

The method of entrepreneurship projects and their relationship with the development of professional skills in administration students of an higher education institution

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Received: 15 October 2018; Accepted: 28 November 2018; Published: 24 December 2018

Resumen

En estos tiempos de globalización, reingeniería, de procesos sistemáticos en donde las instituciones superiores juegan un papel preponderante y transformador; desde esta perspectiva las universidades justifican su existencia promoviendo la formación de nuevos emprendedores con espíritu humanístico, tecnológico y científico, a través de herramientas necesarias para que los estudiantes desarrollen sus habilidades en sus especialidades en el mundo laboral. En ese contexto se hace necesario identificar el nivel de articulación en el proceso formativo de los nuevos administradores de empresas que se forman en nuestra institución con las exigencias crecientes de emprendimiento.

Palabras clave: Proyectos, emprendimiento, competencias, habilidades técnicas y administrativas

Abstract

In these times of globalization, reengineering, of systematic processes in which higher institutions play a preponderant and transforming role; from this perspective universities justify their existence by promoting the formation of new entrepreneurs with a humanistic, technological and scientific spirit, through the necessary tools for students to develop their skills in their specialties in the world of work. In this context it is necessary to identify the level of articulation in the formative process of the new administrators of companies that are formed in our institution with the growing demands of entrepreneurship

Keywords: Projects, ventures, competencies, technical and administrative skills

1. Introduction

In these times of globalization, reengineering, of systematic processes in which the technological advancement opens way at an impressive speed and the world is reduced to a "global village" and in which the University plays a preponderant and transforming role; from this perspective the University justifies its existence by offering it, from its humanistic, technological and scientific aspects, the necessary tools so that the students are the focus of development of their country. In the last few years, the development of entrepreneurial skills and abilities has led universities to rethink re-engineering schemes that build profiles of entrepreneurial, ethical and capable professionals who acquire strategies for learning by doing; in such a way that these skills last not

only during constant professional practice, but also through the process of generating business ideas and the promotion of companies within educational entities.

2. Materials and Methods

Studies carried out by Mc Clelland, 1967; Lynn, 1969; Schein, 1994; Selame, Ochoa and Kraiser, 1999; Pereira, 2003; Hatch and Zweig, (2006), on the problem of entrepreneurship from the perspective of the entrepreneurial individual, approach and try to understand entrepreneurship from the singularity of a subject. The emphasis is then placed on trying to know that set of characteristics, traits, capacities of a personality that empower an individual to act as an entrepreneur.

*The link between entrepreneurship, university, technological entrepreneurship and regional and organizational transformation, are subjects of analysis for several researches (Markman, et.al, 2005, Venkataraman, 2004) that try to understand the incidence of strata such as the university, to generate and promote entrepreneurial projects, and also to know their incidence and impact in their performance contexts.

Entrepreneurship

The word entrepreneurship prevents the French "entrepreneur" which refers to "a person's ability to make an extra effort to achieve a goal or object,

According to Schumpeter (1983), a Harvard professor, an entrepreneur is one whose activities generate instabilities in the markets, who predicted that the success of capitalism would result in the socio-political destruction of capitalism through so-called creative Destruction.

We are in an environment characterized by a training tending to encourage creativity and entrepreneurship as Beltrán (2011) states in his didactic that "an entrepreneurship project refers to an articulated and coherent set of activities aimed at achieving one or more objectives that promote the training of new entrepreneurs".

Professional skills of students.

Díaz Barriga (2006) places the origin of the concept of competence, from the point of view of university education, in the field of linguistics.

It was later appropriated by psychology in an attempt to offer an explanation of the mind. It was in the 1980s that the competency approach was introduced into the educational context in order to develop pedagogical strategies that would enable meaningful learning.

Social skills

Socially skilled behavior is that set of behaviors emitted by an individual in an interpersonal context that expresses that individual's feelings, attitudes, desires, opinions, or rights in a manner appropriate to the situation, respecting those behaviors to others, and generally resolves the immediate problems of the situation while minimizing the likelihood of future problems.

3. Results

The following is a description of the descriptive results of the student opinion surveys regarding the methods of entrepreneurial projects, related to the conception of concrete entrepreneurial projects, communication of an entrepreneurial project, the different strategies against the context of entrepreneurship and responsibility in calculated risks, in the opinion of the students of the Universidad Nacional Tecnológica de Lima Sur.

In table 1, on the opinion that students have of the methods of entrepreneurial projects, we found that 35.0% of the sample, indicates that the projects methods are never applied in professional career of business administration, however, 26.30%, that represents 21 students, and 25.0% that represents 20 students, consider that almost always and always they are applied, as for the conception of concrete projects of entrepreneurship, the communication of a project of entrepreneurship, to the different strategies in front of the context of the entrepreneurship and the responsibility in risk calculated in the students of Administration.

Table 1. Methods of entrepreneurial projects in the opinion of students

Categories	Frequency	Percentage
It never applies	28	35.0%
Almost never applied	0	0.0%
It is sometimes applied	11	13.8%
It almost always applies	21	26.3%
It always applies	20	25.0%
Total	80	100.0%

The following Figure shows graphically the result on the methods of entrepreneurial projects in the perception of the students of the professional career of business administration.

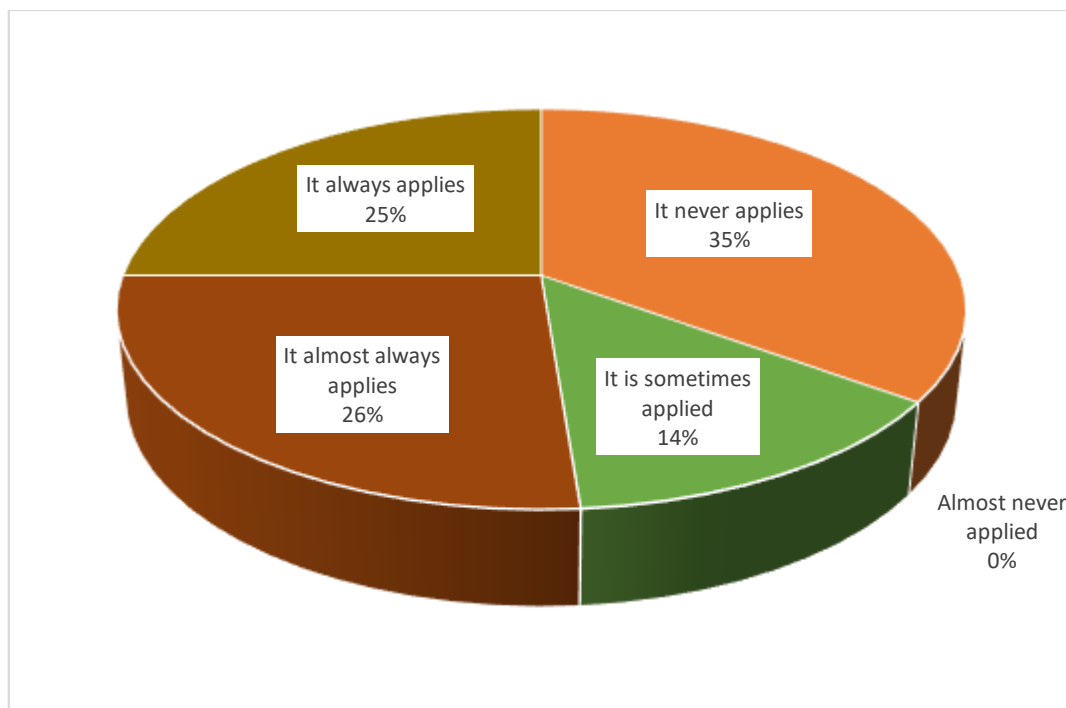


Figure 1. Methods of entrepreneurial projects in the opinion of students

4. Conclusions

Under the conditions in which the instruments were applied, the results were interpreted in the tables and figures by dimensions and after the process of contracting the hypotheses we arrived at the following conclusions based on the objectives.

There is a considerable positive relationship between the method of entrepreneurship projects and the development of students' competencies, since a comparable opinion was verified from the results, in which five out of ten students consider that sometimes and almost always the method of entrepreneurship projects is applied in students; in the same way, that five out of ten students consider that almost always and always, professional, social and personal competencies are developed in administration students.

There is a considerable positive relationship between the conception of concrete entrepreneurship projects and the development of students' competencies, because a comparable opinion was verified from the results, which students perceive that concrete entrepreneurship projects are almost always and always applied in the career activities of business administration in the same way, that five out of ten students consider that professional, social and personal competencies are almost always and always developed in business students.

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