

Editorial

Research oriented to business innovation and technological development

José Germán López Quintero*

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In this century, research is recognized as a transformational value of the productive sector. In this context, it is possible to understand the role that research plays as a fundamental constituent element, for the innovation of products, processes and services for established companies and even to propose new technology-based businesses, in addition to being recognized as a key element to solve problems within society.

The university and the productive sector are clients of each other.

The students trained as professionals in the mater classrooms of the universities, go on to be hired in the productive sector; In turn, the research carried out by the universities, sometimes supported by the business sector, provides new inputs for the generation of different processes and the launch of new products. At the same time, the university is increasingly daring to link executives from the productive sector in its administrative and academic spheres. In the current context, the notion "the University as a Company" has

even been coined. Today, Universities are constituted that have been created under the specific demand of the needs of the productive sector, with curricula and approaches, both for undergraduate and graduate students.

The innovative results of the research have consolidated a wide range of new goods and services that will be appropriated by world society. In addition, innovations contribute to increase GDP, in a directly exponential way, to greater technological innovations in the industry, better GDP for the country. "The management of innovation, presents as its main background the interest in the management of research and development (R&D), which aims to optimize the use of resources to produce knowledge" [1].

After several years, the specific concept of Innovation Management was defined as: "The organization and management of resources, both human and financial, in order to increase the creation of new knowledge, the generation of ideas and techniques that allow obtain new products, processes or services or improve

* Ingeniero electricista. Profesor titular, director Ingeniería Eléctrica, Universidad Tecnológica de Pereira. Contacto: jglq2012@utp.edu.co

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existing ones and transfer those same ideas to the manufacturing, distribution and use phases, responding to customer and market needs.”

After the appearance of the concept of innovation and innovation management, the specification of technology management and its insertion in strategic business planning was subsequently generated. After a time, in the nineties, knowledge management was born, as “A systematic and integrative process of coordination of the activities of acquisition, creation, storage and dissemination of knowledge by individuals and groups in order to achieve the objectives of the organization”.

For Peter Drucker [2] “innovation is the means by which they can exploit change as an opportunity for alternative improvement”. Echavarría, for his part, quotes [3]: “Innovation as the introduction of a new or significantly improved product (good or service), of a process, of a new marketing method or of a new organizational method in the internal practices of the company, the organization of the workplace or foreign relations”.

In the knowledge era it is not necessary to abandon the good practices of the industrial era and the agricultural era, it is to keep these practices updated, however, the management of resources is different, “it is no longer enough to produce the same article indefinitely and expect to be the only ones on the market. Speed is another characteristic of this time. The companies that learn the fastest are the ones that prosper, the most innovative and the ones that produce the most products. This era is intensive in knowledge, but the factors of capital, labor and land maintain a state close to that of the industrial era, since one cannot forget to do what is done well, only that one must learn to do new things and that generate value in the organization” [4].

Thus, the articulation of the University is forced, so that it appropriates the problems of the Society, dedicating all its pedagogical and investigative energy, to the overcoming of knowledge by knowledge as an end, to consider it as a means and its replacement for knowing how to think and knowing how to do. Which

means, that, in the versatility of this changing world, the University must teach to think, teach to do, teach to react and teach to solve the problems of a stunned Society before such permutations.

Thus, things, teaching and / or research, strictly speaking, do not constitute an end, but the means that report a social commitment to produce wealth and employment, because, if we are not the privileged university students—theoretically chosen among the best already those who the Society dedicates great resources, depriving themselves for many years of the cost of labor opportunity—, the protagonists who provide answers to the current challenges of the region and the country, who is going to do it?

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