

Modelo innovador para la enseñanza del emprendimiento: Un enfoque desde las soluciones empresariales

Innovative model for teaching entrepreneurship: An Entrepreneurial Solutions Approach

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Resumen

El objetivo principal de la ponencia es presentar los resultados de investigación del Plan Formador de Competencias Empresariales realizada específicamente en la actividad Reto Empresarial, cuyo propósito es impulsar el desarrollo de habilidades, competencias y destrezas de los estudiantes del décimo semestre del programa de Administración de Empresas, para dar solución en corto tiempo a un reto empresarial y vivencial propuesto. Por ello, se acude a la metodología de casos, la cual ofrece la oportunidad a los participantes de interactuar con situaciones determinadas, derivadas de la comprensión de las organizaciones y de sus diferentes variables, desarrollando destrezas para enfrentar ese tipo de realidades. Los resultados evidencian que los estudiantes desarrollan competencias empresariales al aportar soluciones en correspondencia a dinámicas particulares, donde el conocimiento general toma vida y que por lo tanto, dichas soluciones no son infalibles y mucho menos son absolutas. Se concluye que la estrategia pedagógica fundamenta la formación de este tipo de competencias en los estudiantes fortaleciendo un contexto de habilidades blandas, donde el estudiante desarrolla capacidad de toma de decisiones, liderazgo y trabajo en equipo.

Palabras Clave: Aporte de soluciones empresariales, Competencias Empresariales, Estrategia Pedagógica, Plan Formador, Reto Empresarial.



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Abstract

The main objective of the paper is to present the research results of the Business Skills Training Plan carried out specifically in the Business Challenge activity, whose purpose is to promote the development of skills and competencies for the students of the tenth semester of the Business Administration program, to provide a solution in a short time to a proposed business and experiential challenge. For this reason, the case methodology is used, which offers the opportunity for the participants to interact with certain situations, derived from the understanding of the organizations and their different variables, developing skills to face this type of reality. The results show that students develop business skills by providing solutions in correspondence to dynamics, where general knowledge comes to life and that, therefore, these solutions are not infallible, much less absolute. It is concluded that the pedagogical strategy bases the formation of this type of competencies in the students, strengthening a context of soft skills, where the student develops decision-making capacity, leadership, and teamwork.

Keywords: Contribution of business solutions, Business Competences, Pedagogical Strategy, Training Plan, Business Challenge

1. Introduction

The Business Administration program of the Francisco de Paula Santander Ocaña University, starting in 2016, implements the pedagogical strategy Business Skills Training Plan with the aim of ensuring that its students develop a specific, planned and organized series of activities corresponding to the didactics in congruence with the social constructivist pedagogical model with the purpose of developing, strengthening and potentiating their skills and techniques related to entrepreneurship as an essential condition in the Business Administrator (Vergel, Mosquera, & Verjel, 2017). In this strategy, a series of specific activities are worked on within the micro curricula of the subjects selected for this purpose.

One of the subjects chosen is Business Cases which belongs to the X semester, where the Business Challenge activity has been carried out, since the II semester of 2018, whose main objective is to promote the development of skills, competencies, and skills of students to give short-term solution to a proposed business and experiential challenge. Likewise, it aims to develop and strengthen students' skills in

analysis and managerial decision-making through the case methodology.

In line with the above, this research seeks to present a detailed description of the development of the Business Challenge activity, for which it was necessary to consult secondary sources of information, such as the biannual management reports prepared by the coordinator of the pedagogical strategy Business Skills Training Plan, where all the information related to the Business Challenge activity was recorded.

2. Theoretical framework

Within the theoretical support, there is the Theory of Jean Piaget, who contributed contributions to such as the importance of synchronizing sensory practices with motor ones, which allows the best interpretation of reality, a condition that favors the process of higher cognitive development; Likewise, it grants importance because it allows understanding the linguistic manifestation as an expression, which enunciates variation and changes, leads to sensible reasoning towards complex orders, because the development of cognitive structures derives from the communicative exchanges; He also believes that it is necessary to prioritize learning tasks that

promote changes in their cognitive schemes, without losing sight of affective ties because they condition behavior (Barreto, Gutiérrez, Pinilla, & Parra, 2006).

Another significant theory is the so-called "Theory of Lev Semyonovich Vigotsky", the most significant contribution of Vigotsky being the one referring to the importance of language, words and different forms of discourse, corresponding to the fact that they are fundamental psychological materials, which mediate, supply and rejuvenate intellectual or mental action. The author considers that the educational system must project training towards the future to ensure the development of potential, which is why the work of the teacher in the transmission of concepts, in his or her tutoring, and the assessment of learning is fundamental; Vygotsky considers the processes of collective integration as facilitators of the exchange of ideas to be preponderant. Consequently, the teaching process must generate scenarios in which students can learn better with the guidance of their teachers and more skilled peers (Barreto, Gutiérrez, Pinilla, & Parra, 2006).

In this order of ideas, Peter Honey and Alan Mumford, propose a theory concerning learning styles, based on previous research carried out by Kolb; in this sense, they found four different types of learning: first, active (they learn by doing), second, theoretical (they prefer to understand the theory behind the actions), third, pragmatic (they need to know how to put what they have learned into practice in a real context), and fourth, reflective (they learn by observing and analyzing what happens) (Community Media Applications and Participation, 2011).

Similarly, David Ausubel's theory emphasizes meaningful learning, whether by discovery or by reception and in order to carry it out, teachers carry out an initial diagnosis,

seeking to find out about students' previous experiences and/or pre-knowledge to provide adequate teaching, projecting the treatment to be adopted and the activity or experience to be carried out, This process is carried out cyclically, a task that demands the teacher to decipher the previous ideas, to be a human being with initiative and to have at hand the pedagogical resources that propitiate the events and are useful to increase the inappropriate elucidations (Barreto, Gutiérrez, Pinilla, & Parra, 2006).

Another author who focuses on learning styles is David A. Kolb, who emphasizes in his theory that to assimilate the information that comes to us from outside, it is essential to start from the experienced, to be able to make a transformation and reach sapience by thinking or reflecting on it and actively experimenting with the information provided. Kolb's experiential learning guide lies in a four-faceted period based on a concrete experience (immersion), which is observed and analyzed by the individual (reflection) to generate abstract concepts (conceptualization) that are subsequently accelerated or tested by the human being (application), generating a new concrete experience, and initiating the learning cycle anew.

Kolb, in relation to the learning cycle, determined four experiential learning styles that differ depending on the subject and his or her way of learning:

First, is the convergent style. Those who fall into this category of learners choose application and conceptualization in their learning. They are fundamentally analytical and inductive human beings who enjoy the more technical and formal aspects of learning.

Second, is the so-called divergent style. Here we find students characterized by the preponderance of immersion and reflection in

their learning, i.e., they are sociable, highly creative, highly imaginative, generators of novel ideas, and abundantly spontaneous. They usually have a facility for seeing situations differently and conceiving them from different points of view.

Third, the assimilationist style. These are students who are more likely to engage in processes of reflection and conceptualization in their learning. They are creatures who possess the ability to synthesize ideas to a great extent, they enjoy theory, and they are real planners and researchers.

Fourth, the accommodating style. Here we find students who carry out processes of application and immersion in their learning. They are human beings who are highly socialized and are also characterized by being impulsive in pursuit of their own goals. They also make flexibility their characteristic and do not possess a capacity. They know how to take risks and succeed in unforeseen situations.

According to Kolb, experiential or experimental learning is generated through experience; however, each subject learns differently according to the learning style to which it corresponds. In correspondence to the above, teachers are committed to deploying different actions seeking to keep the attention of all students so that they understand the processes they are trying to explain to achieve experiential learning (Garrido, 2015).

Likewise, the theory of Miguel A. Zabalza Beraza conceptualizes that good practices emanating from the social and cultural context contain their essence, as well as their structure and content, however, at the same time, they possess a favorable characteristic that transcends them and is related to their history and purpose. In conclusion, they are events that take place in a specific environment (which gives them

meaning), they are facts with their own identity because they are born (they are proposals), they unfold (they are put into practice, transformed, overcome challenges, and adapt to the characteristics of the context) and in their final stage, they consolidate or disappear by their specific itinerary. They are what they are (the objective proposition) but they are equally their circumstances (subjective and objective) (Miguel A, 2012).

On the other hand, when addressing the subject of competencies, Yolanda Argudín Vázquez states that she conceives competence in the context of its meaning in education, resulting from the new theories of cognition and specifically meaning of the knowledge that is in execution. Because any process of "knowing" is re-signified in a "knowing", it is feasible to state that competence and knowledge are synonymous: that is, knowing how to interpret, knowing how to perform, knowing how to act, knowing how to think, in different scenarios, within and for others, within a specific environment (Argudín, 2014).

Likewise, the concept of competence was initially used in the business environment to mean a set of factors or items related to success in the professional exercise of people (Chomsky, 1985). Likewise, it is conceptualized as the capacity, put into practice and confirmed, to integrate attitudes, abilities, skills, and know-how, to solve problems and situations in a variety of environments, and for this reason, it is sought that from teaching practice, professionals are trained who possess abundant abilities and skills (Know-how) and in attitudes and values (Knowing How to Be, Knowing How to Be), as well as knowledge (Knowing) (Sastre, Rey, Boubée, & Cañibano, 2010).

It is essential to develop these competencies in students, especially in the training of enterprising professionals who can work either

as entrepreneurs (entrepreneurs with their business initiatives) or intra-entrepreneurs (creative, innovative, and enterprising employees). The above, to train the professionals that the region, the country, and the world require, recognizing that entrepreneurship is an engine of economic growth and entrepreneurs are those people who transform ideas into profitable initiatives, for which it is required that they possess the ability to innovate, explore new markets, launch new products, ability to manage resources, manage people and increase productive efficiency (Lederman, Messina, Pienknagura, & Rigolini, 2014).

The Colombian State, aware of the great contribution of entrepreneurship to the country, formulated the Entrepreneurship Policy in Colombia, corresponding to Law 2069 of 31 December 2020, which aims to establish a regulatory framework that favors entrepreneurship and the growth, consolidation, and sustainability of companies, to increase social welfare and generate equity (Congress of Colombia, 2020).

The above, understanding that the essential factor for the development of a territory is the congruence of a significant and extensive number of honest, visionary, creative, innovative entrepreneurs, motivated by the achievement of their personal goals and capable of facing the adversities and limitations characteristic of countries belonging to emerging economies (Varela, Innovación Empresarial, 2001).

To the extent that entrepreneurship is developed within universities and their academic programs, product innovations are generated through the introduction of improved, transformed, value-added, modified, or radically new goods and/or services, which present basic, technical, tangible, and intangible characteristics desired by consumers that are new for the market

or for the market segment being penetrated (Instituto Vasco de Estadística, 2018).

To comply with the above commitment, the culture of entrepreneurship is promoted as fundamental, developed through the curriculum, involving all of its areas and places of training, in correspondence to the needs, demands, interests, and expectations required by the environment, and also to contribute to the scope of individual, social and community life projects (Ministry of National Education, 2012).

In this sense, the Universidad Francisco de Paula Santander Ocaña identified a clear need to develop, enhance, and strengthen in the students of the business administration program, entrepreneurship skills and development of business ideas, in correspondence to their occupational profile that is committed to the integral formation of the Business Administration student, in such a way that they can commit to society in the contribution to problem-solving, by possessing an innovative and critical mentality that enables them to respond to the challenges presented by the future in such a way that they contribute to the development of the country, because they possess a broad ethical, social and economic sense (Universidad Francisco de Paula Santander Ocaña, 2013).

Therefore, the pedagogical strategy of the Business Skills Training Plan was defined as the main tool for managing the expected change, where the program's student teachers and directors placed their hopes in the construction of the integrality of being, of knowing how to do, to practice knowing how to know.

This pedagogical strategy is developed throughout the curriculum in each of the semesters of the Business Administration program, through an articulated and established chronogram in each of the facets or stages that

the strategy demands. In this sense, this research focuses on the activity carried out in the tenth semester, called Business Challenge, where students provide business solutions to a particular entrepreneurial organization, evidencing the apprehension of the object of the strategy, which has the fundamental purpose that future managers through the implementation of specific didactic activities in correspondence to the social constructivist pedagogical model reach the improvement and enhancement of their technical and professional skills and abilities related to entrepreneurship being its essence (Vergel, Mosquera, & Verjel, 2017).

The "Entrepreneurial Challenge" is a pedagogical practice in the teaching and learning process that gives professionals in training and future graduates the inquiry for the desire to become more competent and enhance their professional, personal, and, of course, business skills (Latin American Congress of Entrepreneurship, 2015).

That is why the "Business Challenge" is an efficient tool to stimulate the development of competence in individuals, to provide a perspective of their performance as objective as possible, by obtaining as results contributions from all levels, for which it is necessary to apply feedback to make decisions related to the improvement of performance, as well as their behavior for continuous improvement (Lejarreta, 2018).

It is important because it is an essential element that favors the development of competencies in the individual, allowing him/her to identify opportunities for improvement, shaping the opinions to express them in the form of evaluation received from their surroundings, producing the degree of social perception of the evaluated person. (Pérez & Cuadrado, 2014).

The above, understanding the need that exists in individuals to be able to make an inventory of their competencies to potentialize and progress in their career, which obliges institutions such as the university to draw up reports on the competencies available to them, a process that must be carried out rigorously using available techniques and instruments (Pereira M., Gutiérrez G., Sardi H., & Villamil P., 2008).

Furthermore, entrepreneurship training alone has no significance for entrepreneurial intention, however, entrepreneurship education facilitates the improvement of entrepreneurial competencies while enhancing certain skills in management practices, improving the understanding of attitudes, and allowing the emergence of values related to the desire for entrepreneurship (Braco, Bravo M, & Preciado, 2021).

These entrepreneurial skills foster local and regional development whose purpose is to increase the possibilities of emergence within a culture and society by making use of the potential of human beings in whom the entrepreneurial spirit is manifested through the emergence of innovative ideas that have a favorable impact on the economy and the social environment (Duarte & Ruiz, 2009).

This entrepreneurial spirit emerges easier when the individual possesses certain attributes that foster entrepreneurship (Gibb, 1987), that is, that set of attributes or skills of motivation, attitude, values, self-concepts, and knowledge that are manifested in definable, observable, and measurable behaviors and which are coincidentally linked to superior performance in entrepreneurial action (Varela, Innovación Empresarial, 2001).

These skills can be learned and developed, which is why teaching entrepreneurship is one of the new issues that affect the education of

countries that want to move employment outside the public sector and large companies" (Sánchez, Caggiano, & Hernández, 2011).

In education, teaching and learning strategies should be designed with intentionality in academic programs, taking into account the impact that the institution expects to generate in future professionals, encouraging the generation of changes in both knowledge and behavior, to achieve tangible results in entrepreneurship. This is possible by implementing educational actions and experiences based on the development of entrepreneurship competencies such as knowledge, behaviors, skills, attitudes, and entrepreneurial mindset (Ávila, González, & Nava, 2018).

To develop these competencies, pedagogical practices are of great importance in the teaching-learning process, becoming an instrument for institutions that provide entrepreneurial education, since they are a set of actions and strategies that optimize the processes through which subjects improve their learning, regardless of their starting conditions (Zabalza, 2012).

This is an innovative entrepreneurial approach, like the one proposed by Schumpeter, which bears little resemblance to the traditional approach, because the new focus conceives the individual as an entrepreneurial person who is linked to business and who lives in a state of permanent innovation (Araya & Aviles, 2020), an innovative human being, capable of starting his business idea and of establishing entrepreneurship as part of his lifestyle (Araya & Aviles, 2020).

3. Methodology

3.1 Type of research

In this research, we used the descriptive type of investigation, because it specifies the events that occurred about the Business Challenge activity, developed by students in the last semester of the Business Administration program at the Universidad Francisco de Paula Santander Ocaña.

The method used is the qualitative approach, for which information was collected from secondary sources such as the semi-annual reports provided by the coordination of the pedagogical strategy Business Skills Training Plan, which contains detailed information on the development of the Business Challenge activity.

3.2 Participants

In the present research, 467 final semester students and 10 professors of the Business Administration program who participated in the Entrepreneurial Challenge activity, from the second semester of 2018 to the first semester of 2022, the period in which this strategy was implemented, participated.

3.3 Instruments

The information was collected by consulting the coordinator of the Business Skills Training Plan pedagogical strategy, who provided each of the six-monthly management reports describing the development of the Business Challenge activity.

3.4 Procedure

The phases followed to collect the data were the analysis of the development of each of the events carried out every six months, the construction of frequency tables that allowed us

to know the statistical data related to the events, and the analysis of the data collected.

3.5 Data analysis strategies

The data were analyzed qualitatively, taking into account the description of the Business Challenge activity, learning objectives, justification, resources used, instruction, evaluation rubric, and development of the activity.

4. Results and discussion

This research provides a detailed description of the activity called Business Challenge, which is carried out within the framework of the development of the pedagogical strategy Plan for the Formation of Entrepreneurial Competences in the subject Business Cases in the Business Administration course.

4.1 Description of the activity

The Business Administration curriculum, through the pedagogical strategy "Business Skills Training Plan", aims to bring students closer to the reality of their environment through various academic activities, one of which is called Business Challenge, in which tenth-semester students form teams and compete to create the best solution and strategy for a company.

For the development of the solution, it is necessary to resort to the case methodology, which offers participants the opportunity to interact with specific situations derived from the understanding of organizations and their different variables, developing skills to face this type of specific realities; however, the solutions given respond to specific dynamics where general knowledge comes to life and therefore such solutions are not infallible and much less are they absolute.

4.2 Learning objectives

The main objective of this activity is to promote the development of skills, competencies, and abilities of students to provide a solution in a short time to a proposed business and experiential challenge.

To develop and strengthen students' competencies in analysis and management decision-making through the case methodology.

4.3 Justification

A traditional business model in a changing market may succumb. The rapid development of disruptive technologies poses a challenge for the transformation of organizations, with a major change in strategies and adaptability.

Technology is affecting every aspect of business (every industry, company, decision process and task), bringing profound changes in how companies are structured, how they are led, how they execute and compete. Over time, a new landscape will be created with new rules, and new winners and losers (Westerman, Bonnet, & McAfee, 2014).

This implies developing in an agile way a set of digital and leadership capabilities in the organization, to enhance the ability to adapt to these new challenges and achieve a change in organizational culture at all levels.

Therefore, the Business Administration program proposes an activity called Business Challenge, in which the students of the tenth semester must discover the challenge of transformation, diagnosing the problematic situation of an organization, to develop a solution that can be incorporated into that business model and define a strategy and the scope of the organizational cultural change required for success.

For the development of the solution, it is necessary to resort to the case methodology, which offers participants the opportunity to interact with specific situations derived from the understanding of organizations and their different variables, developing skills to face this type of specific realities; however, the solutions given respond to specific dynamics where general knowledge comes to life and therefore such solutions are not infallible and much less absolute.

4.4 Resources

The resources to be used are stationery, a tape recorder, a notebook, and audiovisual material, among others

4.5 Instruction

Taking into account that the purpose of this activity is to bring students closer to the reality of their environment, students will form teams and compete to create the best solution and strategy to the problem presented by a company.

This process first involves a diagnosis of the challenge of transforming the organization, considering aspects of the environment and industry, as well as its internal capabilities, to make a conception and design of a solution that is a response to the challenge. Then, the changes that the solution implies for the redefinition of the value proposition, and the clarification of the cultural challenge of the organization to be implemented (Universidad del Pacífico, 2017).

4.6 Assessment rubric

The assessment rubric contains the following Evaluation criteria:

1. Content of the proposal 30%.
2. Application of the methodology 25%.

3. Coherence and cohesion of the discourse 20%.
4. Attitude towards the activity 15%.
5. Use of time 10%

This activity is delivered and uploaded to the Uvirtual platform, to the course called Business Skills Training Plan.

4.7 Development of the activity

The activities to be carried out in response to the Business Challenge are as follows:

1. The teacher of the subject together with the coordinator of the strategy will select a businessman of the region to give his testimony and make known a problem in which students can propose strategies for the solution.

2. The teacher(s) who guides the subject should previously organize his/her students in work groups for the development of the activities.

3. On the day of the final exam, students will go to a previously selected space to experience the entrepreneurial challenge.

4. The strategy coordinator will present the methodology for solving the business challenge, which is described in a booklet and given to each work team.

5. The entrepreneur will present his business testimony and pose a real problem of his organization for students to suggest possible solutions.

4. Students listening to the entrepreneur should prepare questions and record relevant information about the company in the corresponding booklet.

5. Students should then interpret the information provided by the company regarding the challenge to have an initial shared understanding of the business challenge.

6. Students will consolidate and synthesize the information gathered to clarify threats and opportunities with respect to the company's current business model.

7. Students will then conduct a field exploration where they will carry out observation, interviews, and surveys with company and client personnel.

8. With the information collected, they will develop a highly creative solution concept that addresses one of the challenges presented in the problem situation.

9. Each group of students will present in 5 minutes the solution to the problem described by the entrepreneur.

10. An evaluation committee will select the best proposal submitted.

The following are the most relevant aspects of the development of the Entrepreneurial Challenge activity.

4.8 Number of events held.

The pedagogical strategy Business Skills Training Plan has been implemented since the second semester of 2016, which aims that students through the development of didactic activities within the social constructivist pedagogical model improve their skills and techniques associated with entrepreneurship as a mandatory condition in the Business Administrator (Vergel, Mosquera, & Verjel, 2017). This strategy includes the Entrepreneurial Challenge activity, which began to be developed in the second half of 2018.

Table 1. Number of events held.

SEMESTER	NUMBER OF EVENTS
II Semester 2018	1
I Semester 2019	1

II Semester 2019	1
I Semester 2020	1
II Semester 2020	1
I Semester 2021	1
II Semester 2021	1
I Semester 2022	1
Total	8

Source: Coordination of Business Skills Training Plan

4.9 Number of students per academic semester

Since the second semester of 2018, all the students taking the Business Cases course in the Business Administration program have participated in the Business Challenge activity every semester, as detailed in the following table.

Table 2. Number of students per academic semester

SEMESTER	NUMBER OF STUDENTS
II Semester 2018	56
I Semester 2019	100
II Semester 2019	60
I Semester 2020	60
II Semester 2020	41
I Semester 2021	66
II Semester 2021	41
I Semester 2022	43
Total	467

Source: Coordination of Business Skills Training Plan

4.10 Teachers involved in the activity.

Each academic semester, the teachers assigned to guide the Business Cases course are linked to the Business Challenge activity, which, within the dynamics of the course, accompanies their students so that at the end of the semester they actively participate in this activity, an action that is led by the coordinator of the Business Skills Training Plan strategy, who guides

teachers and students in the development of this activity.

Table 3. Teachers in charge of the subject involved in the activity.

SEMESTER	NAME OF TEACHERS
II Semester 2018	Belén Torcoroma Quintero Bayona (Grupo A y B)
I Semester 2019	Jairini Alejandra Jaime Pineda (Grupo A y B)
II Semester 2019	Belén Torcoroma Quintero Bayona (Grupo C) Jairini Alejandra Jaime Pineda (Grupo A y B)
I Semester 2020	Belén Torcoroma Quintero Bayona (Grupo C) Jairini Alejandra Jaime Pineda (Grupo A y B)
II Semester 2020	Jairini Alejandra Jaime Pineda (Grupo A y B)
I Semester 2021	Manuel Andrés Blanco Gentil (Grupo A) Leonardo Arévalo Sánchez (Grupo B y C)
II Semester 2021	Manuel Andrés Blanco Gentil (Grupo A) Jorge Luis Gonzáles Salgado (Grupo B)
I Semester 2022	Jairini Alejandra Jaime Pineda (Grupo A y B)

Source: Coordination of Business Skills Training Plan

Table 4. Strategy Coordinator Business Skills Training Plan -Entrepreneurial Challenge

SEMESTER	NAME OF STRATEGY COORDINATOR - BUSINESS CHALLENGE
II Semester 2018	Oscar Orlando Hormaza Fajardo
I Semester 2019	Oscar Orlando Hormaza Fajardo
II Semester 2019	Mayerly Herrera Guerrero
I Semester 2020	Jennifer Andrea Lemus Álvarez
II Semester 2020	Jennifer Andrea Lemus Álvarez
I Semester 2021	Damarys Vergel Quintero
II Semester 2021	Damarys Vergel Quintero
I Semester 2022	Jorge Adid Parra Alvernia

Source: Coordination of Business Skills Training Plan

4.11 Related companies and entrepreneurs

The coordinator of the pedagogical strategy Business Skills Training Plan will find an entrepreneur who is willing to share his business testimony and pose a Challenge according to one of the problems that his organization is currently facing. The contacted entrepreneur is informed about the methodology of the event, place as well as the date and place of the event.

Table 5. Related companies and entrepreneurs

SEMESTER	COMPANY NAME	EMPLOYER NAME
II Semester 2018	Empanadas la Ocañerita	José Yovany Ortiz Duran
I Semester 2019	Tu Pan Gourmet	Libardo Navarro
II Semester 2019	Supermercado La Merced	Gustavo Adolfo Ibáñez Sánchez.
I Semester 2020	Inmobiliaria Laino & Solano	Andrés Camilo Laino
II Semester 2020	Conjunto Comercial Álvarez	Geiner Cabrales
I Semester 2021	Disaman Distribuciones	Nadín Alexi Jaime Fernández
II Semester 2021	Grupo Empresarial Romero Serrano	Estefanía Lanziano
I Semester 2022	Restaurante Bacanos	Sergio Andrés Yaruro

Source: Coordination of Business Skills Training Plan

4.12 Contexts of business realities and issues

Once the business story and the challenge posed by the entrepreneur have been heard, each participating work team has to analyze and propose strategies for the company posed by the Challenge, the idea is to develop a highly creative solution concept that addresses the challenges previously detected. The strategies proposed are presented in front of a panel of

judges, with the participation of expert teachers and the employer, who must select the best team that proposes effective strategies to solve the problems encountered.

Table 6. *Proposed business challenge*

SEMESTER	COMPANY NAME	BUSINESS CHALLENGE
II Semester 2018	Empanadas la Ocañerita	Marketing strategies to increase sales
I Semester 2019	Tu Pan Gourmet	Marketing strategies to expand and enter new markets
II Semester 2019	Supermercado La Merced	Marketing strategies for customer loyalty
I Semester 2020	Inmobiliaria Laino & Solano	Strategies for implementing biosecurity protocols for the COVID-19 pandemic, occupational health and safety, and making company policies known to customers.
II Semester 2020	Conjunto Comercial Centro Mercado	Strategies to address unfair competition, portfolio growth, accreditation of second and third floors of the building.
I Semester 2021	Disaman Distribuciones	Strategies for achieving greater direct market entry
II Semester 2021	Grupo Empresarial Romero Serrano	Strategies to obtain greater market recognition.
I Semester 2022	Restaurante Bacanos	Strategy to serve an exclusive market segment. Know the impact of advertising.

Source: Coordination of Business Skills Training Plan

5. Conclusions

The implementation of teaching strategies related to case studies in higher education, in addition to requiring the conceptual and theoretical foundation of the student as the main actor of learning, allows the interpretation of real and complex situations of the business reality, where it is evident in the pedagogical act, the appropriation of other competencies and training skills related to teamwork, conflict management and negotiation, communication, decision making, among others; which underpin the philosophy of the model as a training tool and consolidates the definition of their occupational profile in the labor market.

From another perspective, it is very valuable to recognize that the development of the business case study method as a training tool has been constant and permanent by higher education institutions, whether national and international, public or private, as a body of significant experiences of the teaching practice, which demonstrate results of appropriation of competencies and managerial skills of their students in training.

The experience of designing and implementing this model of learning strategy allows the provision and appropriation of new pedagogical and training tools to the teaching resources, which leads to an integrated learning scenario for both actors in the process and contextualizes the teacher with the reality of the business and productive fabric of the territories and their experiences that associated with the theoretical foundations outline a teacher trainer of sensitive, structured, competitive business leaders and in line with the needs of their environment.

It is unquestionable to recognize the degree of accuracy that is generated in the organizations that disclose or manifest their real situations in their operations and management, not as scenarios of criticism and pointing out, but as realities that become academic spaces for business research, leading to the definition of strategies for continuous improvement, sustainability and competitiveness for the same.

6. References

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