-Aceituno** *et al.* (2018) has shown that recent changes have led universities to promote entrepreneurship to develop new media business models. This observation agrees with the results that show that all 17 universities offer courses specifically on entrepreneurship. These courses are mostly (36) compulsory with a few of them (6) on offer as electives. Most universities mention they recognize the need to foster and support the entrepreneurial spirit in their students. According to the program director at *Universidad Externado de Colombia*, Victor Raúl Rodríguez Puerto,

> "as a response to the new reality in the professional job market, especially in our field of Social Communication and Journalism".

As stated by **Campos-Freire** (2010) and **Casero-Ripollés** (2013), in the media sector there is a need to explore new ways to generate business.

Entrepreneurship is a process (**Gartner**, 1995) that covers the individual, the organization, the context and the actions undertaken. This contributes to the establishment of a path in which the entrepreneur learns and unlearns throughout their entrepreneurial life, according to the needs of the project. The results show that the analyzed institutions teach mandatory courses in the first semesters, such as entrepreneurial spirit, creative thinking and entrepreneurial perspective which help define the ideas, and later on in their study plans they offer other courses, also mandatory, related to the construction of communication projects, management, and company creation which, in some cases, have a business plan as outcome. Since an entrepreneurial spirit can be observed in future journalists (**Gómez-Aguilar**; **Paniagua**, 2015), education in entrepreneurship should be experienced as a space in which students apply new knowledge, but also understand the project as a life choice. However, the results show that the connecting thread between the courses must be strengthened, so that it begins with the initial business idea and knowledge and skills acquired in later courses are

applied to it. Competencies are acquired in each course according to the respective syllabus, but they do not reach a level in which they are linked and applied to one single entrepreneurship project throughout the entire study program.

On the other hand, the courses taught start from the identification of problems until the proposal of innovative business ideas. They include topics such as opportunity generation, managerial aspects, organizational structure, leadership, among others. Regardless, there is still a gap in addressing issues like business formalization, monetization, and budget and cost calculations. Furthermore, although the idea may be new for a niche market, in some cases there are gaps surrounding how to make the business sustainable in the long run. That is the reason why, as mentioned by **Deuze** (2019), theory and practice of journalism and communication have to be integrated. Thus, it is relevant to offer courses in the classroom that provide tools to structure a business plan, and attain a higher level, where prototypes are validated by the target market and experts in the field, aiming to develop a minimum viable product. This means that the universities consider the development of transversal research competences which stimulate reflections about main problems in the social and economic environment and the definition of appropriate solutions (**Chávez-Vera** *et al.*, 2022). And in this specific case, the constant search for, and analysis of, relevant information that helps in identifying the new ways in favor of business sustainability in the media sector. For instance, sustainable models focused on different digital platforms and tools and their specificity according to their audience (**Paniagua-Rojano**; **Vera-Hernández**, 2021).

It is possible to identify that some programs, based on feedback from graduates, include topics about media and business management. As mentioned by the academic director of the program at *Universidad Peruana de Ciencias Aplicadas*, Rossana Echeandía Escudero,

> "it is not enough developing writing skills, they should also know how the digital business operates".

To achieve that goal, the analyzed programs offer elective courses related to entrepreneurship because even though the students should understand how the business and management of media works, not every student feels the desire to be an entrepreneur. Then, understanding that business behavior is influenced at the micro level by the personal traits and a person's access to resources (**Adekiya**; **Ibrahim**, 2016), and on a macro level, by the environmental factors and institutions surrounding them (**Entrialgo**; **Iglesias**, 2016), it is worth including new types of initiatives in entrepreneurial education to promote the entrepreneurial intention (**Block**; **Fisch**; **Van-Praag**, 2017); additionally, to include initiatives that enable interaction with potential entrepreneurs, incubators or other entities that lead entrepreneurs to better identify and understand the positive and negative aspects that underscore the steps from intention to action (**De-Sordi**, 2022) in entrepreneurship.

In all the cases studies, the first course in the study plan related to entrepreneurship focuses on the discovery process in which needs and problems are addressed. To that end, the educators may contribute to the development of skills, offering questions that favor the analysis (**Kakouris**; **Liargovas**, 2020) of problems from multiple perspectives, to reach an adequate solution (**Leão**; **Ferreira**, 2022) that ends in a business idea. That is why it is not enough with describing the competencies within the syllabi, proper assessment and evaluation methodologies have to be put in place as well. On this aspect, the institutions that are part of this study apply methodologies which include design thinking to generate ideas, *Lean Startup* to determine the value offer, and the *Canvas* model to understand the dynamics between the elements that make up the business model (**Osterwalder**; **Pigneur**, 2016). Regarding evaluation, most universities carry it throughout the process, and even though there is a final output to assess, a stage-by-stage evaluation is done to verify the advances toward the expected learning outcomes. This includes partial deliverables, reading assessments, presentations, among others. Finally, not only is the project deliverable or business plan evaluated, also a pitch presentation is done under a professional format, to sell their business model. The pitch exemplifies the development of skills regarding time management (usually under 5 min), synthesis (problem, solution, resources, data…), information analysis, oral expression and emotions' management.

6.3. On the expected learning outcomes in relation to the relevant practice of entrepreneurship

Following the analysis of the expected learning outcomes in the courses that contribute to developing entrepreneurial and innovation skills, eight components of practical nature can be identified, which enable conceptualization, design and establishment of emerging media:

- identify the contextual conditions that shape the entrepreneurship, based on the way they are classified to be acknowledged before the State and society as media and from the elements that make up their operations;
- understand the logics of the entrepreneurial ecosystem;
- develop entrepreneurial capabilities;
- manage journalism and media projects;
- design business models;
- generate innovation, prototyping and testing of products;
- obtain resources to accelerate the entrepreneurship; and,
- map out growth and establishment plans.

Media companies, as industrial agents of communication, are embedded in complex environments that demand systemic foci for their study, to comprehend their social and business functionality. Any starting analysis of media entrepreneurships may be explored looking at three conditioning structures (**Ventín-Sánchez**, 2018):

a) their contextual structure which determines the reach and forecast of the medium, based on a specific geographic and temporal circumstances, and an analysis of social, cultural, political, economic, technological and environmental aspects;

b) the formal structure, where a series of elements define the way in which a medium is acknowledged by the State and society at large, including the regulation and business frameworks, the legal standing, the organizational purpose, the market segment it is aimed at and the type of product and benefit it seeks, and

c) the functional structure that builds the form of operation of the medium according to the type of organization, the production and distribution systems, etc.

On the contextual structure we find that, although the programs define learning outcomes (LO) centered in analysis, these are limited to economic factors. Every entrepreneurial project must understand the environment a new media outlet would inhabit, and should arise form an analysis of the social, cultural, technological, political and environmental criteria that define and condition its viability and sustainability.

Regarding the formal structure, the programs identify the regulation framework as the main aspect to be addressed when establishing media enterprises, but they do not specify whether they look at business, fiscal, or media perspectives. On the market segment, all the LO of the programs studied are focused on the audiences and do not offer a study of the customers (companies or organizations which hold interests in the message or commercial intention of the medium) to identify their needs. It is likely that the programs focus on the trends of audience participation and on financial models based on subscription or membership (**Cerezo**, 2019). However, audience sales, understood as product (**Ventín-Sánchez**, 2004), remains the most common form of media financing in the media industry (*Sembramedia*, 2021; *Reuters*, 2022; **Tejedor** *et al.*, 2020). This is precisely another aspect that is not mentioned in the studied LOs, since they only offer as products the information and communication contents instead of the audience.

The teaching and learning strategy most often quoted by the programs to achieve these LOs is through an expository or theoretical lecture. This is an ideal method to bring about recent information, organized according to a variety of sources, which allows for topics, situations and contexts to be covered (**Gómez**, 2002). The main learning resources used are visual slides, academic texts and statistics from governmental reports. The assessment methods mainly include written assignments, reports and exams, with oral assessments such as debate groups or presentations also used, albeit less often.

Table 5 provides a proposal that pairs up expected learning outcomes along the lines of how they contribute to strengthen the practical relevance of the course, to identify the conditions that determine the entrepreneurial effort for media outlets, taking into account their context, the form they take to be acknowledged by the State and society as media, and the elements that shape their operational procedures.

Table 5. Proposal of expected learning outcomes with practical relevance for the factors that define an entrepreneurial effort

Component with practical relevance	Identify the conditions that determine media entrepreneurship arising for the context, the form they take to be acknowledged by the State and society as media, and the elements that shape their operational procedures
Expected learning outcomes (LOs)	**1. Context analysis:** - Analyzes the economic, social, cultural, political, technological, and environmental situation in regard to the entrepreneurship to be developed. - Reflects on the opportunities for professional development as a communications entrepreneur based on the local, regional, national and international context. - Recognizes the characteristics of its environment through observation and interaction in different venues that allow for opportunities to be seized. - Defines the market aspects that ensure the sustainability of the entrepreneurship. **2. To determine the way society acknowledges its role** a) Regulatory framework - Identifies the regulations in place that position the entrepreneurship according to the fiscal, media, and administrative rights and obligations as a communications enterprise. b) Entrepreneurial purpose - Defines the media organization based on its economic activity, legal standing, mission, vision and values. c) Market segmentation - Identifies the target audience for its content, depending of the typology of offerings. - Analyzes the interest and needs structures of its consumers. - Identifies the customer segment for commercial agreements. - Analyzes the problems and needs of customers to provide proposals that contribute to building its value offer. d) Products and services offer - Identifies the different benefits a media enterprise may attain. - Defines the services and products through which it seeks to reap the benefits. **3. To understand the elements that make up the operation** - Knows the different types of organizational structures according to the nature and purpose of the media enterprise. - Designs content production processes. - Understands content distribution channels/systems.

Component with practical relevance	Identify the conditions that determine media entrepreneurship arising for the context, the form they take to be acknowledged by the State and society as media, and the elements that shape their operational procedures

Topics and content units	**Context**
	- Society as the environment around the entrepreneurship.
	- Analysis of variables: society, culture, politics, technology and environment.
	- Market environment: demands and opportunities.
	- Opportunities and areas of activity within information enterprises.
	
	Form
	a) Regulation
	- Media legislation and right to information.
	- Enterprise creation: legal, administrative and financial considerations: commercial aspects.
	  · Company registration and commercial license renewal,
	  · Labor matters: contracts, fees and contributions, and
	  · Taxes and levies.
	b) Enterprise purpose
	-Commercial activities.
	-Legal standing.
	-Organizational identity, purpose and mission.
	c) Market segmentation
	- Typology of audiences and customers.
	- Audience segmentation.
	- Target publics and audiences
	d) Products and services
	- Formal product and final product
	- Types of benefits
	- Portfolio creation
	
	Operation
	- Structures of information enterprises
	- Types of enterprise organization
	- Production systems
	- Distribution systems

On the issue of understanding the entrepreneurial ecosystem, the programs set out expected learning outcomes focused on finding out the motivations that lead people to begin entrepreneurial projects and define under which conditions they are able to do so, since all initiatives start from the context of coexistence with other enterprises (**Mauborgne**; **Chan**, 2004). The relevance of these LOs enables the students, based on the purpose of their entrepreneurship, to build a dialogue between themselves and the world: thinking about what to do from a personal dimension, identifying their values, mission, motivation, articulated with the needs of the wider world. This enables the identification of opportunities and threats in the environment and in the sector, but also the strengths and weaknesses of the project within the context in which decisions will have to be made constantly.

Table 6. Proposal of expected learning outcomes with practical relevance for the understanding of the dynamics of the entrepreneurial ecosystem

Component with practical relevance	Understanding the dynamics of the entrepreneurial ecosystem
Expected learning outcomes (LOs)	Reflects upon the opportunities of being an entrepreneur. Identifies the role of the entrepreneur as an agent of the ecosystem and how the latter influences upon their entrepreneurial purposes. Identifies the potentials in the creation of media enterprises. Identifies holistically the concepts of identity, culture, entrepreneurship and social responsibility. Determines the fundamental variables that differentiate business, entrepreneurship and enterprise strengthening. Identifies and analyzes the influence of different variables from the environment and the sector or industry.
Topics and content units	Find a purpose for the entrepreneurship, articulating passion, profession, vocation and mission. Analyzes the influence of actors of the surrounding environment upon the entrepreneurship effort. Recognizes the difference and traits of the red and blue oceans. Analyzes the sector or industry from the standpoint of current and potential competitors, products or services and suppliers. Understands entrepreneurship from the perspective of the Sustainable Development Goals, agenda 2030. Identifies the role of actors of the entrepreneurial environment.

Regarding entrepreneurial skills, there is unanimity around the capability of proposing and heading communication projects, processes and contents in different social, local and global, contexts, complemented by the development of critical thinking to interpret sociocultural processes and be able to perform in diverse fields of professional activity in public, private or mixed organization, or in charities, collectives or enterprises, in the media or in personal projects. To this end there is a need to strengthen skills along flexibility, adaptability, creativity and authenticity to compete and satisfy market needs (**Jooss** *et al.*, 2020).

Table 7. Proposal of expected learning outcomes with a practical relevance for the development of entrepreneurial skills

Component with practical relevance	Develop entrepreneurial skills
Expected learning outcomes	Critical analysis of the environment through observation skills. Strengthens teamwork capacity. Presents and argues projects and ideas.
Topics and content units	Creativity and ethics. Entrepreneurial identity and culture (entrepreneurial attitude: Entrepreneurial profile. Leadership and entrepreneurship. Entrepreneurship arising from cultural diversity). Soft skills (Disposition for service, and problem resolution; Leadership and teamwork; Entrepreneurial attitude and spirit).

The director and manager of media is a key role in the path of the entrepreneurship, because the director is the person in charge of planning, organizing and supervising the company (**Iborra** *et al.,* 2018). The LOs of the analyzed programs do not specifically state the development of media management skills, although they do present them in terms of project and product management. Although there is a trend for independent or freelance media and journalists to lead journalism projects and products to be sold to other media and organizations (*Propulsorio*, 2021), the project or product manager have a narrower margin in the media's decision-making processes. Thus, the director or general manager represents the leadership role in all the activities of the enterprise, laying out what should be done, how, with whom, when and with what (**Coulter** *et al.*, 2018) to reach the goals of the media as a business enterprise. It is the director who defines neatly the path of the entrepreneurial endeavor.

Table 8. Proposal for expected learning outcomes with practical relevance for the management of projects and media outlets

Componet with practical relevance	Media and journalism projects management
Expected learning outcomes	Understands the importance of *general management*. Knows the action options and the functions of a general director. Understands the importance of strategic planning. Develops strategic plans. Understands the differentiated roles of *project manager* and *product manager*.
Topics and content units	Concept and role of the general director. Characteristics of the general director. Direction tasks: planning, organization and supervision Directive roles: interpersonal, information management, decision-making. Relationship between plan and strategy. Strategic planning: analysis and definition. Strategic analysis: internal, external. Strategy construction: strategic statement, goals, structure, positioning, advantages, plan, models, organization, managerial tools, indicators and time frame. Differences between *project manager* and *product manager* Analysis of the consumer audience. Strategy of the communication product. Product communication: *performance*, *dashboard* and *backlog*. Sustainability of the communication product.

The instrument developed by **Osterwalder** and **Pigneur** (2016) is the most used in the programs analyzed. This canvas is clear and practical to develop an entrepreneurial business model. However, there is an improvement opportunity by integrating to the business model the two typologies of agents to which media are geared: consumer audience and client user (**Ventín-Sánchez**, 2004), since programs tend to include only the audiences in the market segment, value offer, distribution channels and in the relation forms. But, as enterprises have a multidimensional focus (**Osterwalder**; **Pigneur**, 2016), they should include these two agents (audience and clients) in all the elements that make up the business model canvas.

Table 9. Proposal of expected learning outcomes with practical relevance for the design of business models

Component with practical relevance	Design of business models for media enterprises
Expected learning outcomes	Defines a market segment to identify needs and problems to create a value offer for its intended target public and clients. Establishes the distribution channels through which the value offer reaches the target public and clients. Designs a communication focus and relationship with audience and clients. Establishes a system of revenue to ensure sustainability and profitability of the media outlet. Determines the intellectual and technological key resources to ensure the creation of a value offer and the operational capacity of the media outlet. Defines the key activities that ensure the strategic operation of the media outlet. Identifies partners to develop alliances that provide improvement opportunities in product development, distribution, commercial or other processes, to ease benefits. Identifies and collects the necessary expenditures to ensure the viability of the media outlet.

Component with practical relevance	Design of business models for media enterprises
Topics and content units	Identification of the market segment: target public and clients users. Value offer for the target public and client user. Distribution channels. Relationship with audience and clients. Funding. Human and technological resources. Key activities. Strategic alliances. Costs planning.

In the 17 universities courses are offered whose content promotes the development of business plans. However, there needs to be more depth when adopting techniques to generate products and services with a higher added value providing differentiation from competitors. The creation of value includes proactive discovery and adaptation (**Varun** *et al.*, 2018), which means that entrepreneurships must anticipate environment changes to remain competitive and sustainable.

Table 10. Proposal of expected learning outcomes with practical relevance for innovation and creation of products and services

Component with practical relevance	Innovation, prototyping and testing
Expected learning outcomes	Develops creative thinking processes. Differentiates between creativity, innovation and strategy. Applies creative problem solving methodologies. Produces innovative ideas and solutions in communication. Develops prototypes of low, moderate and high fidelity. Applies methods and techniques for testing and validation. Creates the brand identity and corporate philosophy. Validates the idea in academic and professional settings.
Topics and content units	Thinking and creativity. Relationship between creativity and innovation. Relationship between innovation and strategy. Multilevel perspective of innovation. Roles in creative teams for problem-solving. Creative problem solving. Design thinking: empathize, define, conceptualize, prototype, test and assess. Definition of minimum viable product. Customer development line: Product idea, validation and pivoting. Costumer creation and enterprise establishment. Design and launch of services and products.

The results highlight that, in general, the 17 institutions do not have a structured program that provides access to resources for the start-up of entrepreneurial student projects. It leads to the conclusion that there is also no program to attract investors interested in projects underway to push them to the acceleration phase. In this process, it is important to showcase the importance of digital social networks as the main resource to develop and obtain the required resources to accelerate growth in the initial stages of the entrepreneurship (**Mann**; **Harrison-Mirauer**; **Bassett**, 2020).

Table 11. Proposal of expected learning outcomes with practical relevance for acquisition of resources and entrepreneurship acceleration

Component with practical relevance	Acquisition of resources and acceleration
Expected learning outcomes	Identifies sources of funding. Builds strategies for the acceleration of the entrepreneurship. Creates a script for the business model.
Topics and content units	Preparation of commercial samples. Crowdfunding and collective projects. Business valuation and investment alternatives. Negotiation strategies. Negotiation with creativity.

The programs do not offer spaces and contents focused on growth and enterprise establishment. One of the reasons presented by Danny Barbery, dean of the *Faculty of Communication Sciences*, of the *Universidad Espíritu Santo* is that

"the development achieved by students through their entrepreneurship is prototyping",

so there are no mechanism for growth and establishment set in place. Although it is ideal for the programs to articulate their entrepreneurial and innovation units with all university programs (**Cuevas-Oviedo**, 2016), it is expected for the programs to provide tools, methods and techniques for growth and establishment that the students may apply when they become entrepreneurs.

> There needs to be more depth when adopting techniques to generate products and services with a higher added value providing differentiation from competitors

Table 12. Proposal of expected learning outcomes with practical relevance for entrepreneurial growth and establishment

Component with practical relevance	Growth and establishment of entrepreneurships
Expected learning outcomes	Plans a communication strategy (from corporate identity to marketing and sales) both for the entrepreneurship and its respective portfolio. Builds and designs strategic communication plans according to the reality of the organizations.
Topics and content units	The business plan as an initial step in building a company. Marketing mix: product, price, promotion, place, persons, processes, perceptibles and productivity. Neuromarketing & neurosales. Customer loyalty strategies.

7. Conclusions

The analysis of 17 programs in social communication and/or journalism accredited by *Consejo Latinoamericano de Acreditación de la Educación en Periodismo y Comunicación* (*Claep*) has highlighted improvement opportunities on a series of aspects in the development of entrepreneurial skills.

> " In general, the 17 institutions do not have a structured program that provides access to resources for the start-up of entrepreneurial student projects "

First, there are those graduate profiles that mention they educate students in entrepreneurial competence but offer few courses in their study plans to address the required operative/conceptual aspects (**Ibáñez-Cubillas**; **Gijón-Puerta**, 2021). There is no agreement between their offer and their promise. In these cases, a curricular reform that establishes a clear education stream for entrepreneurial skills development should be created, as presented in the body of this article. The same recommendation is key for those programs that do not present these skills as part of their graduate profile and who do not offer the courses for them, because as it has been pointed out, the labor market for communicators and journalists has become difficult (**Gutiérrez-Coba**, 2020; **Gutiérrez-Atala** *et al.*, 2016), making entrepreneurship a viable option for graduates (**Sabés-Turmo**; **Verón-Lassa** 2012; **Casero**-**Ripollés**; **Cullell**-**March**, 2013; **Rafter**, 2016).

In other cases, the programs include various courses to the development of entrepreneurial skills, but do not state this strength on their graduate profile. The solution here would be to simply update the graduate profile.

On the other hand, it is fundamental for education institutions to create or strengthen entrepreneurship and innovation units that accompany students in their journey to mature their projects and make them become a reality (**Cuevas-Oviedo**, 2016). These units must work hand in hand with academic programs to comprehend the nature of the media entrepreneurships and respond adequately to the requirements of young entrepreneurs (**Pellegrini**; **Johnson-Sheehan**, 2021), because the journalism business has particularities derived from the social responsibility attached to information provision (**Martín**-**Serrano**, 2004).

The results of the research show that the analyzed institutions teach courses throughout their programs up until the creation of business plans. This process develops skills in each course, but there is no organized pathway to apply them consistently to the same project throughout the students' stay at university. Additionally, there is evidence for a need to strengthen the capacity of these business plans to become tangible via prototypes validated with the target market and experts to provide a more nuanced value offer and be able to access funds for the start-up and scale-up of the business (**Malecki**, 2018).

Most universities inform that they agree there is a need to foster and support an entrepreneurial spirit in their students to face the current professional circumstances in the field of social communication and journalism. As a principle they hold that, although not all students have to become entrepreneurs, they should all know about the businesses in the sector. To do so, they adopt methods that facilitate teaching entrepreneurship, as well as an assessment system focused on the process rather than the result.

Finally, the expected learning outcomes that enable process with practical relevance in innovative entrepreneurship can be classified alongside eight categories:

1) Identification of the conditions that determine the entrepreneurship from their context, based on the form they take to be acknowledge by the State and society as media and the elements that make up their operational structure;
2) understand the logics of the entrepreneurial ecosystems;
3) develop entrepreneurial skills;
4) manage media outlets and journalism projects;
5) design business models;
6) generate process of product innovation, prototyping and testing;
7) access resources to accelerate the entrepreneurship,
8) establish growth and establishment plans.

> " Most universities inform that they agree there is a need to foster and support an entrepreneurial spirit in their students to face the current professional circumstances in the field of social communication and journalism. As a principle they hold that, although not all students have to become entrepreneurs, they should all know about the businesses in the sector "

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