

Las competencias empresariales: Una necesidad en el perfil emprendedor de los estudiantes del programa de Administración de Empresas de la Universidad Francisco de Paula Santander Ocaña

Business skills: A need in the entrepreneurial profile of the students of the Business Administration program at the Francisco de Paula Santander Ocaña University

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Resumen

La investigación pretende analizar el desarrollo del emprendimiento al interior del programa académico de Administración de Empresas, de la Universidad Francisco de Paula Santander Ocaña. La metodología empleada, demandó una población conformada por 30 profesores y 65 estudiantes del último semestre, obteniendo los datos primarios mediante la aplicación del instrumento en correspondencia al tipo de investigación descriptiva utilizada en este estudio. Los resultados reflejan la presencia de estrategias de aprendizaje en el modelo microcurricular del programa, las competencias indispensables en el proceso emprendedor y el perfil del docente que promueve una cultura de emprendimiento presente en el programa. Se concluye que existe la necesidad fomentar y fortalecer las competencias empresariales en el programa, al interior de currículo y de la práctica docente para formar el perfil emprendedor en los estudiantes y futuros profesionales de acuerdo con la necesidad de desarrollo empresarial de la región y del país.

Palabras Clave: Emprendimiento, competencias empresariales, educación superior, empresas, desarrollo económico.

Abstract

The research aims to analyze the development of entrepreneurship within the academic program of Business Administration, at the Francisco de Paula Santander Ocaña University. The methodology used required a population made up of 30 teachers and 65 students from the last semester, obtaining primary data through the application of the instrument in correspondence with the type of descriptive research used in this study. The results reflect the presence of learning strategies in the micro-curricular model of the program, the essential competencies in the entrepreneurial process and the profile of the teacher who promotes a culture of entrepreneurship present in the program. It is concluded that there is a need to promote and strengthen business skills in the program, within the curriculum and teaching practice to form the entrepreneurial profile in students and future professionals in accordance with the need for business development of the region and the country.



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

.1. Introduction

In many countries and organizations, entrepreneurship skills-building education has been a top priority, and as a result, there is mounting information on the subject matter including laws and research, to develop in young people and children the foundational skills, competencies, knowledge, aptitudes and attitudes for the development of an entrepreneurial culture.

In Colombia, for instance, Law 2069, by which bolsters entrepreneurship in the country, aims to promote the entrepreneurial spirit through diverse government institutions and programs, especially, through the country's educational establishments, and aims to provide training in entrepreneurial-related skills to develop a culture of entrepreneurship (Congress of Colombia, 2020).

Along the same lines, Francisco de Paula Santander University, through the " Training plan for entrepreneurial skills ", outlines a roadmap for training as entrepreneurs or intra-entrepreneurs, in which teachers are to develop their pedagogical approach to strengthen entrepreneurial attitudes in students, and thus meet the mission and training profiles of the academic program.

Based upon the aforementioned, the purpose of this article is to analyze the development of entrepreneurship in the academic program of Business Administration at Francisco de Paula Santander Ocaña University. Firstly, by putting forward the scientific substantiation used by the program and proposed by the Ministry of

National Education and some experts in entrepreneurial skills; secondly, through the teacher profiling proposition intending to promote the culture of entrepreneurship; and finally, through the identification of the prominent strategies as far as entrepreneurship developed by the program in the deployment of the Training plan for business skills. Therefore, it stands out the scientific rationale, the professors' qualifications, and the deployment of the strategy Training plan for business skills, which is seen as a set of tools that proves the development of entrepreneurship in the academic program of Business Administration at Francisco de Paula Santander Ocaña University.

To that end, the article was arranged as follows: in the first place, a theoretical framework is proposed to support the outcomes of the research; secondly, a methodology was thought to design, organize, and gain access to sources of information as well as obtaining the findings of the research in question; thirdly, it is given a breakdown of the results and discussion that explain the development of entrepreneurship in the program; and lastly, the conclusions stemmed from this scientific product are presented.

2. Theoretical Framework

This research concentrated on an in-depth analysis of the development of business skills among students enrolled in the Business Administration program at Francisco de Paula Santander Ocaña University. To do this research, several theories and pedagogical approaches were utilized that shed light on the acquisition of entrepreneurial skills.

One of the primary theories addressed was the one of Jean Piaget, whose approach was based upon sensory experience coordination along with motor actions to seek a broader understanding of reality and bolster higher cognitive development. As for Piaget, this coordination is key for the knowledge-building process and formal reasoning.

Moreover, the repercussion of language was stressed as a manifestation that shows alterations and changes, leading to formal thinking and more complex cognitive operations. It also stood out that setting learning tasks as a priority triggers modifications in cognitive structures, without putting aside the importance of emotional bonds, as these play a pivotal role in students' behavior (Barreto et al., 2006).

Another theory of great significance considered in this research is the "Theory of Lev Semyonovich Vygotsky". Vygotsky underlined the importance of language, words, and forms of discourse as remarkable psychological tools that mediate and facilitate mental activity. According to him, the educational system must become forward-looking to ensure the development of students' potential, and this highlights the fundamental role of teachers in transmitting concepts, tutoring, and learning assessment. In addition, Vygotsky considered significant the processes of collective integration as facilitators of ideas sharing and collaborative learning (Barreto et al., 2006).

Similarly, Peter Honey and Alan Mumford's learning model styles were explored as part of this research. These models helped identify four different types of learning, i.e. the active style (learning by doing), the theoretical style (interest in understanding the theory behind actions), the pragmatic style (need to know how to apply what

is learned in real life), and the reflective style (learning through observation and reflection) (Community Media Applications and Participation, 2011).

Conversely, David Ausubel's theory, concentrated on meaningful learning, which may be given both by discovery or reception. According to this theory, teachers should conduct an early diagnosis to understand students' prior knowledge and experiences to provide suitable instruction and create activities and experiences that facilitate an insightful and meaningful understanding of the content (Barreto et al., 2006).

From this perspective, David A. Kolb's theory played a key role by putting forward a four-stage experiential learning model. This model begins with a specific experience, accompanied by reflection, conceptualization, and application. Each stage of the learning cycle contributes to the construction of knowledge and experience in a continuous process. Additionally, Kolb singled out four distinct experiential learning styles: convergent, divergent, assimilative, and accommodative, each reflecting learning preferences as well as distinctive information processing approaches (Garrido, 2015).

In turn, Miguel A. Zabalza Beraza, provided to the research under his focus heavily dependent upon the idea that good practices possess their nature, structure, and content, but are also influenced by their context and circumstances, which turns them constantly into evolving events that are to adapt and switch according to their particular itinerary (Miguel A, 2012).

The concept of competency was also a core element in this research. As defined by Yolanda Argudín Vázquez: a whole set of practical knowledge for implementation that results in the ability to think, perform, interpret, and act in

multiple contexts. Competency implies reciprocity between practical knowledge and the ability to put that knowledge into practice, which is materialized in meaningful and effective actions in the real world (Argudín, 2014). In alignment with the above, a program to strengthen the entrepreneurship system in Medellín based its work upon competencies, defined as knowing how to do in context, whose components are knowing (knowledge), doing (skills), and being (attitudes and values) (Alcaldía de Medellín, 2013).

This approach was connected with the business context, in which Noam Chomsky, for instance, originally utilized the term competency to describe a set of factors that are associated with the successful performance of individuals in a business setting. Moreover, business skills were defined as the proven capability to integrate knowledge, skills, and attitudes to tackle problems and situations in a variety of contexts, which highlighted the importance of training that not only approaches theoretical knowledge but also develops skills and values (Sastre et al., 2010).

The need to train skills in entrepreneurship was also dealt with in the research. Law 2069 of 2020 in Colombia concentrates on fostering the culture of entrepreneurship, stressing the training of competencies related to entrepreneurship in an articulated manner to the core and fundamental skills in educational establishments, as well as implementing pedagogical strategies that cultivate entrepreneurship, innovation, and creativity among students. This requires an education that embeds scientific and technological advancements to equip students to create their businesses, adapt to new technologies, and behave as entrepreneurs (Congress of Colombia, 2020).

In this context, the responsibility on the part of the University as far as entrepreneurship education became visible. Teachers play a critical role in this process and should strengthen their capabilities to train skills-based entrepreneurship. The Icesi del Valle University model in turn was highlighted as an example of a pedagogical approach, based upon Rodrigo Varela's research, which was supported by the skills-driven training for successful entrepreneurs (Varela & Bedoya, 2006).

3. Methodology

3.1 Type of Research

The study design is based upon quantitative, descriptive-type research, in terms of specifying the three key variables (learning strategies, entrepreneurial process skills, and teacher profile) in the training of entrepreneurs or intra-entrepreneurs in the Business Administration program at Francisco de Paula Santander Ocaña University.

In view of the above, the quantitative approach was applied as a data collection method using primary sources to meet the set objective involving learning strategies, business skills, and the teacher profile in alignment with the pedagogical strategy "Training plan for entrepreneurial skills".

3.2 Participants

To obtain in-depth knowledge of these three variables, 30 teachers and 65 students belonging to their last semester, were selected as those who have participated in the deployment of the strategy "Training plan for entrepreneurial skills" as part of their cross-sectional professional education.

3.3 Instruments

It was a questionnaire that was used as an instrument to approach the three analyzed variables, which included both teachers and students in their last semester of the Business Administration program.

3.4 Procedure

Each of the phases set for the inquiry of the involved subjects in the research was met: firstly, planning and instrument design; secondly, selection of population frame; thirdly, application and in-field data collection; fourthly, production of three tables displaying the identified findings; lastly, interpretation and analysis of the outcomes.

3.5 Data Analysis Strategies

The analysis conducted was quantitative, through the production of three tables, but at the same time, qualitative, employing the analysis that supports the training of business skills by identifying the variables that lead to strengthening the entrepreneurial profile of future professionals for their subsequent performance, either as entrepreneurs or as intra-entrepreneurs in line with the needs of productive and social development of the region and the country.

4. Results and Discussion

4.1 Scientific substantiation of business skills applied in the training process

As per Rodrigo Varela, business skills are defined as personal traits that include motivations, attitudes, values, self-concepts, knowledge, and skills. These characteristics are expressed in specific behaviors that may be identified, observed, and indeed measured.

These business skills are directly related to successful performance in entrepreneurial activities (Varela, 2014). Therefore, 13 key entrepreneurial skills have been identified as is evident from Table 1.

Table 1. Essential competencies in the entrepreneurial process according to Rodrigo Varela

Rodrigo Varela	
1.	Business Career Vision
2.	Social Sensitivity
3.	Success Orientation
4.	Self-confidence
5.	Perceptual Breadth
6.	Flexibility
7.	Empathy
8.	Conceptual Thinking
9.	Market Orientation
10.	Business Management
11.	Business Networking
12.	Decision-Making
13.	Action Orientation

Source: Varela (2008).

Similarly, widely recognized international authors (Saravathy, 2001; Kirby, 2004; Gibb, 2005; Timmons and Spinelli, 2007) have indicated the 8 essential skills on an entrepreneurial level, listed in Table 2, which strengthen the entrepreneur’s profile in training (Gómez Vallejoa & Satizábal Parra, 2011).

Table 2. Essential competencies in the entrepreneurial process according to Saravathy, Kirby, Gibb, Timmons y Spinelli

Saravathy, Kirby, Gibb, Timmons y Spinelli	
1.	Networking
2.	Problem-solving
3.	Success Orientation
4.	Risk Taking
5.	Teamwork
6.	Creativity
7.	Autonomy
8.	Initiative

Source: Saravathy (2001), Kirby (2004), Gibb (2005), Timmons y Spinelli (2007)

By contrast, the Ministry of National Education puts forward a set of 9 competencies aimed at promoting entrepreneurship, as shown in Table 3 (Ministry of National Education, 2011).

Table 3. Essential competencies in the entrepreneurial process according to the Ministry of National Education.

Ministry of National Education
1. Forward-looking Approach
2. Self-regulating Behavior
3. Risk-taking Capability
4. Ideas-implementing Capability
5. Innovation
6. Identification of Opportunities and Resources based on the setting
7. Technological Tools Skills
8. Creativity
9. Flexible Thinking

Source: Ministry of National Education. (2011)

Especially, within the Business Administration program at the Francisco de Paula Santander Ocaña University, a series of entrepreneurial competencies have been cultivated. These skills encompass self-confidence, creativity, teamwork, leadership, decision-making, social sensitivity, perseverance, and readiness for risk-taking. Yet, when examining the competencies proposed by the aforementioned authors, it is proposed to include another competency of entrepreneurial networking, which is vital in managing and achieving organizational goals, (Vergel, 2018).

4.2 Entrepreneurial Teacher Profile

The role played by the teacher is an essential one in the development of entrepreneurial competencies. As laid down in the guide "The Teacher as a Promoter and Trainer of Entrepreneurship," issued by the Bogota Chamber of Commerce, a teacher who promotes

and trains in entrepreneurship must fit a specific profile. This means that the teacher must be a trainer who conveys knowledge and experience on an entrepreneurial level, in which students will be able to bring it into their career. Besides, they must be facilitator, furnishing support for the development of the student's entrepreneurial calling and business skills, and providing guidance, tools, and resources to make this task simple. They should also perform the role of promoter, by encouraging the creation of projects and activities where students can put into practice their entrepreneurial initiative and prove their entrepreneurial skills (Chamber of Commerce of Bogota, 2009).

Moreover, in line with the European Commission's educator's guide, the traits of an entrepreneurial teacher are charismatic, open-minded, self-confident, flexible, responsible, good listener, good communicator, team player, manager, and trainer, among other aspects (European Commission, 2014).

On the other hand, a research conducted by Pertuz, Rojas, Navarro, and Quintero at classroom-based university education in Valledupar has shown that a teacher who is responsible for entrepreneurship training must meet a specific set of qualities. This includes the grasp of solid knowledge, the capability to encourage teamwork, the ability to facilitate learning, the capacity to pose challenges, skills in planning and assessment of processes and results, competency to teach in practical contexts and hands-on implementation, team collaboration skills, promotion of flexibility and adaptability, empathy, readiness to learn, tolerance, respect, responsibility, innovation, motivation, among others (Pertuz et al., 2016).

Table 4 below shows the teacher profile, who fosters a culture of entrepreneurship as per the analyzed authors.

Table 4. Teacher profile who promotes a culture of entrepreneurship

European Commission	Bogotá Chamber of Commerce	Pertuz, Rojas, Navarro y Quintero
charismatic, open-minded, self-confident, flexible, responsible, good listener, good communicator, team player, manager, and trainer	Trainer Facilitator Promoter	Knowledge, teamwork promoter, facilitator, problem-posing educator, skills in planning and assessment of processes ability to teach in practical contexts, teamwork skills, , promoter of flexibility and adaptability, empathy, capacity to learn, tolerance, respect, responsibility, innovator, motivator, among others.

Source: Self-made and adapted from European Commission (2014), Bogota Chamber of Commerce (2009), Pertuz, et al (2016)

In view of what has been considered by institutions and authors, it is believed that the teacher profile who encourages a culture of entrepreneurship should comprise aspects such as: being knowledgeable about the subject, having experience as an entrepreneur, ability to teach in practical processes and contexts, being a facilitator and communicator teacher, and as a result, the Business Administration program reaches the development of business skills among students due to the fact, their teachers carry out structured and documented pedagogical practices, alongside practical spaces that enable students the opportunity to develop entrepreneurial skills, by applying the knowledge acquired in various scenarios; This becomes evident in the way the academy is

integrated with the communities and the production sector, displaying significant strength with the research and extension processes, which are essential pillars of the Francisco de Paula Santander Ocaña University (UFPSO).

In this line of thinking, Arruti states that the teacher who fosters a culture of entrepreneurship among students becomes a Teacherpreneur or entrepreneurial teacher, who holds some skills and personal traits by which he can be identified (Arruti, 2016).

4.3 Major entrepreneurship strategies developed by the Business Administration program

As a result of the deployment of the Training plan for entrepreneurial skills, the whole program was restructured and so was the manner education was provided. The key strategies developed by the program are related below:

Didactic lessons. These lessons are offered by workshops, case analysis, and playful activities, among others, that teachers bring into the classroom throughout the development of each area of knowledge, to promote a culture of entrepreneurship. If one defines didactics as a response to the need to find a harmonizing balance between the relations and the manners of the teaching of educators as well as the learning of their students (Abreu et al., 2017). Therefore, the didactic lessons refer to those practices that teachers of the program offer, under the umbrella of their expertise, to their students, to encourage creativity and innovation in them.

Participation of students in entrepreneurship-based training. As from the Program and the Center for Entrepreneurial Projection

"CEPREM", training is provided to students on a semesterly basis in the framework of the implementation of the pedagogical strategy Training plan for entrepreneurial skills on topics such as empathetic and assertive communication, out-of-the-classroom workshop of entrepreneurial skills, life project, MSME management workshop, being an entrepreneur and sustainable management workshops, all of which looks to develop an entrepreneurial attitude in Business Administration students (Vergel et al., 2018).

Furthermore, students engage in annually held training, on the occasion of the Administrator's Day celebration and the International Congress of Research and Entrepreneurship, to which experts are invited to discuss a wide range of topics related to business sciences, and many of them are always focused on promoting an entrepreneurial culture.

Participation of students in educational fairs, competitions, and company visits. Students also participate every semester in the Expoferia Universitaria, which is an event led by the academic program intended for students and the production sector to put forward their business ideas, in which the best entrepreneurial initiatives are rewarded with presents such as tablets, flash drives, national and international academic mobility stimuli and free seminars on administrative or accounting topics. On the other hand, some led visits to companies are made in alignment with the needs of some areas of knowledge, such as strategic management, and international finance, among others, so as students to become better acquainted with the business dynamics.

Creation of research projects. The academic program has laid down as a curricular policy that formative research should be conducted in each

subject area, as stated in the micro-curriculum; even though it is already part of the majority of those subject areas e.i. Research I, Research II Market Research, business creation, and business projects, it is also imperative to make it part of the remainder of subject areas to generate research skills among students and enable problem-solving. The resulting research may be shared in the International Meeting of Research and Entrepreneurship, which is a space opened for teachers and students attached to the Faculty of Administrative and Economic Sciences to share the formative research projects carried out in the classroom, creatively and innovatively.

Conversely, in the answers provided by the 30 surveyed teachers, it was shown that in the micro-curriculum of the subject area pertaining to the academic curriculum of the program, some learning strategies based on entrepreneurship are defined for each of the topics to be developed, built upon the micro-curricular model, which reveals the manner the social constructivist pedagogical model is cross-sectionally permeated by the Institutional Educational Project. Teachers have made it clear in their answers that the deployment of their pedagogical practice, adheres to the model, which describes the set of methods used by a teacher to facilitate the acquisition of knowledge by the student as a learning strategy whereas the procedures that are applied on an educational setting, as well as the use of pedagogical approaches and resources are defined as teaching strategies, which enable the acquisition of knowledge in a significant manner, encouraging the student to build a new understanding (Universidad Francisco de Paula Santander Ocaña, 2017).

In alignment with the aforementioned, the study target population, such as the 30 teachers and 65 students, confirms that everything from the micro-curriculum is indeed applied throughout the pedagogical practice by implementing the strategies based upon

entrepreneurship, which strengthens the profile as entrepreneurs among students of the program.

Table 5. Major entrepreneurship strategies developed by the Business Administration program

Entrepreneurship Strategies
<ul style="list-style-type: none"> • Didactic Lessons • Training in Entrepreneurship • Participation in Entrepreneurship Events: <ul style="list-style-type: none"> ✓ Administrator’s Day ✓ International Meeting of Research and Entrepreneurship • Educational Fairs Participation • Competition Participation • Company Visits • Reasearch Projects

Source: Micro-curriculum Model UFPSO

5. Conclusions

The Business Administration program holds good pedagogical practices that are implemented to foster the culture of entrepreneurship, as stated in the tenets of the Program Educational Project (PEP). This highlights that teachers’ actions are based upon pedagogical approaches including meaningful learning, problem-oriented learning, project-based learning, collaborative learning, research-based learning, discussion and debate-driven learning, and inductive learning. These practices are set aligned with the framework of entrepreneurship education both nationally and internationally, which proves that the program incorporates different types of learning that lead to the development of an entrepreneurial attitude among students.

It turns out to be highly significant to outline that the Business Administration program has been setting and laying the foundation for a series of skills among students of the academic

program, within which are identified: self-confidence, creativity, teamwork, leadership, decision-making, social sensitivity, perseverance and readiness to take risks; skills that are related or equivalent with the reference fields or suitability parameters laid down among the entities, scholars and other studies addressed in the document; this is the reason why a contextualization is shown which resonates in the students’ educational practice, a comprehensive vision that aims at the consolidation of future entrepreneurs and the strengthening of a pedagogical model that promotes the entrepreneurial culture in the teaching-learning process; in addition, the competency-based teaching model enables the training of entrepreneurial skills in an interdisciplinary and systematic manner.

The gist and cornerstone of a trainer teacher of entrepreneurs, or entrepreneurship, must initiate from their vocation; from this point of view, the existence or definition of a profile, implies a solid and unflinching formula in the process of culture and the consolidation of formative competencies for students’ entrepreneurial practice; with this in mind, in the Business Administration program, the teacher is seen as a dynamic agent, who understands the relationship that exists with entrepreneurship and his teaching practice and even when in training, or the classroom work, or the pedagogical strategies of the program, the use of tools, methodologies and learning dynamics, as well as significant experiences among others; who also base their practice upon the development or updating of both the curricula and curricular contents, as a pedagogical model to put it into practice. These realities and stakes are validated in the integration of the academy with the communities and the production sector, revealing meaningful strength in the research and extension processes, which are essential

pillars of the Francisco de Paula Santander Ocaña University (UFPSO).

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