

Neurological levels of thinking and entrepreneurship for post-pandemic economic revival

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Abstract

Understanding our mind allows us to know ourselves better. The neurological levels of thinking allow us to identify the level of conflict and its relationship with entrepreneurial behavior and entrepreneurship, in order to achieve a reactivation of the post-pandemic economy. The study was conducted using a quantitative-qualitative approach and a descriptive level, which allowed us to identify the conflict at the level of thinking in which the student is located: environment, behavior, habits, beliefs, identity, and transcendence. It was applied to a population of students from ESPOCH's Faculty of Business Administration in five majors (Accounting and Auditing, Marketing, Transportation Management, Finance and Business Administration), with a total population of 981 students enrolled in the subject of entrepreneurship. The study was applied to the entire population, except for 2% of students who did not attend in-person classes due to some domestic calamity or other reasons. The results show non-constructive environments, negative behaviors, untapped capacities, and the highest level of conflict being limiting beliefs towards entrepreneurship and money, as well as an unidentified identity. It is concluded that the neurological levels of thinking can

be modified thanks to neuroplasticity, which facilitates changes in behavior and habits towards entrepreneurship, resulting in a post-pandemic economic reactivation. Those who undertake directly impact the development of their reality, and their beliefs and entrepreneurial values are related to personal motivation, with the capacity to create a transformative and social change.

Key words: neurological levels of thought, entrepreneurial behavior, motivation, undertaking.

1. Introduction

(Hajizada, 2019) gives an example of Neuro-Linguistic Programming (NLP) which states that "people are more than their behavior," but "What do you want?" or "What do you desire for your future?" are the first questions in the NLP outcome process, which entrepreneurship professors around the world ask their students. With their response, they take action, putting their multiple skills at the service of their students' outcomes. The goal of the research is for university students to identify their capacities, develop their skills, change their behaviors and attitudes towards entrepreneurship, as well as understand how students act according to their logical levels of thinking, and how these influence behavior. (Ready & Burton, 2010) mention the levels of thinking: identity, values and beliefs, capabilities and skills, behavior, and environment (p.29)... these levels affect students in such a way that they experience internal conflict that occurs at the conscious and unconscious levels; we frequently hear phrases such as "I don't know what's happening to me," "I'm just not myself," "part of me wants to... and another part doesn't want to...," "I'm afraid of..." that constitute internal dialogue in the unconscious mind, which relate to different "logical levels of thinking." For this reason, it is important to understand each level to identify which one needs to be worked on (pp. 224-225).

But how to identify the logical level of thinking in students? By listening to their way of communicating; for example, at the identity level, students say they "want to be happy," "be good students, classmates, friends, employees, committed, responsible, have their own company, or be an excellent entrepreneur." At the values and beliefs level, the student "wants to be financially independent, but part of them does not believe they deserve to be successful." At the capabilities and skills level, the student may have a mix of abilities and skills, but "does not identify what their strengths are." And finally, at the environment level, students are in a dilemma about the "places and people where they spend their time."

Students feel that their progress in achieving their goals is hindered by a limiting decision that was made unconsciously at some point in their lives. A limiting decision or thought, for example, is when the unconscious mind does not process negative thoughts but interprets

everything it "thinks" as a positive thought. So, if one thinks and says to oneself, "I don't want to be a coward," the unconscious mind focuses on the word "coward" and, since the brain does not understand the negative "no," the focus of attention becomes the word "coward" and associates it with being a coward. Therefore, it is preferable to think and say positively, "I want to be brave" so that the subconscious mind works on being "brave." For this reason, it is important to take care of our internal language and the story we tell ourselves; in this sense, teachers, parents, and bosses also need to take care of the language they "say" so as not to affect the person listening; for example, a teacher's belief about a student can either enhance or hinder their learning ability, it is the result of the Pygmalion effect.

(Hajizada, 2019) it is Gregory Bateson who formulated the concept of "logical levels of learning," and Robert Dilts improved and complemented these neurological levels in six phases. Dilts' model of neurological levels provides a useful and different perspective for teaching a foreign language and possibly even for developing values, identities, and beliefs that help students undertake (p.22).

Teachers can apply the pyramid of neurological levels of thinking to support the learning process, by answering the following questions (Revell & Norman, 1997): What is the conducive environment for learning? How should behavior and activities in the classroom be? If they are relevant, interesting and useful, how can students develop skills for autonomous learning? How do students think and believe they can learn? And at the identity level, how will students feel about being future entrepreneurial professionals? How do students feel about their learning, is it worth studying to have a better future? (p.79).

The "neurological levels" pyramid or "logical levels of thinking" pyramid is a contribution to NLP made by Robert Dilts to generate processes of change. It is applicable when there is dissatisfaction with something or someone and it affects our emotional well-being (Vallejo-Chávez, 2022). It allows us to identify where the student's internal conflict is, in order to resolve it. Furthermore, this tool allows us to organize information and identify the level or levels in which changes need to be introduced to obtain a desired result in the student. Robert Dilts based his theory on the neurological levels proposed by Gregory Bateson when he proposed a way of hierarchizing behaviors into six interrelated levels that can be applied at a personal, group, or organizational level to generate changes. These levels are:

Environment: Refers to the physical spaces and people we come into contact with on a daily basis. It answers the questions: How? and When?
Behavior: These are the specific actions that are carried out on a daily basis, and it is our way of acting. It answers the question: What?
Capability: These are the abilities, strategies, or aptitudes of the students. It answers the questions: How? What will happen when they

have learned? Beliefs and Values: Refers to the generalizations of important aspects that guide our behavior. They are ideas that are considered true. It answers the questions: Why? Why is it important? What do I think? What do I believe? Identity: Is innate and acquired over time. It is the values and mission of life. It answers the question: Who am I? Transcendence or Spirituality: It is how we define ourselves within a system in spiritual connection or contact with society, what we must do, our vision of life. It answers the questions: Who else? For whom? What is our task here? What is the vision of life?

The Dilts pyramid is applicable in various circumstances, for example, in a company to introduce a collaborative culture, in teaching in changing beliefs to strengthen an entrepreneurial culture, among others. In order to diagnose the levels, analyze the current situation and the desired state in each level.

Teachers should understand the importance of developing a positive culture and socio-emotional skills to encourage students to become successful professionals and entrepreneurs, both inside and outside the classroom. By fostering autonomy in thinking in the classroom, students are offered the opportunity to make decisions and take ownership of their learning, creating a learning environment that is built around their interests and preferences. As a result, their needs are met with their interests and expectations, and by allowing them to express their opinions, positive behavioral and socio-emotional outcomes are achieved. Teachers who use different teaching strategies to adapt their teaching to the needs of their students, provide useful feedback with specific suggestions, and play a fundamental role in helping their students reach their full potential. (Mammadova, 2019) Neuroeducation provides evidence that positive changes in the human being's learning process occur at an unconscious level. Thus, learning that becomes "subconscious" is more under control and ownership of the learner. For example, constant repetition is essential in learning to speak a foreign language, as well as listening and interacting with others. Thinking in English and using problem-solving strategies are clear examples of unconscious learning that allow students to successfully tackle the complexity of their learning tasks. (Seffetullah, Hairul, Ismail, & Balzar, 2013). In addition, implicit social skills are acquired regarding acceptable social behaviors and attitudes. (p.5).

The unconscious mind functions according to the beliefs and values that one holds, which are then reflected in our behavior. Therefore, it is important to identify the beliefs and values that are in our unconscious mind, which may be limiting us from achieving our goals. According to (Ready & Burton, 2010), our values are essentially formed in three periods of our lives.

The imprint period: We learn largely unconsciously from our parents, which occurs from birth to seven years old. The modeling period: It

occurs between the ages of 8 and 13, when we learn by consciously and unconsciously copying those who are in our environment. Fundamental beliefs and values in humans are formed around the age of 10. The socialization period: It occurs between the ages of 14 and 21, during which we acquire beliefs and values that affect our relationships. In this period, memory is maximized, and learning passes quickly from the conscious level to the subconscious. Memories are flexible, not fixed, and it is possible to change, alter, manipulate, and expand them. The more imagination involved in trying to remember something, the easier it is to remember. For example, when recalling something from a book that has been read, the idea or concept is connected or associated with something relevant, and we remember it quickly. It is also important that the more senses involved in learning, the more they connect with the experience, and it will be deeply ingrained in long-term memory. Therefore, it is essential to create a simulated and relaxing environment so that students can create networks of associations that are pleasant with the class material.

Robert Dilts' pyramid is applied in two moments:

(i) In the classroom in the teacher-student relationship:

It is important to consider that abilities are supported by the "beliefs and values" of the student; for example, if students value entrepreneurship as a tool for economic success that can improve their future and professional career, this positive belief will encourage them to study more efficiently. Even the level of identity supports learning and asks, "How can I generate entrepreneurship?" Curiosity and business ideas are generated, and the search begins locally and internationally through the internet. It is possible to use successful profitable business approaches to be exposed in the classroom. Here, the importance of using the Dilts model is shown. According to (Cullen, Deacon, Backwell, Mulvey, & Roth, 2015), it is useful to address this problem of motivation, changing beliefs, and developing skills and abilities in the student to identify their identity in the vision and mission they project for themselves (p.23).

Level environment: Students and their learning are affected by their environment such as physical infrastructure and facilities, both in the classroom, their home, and their room. This environment also involves their family, friends, classmates, neighborhood friends, who influence their study environment. Changing the level of the environment yields positive effects on their behaviors and abilities. For example, simply moving students to a new location for their classroom, which is clean, modern, painted, and well-lit, makes the student work better. Other examples at this level include working with a new classmate or using classical or instrumental background music in the classroom. Simply taking students out of the classroom to free spaces constitutes a positive change in the environment level.

Level behavior: At this level, teachers can examine the factors that provoke a behavioral change in the classroom, whether positive or negative, and diagnose positive changes that inspire students to motivate themselves.

Level capabilities: Teachers identify their potential and reinforce it with motivational strategies, self-esteem, and empowerment, as well as NLP techniques such as reframing, metaphors, and persuasive communication to build confidence and generate changes in the levels of Dilts' Pyramid, so that they can demonstrate that they are capable of entrepreneurship.

Level beliefs: Students believe that they cannot undertake, are afraid of losing their money, their own savings or that of their families, fear of making mistakes, fear of being indebted, fear of not paying their liabilities, fear of not knowing how to pay taxes to the state because they are unaware of how they are done. Hence the importance of teachers questioning their beliefs using real-life stories or metaphors, videos of successful entrepreneurs and businessmen, which explain to students how they started their businesses without fear and without fear of how to manage resources.

Level identity: The teacher must ask themselves what role the student plays with work activities in the classroom and ask the student, "Who do you want to be in 3 or 4 years? How do you see yourself in the near future? How do you think it feels to be a successful entrepreneur?" In this way, their future identity provokes emotional change in their students. Changing perception at the identity level brings about significant changes in their future, and this is achieved through the use of techniques such as changing roles, where the student steps out of their habitual identity to take on other roles where they can explore themselves in a fun way.

Level transcendence or community: At this level, teachers can encourage students to undertake by using techniques such as metaphor, for example, creating stories of entrepreneurial characters and their contribution to the community. In this way, the role of the student is to transform that community. Short metaphors such as "entrepreneurship will give you the opportunity to be financially and economically free," "tell people all over the world how beautiful it is to have your own company," and "entrepreneurship gives you freedom" are recommended. Teachers should also encourage creativity with design thinking techniques, for example, Revell and Norman (1999) work with student groups and provide a questionnaire with questions related to their present life and expected standard of living. The application model of the neurological levels of thinking is presented in Table 1.

Table 1. Robert Dilts' Logical Levels of Thinking Questionnaire.

Environment	Think about all the environments in which you currently operate, such as all the places you usually frequent, for example, areas of your house like the kitchen or bedroom, the restaurant, the classroom, the sports club, the office, the clients' offices, friends' houses (different situations with different friends), the dentist, the place where you get your car fixed, among others.
Behavior	Think about your behavior in all different places and in your different roles, such as cook, patient, tennis player, secretary, advertiser, musician, spectator, mathematician.
Capabilities	Think about all the skills you have (both practical skills and personal qualities), the things you are capable of doing, and that allow you to behave in a particular way in one or more of the environments. For example, efficiency, sense of humor, computer skills, kindness, cycling ability, culinary skills, good spelling, etc. Ask yourself: how do you do it? how do I do it? or how not to do something? what resources do I need to complete assigned tasks? How many times have you doubted your abilities? Perhaps things are not as difficult as we think and we lose our fear when we start doing them. Remember a time in your life when you took a risk and did something you were afraid to do, and then achieved good results.
Beliefs and values.	Think about your beliefs regarding entrepreneurship, your fears and anxieties. What story do you tell yourself that prevents you from becoming an entrepreneur? What do you think about money? What doubts do you have? What story do you tell yourself, like "I'm poor" or "I don't have the resources"?
Identity	Think about who you want to be in 3 or 4 years, how you see yourself in the near future, how do you think it feels to be a successful entrepreneur, who am I, what am I doing, why am I doing what I do, and how do I feel while doing it? Thinking about our future helps us emotionally.
Society/ transcendence	Think about your life vision. Think about what you want to achieve in your life. How would you like to see yourself in the future? What would your life be like if you achieve what you desire? How can you contribute to society? Can you imagine a better world? What is your contribution to the betterment of society?

	How do you feel good about yourself? What is the meaning of your life? What is the purpose of why you are here? What lessons do you need to learn, what virtues do you need to develop, and what flaws do you need to overcome? What is the meaning of everything that you are and everything that happens to you?
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The Dilts model provides a useful tool for teachers to understand the true content of entrepreneurship education and modify their teaching experiences to better evaluate the abilities of their students and respond accordingly. The neurological levels of the model support positive brain function and facilitate both teaching and learning. By participating in activities based on the Dilts model, students can change negative beliefs and clarify their motivations for learning, leading to positive effects on their academic results and an entrepreneurial mindset.

(ii) En el aula de clases en la relación docente-estudiante para generar procesos de cambio en el emprendimiento:

Table 2. Levels of Thought or Neurological Levels of Thought by Robert Dilts with analysis in entrepreneurship.

Neurological levels	Powerful questions	Actions	Write down your desired life state.
Enviroment	¿Where? & ¿When?	Limits, opportunities, personal SWOT analysis	
Behavios	¿What?	Behavior and actions I need to change	
Capabilities	¿How?	Developing change strategies	
Beliefs and values.	¿Why?	The permissions, authorizations, and approvals I need to make in my mind. Generating a change in beliefs and perceptions.	
Identity	¿Who am I?	Life mission.	
Society/ transcendence	¿Who or who are involved?	Life vision.	

Source: Modification of the Levels of Thinking by (Dilts, 2003) The Power of Words. The Magic of Changing Beliefs Through Conversation.

The basic level of Robert Dilts' Pyramid is the environment, which shows external constraints. At this level, people act in the environment through behavior - how do we behave with others? And how do others behave with us? Our behavior is directed by our abilities, skills, beliefs, and

values that form our identity. Thus, the language a person uses to express themselves shows what level of reference the problem is at.

¿En qué nivel se encuentra el problema?

(Vallejo-Chávez, 2022) The higher the level of the pyramid, the higher the problem, therefore, one has to work at a deeper level of thinking, because the words that are expressed identify the level in which one is at and it is not the same to address the level of behavior as it is to address the level of identity. At this level, words have a greater biochemical impact on our body and mind. For example, saying "I am an alcoholic" mentally denies the brain any hope of change; on the other hand, it is possible to say "I am a good person with an alcohol problem", the mind sees and feels alcoholism as something definitive but with a possibility of change because "I am a good person" and accepts it as a reality, releasing a chemistry in the body and raising the positive vibrational frequency.

(Vallejo-Chávez, 2022) The levels of thinking allow the mind to begin to open up to other options and possibilities and not close and conflict with situations that are different from our way of thinking that we cannot change in some way, and to understand that each person, moment, or situation is different. Therefore, we must be careful with the language we express and communicate to others. For example, a teacher in the classroom and his student is a child who did not do well on his exam. The teacher could say, "I think there was a lot of noise in the classroom and it probably distracted you, that's why you got that grade." This sentence will generate less pressure on the student than if the teacher focuses on the behavior level and tells the student, "You did poorly on the exam, you got a 4/10." Even better, if the teacher tells the student, "Your abilities in math are excellent, but I think you didn't do well today," in this case, it generates greater involvement at the level of capacities and provokes in the student the desire to do better on the next exam. However, the teacher can work at the level of beliefs or values in the way of communicating with the student, and can also say, "Well, I think this exam wasn't the best you've done, but what matters is that you keep trying." Here the teacher reinforces the belief in the student of obtaining a good grade and continuing to improve.

(Vallejo-Chávez, 2022) states that if a teacher communicates at the level of identity in a negative way, they could say, "you are a bad student," or "you are not capable of understanding math," or "you need to work harder on math." These words will affect the student's entire identity, who will think "I am not capable of excelling in math" and believe "I am stupid" or that "I cannot do it," because they think and feel that they are not suitable for math, no matter how hard they try. For this reason, one must be careful with the message they transmit to others because it can affect their identity level. These are some examples of how one can communicate, which allows for reflection on the way we communicate

with ourselves and others and the impact our words have. An example of a conflict at the belief level is when a person wants to work for themselves and independently but is working in a company where they receive orders all day about what they should do, thus creating an internal conflict with their beliefs and values.

At the societal and spiritual level, the common good and social well-being are important. Human beings seek similarities with those who share their experiences and affinity for something. It also defines feeling good about oneself, it is the deepest level and refers to the meaning of our life, the purpose, why we are here, what lesson or lessons we have to learn, the virtue to develop and the defect or defects to overcome. It is what gives meaning to everything we are and everything that happens to us.

Entrepreneurial behavior

(Lascano, 2017) states that "entrepreneurial spirit and education are important topics that are related to each other, but should not only be tied to the development of competencies and attitudes for the generation of businesses, but rather motivation should be achieved in students so that they can fulfill their dreams and goals, no matter how difficult they may seem" (p.66). Thus, it should be sought that students who are predisposed to generate entrepreneurial practices, later become influencers of new entrepreneurial actions. Thus, (Novillo, 2017) states that:

Entrepreneurs are innovators who seek to disrupt the status quo of existing products and services to create new ones. An entrepreneur seeks change, responds to it, and exploits its opportunities. Entrepreneurship and small businesses are growth machines due to the phenomenon of job creation, not only in developed countries, but also playing an important role in the growth of the economy in developing countries, due to their immediate effects on job generation. Higher education institutions are a motivational requirement in entrepreneurial orientation, necessary for a positive relationship between entrepreneurship and economic growth to take place (p.76).

According to (Saldarriaga Salazar, 2018), the generation of entrepreneurs "is of vital importance for a country due to its benefits in the economic field". In the field of scientific research, entrepreneurship has become more relevant in the social sciences, especially in the administrative field. This construct is applicable to any type of business in any country, and the perspective of economic reactivation is even more important after a global pandemic. Thus, the importance of entrepreneurship in the economy of countries is established.

In this context, the importance of identifying the neurological levels of thinking in students is shown, in which level there is a conflict from the current state to the desired state, and promoting an entrepreneurial

behavior motivated by university students in the city of Riobamba in order to reactivate the post-COVID-19 pandemic economy.

2. Methodology

The study employed a quantitative-qualitative approach at a descriptive level, which allowed identifying the level of thinking of the students: environment, behavior, beliefs, identity, and transcendence, based on both bibliographic and field sources. The research was carried out on a population of students from the Faculty of Business Administration at ESPOCH University, across five majors (Accounting and Auditing, Marketing, Transportation Management, Finance, and Business Administration), with a total population of 981 students enrolled in the entrepreneurship course. The questionnaire was applied to the entire population, except for 2% of students who did not attend in-person classes due to domestic calamities or other reasons.

The questionnaire used for validation in the statistical software SPSS has two variables, five dimensions, and 15 discretionary propositions, with a result of the Cronbach coefficient of 0.981.

Table 3. Reliability statistic.

Alfa de Cronbach	Number of elements
,981	981

Source: Self-developed based on SPSS software. (2022).

Table 3 shows a reliability result of 0.981 according to the criteria of the three authors mentioned earlier. This means that the proposed research instrument has high reliability. If George and Mallery's parameters are considered, the obtained value means "excellent reliability." The Attitudinal Scale of Rensis Likert was used in the study, as shown in Table 4.

Table 3: Likert's scale

RESPONSE OPTIONS	PUNTUATION
Completely agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Completely disagree	1

After analyzing the descriptive behavior of the variables related to behavior and perceptions in entrepreneurship, the research hypotheses were tested: H1: Neurological levels of thinking are related to entrepreneurial behavior to reactivate the post-pandemic economy.

For statistical testing, the bivariate analysis test of Kendall's Tau-b was applied, considering that the response alternatives are less than 3.

Ho= The neurological levels of thinking do not influence entrepreneurial behavior.

H1= The neurological levels of thinking do have an impact on entrepreneurial behavior.

Table 5. Kendall's Tau-b correlation

			The neurological levels of thinking.	Entrepreneurial behavior.
Tau_b de Kendall	The neurological levels of thinking.	Correlation coefficient	1,000	,601**
		Sig. (two-tailed)	.	,009
	Entrepreneurial behavior.	Correlation coefficient	,601**	1,000
		Sig. (two-tailed)	,009	.
**. The correlation is significant at the 0.01 level (two-tailed).				

Based on the statistical theoretical foundation, the decision is made according to the data in Table 5: P-VALUE (SIG) > 0.05, Ho is not rejected and is accepted. When P-VALUE (SIG) < 0.05, Ho is rejected, and therefore, the alternative hypothesis H1 is accepted. With a Kendall's Tau-b coefficient result of 0.009, which is less than 0.005, Ho is rejected, and H1 is accepted, meaning that the neurological levels of thinking do have an impact on the types of entrepreneurial behavior, with a positive correlation between moderate to strong.

3. Results.

Table 6. Descriptive results of five students, from current state to desired state.

Neurological levels	Current or present state of life	Expected life state
Enviroment	Alex, 23 years old: I don't like my classmates. María, 21 years old: the atmosphere at home is not the best. Martha, 22 years old: I feel better in classes. José, 21 years old: I don't like the neighborhood where I live.	
Behavios	Alex, 23 years old: I'm friendly in the classroom. María, 21 years old: I like working in a team. I like my profession. Martha, 22 years old: I like working alone, I	

	prefer to do things myself. José, 21 years old: at home, I'm unbearable, and I'm not expressive.	
Capabilities	Alex, 23 years old: I'm good at math. María, 21 years old: I like reading and being friendly. Martha, 22 years old: I like to be organized, I'm very organized, and I like to make friends. José, 21 years old: I like to cook and do things by myself.	
Beliefs and values.	Alex, 23 years old: fear of the business not working well. María, 21 years old: fear of losing everything. Martha, 22 years old: fear of not knowing how to make the business successful. José, 21 years old: where to get the money? I don't know how to do it.	Highest level of identified conflict. Short-term economic goals. Medium-term economic goals. Long-term economic goals.
Identity	Alex, 23 years old: studying for the moment. María, 21 years old: living my youth responsibly. Martha, 22 years old: learning to not make mistakes. José, 21 years old: studying to be better in the future.	Alex, 23 years: to become an entrepreneur. María 21 years: to have an economically stable family with sufficient resources. Martha 22 years: to be a successful professional and have my own business. José 21 years: to be rich and successful.
Society/transcendence	Alex, 23 years old: currently studying to give back to my parents and the state. María, 21 years old: doing things right from the beginning. Martha, 22 years old: being responsible with myself. José, 21 years old: practicing what I've learned.	Alex, 23 years: to contribute to a better world. María 21 years: to make a small contribution to being a better person and to create jobs through my business. Martha 22 years: to seek personal well-being and, consequently, social well-being. José 21 años: to be a good person and not harm anyone, on the contrary, if I can help someone through my knowledge, I would feel happy.

Source: Important results of the questionnaire applied to students in the subject of entrepreneurship, with the levels of thinking of Roberts Dilts.

Table 6 displays the descriptive results of five randomly selected students from the total sample. The data shows non-constructive

environments, negative behaviors, untapped capabilities, limiting beliefs towards entrepreneurship and money, unidentified identity, and a weak understanding of the common good and well-being. The area of greatest conflict is the level of beliefs in their short, medium, and long-term economic goals, which are visualized more clearly in Table 7.

Table 7. Neurological levels of entrepreneurial thinking and behavior.

NEUROLOGICAL LEVELS OF THINKING – BELIEFS - CURRENT STATE TO DESIRED STATE	Answer options				
	5	4	3	2	1
SHORT-TERM ECONOMIC GOALS:					
I would spend on vacations.	7%	18%	40%	20%	15%
I would spend on parties.	0%	7%	18%	45%	30%
I would spend on buying clothes I like.	10%	48%	23%	15%	4%
I would spend on buying food I like..	15%	63%	18%	2%	2%
I would obtain a master's degree from a university.	65%	30%	5%	0%	0%
MEDIUM-TERM ECONOMIC GOALS.					
I would invest in financial institutions or the stock market.	27%	35%	32%	3%	3%
I would own stocks in a company.	45%	18%	37%	0%	0%
LONG-TERM ECONOMIC GOALS.					
I would buy my first car.	28%	40%	28%	2%	2%
I would buy a house or apartment.	53%	35%	10%	2%	0%
ENTREPRENEURIAL BEHAVIOR					
ECONOMIC MOTIVATION OR ECONOMIC GOAL					
I have the initiative for a business.	24%	50%	22%	4%	0%
I currently have a business or entrepreneurship	9%	22%	22%	32%	15%
I have savings or money in a financial institution to invest in my own business.	10%	20%	30%	27%	13%
I would need to get a loan to start a business.	12%	44%	37%	7%	0%
EMPLOYABILITY					
My expectation is to be a public or private employee.	10%	22%	29%	12%	27%
My expectation is to be an entrepreneur.	55%	12%	8%	2%	0%

Source: Software SPSS.

Table 7 displays the study variables: neurological levels of thinking, and belief level, which is where the greatest conflict area between the current and desired state lies in strengthening entrepreneurial behavior. In the belief level, three economic goals were identified in the short, medium, and long term. In the short term goals, the budget that students receive each month for certain expenses was analyzed: 35% of students stated that they spend money on a minimum budget for vacation expenses, while 25% agreed to allocate part of their resources to this expense. 75% disagreed with spending part of their monthly

budget on parties, while 58% spent part of their monthly budget on acquiring clothes they like, and agreed to allocate resources for this item. 81% spent part of their allowance on purchasing food and agreed to it, and 95% of students dedicate their short-term financial resources to expenses related to their professional development and obtaining a university degree. Regarding the medium-term economic goals, the students' responses were as follows: 62% would invest in financial institutions or the stock market, and 63% of students would participate in company shares. Finally, regarding long-term goals, the results were: 48% would buy a vehicle, and 88% would buy a house or apartment. In terms of the entrepreneurial behavior variable, in the economic motivation and employability indicators, the results were: 62% agreed that they have the initiative to start a business, and they currently have a business idea in mind. However, 47%, almost the majority of students, have not yet started a business or engaged in any commercial activity. 40% of university students do not have any money in a financial institution that they could save and invest in their own business. And 56%, more than half of young university students, would take out a loan to start a business. However, in the analysis of this context, university students dedicate 95% of their current income to studying a university degree in the short term that will allow them to achieve financial independence in the long term, and 67% of their employment expectations involve owning their own business.

4. Conclusions.

It is concluded that the neurological levels of thinking can be modified thanks to neuroplasticity, which facilitates behavioral and attitude changes towards entrepreneurship, leading to economic reactivation after a global pandemic. The higher the level in the pyramid, the higher the problem. The research results identified beliefs as the level with the most conflict. Therefore, it is necessary to work deeper at this level. Students expressed a greater conflict between their current state and their desired state due to their beliefs, which are in conflict with the words we tell ourselves that have a greater biochemical impact on our body and mind.

Entrepreneurship is a powerful tool to address the youth employment challenges faced by multiple societies at the local, national, and global levels. It is also a source of creativity and innovation that contributes significantly to society's development. Entrepreneurship should not be seen as simply a solution for youth unemployment, with high failure rates. Rather, it should be used as a way to raise awareness of the meaning of entrepreneurship and how to make it effective. Educational programs should seek to change young people's way of thinking so that they do not just consider self-employment as a job project but also as a way to improve their personal growth and development and that of

society. Motivations are neuropsychological factors associated with success and the economy, such as personal factors of self-efficacy, internal control, and proactivity. Encouraging the creation of formal companies, in the current reality that brings constant challenges such as technology and international competition, provides an opportunity for students to undertake and interact in their environment, learn, diversify their entrepreneurial techniques and thoughts, and adapt them to their country's realities. Each country must recognize and identify those who have the potential to undertake and develop with an entrepreneurial spirit and take action because the solution to economic problems depends on our university students who constitute the hope and workforce of a country.

Entrepreneurial behavior in the youth of Riobamba promotes their autonomy and self-improvement in life. The benefits of this practice are multiple: creativity, assertiveness, confidence, and positive thinking are developed, and the capacity to solve conflicts and make decisions is improved. The key is to identify the level of conflict and generate economic motivation and employability in students to promote sustainable entrepreneurial behavior in order to reactivate the economy through entrepreneurship. The predisposition to undertake is directly tied to the behavior and motivation of students to foster an entrepreneurial spirit. Those who undertake directly impact the development of their reality and their beliefs and values as entrepreneurs, which are related to personal motivation, making them capable of creating a transformational and social change.

5. Gratitude.

To the authorities of the Faculty of Business Administration, the Polytechnic School of Chimborazo, to the students of the Marketing career, and the researchers of the research group GIRETME.

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